

Innovative Exploration of "Five-in-one, Three-wheel Drive" Marketing Practice Teaching System

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Abstract: In view of the old practice teaching system of marketing specialty, the lack of effective implementation methods and paths of practice teaching, the loose evaluation of students by schools, the lack of evaluation of professional ability and the disconnection between practice and industrial development, this paper analyzes and studies the current situation of practice teaching of marketing specialty, and puts forward a "five-in-one, three-wheel-driven" practice teaching system of marketing specialty. Teaching practice has proved that the new practical teaching system greatly stimulates students' enthusiasm for professional theory learning, competition certificate participation and professional practice, promotes the cultivation of students' comprehensive ability, improves the quality of professional personnel training, and enhances students' employment competitiveness.

Keywords: Marketing, Practice Teaching, Innovation, Quality Evaluation.

1. Introduction

In today's world, breakthroughs have been made in modern information technologies such as artificial intelligence, big data, blockchain, the Internet of Things and cloud computing. With the vigorous development of the digital economy, new business forms, new business links, new industrial organizations and new value chains derived from the reconstruction and integration of industrial elements have put forward stricter adaptability requirements for technical and skilled personnel in all walks of life. With the further development of the Internet economy, the iterative updating of new media modes, the diversification of market trading modes, and the gradual transformation of competition among enterprises from traditional products and services to customization of personalized solutions, higher requirements are put forward for marketing talents, who need to understand both new industrial technologies and marketing. Job demand presents the characteristics of the new era of one post with multiple duties and one post with multiple abilities. To meet the market demand, the marketing major of finance and economics in higher vocational colleges needs to participate in the tide of cross-border and comprehensive skilled personnel training, and cultivate talents that meet the needs of society.

2. The Problems Faced by The Practical Teaching of Marketing Specialty

Digital technology enables the development of new formats and new models, and enterprises actively seek digital transformation, which greatly improves the information quality and information skills of workers. The rapid development and transformation and upgrading of the industry also put forward higher requirements for the demand of marketing specialty, which requires not only a large number of basic talents with marketing ability, but also high-skilled marketing talents with solid theoretical basis, skilled business practice ability and flexible innovation. Looking at the current situation of the training of marketing talents in

colleges and universities, there are still some differences in the matching degree between the practical teaching system and the social demand for talents, which are manifested in the following aspects: First, there are deviations in the professional orientation, the practical teaching system is relatively old, and there is a disconnection with the structure of digital marketing talents needed by today's society; Secondly, there is a lack of effective implementation path system in professional practice to improve students' interdisciplinary comprehensive literacy; Thirdly, the school's ability evaluation system is still based on loose courses, which can not provide effective professional ability evaluation, and is not conducive to students' market-oriented employment selection; Fourthly, the school practice fails to connect with the whole process of the latest industrial working environment, which is not conducive to students' practice-oriented ability strengthening. All these have seriously restricted the high-quality development of vocational education, and can not effectively enhance the employment competitiveness of students from the actual point of view.

3. Analysis of Market Demand for Marketing Professionals

Different from undergraduate education and secondary vocational education, higher vocational education aims to cultivate innovative and compound high-quality technical and skilled personnel to meet the needs of the post. In teaching practice, it pays attention to the integration of the whole process of professional quality, reflects the attributes of individual development, and learns thinking and methods.

The logical starting point of higher vocational education is the post, which should rely on the demand of professional posts in the talent market and the requirements for the ability and quality of talents to reverse the construction of the curriculum system.

In the survey of the demand for marketing talents, we adopted the method of "going out and inviting in", collected the data of the demand for marketing-related talents from all walks of life on the recruitment website, invited industry and

enterprise experts to conduct questionnaires and interviews, and tracked the former graduates. Through in-depth research, we found that the demand for marketing talents with industry practice background, new media application technology, data analysis ability and good professional quality is the highest. In the survey, it is found that all walks of life, all kinds of products and services need market research, demand development and promotion. Among them, the top three industries in the demand for marketing talents are Internet/IT/Electronics/, Transportation /Logistics/Trade/ Retail and Service Industries, and the new technology industry has leaped to the top.

