

Practice and Reform Based on the Teaching of "Advertising" Course for Marketing Majors

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Abstract: *"Advertising" is a new discipline emerging from the intersection, integration, and infiltration of different disciplines, and advertising is also one of the important professional courses for marketing majors in universities. However, the positioning of advertising in marketing professional courses is not clear, and the teaching effect is not very ideal. Therefore, there is an urgent need to reform the problems of advertising in marketing professional courses, such as unclear zoning, one-way output, and a single teaching method, to promote the integration of advertising and marketing professional courses.*

Keywords: *Advertising; Major in Marketing; Reform in Education*

1. Introduction

Since its establishment, advertising education has experienced 31 years of ups and downs. In recent years, the advertising industry has also ushered in a development opportunity of transforming from "quantity" to "quality" breakthroughs. The teaching philosophy and system of universities should also keep pace with the times, serving as an educational base for delivering talents to the industry. As one of the core courses for marketing majors, advertising courses are offered in most universities, but there are some problems with their integration. This article discusses this issue and explores how to solve it.

2. Problems in the practice of advertising courses

2.1. *The professional distinction is not obvious*

Advertising has both connections and differences with journalism, art, management, sociology, and other disciplines. It is a highly practical theoretical discipline based on communication theory. Most universities offer advertising courses for majors such as journalism and marketing. However, some universities have uniform advertising teaching content and insufficient differentiation among different majors. For students majoring in marketing, in the context of integrated marketing communication theory, advertising placement should focus on the matching of advertising planning and market positioning, the matching of marketing strategies and tactics, and the matching of advertising activities with other integrated marketing communication tools. Advertising placement should focus on the matching of advertising planning and market positioning, and the matching of marketing strategies and tactics. [1]

2.2. *Emphasizing theory over practice, and adopting a single teaching method*

To provide effective guidance for practice, university education needs to have a certain theoretical height. The advantage of this model is that it can ensure the integrity of the knowledge system, but it is often difficult to mobilize students' ability and enthusiasm for active learning to guide students to think independently and creatively. In addition, most university advertising classes have promoted the application of multimedia teaching, but generally, multimedia systems are only used as players. [1] All of these will lead to students' weak attitude towards learning theory, resulting in neither good theoretical cultivation nor good hands-on operation skills.

2.3. *Unidirectional instillation, lack of interaction*

Advertising itself is a process of communication and communication, and advertising classroom

teaching is also a process of communication and communication between teachers and students. However, the traditional teaching mode of one-way teaching by teachers and selfless explanation of knowledge still occupies the mainstream of classroom teaching, which is greatly different from the practicality and practicality of advertising itself. In classroom teaching, teachers do not attach great importance to students' acceptance of knowledge, interests, and identity, and play an absolute leading role unilaterally. In this one-way teaching model, where there is a lack of communication between teachers and students, information communication is not smooth, and students' true feedback on the curriculum and teaching improvement opinions are difficult to obtain, it is difficult for teachers to influence teaching effectiveness. After entering the era of Web 2.0, communication theory has placed greater emphasis on the participation, interaction, and co creation of content among multiple actors in the current economic environment.

2.4. The source of advertising teachers is complex

Advertising teaching and research mainly form three types: art design, news communication, and marketing. Advertising teaching and research focuses on advertising teaching. Many university advertising teachers majoring in marketing mainly come from three aspects due to the disciplinary characteristics and attributes of advertising: First, they graduated from the School of Journalism and Communication with a major in advertising. The advertising teaching that these teachers receive is more centered around the positions of senior leaders and executives in the advertising industry, lack of knowledge and ability related to marketing; The second major is advertising, and the college of art and design. Most of these teachers emphasize artistic skills and emphasize strengthening students' artistic design and production abilities. Third is the graduates of marketing. These teachers have received advertising teaching that understands advertising as a marketing strategy under marketing strategies, integrating more theories and knowledge, such as economics, business management and operations. [2] As most advertising teachers come from these three different disciplines, differences in the teaching process are inevitable. This diverse source of teachers can easily cause great difficulties for marketing majors.

