

# On the Teaching Reform of Marketing Planning Course Based on the Teaching Mode of Applied Talents Training

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**ABSTRACT.** *At present, the major of marketing in Colleges and universities generally aims at training application-oriented talents, while many colleges and universities have weak practical teaching links. Based on the analysis of the current situation of practical teaching of marketing major, this paper puts forward the corresponding optimization suggestions, which provides some basis for strengthening the implementation of practical teaching of marketing major in Colleges and universities.*

**KEYWORDS:** *Marketing; Applied talents training; Practical teaching*

## 1. Introduction

Marketing has always been a favorable tool for enterprises to achieve success in market competition. As one of the application-oriented majors with the largest demand for talents in China, marketing major is the focus of many colleges and universities. However, the traditional marketing teaching objectives and teaching methods can not connect the cultivation of talents with the society and the market, resulting in many students becoming academic talents and unable to meet the actual needs of enterprises. Therefore, in this case, it is necessary to promote the teaching reform of the marketing major oriented by the cultivation of applied talents.

## 2. The Connotation of Training Orientation of Applied Talents

As a comprehensive and applied major, marketing needs to promote the implementation of the training objectives of application-oriented talents, focus on practice, and cultivate application-oriented talents with strong comprehensive and practical ability. At present, enterprises pay more and more attention to the development of practical implementation ability, environmental adaptability and innovative thinking. How to strengthen the cultivation of the above comprehensive ability, so that students can not only master solid theoretical knowledge to become academic talents, but also have strong application ability to become practical talents,

is the key to the reform and thinking of practical teaching of marketing specialty. Therefore, in order to comply with the inevitable requirements of social and economic development and promote the implementation of application-oriented personnel training, it is particularly important to explore the teaching mode of training marketing students' practice and application ability[1].

### **3. The Significance of Practical Teaching of Marketing Major**

It is a long exploration process to cultivate marketing application talents. As a practical course, marketing often needs the help of practical teaching to guide students to have a deep understanding and accurate grasp of what they have learned and to realize the application of what they have learned. At present, the employment situation of students is not very optimistic. One of the fundamental reasons is that students have rich theoretical knowledge but weak practical ability. The research shows that enterprises are more inclined to recruit professional talents with strong comprehensive and practical ability. Such employees can better adapt to the incentive competitive market and create benefits for enterprises. Therefore, promoting the implementation of marketing practice teaching innovation can effectively enhance the marketing practice ability of students, make students more comprehensive skills in future employment recruitment, and increase the employment opportunities. At the same time, the practical teaching can make students not only master the boring theoretical knowledge and talk on paper, but also feel the richness and application of marketing course content. In this way, students also exercise the ability of practical use of knowledge, which is conducive to the growth and development of students[2].

### **4. Problems in Practical Teaching of Marketing under the Guidance of Applied Talents Training**

#### ***4.1 Pay Attention to Theory Teaching and Despise Practice Teaching***

It is a common phenomenon in the teaching of marketing specialty in Colleges and universities to attach importance to the teaching of theory and neglect the practical teaching. In terms of curriculum, many colleges and universities have more theoretical hours and less practical hours in marketing curriculum, and even some colleges and universities have no distribution of practical teaching hours. This leads to the fact that teachers spend a lot of time in teaching theoretical knowledge and a small amount of time in practical teaching and application, thus neglecting marketing practice and failing to combine theory with practice organically. Marketing is a subject with strong applicability. This kind of teaching, which emphasizes theory but neglects practice, can easily lead to the lack of marketing practice ability of students, and can not meet the requirements of the current application-oriented talents training[3].

#### ***4.2 Lack of Effective Training Base***

The effective implementation of practical teaching should pay more attention to the construction of practical training base in addition to the curriculum. At present, the establishment of marketing training bases in Colleges and universities is not optimistic. Most colleges and universities do not establish practice bases that match the major, which makes students unable to carry out professional practice learning. Although some Application-oriented Undergraduate Colleges and universities have promoted the construction of school enterprise training bases, there are generally formal problems in these training bases. Most of the positions provided by enterprises are those with relatively low technical content, such as tally clerk, sales, front desk, etc., and the students who have not gone through the undergraduate study can also be competent, so that the enthusiasm of students' participation is not high, and they can not feel the practical application of theoretical teaching content. Therefore, the training base that doesn't pay attention to the deepening of cooperation content can't effectively combine theory teaching with practice activities, subject knowledge and ability training, and the final training base is just a form[4].

#### ***4.3 Lack of Practical Teaching Ability of Full-Time Teachers***

The effect of marketing practice teaching depends on Teachers' ability to a great extent. At present, many full-time marketing teachers in Colleges and universities are free of theoretical knowledge and less experienced in enterprises. Most of them are engaged in teaching work after graduation. They tend to be divorced from society to some extent, so they have rich theoretical knowledge and lack of practical experience. In this way, teachers can't understand the needs of enterprises in time and accurately, so they can't collect and summarize experience from practice to enrich teaching content, and can't provide more help to students in practical training, which restricts the development of students' ability. Moreover, at present, the assessment of university teachers still stays at the traditional "pass rate" level, which indirectly leads to the poor quality of practical teaching[5].

