

Research on the education path of marketing major in higher vocational colleges based on the integration of "post course competition Certificate"

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Abstract: With the practice of "Post-Course-Competition-Certificate" integration in higher vocational colleges, there are some typical models of "Post-Course-Competition-Certificate" comprehensive education, but there are also problems such as low adaptability of teaching resource library construction, uneven depth of Post-Course-Competition-Certificate integration, insufficient linkage between industry, enterprise and school, and imperfect assessment and evaluation mechanism. Based on the analysis of these problems, this paper puts forward a comprehensive education path such as building a dynamic comprehensive education model, creating a modular curriculum system, strengthening the construction of high-quality courses and high-quality teaching resources and constructing a multi-dimensional assessment mechanism, hoping to provide some reference for other relevant majors in colleges and universities.

Vocational education is an important part of China's education and plays a decisive role in training technical talents for the country. Under the background of vocational education vigorously advocated by the state, how to improve the quality of vocational education, improve students' employment competitiveness and workplace adaptability has become the key point of talent training in vocational colleges. The integration of "post course competition certificate" is a flexible and effective education model for vocational education in China, which is formed on the basis of summarizing the experience of vocational education in the past and through continuous practice and exploration. As a traditional major of business administration, marketing has many years of practical experience in vocational education and a mature talent training mode. However, with the advent of the digital economy era and the emergence of new economic and trade majors, the talent training of marketing majors has some problems, such as being out of touch with the post needs of modern enterprises and insufficient cooperation between schools and enterprises. The integration of "post course competition Certificate" based on the improvement of professional ability is of great significance to the optimization and even reconstruction of the training mode of marketing professionals.

1. Marketing post class competition certificate comprehensive education model overview

In April 2021, the National Vocational Education Conference proposed to promote the integration of "post class competition certificate" and improve the quality of education; In October of the same year, the General Office of the CPC Central Committee and The General Office of the State Council pointed out in the Opinions on Promoting the High-quality Development of Modern Vocational Education that it is necessary to improve the comprehensive education mechanism of "post class Competition Certificate" ^[1]. As for the definition of post course competition certificate, there is no unified and standard definition, "post" is generally considered to be the demand of the post, "course" is generally considered to be the classroom teaching or curriculum system, "competition" mainly refers to the professional skill competition, "certificate" refers to the corresponding professional skill certificate and 1+X vocational skill level certificate. For marketing majors, this paper believes that "post" mainly refers to the job skills required by sales, marketing planning, market research and other positions for which marketing majors are mainly oriented. With the advent of the digital marketing era, the job skills of marketing majors also include the skills requirements for digital marketing positions. "Course" refers to the professional course system of

marketing, including public basic course, professional basic course, professional expansion course and professional practice training course. The "competition" refers to the on-campus professional skills competition, marketing skills competition, and China International "Internet +" College Student Innovation and Entrepreneurship Competition in which marketing students participate. "Certificate" mainly refers to the 1+X digital marketing technology application vocational skill level certificate.

For higher vocational marketing majors, to realize the comprehensive education of "post course competition certificate", the main lies in the integration of "post", "competition" and "certificate" three elements with "course". In the process of training marketing professionals, the position is the direction, the course is the core, the competition is the means, and the certificate is the test, so as to realize the integration of post course, course competition, course certificate, post certificate and post course.

2. The typical model of comprehensive education

With the bold exploration and practice of integrating "post course competition certificate" successively, vocational colleges have carried out different degrees of practice of integrating post course competition certificate according to their actual conditions, and further optimized the education mechanism of combining education and training and combining German skills^[2]. Each vocational college takes the curriculum system reform as the core, connects the "post", "course" and "competition", carries out the reform of the education model, takes the curriculum reform as the core of the reform, promotes the reform of the professional personnel training model, and has also achieved remarkable results, effectively improves the quality of personnel training. Some vocational colleges have also formed a representative model of integrated education, which has been recognized by the society and has certain promotion value. At present, there are three typical models: "curriculum and certification integration" model, "competition and teaching integration" model, "competition and certification and curriculum integration" model.

