

# Exploration and Practice of the Course Reform of Marketing of Mechanical and Electrical Products

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**Keywords:** Marketing of mechanical and electrical products; Course teaching; Thinking

**Abstract:** The course of marketing of mechanical and electrical products, as an examination course of mechanical and electrical major in higher vocational colleges, aims to cultivate compound marketing talents with engineering background to meet the needs of society. This paper is based on the actual teaching process to think, find and analyze problems, put forward Suggestions and countermeasures, in order to more reasonable and scientific curriculum design, more effective teaching, to ensure that students learn to apply.

## 1. Introduction

With the rapid development of China's economy, enterprises not only need a large number of practical talents who know design and manufacturing, but also need some compound marketing talents with certain engineering background. The study of "marketing of mechanical and electrical products" not only broadens the knowledge scope of higher vocational students, but also cultivates their marketing awareness, thus improving their job development ability, which is more suitable for the demand of talents in today's society. However, there are some problems in the teaching process that need us to explore and solve.

## 2. Problems in Teaching

"Marketing of mechanical and electrical products" is a course with strong practicality, which not only has the artistic quality of practice and the universality of application, but also has some scientific and abstract characteristics. In order to truly impart the knowledge of this course to students, it is necessary to enable students to firmly grasp the theory, and it is also necessary to enable students to flexibly apply in practice, and stimulate students' innovative consciousness.

### 2.1 Analysis of Teaching Objects

The teaching of "marketing of mechanical and electrical products" takes mechanical and electrical products as the specific research object and focuses on learning the concepts, methods, skills and other related knowledge of marketing. The teaching target is students majoring in mechanical and electrical products in higher vocational colleges. Higher vocational students is primarily to attend the university entrance exam to college admits fractional line and take part in comprehensive evaluation test of high school students and students is the result is not ideal, but also want to go to school, the choice of last resort, student's quality fire, distribution tend to cultural foundation weak students, active learning consciousness is bad, a lot of concepts and theories in the textbooks of learning ability, thinking ability is poor. At the same time, they have not received any management knowledge, with a narrow range of knowledge, lack of understanding of market conditions, and lack of practical work experience, which will hinder students from effectively understanding and mastering relevant knowledge and skills of marketing.

## **2.2 Analysis of Problems in Teaching Methods**

Due to the restriction of class hours, classrooms and training conditions, most classrooms adopt traditional teaching methods. Traditional teaching methods and theoretical knowledge account for a large proportion, less use of case teaching, the lack of heuristic education, resulting in students' low interest in learning, in a long-term passive acceptance. Less practice leads to poor practical ability of students, vague knowledge, poor teaching effect and difficulty in using the needs of modern enterprises.

## **2.3 Course Content is out of Touch with Reality**

At present, there are few textbooks available for the teaching of marketing of mechanical and electrical products, and the content mainly focuses on the study of western marketing theories. The effective combination with mechanical and electrical products is not enough and the pertinence is not strong, and there is a big gap between theoretical knowledge and practical marketing. With the rapid development of economy, mechanical and electrical products change a thousand miles a day, its marketing and service also take place subversive changes, any mechanical and electrical products have no agenda unchanged marketing law is always applicable, these need to be revised and updated according to the actual situation.

## **3. Countermeasures and Suggestions**

There are many difficulties and problems in the teaching process, requiring teachers to leave no stone unturned to explore and summarize the teaching of "marketing of mechanical and electrical products", design good teaching mode, improve teaching methods and means, and ensure the teaching effect.

### **3.1 Case Teaching Method**

Product marketing is a practical subject, in the teaching should make students understand: "products, marketing, there are few standard answer, an enterprise to achieve target, with the enterprise at different stages and the economic environment has much to do, not just the marketing problem, so to answer and solve the challenge of the environment and conditions put forward problem; Second, patterns of success do not necessarily continue to be successful under changed circumstances and conditions." Therefore, only the organic combination of theory and case analysis in teaching can enable students to better solve practical problems on the basis of mastering marketing management theory. The so-called case teaching method is a teaching method based on theoretical teaching, which aims to improve students' independent thinking, entity analysis and problem solving ability by guiding students to discuss and analyze specific specific practical cases, put forward opinions, and make judgments and decisions. Therefore, case teaching method is a modern teaching method to inspire students to study practical problems and pay attention to the cultivation of students' ability.<sup>[1]</sup> It has advantages that traditional teaching method does not have.

### **3.2 Teaching Design based on Work Process**

Based on the work process design teaching link, that is, abandon the conventional teaching method, change to design teaching link according to the actual work process, carry out learning around the work process, teaching content layout is based on the mechanical and electrical products marketing special work task necessary knowledge. This requires teachers not only to grasp the teaching content thoroughly, but also to transfer the actual work of mechanical and electrical enterprises and prepare appropriate work tasks in combination with the teaching content. In the process of teaching implementation, students are provided with a specific business scenario centering on specific work tasks. "group activity" is adopted to divide a class into several groups, each group is provided with a work task, and a group leader is selected to preside over the organization work. For example, on the study of the concept of marketing, to write some simple products group products marketing planning

books, with two kinds of document format, a word format, a PPT format, let the students took to the podium, with PPT delay explain his marketing planning book, sitting in the following students, both the audience and the judges, also can learn knowledge, needed by a gang of evaluation, the basic concept of marketing, sales promotion, marketing, such as market, market positioning<sup>[2]</sup>. Unconsciously into mind, is much more effective than simple teachers on students' learning by rote, and flexible use. At the same time, different students have different ideas. In this way, the communication between them is enhanced, which can greatly enrich students' knowledge and broaden their thinking<sup>[3]</sup>.

