Discussion on Teaching Mode Reform of Marketing Major in Universities under the Background of Big data Era

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Abstract: In the context of the Big data era, the marketing specialty of colleges and universities is facing a great impact, which requires a series of teaching reform measures to cultivate new marketing professionals suitable for the development of the Big data era. This paper has carried out relevant background analysis, and on the basis of combing the literature, proposed relevant measures for the reform of the teaching mode of the marketing specialty to promote the marketing specialty to adapt to the development of the Big data era.

1. Background analysis

In the context of the Big data era, the marketing specialty of Chinese universities is facing new changes. The development of the marketing specialty in the direction of Big data marketing will be a new trend, and teaching methods and means will also change, as well as educational psychology and student behavior. With the arrival of the Big data era, the innovative model based on Big data and the Internet has posed a huge challenge to the marketing concepts of colleges and universities and the marketing decisions of enterprises, as well as a strong demand for Big data research and application talents [1]. We need to actively rely on the existing teaching team of the marketing specialty, promote the development of the marketing specialty in the direction of Big data marketing, and cultivate compound marketing talents with an international perspective, a solid multi-disciplinary professional foundation, industry expertise, and Big data thinking and data analysis capabilities.

The Internet has developed rapidly today and has a significant impact on the development of marketing in universities. The marketing specialty needs to be developed by integrating Big data Technological convergence. Marketing can rely on Big data collection, and use the analysis and prediction ability of Big data technology to make the sales of enterprises more accurate and effective. Especially with the arrival of the Big data era, data analysis is becoming more and more important in marketing. Existing marketing majors need to integrate Big data technology in teaching reform and talent training mode. Therefore, marketing teaching needs to meet the requirements of the development of the situation, reform and innovate the original teaching methods and talent training system, promote the integration of Big data into the construction of marketing specialty, promote the continuous in-depth development of marketing specialty, and cultivate new marketing professionals facing the era of Big data [2].

2. Related literature review

In terms of the combination of marketing and Big data, scholars at home and abroad have done some research. Stanton (2006) and others pointed out that Relationship marketing, data mining, information technology and other courses need to be set up in the marketing teaching process. Through learning, you can master marketing methods and help students increase their value in market competition; Bateman et al. (2008) pushed and implemented some new concepts in the process of curriculum reform, and eliminated some obstacles during the reform process. They clarified that curriculum reform is also a continuous and cyclical process that requires repeated design, implementation, evaluation, improvement, and re implementation; Amber et al. (2010) explored the

use of social media platforms in marketing teaching and pointed out the enormous potential of using LinkedIn as a marketing teaching tool to teach complex marketing skills; Manyika et al. (2011) re evaluated existing marketing courses and found that university courses lack content on marketing practices that are of concern to small and medium-sized enterprises, while students under traditional marketing courses are not interested in small and medium-sized enterprises and tend to choose to work in large enterprises. Duan Xin (2015) and others pointed out that the content of marketing courses is practical oriented, and many theories in the courses originate from practice. The course content arrangement and training must be combined with practical cases as much as possible, so that students can not only master theoretical knowledge but also apply it in practice, emphasizing the importance of case teaching; Zhou Xiaorui (2016) and others introduced micro courses into the marketing teaching process, effectively exploring the advantages and advantages of micro courses, continuously improving teaching attractiveness and effectiveness, promoting the improvement of teaching quality, and promoting the smooth implementation of professional quality teaching reform; Yu Liqiong (2021) and other scholars proposed that in the era of Big data, the marketing specialty needs to use Big data tools to carry out teaching reform, take the cultivation of Big data marketing talents' post ability as the core, and improve the professional quality and comprehensive practical ability of marketing students. These theoretical studies have further promoted the development of marketing major in Chinese universities in the era of Big data [3].