Through the analysis, it is found that the demand for marketing talents in the talent market presents the following characteristics:

Firstly, from the perspective of quantity demand, the survey shows that 45.24% of enterprises need more than 11

marketing talents, 19.05% of enterprises need 6-10 marketing talents, and only 4.76% of enterprises think that the future demand for marketing graduates is uncertain. The results show that the demand for higher vocational marketing graduates is still at a high level under the uncertain economic development situation and the scale development of the company in the future.

Secondly, from the qualitative point of view, the order of qualities that enterprises should possess for marketing talents is professional quality, self-ability, work experience in the same industry or position, etc. See Figure 1 for details. In the in-depth interview, it is learned that enterprises generally require graduates to have professional qualities, including teamwork, communication and coordination, working attitude, sense of responsibility, ability to resist pressure, etc. In terms of their own abilities, enterprises focus more on logical analysis thinking, independent thinking, innovation ability and learning ability.

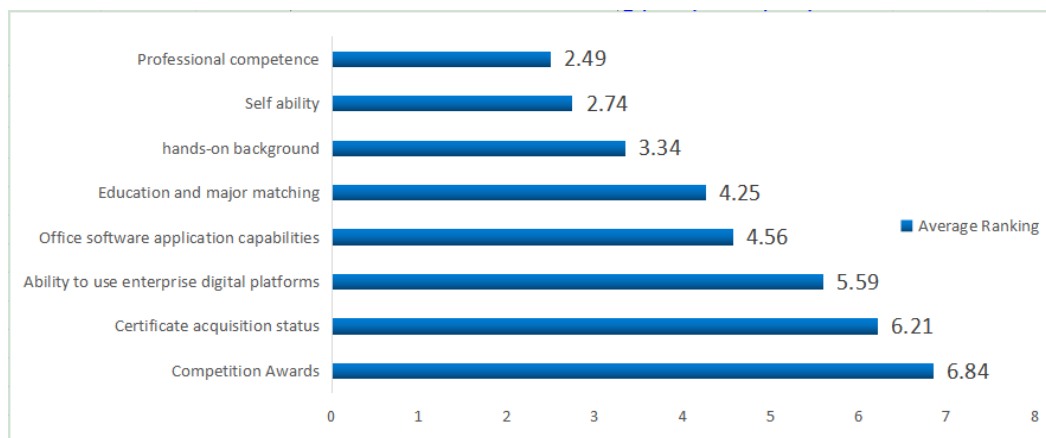


Figure 1. Ranking of the importance of marketing talents' literacy

Thirdly, from the actual employment feedback, enterprises are more inclined to have rich practical experience, and the accumulation of rich case experience in school can quickly adapt to job needs and create personal value.

As the source of marketing talents, higher vocational colleges must keep up with the process of social development, dock with new technologies, actively integrate into the new development pattern of regional industries, actively explore and innovate the training mode of marketing professionals, closely adhere to the requirements of application, accurately locate the training objectives of marketing talents, and combine with social employers. Construct a feasible teaching practice system and evaluation model to improve students' professional comprehensive ability and enhance their employment competitiveness.

4. Construction of "Five-in-one, Three-wheel Drive" Practical Teaching System of Marketing Specialty

Aiming at students' independent operation of real marketing projects, guided by the demand for compound marketing talents in the industry, and with the cultivation of professional core competence and comprehensive quality as the main line, a sustainable practical teaching system of "five in one, three-wheel drive" for marketing specialty is constructed to enable students to master knowledge, skills and professional qualities.

