

On the Teaching Mode of Marketing Course in Higher Vocational Colleges

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Abstract: According to the learning situation of students in higher vocational colleges and the teaching characteristics of marketing specialty in China, this paper makes an in-depth analysis on the problems existing in the course teaching of marketing specialty in higher vocational colleges at the present stage and finds that the current course teaching mode has serious solidification problems and there is insufficient interaction between teachers and students. At the same time, higher vocational colleges pay special attention to the cultivation of students' practical ability, but at present, there is a lack of teaching practice, which is not conducive to students' improvement of learning experiences, and there are some deficiencies in the allocation and utilization of teaching resources. Therefore, it is necessary to optimize the teaching mode of the course of marketing, break the traditional fixed teaching mode, and strengthen the interaction between teachers and students, make full use of teaching resources to further improve the teaching effect of marketing specialty in higher vocational colleges.

1. Introduction

Nowadays, China's education mode is undergoing multiple reforms, which is also true in higher vocational colleges. Due to some defects in the teaching process of higher vocational marketing courses, the teaching effect is not ideal and the students' learning efficiency is not high. Therefore, the following will analyze the current higher vocational course teaching mode, hoping to put forward effective optimization and improvement suggestions.

2. Social Requirements for Students Majoring in Marketing

According to the Opinions on Talent Training of Higher Vocational Colleges put forward by the Ministry of Education, higher vocational education is also a significant part of China's education system. It is necessary to cultivate technical talents with all-round development of morality, intelligence, physique, and beauty and who can shine in the front-line fields such as production, management, and service. The requirements for students are relatively complex. On the basis of students' professional theoretical knowledge, it also requires students to master perfect professional skills and have good professional ethics. This series of requirements is reflected in the major of marketing, which requires students to have sufficient theoretical knowledge and methods of marketing. In the process of engaging in marketing activities, they can independently complete market research, activity planning, user management and other work. Meanwhile, they also need to have certain innovation abilities and become high-quality professionals. Therefore, higher vocational teachers are required to take employment as the goal and strengthen the training of students' practical skills, in order to transport high-quality talents for the society.

3. Thoughts on Teaching Optimization of Marketing Specialty in Higher Vocational Colleges

Now the Ministry of Education has put forward a clear development plan and the society has a high demand for high-quality and high-level marketing talents. Therefore, we must strengthen educational reform and carry out teaching practice in depth, so as to cultivate high-level talents. The curriculum teaching mode reform of higher vocational colleges needs to be carried out according to

the market demand and the teaching mode should be adjusted according to the continuous changes of the market environment, so as to adhere to the continuous improvement of teaching methods with the changes of the market. Meanwhile, it is necessary to strengthen the cooperation between schools and enterprises and optimize the allocation of courses according to the market demand, so as to avoid the problem of being unable to keep up with the changes of the market economy^[1]. With the continuous change of China's market economic system, the marketing theory and relevant practical technology must also be constantly updated and improved. Now the social demand for talents is gradually increasing, especially the talents with innovative abilities. Colleges and universities also pay more attention to the major of marketing. As one of the important training bases for marketing talents, higher vocational colleges must also follow the pace of social development, reform the teaching mode of marketing specialty, update the current teaching content and further improve the teaching level.

4. Problems in the Teaching of Traditional Marketing Courses in Higher Vocational Colleges

4.1 Attach Importance to Theoretical Teaching and Ignore Skill Teaching

In the teaching process of traditional marketing courses in higher vocational colleges, there is often the problem of paying more attention to theoretical knowledge education. However, the mode of higher vocational colleges and undergraduate education is different. Higher vocational colleges pay too much attention to the education of theoretical system, concepts, definitions, and other knowledge, but ignore the teaching of methods and skills, which not only violates the requirements for higher vocational colleges to cultivate skilled talents but also ignores the actual learning situation of students in higher vocational colleges. Therefore, this teaching mode can't effectively cultivate professional and technical talents^[2].

4.2 Lack of Effective Practical Teaching Support

At present, relevant investigations and studies have pointed out that in the teaching process of higher vocational colleges, teachers teach theoretical knowledge in class, and students can pass the exam only by taking notes and memorizing them, which leads to the fact that many professional courses teaching still remain in oral and written, failing to implement. Especially for the teaching of marketing courses in higher vocational colleges, the teaching effect of written sales promotion, activity planning and other skills is low, and a perfect training base has not been built, so students have not received effective training and teaching support. Meanwhile, many higher vocational colleges have not established a perfect practical teaching system, can't fully ensure the development of practical teaching. Students can't get exercise, difficult to improve their skill level.

