

Exploration and Practice of Multi-track Teaching Model in the Teaching of Marketing Specialty Courses

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Abstract: The number of economic management courses, especially marketing majors, is expanding. As a marketing major emerged under the background of market economy, most of its professional courses have strong practicality, application and skill. Social needs also incline from academic students to applied students. University graduates need to better adapt to and meet the needs of society. This requires that the concept and teaching model of university education should also be innovated with the development of society. In order to more effectively improve and guarantee the quality of teaching in the market camps, this paper tries to cultivate different teaching contents and innovative ability. On the basis of modern information technology, the application of multi-track teaching mode in marketing professional courses is discussed.

1. Introduction

With China's reform and opening up and economic development, marketing has become a core course in many colleges and universities. As a marketing major emerged under the background of market economy, most of its professional courses have strong practicality, application and skill [1]. In the process of organizing the teaching of marketing courses, we should attach importance to both theoretical teaching and skill training [2]. The trend of our country's policy on talent cultivation in Colleges and universities has also shifted from elite education to mass education. The demand for marketing talents in the business community is also showing a very strong trend [3]. Situational teaching refers to the actual training and training needs of the teaching content under the classroom teaching conditions. Create an artificial situation with the main characteristics of the simulated real situation [4]. The university not only needs to cultivate students' academic research ability, but more importantly, it also needs to cultivate students' internal qualities and comprehensive ability to apply what they have learned. Employers are dissatisfied with the ability of college marketing professionals to cultivate talents and meet the needs of enterprises.

As the competition of enterprises intensifies, the demand for marketing talents is also constantly upgrading. The teaching of marketing in colleges and universities aims to master the basic theory of marketing and the practical skills of marketing for the social training system. University graduates need to better adapt to and meet the needs of society. This requires that the concept and teaching model of university education should also be innovated with the development of society. Many of the current courses in management are influenced by traditional university education methods [5]. And many of our teachers are limited by the lack of management practice. Employers generally emphasize that college students should have practical work experience and prefer students who have both theoretical knowledge and corresponding practical ability [6]. Social needs also incline from academic students to applied students. As marketing management is becoming more and more important in enterprise management, marketing talents have become a hot spot of enterprise demand [7]. This paper tries to cultivate students' innovative ability from different teaching contents. On the basis of modern information technology, this paper explores the application of multi-track teaching mode in marketing courses.

2. The Necessity of Teaching Reform of Marketing Major Courses

The process of situational teaching is also a process of applied operation from a certain

perspective. Although the marketing course is a practical course, there are still quite a lot of theoretical knowledge systems and methods that need to be taught systematically. In the marketing practice course, only practice has a voice. From the current marketing process of colleges and universities, there are still many unsatisfactory places, especially in teaching methods and means. The society has more and more comprehensive requirements for the quality of college marketing students [8]. Only compound and innovative talents can meet the needs of society. In each drill, students should have clear training objectives, and ask them to create situations as far as possible by relying on the content of the textbook. Marketing courses are highly practical courses. Including marketing, sales management, personnel marketing, advertising, marketing planning and other courses. When the simulation exercise is over, the teacher should organize everyone to sum up. Let students show their personality, say different approaches, and analyze the advantages and disadvantages of various approaches.

Situational teaching is essentially a kind of simulated demonstration and exercise of learned knowledge. The theoretical knowledge of marketing courses is not very profound. Even undergraduates with little social practice experience. Some practices and phenomena of social marketing will have their own views and understandings more or less. The fierce competition in modern society puts forward new and higher requirements for the training of marketing talents in Colleges and universities. Many colleges and universities in the teaching of marketing course have appeared many problems and caused some adverse consequences. The teacher's transformation of different roles in teaching can guide students from different angles [9]. Provide students with a broad space for thinking. In order to cultivate the application-oriented and compound marketing talents that meet the needs of social and economic development. It is necessary to strengthen the reform and innovation of the teaching methods and means of marketing courses in colleges and universities. Teachers and students need to create and create a realistic atmosphere.

3. Application of Multi-track Teaching Model

In the stage of multi-track teaching, students-centered multi-track teaching mode is adopted. Knowledge workshops here refer to the teaching and learning of knowledge blocks in situational teaching. There are two ways of doing this: teachers' teaching and students' self-study. Interactive communication can not only activate the classroom atmosphere, but also enhance students' interest and attention. It also encourages students to think independently and respects their thoughts. Teachers should first respect students' ideas and let them try boldly. Through the simulation results, students can have a deeper understanding and experience of their own decision-making. In the process of teaching, students have less opportunities to participate in interaction and lack of autonomy. To a certain extent, it restrains their thinking and affects their enthusiasm for learning. The problem facing students is how to increase the company's visibility, market share, and net marketing contribution. Practice teaching has not received enough attention, and practical ability training lacks effective ways. Using the multi-track teaching method, students can play the role of independent thinking and independent exploration driven by the task, and stimulate students' interest in learning.

A good classroom presentation is inseparable from a large number of labor investment by teachers. First, the teacher should inform the students about the relevant game rules beforehand. Including classroom presentation procedures, evaluation criteria, etc. The purpose of situational teaching is to enable students to better grasp knowledge and complete practical skills while actively participating in learning. In the field of marketing, only recognize ability, speak with sales performance [10]. The required talents must not only be familiar with industry knowledge and expertise, but also have the knowledge or ability to master the Internet, public relations, writing, and English. In the teaching of marketing practical courses, great changes have taken place in teaching concepts. Students can not be measured by the standards of the past. Due to the lack of practical teaching facilities, the practice teaching has not been effectively implemented, and it is difficult to achieve the desired goals. Good classroom presentation requires teachers to devote more thought, long time attention, and complete a large number of records and collation of records.

In the process of teaching, teachers can not only provide students with pure theoretical knowledge. We must aim at solving the problems that students encounter in real life. Marketing course education should be a model for the transformation of university education concept and the innovation of teaching mode. Situational teaching, as a kind of teaching design, is a highly personalized activity. Teachers need to take into account the teaching objects, contents, objectives, means and their own teaching background. Teachers should recognize that there are many ways to achieve this goal. Moreover, each student's existing cognitive structure, experience, psychological structure and beliefs are different. Contemporary college students have strong self-awareness and active thinking, showing a strong spirit of innovation. They hope to continue to experience happiness and gain from learning, and hope to have more opportunities to participate in interaction, hoping to have more autonomy to learn. The existing teaching methods and methods have not been able to stimulate the students' initiative and interest in learning, and significantly affect the learning efficiency of the students.

4. Conclusions

With the marketization of the demand for talents, enterprises are increasingly demanding talents in applied disciplines. Teachers should not only focus on students' learning content. In addition, students should be given help and support in learning methods, skills and techniques. Let students explore and discover by themselves. Through this exploration and discovery, students can acquire a learning method and skills. The Marketing Practice Simulation Course is a course that is offered after the marketing theory has been studied. Students already have basic marketing knowledge and analytical decision-making skills. Every teaching content always begins with the lecture, returns to the review, and then returns to the workshop. As an effective model of marketing courses, there are still some institutional difficulties in getting enterprise managers into the classroom. The marketing profession emphasizes practicality. Strengthening students' awareness of learning and practical problem-solving skills should be the focus of teaching.

Acknowledgements

Exploration and Practice of Multi-track Teaching Method in Teaching Marketing Specialized Courses.

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