4.1. Practical Teaching Mode of Marketing Specialty of "Five-in-one, Collaborative Integration"

(1) Project teaching

At present, the training of marketing professionals in major higher vocational colleges is often to enable them to engage in chain operation, marketing, marketing planning, sales management and other offline entities after graduation. Although some higher vocational colleges try to divert part of their work in network marketing, the knowledge and skills of students are scattered and not systematic. It is out of touch with the digital marketing talent structure needed in today's society. Based on the actual job needs of enterprises, project-based teaching is carried out to guide students to integrate their knowledge and skills, and modular knowledge is formed into a project system.

(2) Professional training

The demand for marketing professionals in today's society is based on digital marketing, which requires professional, skilled and structured abilities. At present, industry-education cooperation is limited to individual leading enterprises, there is information asymmetry between industry and schools, the guarantee conditions for professional construction are insufficient, and the effect of practical teaching can not meet the requirements. However, there is a huge demand for new marketing, e-commerce operation and other talents in small

and medium-sized enterprises, and their posts show the characteristics of one post with multiple duties and one post with multiple abilities, which requires more compound applied talents. Let students participate in real horizontal topics and accumulate practical case experience of enterprises in the project.

(3) Innovative practice

The training system of marketing courses generally has outdated teaching materials, and there are few cross-training projects between courses. All courses are trained and assessed separately, and there is no systematic and lasting marketing practice project that can be trained, which is not enough for the cultivation of students' practical ability. As we all know, the marketing work in the real society needs to integrate multiple knowledge and skills to achieve, therefore, how to let students use, consolidate and integrate the knowledge and skills learned by the school from practice is very important.

The National Vocational College Skills Competition (Higher Vocational Group) Marketing Skills Competition sets up three modules: digital marketing, situational marketing and program planning. By examining the quality of the contestants' important tasks and their professional qualities as the content of the competition, it comprehensively examines the contestants' marketing knowledge, marketing skills and professional qualities, and mainly tests their ability to solve problems by using knowledge comprehensively. The competition is oriented by professional needs, focuses on the cultivation of practical ability, and takes the integration of industry and education as a way to comprehensively train high-quality technical and skilled marketing professionals with both ability and political integrity. Through competition to promote learning, promote the docking of learning process and production process, improve the social recognition and influence of marketing professionals. Let students participate in the simulation practice of marketing competition, familiarize themselves with the working environment of enterprises and adapt to job tasks through the competition, and improve the comprehensive application ability of

knowledge and skills in the simulation situation of the competition.

(4) Vocational skills

The certificate of vocational skills can show that workers have the necessary knowledge and skills to engage in a certain occupation. Students can obtain the certificate of vocational skills recognized by enterprises as a proof of qualifications for job hunting, which is also a reflection of their learning ability and more employment opportunities. Marketing students can obtain professional qualification certificates of marketers or Internet marketers according to their personal interests, check their own strength and fill vacancies at the same time, which is conducive to entering large enterprises after graduation.

(5) Enterprise practice

For higher vocational students, practice is the best way to test theory, and it is a very effective way to participate in post practice in enterprises. Internship allows students to directly participate in the production process on the spot of their major, comprehensively use the knowledge and skills they have learned in their major, complete certain production tasks, master operational skills, and be familiar with job responsibilities, which is a supplement to the practical teaching of theoretical knowledge.

4.2. The practical teaching method of "three-wheel drive, progressive layer by layer" for marketing specialty has been formed.

Through the study of the interaction and cross relationship among "project teaching, professional training, innovation practice, vocational skills and enterprise practice", the specific three-wheel drive mode of "in-class and out-of-class", "in-school and out-of-school" and "stage and whole process" is formed, and combined with the real training project throughout the whole process, the construction of marketing professional practice teaching system is completed, as shown in Figure 2.