4.3 Imperfect Construction of the Second Classroom

At present, marketing students in many higher vocational colleges in China often live shuttles between classrooms and dormitories. Therefore, the marketing knowledge and skills learned by these students can't be applied. Taking science and engineering students as an example, students can practice in the laboratory and have the opportunity and way to exercise the learned knowledge and skills. Therefore, higher vocational colleges need to establish a second classroom, such as competitions, internships, and other activities, to help students practice their marketing knowledge and sales skills, so as to avoid the degradation of students' knowledge without application and exercise^[3]. However, at present, many higher vocational colleges do not pay attention to this and fail to establish a perfect second classroom, and students are seriously under practiced.

5. Optimization of Teaching Mode of Marketing Specialty in Higher Vocational Colleges

5.1 Break the Solidification Characteristics of Traditional Teaching Mode

Nowadays, the teaching mode of many higher vocational marketing courses is too fixed, and the interaction between teachers, students and students is seriously insufficient. Therefore, the first step

to optimize the course teaching mode is to break the traditional fixed teaching mode, so as to improve the interaction of professional course teaching. We can start from the following aspects. Firstly, we can improve the teaching mode. The teaching mode should not be solidified in the classroom. Teachers can use students' spare time to strengthen their interaction with students, such as establishing online communication groups or platforms, and using the fragmented time to communicate with students. Students can ask teachers questions, and teachers can interact with students through answers ^[4]. Secondly, in order to improve the teaching effect, enhance the interaction between teachers and students, and promote students' willingness to actively communicate with teachers, students' learning enthusiasm must be further improved. Therefore, higher vocational colleges need to establish a perfect communication platform for students, encourage students to actively ask teachers questions and clearly express their ideas and views, so as to form a good interactive atmosphere. In this learning environment, students will fully integrate into teaching, actively communicate with teachers, so as to further improve the interactivity of marketing course teaching in higher vocational colleges.

5.2 Increase Simulated Practical Teaching to Strengthen Learning Experience

At present, many students majoring in marketing in higher vocational colleges lack sufficient practical learning, so the learning experience is relatively poor. Therefore, higher vocational colleges should increase simulated practical teaching to strengthen students' learning experiences. To achieve good practical teaching, higher vocational colleges must establish scenario simulations to promote students to participate in practice rather than fix on watching practical operations. In this regard, higher vocational colleges can carry out scenario simulations to improve students' practical abilities by grouping students and carrying out practical operations. For example, when training students in professional skills related to market research, teachers can group students, and students in different groups can play different roles such as investigators and respondents. Through scenario simulation and drill ^[5], students can fully experience the whole process of actual market research, such as feeling the differences of different investigation methods such as household investigation, and master market research skills to the greatest extent.

5.3 Make Full Use of Teaching Resources to Realize Centralized Teaching

Now China has gradually entered the network era, so how to give full play to the role of network teaching resources is very key. As a result, teachers should make use of teaching resources to realize heavier teaching. Teachers can clarify the teaching focus of each class, record the key links in the teaching process, and then share them with students through the network platform. Students can watch the key links repeatedly after class, so as to master the key knowledge points to the greatest extent. In addition, teachers can also focus on editing the key links, summarize all the key knowledge into a collection, or edit the same type of knowledge points in the same module to further improve students' learning efficiency. Students can review key knowledge points at any time without the limitation of time and space ^[6]. Through this teaching method, teachers can master the teaching of key knowledge to the greatest extent, and then realize centralized teaching, so that students can complete the learning of professional skills more efficiently.

6. Conclusion

In a word, the marketing major in higher vocational colleges in China has higher requirements for students' practical ability, which requires students not only to fully master theoretical knowledge but also to have a high level of practical skills. However, the traditional teaching in higher vocational colleges often ignores this point, which hinders the improvement of students' learning levels. The marketing major in higher vocational colleges must optimize and reform the teaching mode, establish a perfect practical ability training system, truly integrate the professional course teaching with the enterprise posts, change the traditional teaching methods, improve the interaction between teachers and students, and fully exert the role of network teaching resources to realize centralized teaching, provide more talents with strong professional abilities for the society.

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