

Research based on Constructing Multi-Learning Evaluation System of Secondary Vocational Marketing Courses from the Perspective of Integration of Production and Education

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Abstract: The teaching method of the vocational colleges under the perspective of integration of production and education are more responsive to the requirements of time than the traditional teaching methods, while closely following the national policy of the teaching methods of the vocational colleges under the perspective of integration of production and education that can better highlight the purpose and quality of vocational education. Therefore, vocational colleges should also keep in pace with time and the evaluation system of the students' learning quality for continues innovation and improvement. So this paper mainly studies the multi-learning evaluation system of the mid-market marketing course under the perspective of the integration of production and education combined with the actual case of the daily teaching in secondary vocational marketing course which can provide a reference to effectively improve on the quality of the vocational education.

1. Introduction

With the development of China's economy and society, the vocational education is constantly changing and innovating, and the curriculum evaluation system of the vocational colleges also matches the talent training model of the vocational colleges and social development with the rich and diverse vocational education of the influential factors such as teaching methods and the distinctive characteristics of students' learning, and to better serve the new teaching mode of "integration of teaching and learning" and "orientation work process", which will better meet the requirements of China's economic and social development and to effectively improve on the quality and effectiveness of the marketing course of secondary vocational marketing under the visual threshold of the integration production and education.

The State Council's General Office has put forward a number of opinions deepening on the integration of production and education in order to support the enterprises to participate in the teaching links of vocational colleges in various ways, including optimizing the structures of the curriculum, innovative teaching development materials and also supporting the students from the vocational colleges to conduct business internship, as well as to establish an effective teaching management and operation mechanism for the integration of production and education, and link the teaching standards of the professional courses with the professional standards of the enterprises. At present, the development of the integration of production and education in China has been gradually realized by the "five dockings" (see Table 1) [1]. In the specific practice of vocational education of the "order class" and other forms are the perspective implementation modes of vocational education with the characteristic of production and the integration of education.

The theory of multiple intelligence proposed by Howard Gardner which believes that the evaluation of the students should be based on a comprehensive development and from the multi-dimensional perspective that is to say, from the students' comprehensive ability in the course of learning should be multi-dimensional and continuous progress rather than a single and static. Therefore, they should pay more attention based on the evaluation of the students results from learning. The process (include: learning attitude, learning progress, growth and learning ability, etc.)

as well as the emotions and attitudes that the student shows in their learning activities (eg, personality development, morality, mental health, etc.) and the course of the students should be the use of diversified standards in the evaluation of curriculum learning as to helps the teachers in judging whether the development curriculum teaching activities is consistent with the realization of curriculum education objectives which is more conducive in promoting students' diverse development and enhancing their innovative ability. The feedback of the results of student curriculum evaluation to educational practice will help improve the quality of the curriculum, and improve on the overall curriculum teaching effect for best and better teaching services.

Table 1 the “Five docking” to gradually realize the development of production and education

Serial No	The production of merging together education and the spacecraft substance
Docking 1	The needs of professional settings and business
Docking 2	The content of the course is linked to the professional standards of the company.
Docking 3	The process of teaching is connected to the production process of the enterprise
Docking 4	The diploma of the secondary vocational school is connected with the professional qualification certificate of the enterprise.
Docking 5	The vocational education and lifelong learning docking

2. The principle of establishing a multi-learning evaluation system for marketing courses in secondary vocational schools under the perspective of integration of production and education

The secondary vocational marketing courses are aimed at marketing on the e-commerce, tourism management and other business majors, they involve a wide range of subjects, but the level of knowledge and skills of secondary vocational students in mastering marketing courses is uneven, to fully consider the differences between the individual students in secondary vocational schools. Therefore, the establishment of the multi-disciplinary evaluation system for the construction of secondary vocational marketing courses under the perspective of the integration of production and education should follow the objective principle, and to adhere to the student-centered, and to respect the development of each student's personality, in the evaluation process, encouragement should be use to allow the students to take the evaluation initiatives, to indentify certain problems in a timely manner, to adjust in time, and to improve on the initiative of learning and promote the development of students' individuality.

3. The construction of multi-learning evaluation system for marketing courses in secondary vocational schools under the perspective of integration of production and education

3.1. Overall goal

Constructing a multi-learning evaluation system for secondary vocational marketing courses from the perspective of integration of production and education, it is necessary to pay attention to whether secondary vocational students can master the relevant professional skills and professional positions, as well as the attitudes, values and thoughts of secondary vocational students and the comprehensive literacy in terms of morality, professional skills, and social adaptability [3]

3.2. The overall plan

Due to the dynamic nature and diversity of vocational skill training mode, it is necessary to combine the connotation of production and education integration with the talent training program of secondary vocational schools, and construct a multi-learning evaluation system for secondary vocational marketing courses under the perspective of integration of production and education. The

complex process [4], the overall plan includes: the objectives of the evaluation, the main body of the evaluation, the criteria for evaluation, the content of the evaluation and the method of evaluation, are as follows:

1) The goal of the evaluation: This is to take the students' comprehensive professional quality as a guide, highlighting the characteristics of vocational education, while paying attention to the students' knowledge and skills, they should also pay attention to students' learning processes and methods, including: integration of knowledge skills, emotional attitudes, values and process methods. In the evaluation process, the students should be respected for their individual differences, objectively evaluate students, and ensure the sustainable development of students.