"Course and certificate integration" mode: Through restructuring the curriculum system, professional courses and enterprise certification are realized, and segmented and stratified teaching is carried out, so as to realize the precise docking of talent training and enterprise needs^[2]. Shenzhen Vocational and Technical College adopts this model for job course competition certificate financing. More than 1,000 students of the school have passed Huawei certification, and more than 8% of 2018 graduates have passed HCIE certification^[2]. Huawei related industrial chain enterprises have become the main employment enterprises for students of Shenzhen Vocational and Technical College. This cooperation model has been promoted by Huawei as a cooperation model to other school-enterprise cooperation projects of Huawei.

"Integration of competition and teaching" mode: the school talent training and skills competition are systematically connected, and the competition project is integrated into the talent training program, the competition content is integrated into the course teaching content, and the competition evaluation is integrated into the course evaluation, so as to improve the quality of talent training with the guidance of the competition^[2]. Jinhua Vocational and Technical College of electrical automation technology major, Shenzhen Vocational and technical College of mechanical and electrical majors, Hunan Chemical Industry Vocational and technical College all adopt this integration mode. Among them, Jinhua Vocational and Technical College has won 187 awards since 2008, ranking first in the statistics of the Executive Committee Office of the National Vocational College Skills Competition.

The mode of "connecting certificates and courses" : professional courses are connected with skills competition and enterprise certification (certificate), and the teaching content is integrated with the ability and quality requirements of industry certification and skills competition as the goal, so as to realize the connection training of "course teaching - skills competition - enterprise verification" for students^[3]. The computer network technology major of Shandong Vocational College and the electronic commerce major of Guangdong Industrial and Commercial Vocational Technical University adopt this kind of fusion mode, and the computer network technology major

of Shandong Vocational College has achieved remarkable results through this kind of integration mode. In the computer network application competition, it has won the first prize of Shandong Vocational College Skills Competition for 11 consecutive years and the first prize of the National Vocational College Skills Competition for three times. The student vocational qualification certificate acquisition rate has reached 100%, the employment rate has reached more than 98%, and the professional counterpart rate has reached more than 70% [2].

3. Analysis of the problems existing in the comprehensive education of on-the-job courses and certificates

3.1 Teaching resource library construction adaptability is not high

With the advent of the digital age, more and more higher vocational colleges realize the importance of resource base construction, and invest a lot of resources in the development and construction of resource base. However, after the construction of a large number of resource repositories, the management of many units is not scientific and reasonable enough, resulting in the stagnation of the construction of resource repositories. It is mainly reflected in the following aspects: First, the resource library has not been continuously updated and optimized, and it is difficult for the resource library to meet the requirements of the increasingly updated teaching content. Second, the resource base has not been shared, resulting in repeated construction of resources and low quality of resource base. The third is the lack of cooperation between colleges and universities and between schools and enterprises in the construction process of resource library, the lack of practical content of resource library, and the lack of contact with industry and enterprise, resulting in poor application of course resources and low compatibility with the teaching requirements of vocational colleges. The fourth is the lack of late maintenance of teaching resources, resulting in users inside and outside the school can not realize the interaction with the course, resulting in a continuous decline in the use of satisfaction, affecting the sustainable use of teaching resources library.

3.2 The depth of accommodation of post course competition certificate is uneven

According to the actual situation of the integration of post course competition certificate in higher vocational colleges, there are obvious differences in the understanding and the degree of integration of post course competition certificate in different colleges. For example, some colleges simply set the courses related to "post course Competition certificate" in the professional talent training program, but the integration of "post course competition certificate" is not deep enough, and the actual implementation process still focuses on the original professional education, ignoring the improvement of the comprehensive ability of students' professional posts, resulting in poor quality of professional talent training and low satisfaction of enterprises with talents. There are also some colleges and universities that excessively use individual indicators as the standard to measure the integration effect of "post course competition certificate". For example, they take students' certificate rate and competition participation as the main indicators of professional course construction, and do not pay attention to the match between the curriculum system and job requirements. Teachers and students are forced to participate in the certificate and competition, losing the real significance of the certificate and competition. It is also difficult for teachers and students to effectively improve their own abilities in textual examination and competitions.