3. Relevant countermeasures

3.1 Establishing a market-oriented teaching orientation

Marketing is a discipline with strong practicality and applicability. Teaching should not only focus on basic theories, but also emphasize the application in enterprises. The goal of talent cultivation needs to be adjusted accordingly based on the needs of enterprises for talent marketing capabilities. To be demand oriented, students in the "Internet plus" environment should have Internet marketing thinking, master new marketing skills under Internet technology, so that students can achieve seamless docking from school to enterprise, and better serve the society. The basic framework of marketing is marketing environment analysis+target market Marketing strategy+market Marketing mix strategy. With the rapid development of the Internet, there are new knowledge points in various parts of the content. Teachers need to update and extend marketing teaching content during the teaching process. In the analysis of marketing environment, the topic of internet environment marketing can be included. How the Internet has changed consumer behavior patterns and corporate business models, emerging industries and market demand changes under the Internet, and internet market and customer data research and analysis tools are all urgently needed supplementary parts of marketing environment analysis. In the Marketing strategy of the target market, on the basis of the original theory, we should supplement how to use Big data to carry out more detailed market segmentation, understand accurate customer portraits, insight into consumer preferences and consumption trends, and use Internet tools to make more accurate target market selection and market positioning.

3.2 Optimizing teaching methods and assessment objectives

Overall, practical training should be the main direction, so in the writing of course content, the tasks in the actual workflow should be given the primary position and central clue. Based on the analysis of the current challenges that enterprises need to solve, specialized lectures are organized, and various teaching methods such as software tool teaching, practical operation on computers, and group task allocation are carried out in a task oriented manner, focusing on the different tools, skills, and operational processes required for different types of tasks. Therefore, in the final course assessment, the form and standards of assessment have also changed from closed book exams to the completion of each practical task during the teaching period. However, compared to more traditional theoretical courses, such as "Marketing", when it is split into two parts: theoretical and practical training, it can effectively make the task become the direction of course content and practical training.

At the same time, it is necessary to strengthen the construction of practical training platforms and learn practical training courses, so as to enable students to learn and learn during the learning process, and achieve a virtuous cycle between the two.

3.3 Implementing diversified marketing teaching methods

The Internet has made the current forms of education diverse, and teachers' teaching methods should also be diversified, rather than just teaching methods. Nowadays, students enjoy novelty and have a strong ability to accept new things. If teachers only stick to the rules, it is difficult to motivate students to learn. The teaching method of marketing can draw inspiration from the open teaching methods of European and American teachers, allowing students to be the masters, and assisted by certain teaching apps on mobile internet, such as mobile phones, to teach students the most concerned learning cases and related knowledge content in the most suitable way based on their needs. Continuous improvement refers to the continuous improvement of talent cultivation goals, graduation requirements, and practical teaching activities, while ensuring the alignment between talent cultivation goals and industry needs, as well as between student abilities and enterprise job requirements [4].

3.4 Promoting the Reform of Innovative Marketing Teaching Models

With the development of internet technology, teaching tools are becoming increasingly abundant, and students have more and more channels to actively obtain information under the internet. In addition, the practicality of marketing also requires that marketing must closely follow the development pace of social enterprises, and students should emphasize more on the combination of theory and practice. Therefore, the teaching model of marketing should establish a student-centered approach, with teachers guiding students to engage in exploratory learning, forming a three-in-one full program teaching model. In the first classroom, the teacher guides students to understand the basic marketing knowledge structure, master marketing methods and skills, and stimulate their learning interest to continue expanding their marketing knowledge online. The second project is inspired by the first classroom and adopts a project-based approach, allowing students to choose current marketing hotspots or cutting-edge marketing topics, conduct marketing research and learning, and solve problems in the project. The third practice is to enable students to step out of campus, enter society and enterprises, and through research, interviews, and analysis, make relevant marketing plans that can solve society and enterprises, so that knowledge can truly be applied and serve society.

4. Conclusion

In short, with the arrival of the Big data era, the social division of labor is becoming more and more refined, and it can be predicted that the market in the future will increasingly demand Big data marketing talents [5]. Therefore, colleges and universities should transform the training goal into training professional Big data marketing talents and adjust the current talent training mechanism. In combination with the current needs of enterprises, the training direction will be subdivided according to the type of Big data marketing talents required by the current market, and students' theoretical and practical skills will be jointly trained through the integration of school level output and enterprise level, so as to jointly build a school enterprise Big data marketing talent supply database. In the context of the Big data era, the marketing specialty in colleges and universities needs further reform, and the curriculum system and teaching content need to be refined and reasonably allocated, so that students can learn new marketing skills and knowledge in limited classroom time. We should take the professional courses of marketing as the theoretical basis, combine the practical skills training jointly cultivated by enterprises, and realize the curriculum system of theory+practice, so as to we can cultivate new Big data marketing talents.

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