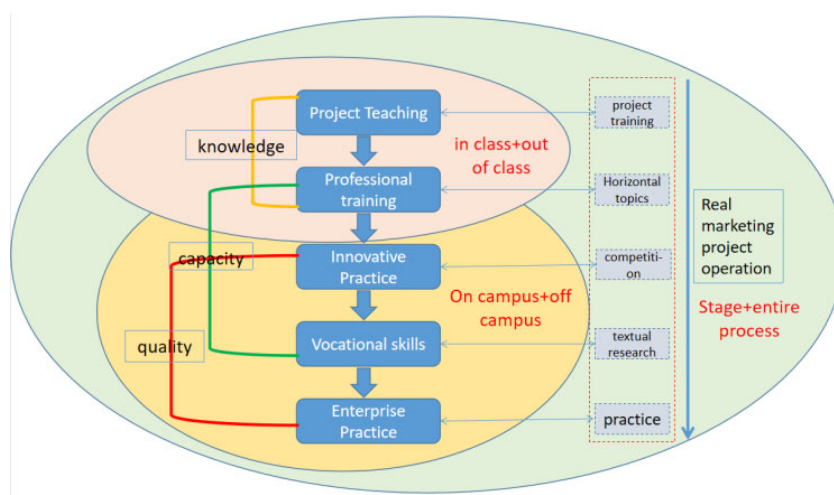


Figure 2. Practical teaching framework of "five-in-one, three-wheel drive"

5. Construct the quality evaluation system model of personnel training

Based on the characteristics of marketing posts, the curriculum of marketing major in higher vocational colleges is

divided into nine modules, including basic marketing, marketing communication, data analysis, marketing planning, integrated marketing, network marketing, new media marketing, strategic marketing and comprehensive practice. The evaluation is based on the results of each subject

in the module, and the professional quality and professional ability are integrated into the curriculum of each subject for integrated scoring evaluation. Enterprise employers pay more attention to the adaptability of job seekers' knowledge, ability and quality, and hope to get a more comprehensive and intuitive evaluation of job seekers' comprehensive quality. Based on this, the quality evaluation model of this project is mainly based on ability and literacy, supplemented by knowledge, and displayed intuitively by radar map. The

construction system is divided into knowledge, skills, quality overall and sub-display. The specific evaluation content of each part needs to be determined according to the training objectives of new compound marketing talents determined by analysis. The detailed evaluation criteria are combined with the content of integration of industry and education, and finally determined with reference to the real operation of enterprises. Refer to Figure 3 below for illustration:



Figure 3. "Five-in-one, Three-wheel Drive" Practical Teaching Talents Evaluation Model

6. Evaluation of the effect of "five-in-one, three-wheel drive" marketing practice teaching

The quality evaluation of personnel training includes two aspects: the comprehensive quality evaluation of students in school and the adaptability evaluation of employers after employment. The combination of the two can objectively and accurately reflect the quality of vocational education. Based on the "five-in-one, three-wheel drive" marketing professional practice teaching system, the quality evaluation system model of personnel training is constructed from three dimensions of knowledge, ability and professional accomplishment. The school analyzes and evaluates the students by stages and the whole process. The comprehensive evaluation index and dimension are displayed by radar chart. The analysis results can be displayed intuitively, fairly and fairly, and can also reflect the students' ability and specialty level. It provides a

reference for the improvement of students' comprehensive quality, parents' guidance of students' career choice, and the formulation of relevant policies by student management departments. Determining the evaluation criteria of the employer's adaptability, tracking the evaluation of the employer's adaptability of graduates, combining with the evaluation results of students in school, and comparing and displaying the comprehensive quality of students by radar chart, can more intuitively reflect whether the talent training program of higher vocational colleges meets the needs of enterprises.

Whether the practical teaching system of marketing specialty is conducive to promoting the cultivation of students' professional comprehensive quality, whether it improves the quality of professional personnel training and students' employment competitiveness, it needs the evaluation of students' professional ability by social employers. Figure 4 shows the evaluation of marketing students by some employers under the new practical teaching system.