3.3 Insufficient linkage between banks, enterprises and schools

Docking industry and employment is the key to the integration of "Post class Competition Certificate". The industry, enterprises and schools are united, and through the integration of industry and education and school-enterprise cooperation, the job demand and career orientation are analyzed by the real job group, and the professional personnel training program is jointly formulated. It is also integrated with professional-related skill level certificates, skill competitions, innovation and entrepreneurship competitions, etc., to develop a curriculum system to evaluate and verify the effectiveness of talent training. However, some marketing majors in schools do not carry

out sufficient enterprise and industry research when formulating talent training programs, and simply add or replace two or three courses on the basis of the original talent training programs. Industries and enterprises do not play their due role in the formulation of talent training programs, and their participation in talent training is low, and the integration of production and education stays in oral and paper.

3.4 The assessment and evaluation mechanism is not perfect

In the national "20 Articles on Vocational Education", it is pointed out that the recognition, accumulation and conversion of learning results reflected in academic certificates and vocational skill level certificates should be carried out in an orderly manner^[4], and it is also pointed out that the construction of national "credit bank" in vocational education should be accelerated. Some higher vocational colleges set the proportion of normal grades in the course evaluation of students, and also have relevant regulations and policies for credit transfer, but the evaluation method is single. In the interview with some higher vocational colleges, it is found that some higher vocational colleges are confused in the assessment and evaluation of students' participation in post practice, skill competition and professional skill certificate, and there is no standard credit transfer system and standards. There are times when the competition to assess student practice and skills cannot be converted. In addition, the evaluation of moral and aesthetic education of students is often neglected in the actual evaluation.

4. MARKETING professional post course competition certificate comprehensive education path

4.1 Building a dynamic and comprehensive education model

The key to the integration of "post course competition Certificate" for marketing majors in higher vocational colleges lies in the integration of "post course Competition Certificate" with the classroom, and the connection and landing of talent training with the needs of enterprises and industry development through classroom teaching. First of all, based on the needs of education based on the post course competition certificate, a school-enterprise education community is built, and vocational education requirements such as "production - education", "school - enterprise", "engineering - learning", "science - reality" and "dual" are deeply connected with the needs of enterprises^[5]. On the one hand, practical teaching links such as students' practical training practice are embedded in classroom teaching to achieve "induction into class"; on the other hand, the classroom is moved into the supermarket and marketing activities, so that "classroom teaching is real and on-site" and "induction into class" is achieved. Secondly, the post ability and professional quality are introduced into the classroom to achieve the integration of posts and courses, and the certification courses are integrated with the help of vocational certification training, and the skills competition-style practical training is carried out to achieve the integration of competition courses. Third, keep up with the development of the industry and enterprises, constantly update the content and methods of talent training, use modern teaching methods to carry out classroom teaching reform, and achieve dynamic update of teaching content and methods. Finally, by introducing the 1+X digital marketing technology application vocational skill level certificate training into the campus, the government industry will enhance the recognition of certificates, enhance the enthusiasm of students to obtain certificates, and achieve a benign talent mutual recognition mechanism. Finally, the four-in-one dynamic education model of setting up courses by post, verifying courses and promoting courses by competition is realized.