#### ***4.4 The Effect of Case Teaching is Not Ideal***

The explanation of cases and the discussion and analysis of students can train students' ability to solve practical problems with theory. But at present, the effect of case teaching is more and more unsatisfactory. It takes a lot of time and energy to collect case materials, so many full-time teachers do not have the conditions to carefully screen out the cases needed for each course, which leads to the selection of many cases that have changed circumstances and can not meet the current needs. In addition, teachers lack of business experience, and can not summarize cases from current production practice when guiding students' case study, resulting in the disconnection between theory and practice, and the significance of case teaching is not good. In addition, in the process of case analysis, students' learning enthusiasm is not high and they are in a passive state. More than ten years' learning career has

made students form the habit of “cramming” learning. They are unwilling to participate in the classroom discussion and are difficult to integrate into the case environment. And teachers have been using the “theory + problem-solving” model, unable to attract students[6].

## **5. Suggestions on the Optimization of Practical Teaching of Marketing under the Guidance of Applied Talents Training**

### ***5.1 Improve the Importance of Practical Teaching***

As one of the current hot majors, the marketing major requires the continuous improvement of students' practical ability, and students' employment is facing challenges. At the same time, most colleges and universities neglect to take the training of application-oriented talents as the goal, and do not pay attention to the practice and comprehensive ability training of students effectively. Therefore, colleges and universities should pay full attention to practical teaching, innovate the concept in the establishment of concept and curriculum system, and vigorously develop practical teaching. First of all, colleges and universities need to adjust the existing talent training program, establish clear talent training objectives, highlight the characteristics of running schools, and put practical teaching into the teaching focus. Secondly, we should build a practical teaching oriented curriculum system and explore multi-level and diversified practical curriculum implementation approaches. For the lower grade students, basic practical education courses are set up to let the students have a preliminary understanding of professional knowledge and university life; for the second grade students, further integration, expansion and improvement of professional compulsory course system, enrichment and improvement of the “curricular” construction of quality expansion projects; for the higher grade students, professional module courses are set up, and experts inside and outside the school are invited to set up special lectures. To broaden students' knowledge and professional quality.

### ***5.2 Reform the Mode of School Enterprise Cooperation and Strengthen the Construction of Effective Training Base***

School enterprise cooperation is a mode of cooperation between schools and enterprises. It has been vigorously promoted and implemented by colleges and universities. It is an important part of marketing practice teaching. Under the mode of school enterprise cooperation, resource sharing between school and enterprise has resulted in a variety of workplace practice modes. Students can truly combine theory and practice, and vigorously cultivate the practical application ability of students. In order to effectively promote the implementation of school enterprise cooperation, colleges and universities should select enterprises with strong comprehensive strength according to the training objectives of application-oriented talents and the characteristics of marketing specialty, so that students have the opportunity to practice in various departments of the enterprise and fully understand all aspects of

the marketing practice of the enterprise. Or colleges and universities provide a practice platform to introduce some products of enterprise management into the campus, which is managed and managed by special personnel, and operated by student rotation practice[7].

### ***5.3 Establishing “Double Teacher” Teachers’ League***

As an important force of practical teaching, improving the corresponding practical ability is a necessary measure for colleges and universities to develop practical teaching and create competitive advantage. Among them, it is an effective way for colleges and universities to enrich the “double teacher” teaching staff. On the one hand, schools can set up incentive measures to improve the practical teaching enthusiasm and teaching ability of existing professional teachers, so that teachers can continuously master the latest teaching skills; on the other hand, they can take a number of measures to encourage and support teachers to practice in enterprises and institutions or employers, and increase practical experience. At the same time, the school can also introduce a variety of talents, such as the recruitment of enterprise personnel with rich practical experience, or teachers with professional background and experience, or part-time employment. This multi-channel introduction of talents can effectively solve the problem of the lack of teachers' practical strength, and enrich the school's “double teacher” teachers.

### ***5.4 Improve Case Teaching Method and Strengthen Students’ Main Position in Class***

In view of the fact that the actual effect of case teaching method is divorced from social production, colleges and universities should improve the case teaching method so that teachers can summarize cases from production practice. Through the establishment of school enterprise cooperation and the expansion of the “double teacher” team, we can add the excellent employees with business experience to the teaching team, or hire the elites of enterprises, governments and various industries to go deep into the classroom, so as to bring the latest marketing practice knowledge and skills to the students. These lecturers with rich practical experience can summarize cases from their own experience, especially compile some practical problems encountered by famous local enterprises in marketing application into teaching cases. At the same time, in order to implement the practice teaching better, teachers should also change the current situation of students' passive participation in case teaching. Group discussion, flipped classroom and other ways can be adopted to activate the classroom atmosphere and attract students to actively participate in case teaching[8].

## **6. Conclusion**

The five modes of application-oriented talents training for marketing specialty have their own rationality and limitations. Each university should set up its own

talents training mode reasonably according to its own talents training objectives, student characteristics, regional economic characteristics, enterprise needs, etc. The training mode of application-oriented talents of marketing specialty should be oriented by social needs, and the traditional curriculum system of subject centered teaching content can't meet the needs for a long time. It should not only reflect the overall requirements of taking general courses as the basis, improving students' ability as the foundation, humanistic education as the soul, and serving the society as the key point, but also reflect the characteristic training mode, through careful design. We should not only pay attention to the humanistic spirit, but also pay attention to the professional ethics education, create conditions to strengthen the practical teaching link, and provide more practical conditions and opportunities for students.

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