2.5. The selection of teaching materials does not match the major

Currently, there are many advertising materials on the market. Most advertising textbooks and works mainly focus on the basic principles of advertising, advertising design, advertising creativity, advertising effect evaluation, and other content, focusing on the basic theory of advertising, while the basic process of advertising planning and coordination with other marketing methods are not explicitly discussed.[3] From the perspective of the textbook "Advertising" published by different authors, the author's writing perspective mainly includes two aspects: first, studying advertising theory from the perspective of advertising theory; The second is to study advertising theory from the perspective of management. Many teachers do not carefully study the content of the textbook when selecting it, resulting in the textbook becoming a decoration and many students lacking interest in the textbook.

3. Teaching suggestions for marketing major of advertising

3.1. Increasing the proportion of case teaching

Advertising is a discipline that focuses on theory, and blindly referring to books to teach can easily cause students to feel bored. Therefore, in the case teaching of advertising courses, teachers should shift from the absolute dominant position of focusing on collecting, accumulating, and organizing case materials in the past, so as to make them closer to the teaching content and objectives, to an auxiliary role. Advertising sources should not only ensure authenticity and reliability, but also be cutting-edge and keep pace with the times. Inserting appropriate examples can promote students' concentration and understanding of current politics.

Therefore, when selecting cases, we should pay attention to the combination of classic cases and cutting-edge cases, which can not only attract the essence of classic theory, but also keep up with the cutting-edge in practice, so that we can learn from each other. For example, in case teaching, it is necessary to transform into teacher inspired interactive discussions such as role exchange and simulated proposals, with teachers explaining and analyzing wonderful cases, and to transform into a model of passive acceptance and listening by students. Through post communication between teachers and students, we can effectively mobilize the enthusiasm and initiative of students, ensure good

teaching results and ability transformation, and create a relaxed and harmonious teaching environment.

3.2. Project group teaching mode

The production of advertisements should draw on the wisdom of the masses, but at present, some universities have problems such as students' independence or lack of understanding of the brand side. In this regard, teachers can implement project based teaching, dividing students into several groups to teach in classes equivalent to small advertising companies or teams. This can cultivate students' understanding of advertising production and improve their cooperative spirit.

In project based teaching, the tasks and roles that students undertake vary depending on their interests and future career positioning. [4]The brands selected by each team are allocated as much as possible in different industry categories during the teaching of the project team. In the process of completing the task, closely integrate the relationship between marketing strategy, market positioning, and advertising planning into marketing expertise to better understand the role of advertising in integrated marketing communication, rather than completely immersing in the purely technical or artistic production of advertising production. When teaching in the project team, teachers should formulate strict time regulations and assessment summaries in the form of proposals. This practical experience can help students better understand their interests and advantages, and cultivate a team spirit.

3.3. School-enterprise cooperation projects

Compared with the practice in Europe and the United States, the integration of marketing course teaching and enterprise practice in China is very low, sometimes even not. In this regard, schools and teachers should also create more cooperative projects with enterprises to achieve a true combination of theory and practice. Although case teaching and project team teaching can help students gain a deeper understanding of details, only enterprises often have a large amount of first-hand information. Cooperating with enterprises not only enables students to obtain effective information in the first time, but also improves their thinking abilities and enables them to adapt to market demands as soon as possible.

In cooperation with enterprises, special attention can be paid to brands that are exploring the college student market, or regional brands can be tested from a small scale. For example, students majoring in marketing from Northeast University of Finance and Economics, who had established an IKEA brand advertising project team in advertising classes, collected a large amount of relevant information for the success of the project, and went to the sales factory for filming and interviews several times. Finally, during a conversation with the regional manager of the brand, they discovered that the company was trying to expand the college student market, so they immediately established a cooperative relationship. [3]Through school-enterprise cooperation projects carried out by schools, students can be brought into contact with social enterprises, which can break their illusions and enable them to generate enthusiasm and practical work while promoting their understanding of social enterprises.