2) The main body of the evaluation (include 1 vocational college, 2 industry enterprises, 3 social circles, 4 secondary vocational school marketing major) forming a “four in one” model to promote positivity in the diversification of evaluation subjects, to play their respective functions and roles; to set the proportion of each subject according to the teaching content and form of the marketing professional in the secondary vocational school.

3) Evaluation criteria: to combined with the relevant professional standards of the country and the post standards corresponding to the production of the enterprise, the vocational colleges and cooperative enterprises is to participate in the formulation according to the relevant professional requirements and the vocational college students who combine the production and teaching modes can easily adapt to the requirements of the internship enterprise.

4. Implementation Plan--Taking the Marketing Major of Guangxi Overseas Chinese School as an Example

The marketing specialty of Guangxi Overseas Chinese School is based on the talent training mode of integration of production and education, aiming at cultivating students' comprehensive professional quality, implementing the teaching mode of “4+1+1” integration of production and education, and integrating production and education in steps and stages under the visual threshold, through the implementation and evaluation of the multi-learning system for the marketing courses of secondary vocational schools is thereby constructed. That is to say, the students are studying in the first semester that is in the 5th to 6th semester, the students might have completed the internship in the enterprise and through the joint efforts of the school and the enterprise, the students' study duration the school and the enterprise's the students now get more talent skills and practice are combined and are connected with the training and occupation.

(1) During the first to fourth semester of study, the students mainly study the integrated curriculum, the evaluation of students at this stage will be evaluated from the course of study, namely, public theory courses, professional basic courses and professional core courses the details are as follows:

1) Public theory class: Based on theoretical knowledge, the evaluation of students' final exam scores is mainly carried out in the form of summative assessment, that is, the combination of closed book and open book.

2) Professional basic courses: Combined with professional theoretical teaching and practical training, emphasizing on the basic professional experience, using the test papers as the assessment methods, using diagnostic evaluation and final evaluation for quantitative evaluation. In the final exam, students should combine the theory with practice and pay attention to the integration and continuity of the test content, and the difficulty of the test paper should be gradient, and also evaluating on the students' learning in this way it will be more conducive to cultivating on the students' thinking ability and innovative ability.

(2) According to the actual situation of the marketing students of Guangxi Overseas Chinese School, when the students entered into the enterprise internship position in the 5th and 6th semester, the corresponding internship unit will use the industry standard to assess the comprehensive ability of the student in the post skill training, ie Students' ability to adapt to the position and the ability of the society to adapt and the students' comprehensive performance in terms of morality, ability, diligence and performance during the internship period, combined with formative evaluation,

behavioral samples, and existing performance, as well as the formative evaluation and Summative evaluation, and a comprehensive evaluation of the student's internship and a rating and descriptive comments. In the evaluation results, the elements of integration of enterprises, schools, students and third-party internship tracking software are formed in the form of “comprehensive, encouraging opinions + achievements”; display evaluation: using “hierarchical system”, using an excellent , good, medium, pass, and fail.

5. The effect and reflection

According to the specific operation of the multi-learning evaluation system for the marketing courses of secondary vocational schools, it is known that the multi-learning evaluation system for the construction of secondary vocational marketing courses under the perspective of the integration of production and education is an evaluation system that is conducive to the development of students' individuality. In line with the needs of the development of time, the marketing profession of Guangxi Overseas Chinese School can better highlight on the characteristics of the integration of vocational education so that the knowledge that students get and the requirements of industry positions can be integrated to lay a solid foundation for the training of qualified skilled talents. It also provides a scientific and effective basis for the optimization of marketing professionals in Guangxi Overseas Chinese School, by systematically grasping the students' learning situation in the classroom and mastering the knowledge they have learned, it also helps the teachers to measure the realization level of classroom teaching objectives and then judge whether the teaching methods and multimedia technology methods used in the classroom are suitable for the secondary vocational school. Rethinking on the characteristics of students' learning, so as to find the problems in daily teaching, timely and adjust in order to have an improvement of teaching content, the teaching methods as well as the multimedia teaching methods, etc., to constantly improve on teaching strategies and better carry out marketing professional Teaching so as to improve on the quality of teaching.

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