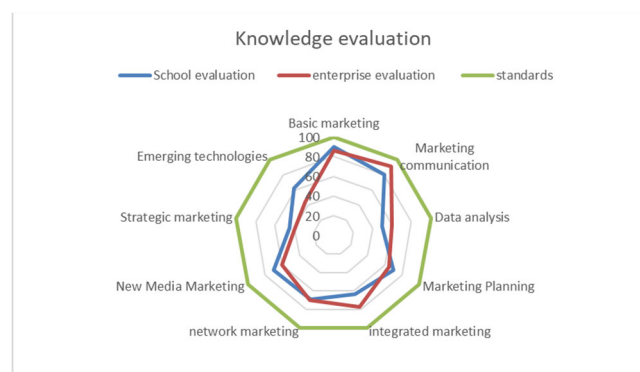


Figure 4. Evaluation Chart of Employers' Knowledge of Students under the New Practical Teaching System

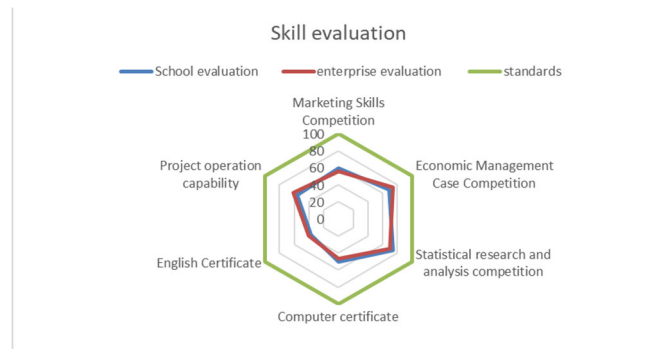


Figure 5. The Evaluation Chart of Employers on Student Skills under the New Practical Teaching System

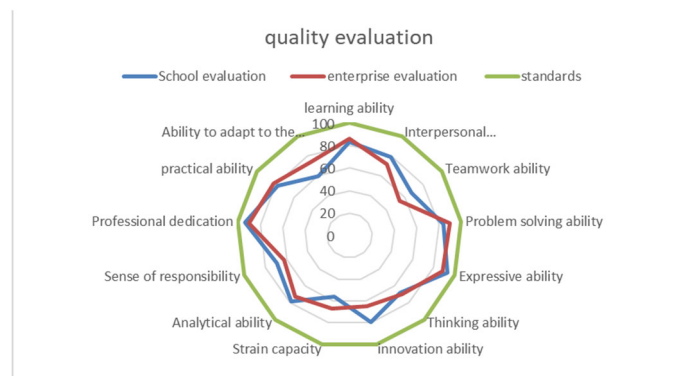


Figure 6. Evaluation Chart of Employers' Quality of Students under the New Practical Teaching System

From Figure 4, Figure 5 and Figure 6, it can be concluded that after the implementation of the new practical teaching system, the ability of students in all aspects is in line with the demand of enterprises for talent quality, which is in line with the training of professional talents and also improves the competitiveness of professional talents. This also fully shows that the "five-in-one, three-wheel drive" practical teaching system of marketing specialty is conducive to the cultivation of students' comprehensive ability and the cultivation of new talents.

7. Conclusion

The "five-in-one, three-wheel drive" marketing practice teaching system, drawing on the experience of marketing practice teaching at home and abroad, reforms and innovates the previous marketing professional practice teaching system, guided by the demand for industrial compound marketing talents based on big data analysis, and takes the cultivation of professional core competence and comprehensive quality as the main line. Construct a "five-in-one, three-wheel drive" sustainable practice teaching system for marketing specialty, so that students can master knowledge, skills and professional qualities. The practice results show that the new practical teaching system meets the requirements of enterprises for the quality of marketing talents, improves the ability to adapt to the post, and greatly enhances the competitiveness of the specialty and the quality of students' employment.

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