4.2 Establish a modular curriculum system

The ultimate goal of talent training is to connect with the needs of enterprises, systematically select teaching content based on the working process, break through the limitation of a single professional caliber, and build a professional group course system of "bottom sharing, middle division, and high-level mutual selection" that matches the talent needs of industries and enterprises

[5]. Based on typical job projects, the school and enterprise jointly develop and build a modular curriculum system, combining professional curriculum Settings with jobs, vocational skill level standards, innovation and entrepreneurship, and focusing on cultivating students' comprehensive ability. When setting up professional courses, in addition to students' basic quality courses and professional basic courses, we should develop a modular and systematic practical training course system based on the main positions of marketing majors. At present, the main employment directions of the marketing major are sales, planning, market research, digital marketing, etc. When designing the module of the marketing major, it can be considered to rely on the main employment positions of marketing to design the module, and integrate the content of marketing related skills competition and 1+X certificate training in each module. It can be considered to set the marketing professional course module into professional basic course module, sales business module, planning business module, digital marketing module, marketing practical training and practice module, and professional group sharing course module. Basic professional courses mainly include accounting, marketing, statistics, economic law, business etiquette and other courses; sales business module courses mainly include sales technology, sales management, business negotiation, marketing research, consumer psychology, advertising and other courses; planning business module courses mainly include marketing planning, planning principles and creativity and other courses. Digital marketing module courses mainly include digital marketing technology application, new media marketing, market data analysis and other courses; marketing practical training practice module courses mainly include marketing practical training and practical module courses include marketing comprehensive practical training, marketing project practice, innovation and entrepreneurship comprehensive practical training, post practice and other courses. Among them, the digital marketing module course is the training course related to the digital marketing vocational skill level certificate, the marketing practical training course mainly teaches various skills competitions corresponding to the marketing major, and the practical course is mainly connected with the practical content of the skill setting of marketing posts.

The following five points should be paid attention to when the marketing majors of higher vocational colleges set the curriculum standards of each module: First, the national professional standards and industry and enterprise post standards should be incorporated into the curriculum standards; The second is to integrate the skills requirements of marketing positions into the training and practice of the course; Third, combine marketing skills competition to design marketing training course content; The fourth is to standard digital marketing professional grade certificate exam teaching content arrangement; The fifth is to achieve the integration of education and training, and make the education and training integration course throughout each semester, into the whole process of campus culture brand construction.

4.3 Strengthening the construction of high-quality courses and high-quality teaching resources

Course resources are important resources for marketing majors to integrate "post course competition certificate". Integrating the concept of "Post course Competition Certificate" into the existing and forthcoming high-quality courses and teaching resource library can effectively improve the quality of marketing professional talent training. Specifically, it can be implemented from the following aspects: First, relying on platforms such as MOOCs, smart vocational education and learning access of Chinese universities, building a team of excellent teachers and creating a batch of high-quality courses and teaching resources at or above the provincial level with wide application and outstanding professional characteristics ^[1]; The second is to make good use of the existing self-built high-quality courses and teaching resources, and share and build resources on campus to jointly improve the quality of existing network resources and make reasonable and full use of teaching resources; The third is to develop high-quality courses and high-quality teaching resources, and share, update and maintain them. The fourth is the development of professional school-based teaching materials, relying on its own network teaching resources to develop new form of loose-leaf and workmanual teaching materials integrated with the comprehensive education concept of "post class competition certificate".

4.4 Establishing a multi-dimensional assessment mechanism

In course evaluation, we should not only set up the relevant system of course evaluation, but also set up a certain credit transfer mechanism and standards, and improve the evaluation and evaluation mechanism of "post class competition certificate" comprehensive education work. Set up different evaluation and assessment mechanisms for different contents. Professional-related certificates, such as digital marketing skill level certificates, can be directly incorporated into the course system, and directly converted into course grades according to students' textual research. In the professional skills competition, the credit transfer standards are set according to the results of the students' skills competition, such as the credits of which courses or grades can be converted by the students who win the provincial competition and the national competition. In the professional practice of students, according to the practice time of students and practice unit feedback of students' practice results, students' practice results will be converted into the corresponding professional course results.

5. Conclusion

"Post Course Competition Certificate" comprehensive education is an effective way to improve the educational ability and level of higher vocational colleges. All vocational colleges should carry out effective integration according to the actual situation of colleges and universities, and make their professional characteristics and advantages more prominent through "post course competition certificate" comprehensive education, so as to achieve the improvement of professional competitiveness.

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