### **3.3 Implement Open Classroom Teaching and Give Students the Initiative in Learning**

Traditional teaching is the teacher lectures, students listen to the lectures, that is, the teacher is the protagonist of the classroom, students are supporting roles. It is effective to impart knowledge in this way, but the biggest disadvantage is that students are always in a passive position, which is not conducive to the formation of students' main ideas and the improvement of learning initiative. The implementation of open curriculum teaching, to create a teacher-student cooperation, equality and mutual assistance of the teaching environment. In the whole teaching process, the teacher ACTS as a guide and an inspiration, eliciting questions, assigning group tasks to provide counseling support, and explaining questions; Students become the main body of teaching. Anger value carries out group tasks assigned by teaching, discusses plans by themselves, formulates implementation plans, and makes decisions with the help of teachers. "learning while doing, learning and doing combined" gives full play to students' initiative and creativity, creating a strong classroom atmosphere.

### **3.4 Practical Training Method**

Practical training method is one of the important links of practical teaching, and it is an important way to train students' basic skills and enhance their practical ability. We should strengthen the contact with enterprises and make full use of the training and education function of the practice base, so as to make the teaching activities more close to the practice of enterprise target marketing, so as to test whether the teaching content designed by teachers is disjointed with the practice of enterprise management, and whether the skills mastered by students are consistent with the requirements of enterprise concept practice. Specific operations can be taken: invite successful business managers to the school to talk about special topics, make reports, talk about experience, and analyze management cases; Organize student enterprises to visit the management and operation process, and enhance the perceptual understanding of the management process; Students are encouraged to do short-term internships in enterprises, to experience and feel the management and operation process of enterprises, to understand the actual work content and operation mode of enterprise management, and to strengthen and revise the management knowledge and skills acquired in the course. At the same time, as much as possible to create some collective activities, exercise students' organizational and management skills, which also to a large extent enhance students' market awareness.

### **3.5 Pay Attention to the Positioning and Transformation of Roles to Improve the Teaching Effect**

We have always believed that teachers are the ones who preach and explain while students are the receivers of knowledge. That is, teachers are considered to be the leading role of the classroom, students are supporting roles. The orientation of this relationship is not conducive to the formation of students' main ideas and the improvement of their learning initiative. It is easy to cause a passive reception relationship, which is basically a backward teaching concept. Modern education requires us to create a teaching environment in which teachers and students cooperate and interact on an equal footing, so as to give full play to students' subjectivity and creativity. So teacher is the guide and inspiration of the teaching process, students is the teaching subject, students should be encouraged to do more speaking, more independent thinking and asking questions, the teacher can conduct the analysis of students' learning situation, put forward opinions, introduced in the process of case discussions and comments on knowledge, let students accept and understand better, it is easy to ask

questions, then do answer or let the students find their own answers to supplement, it can be very good to mobilize the enthusiasm of students to find information, to improve students' ability to solve problems independently, for example, in the fifth chapter in the book of mechanical and electronic products demand price elasticity, Choose appropriate cases to cut into the theme, guide students to learn the knowledge points of case introduction, and focus on analyzing whether the sales revenue between product price and sales volume will definitely increase. Ask the students to think after class, speak in groups and explain the reasons. In such interactive teaching activities, students' participation in class and self-thinking ability can be effectively improved.

### **3.6 Scientific Examination and Assessment and Emphasis on Ability Evaluation**

Open teaching is the key to achieve good teaching results and scientific and reasonable evaluation system is the guarantee. Through scientific and rational evaluation system with incentive, teachers can be greatly encouraged to carry out teaching innovation, explore a new model of case teaching, and improve students' ability to think independently and analyze and solve problems. "Mechanical and electrical products marketing" teaching students are basically all engineering students, had no prior contact with marketing and management system theory, and teaching time mostly in the sophomore education stage, the time requirements are introduced systematically in theory knowledge is surely not, and this course and cross is very strong, so the inspection should be diversified, pay attention to students' practical ability, change the single way of the written examination, assessment of the whole learning process as a key, including the understanding of students' case discussion, major knowledge and class job completion quality evaluation. The combination of open teaching and scientific and reasonable evaluation mechanism improves students' ability to analyze and solve problems, which is the key to teaching.

## **4. Conclusion**

Through the mechanical and electrical products marketing exploration and practice of higher vocational course, profound experience must meet the requirements of national development, the development course must be combined with the enterprise and the social practice, through the meet the requirements of relevant enterprises and society, to achieve the goal of vocational education, making students not only learn basic theories and methods of mechanical and electrical products marketing, also increase the professional practice ability, eventually be able to adapt to the enterprise and the professional talents of social development.

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