3.4. Encouraging students to participate in well-known advertising competitions

Practice has proved that participating in competition activities is an effective way to improve students' hands-on operation ability. However, for most students, participating in competitions lacks self-confidence and action. In this regard, teachers should actively encourage students to participate, and provide some help to students participating in this activity. Students' hands-on ability can be improved by participating in professional competitions or even competitions.

Teachers should encourage students to participate in competitions with certain industry influence such as the "China University Student Advertising Art Festival" and the "National University Student Advertising Art Competition", with a strong lineup of judges and professional authority. Teachers can carefully explain to students the precautions for the competition, the submission channels, and provide corresponding suggestions for the competition requirements. During the production of the entries, students should correct and encourage the shortcomings of their works. The variety of events in various competitions helps students broaden their horizons, improve their communicative and thinking abilities, and observe current events.

3.5. Improvement of teachers' quality and knowledge supplement

As mentioned earlier, many universities have a complex source of advertising professional teachers, which has caused certain difficulties for students in the study of advertising. In fact, if teachers are limited to their own majors and neglect the integration of advertising knowledge under the three majors, it will be detrimental to students' advertising teaching. In this regard, regardless of which major they are from, teachers should improve their professional quality and knowledge accumulation. Comprehensive mastery of relevant knowledge broadens students' knowledge level.

For example, theoretical knowledge related to marketing should first be supplemented by teachers from the School of Art and Design, as well as knowledge related to communication courses, such as mass communication, media, and public relations theory. There is no problem with the teaching staff of marketing disciplines such as marketing, but at the same time, it is necessary to increase the knowledge of some related courses, such as mass communication, media communication, and some related courses, such as literature, art, aesthetics, and so on. Teachers expand their knowledge, which can improve the quality of teaching in the classroom and promote a comprehensive understanding of their information for students.

3.6. Selecting teaching materials suitable for professional characteristics

In terms of material selection, the same textbook has been used frequently by many teachers for many years. For teachers, it is indeed easier to not need to re prepare, but it is detrimental to expanding their professional knowledge, improve teaching levels and teaching effectiveness. In this regard, teachers should select and use teaching materials based on professional characteristics and in combination with the actual situation of students, so that the teaching effect is the best and also the best, and can greatly benefit students.

For example, in the practical teaching of advertising, teachers can explain the basic theoretical knowledge of advertising based on the book "Modern Advertising Course"; Various methods in the process of modern advertising communication can be explained based on the book "Modern Advertising Tutorial". Choose teaching materials that are appropriate to the characteristics of your major, allowing students majoring in marketing to learn basic advertising knowledge while understanding the use of advertising combined with marketing strategies, so as to maximize the effectiveness of advertising.

3.7. Paying attention to the application and timely update of teaching cases

Advertising is an applied discipline closely related to social and economic development. Some teachers still choose some old cases when explaining knowledge points, which are not real-time and are not conducive to students' understanding of current events. In this regard, teachers should keep pace with the times and update teaching cases in a timely manner. The new teaching case can enable students to fully understand the needs of the current society, create advertisements suitable for the public, and promote the success of marketing.

Today's society is in a stage of rapid development, and teaching cases should also be updated in time with current events. For example, with the new change of Xiaomi brand logo in 21 years, how did Hongxingerke develop from an unknown small brand to a popular China-Chic brand in a year or two; How did the 22 year old white elephant market promote it to become the leader of instant noodles during the rectification period of unqualified quality inspection of Master Kang's instant noodles. There are many responsive cases in society. Updating teaching cases based on current events can enable students to quickly understand people's needs and formulate corresponding strategies accordingly.

4. Conclusion

To sum up, advertising courses for marketing majors should be more closely combined with marketing theory and practice, understand the role and importance of advertising in marketing, and emphasize the cultivation of advertising planning ability while clarifying the relationship between marketing strategy, market positioning, and advertising strategy. Let students be exposed to more excellent cases and broaden their horizons by increasing the proportion of case teaching. We should constantly strengthen ties with the advertising industry, and apply what you have learned through project team teaching models, school-enterprise cooperation, and participation in advertising

competitions.

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