

Transforming International Marketing Education in the Digital Economy Era: A Paradigm Shift and Targeted Exploration

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Abstract: With the advent of the digital economy era, new technologies have given rise to new economies and business models. This has led to a shift in the economic landscape of business education services, transitioning from the industrial economy to the digital economy. Consequently, the field of business education requires innovation and transformation in its models and methods of instruction due to the emergence of new knowledge and skills. The new economy has brought about fresh objectives and demands for business education, necessitating active adaptation and reform in the teaching of international marketing courses to align with technological advancements and the development of the digital economy. This paper analyzes the background of international marketing course development in the context of the new era, emphasizing the need for a paradigm shift in education. It identifies existing shortcomings in current teaching processes and proposes targeted exploration plans for the reform of international marketing courses.

Keywords: International Marketing; Teaching Reform; Practical Exploration; New Era; Comprehensive Abilities; Bilingual Teaching.

1. Introduction

The development of Internet information technology and the popularization of mobile devices have driven the arrival of a new era in the digital economy. The formation of new digital industries and the construction of new information technologies have promoted the updating and transformation of marketing models in various industries, presenting a diversified landscape [1]. Digital technology has not only disrupted traditional business models but also led the direction of traditional business education in the field of specialization. New technologies have propelled the birth of new economies and new business models, which in turn have fostered new knowledge and new technologies. This, in turn, has prompted the transformation of business education models and learning methods. The National Conference on Undergraduate Education in the New Era emphasizes that talent cultivation is the core goal of universities, and undergraduate education needs to comprehensively improve talent cultivation capabilities and establish a sound talent cultivation system [2].

Under the background of new business science, the importance of practical teaching is emphasized. Compared to traditional marketing courses, the international marketing course is based on the development of international trade and students' professional knowledge and skills. On one hand, this course requires teachers to impart rich theoretical knowledge of international marketing, including international economics, politics, law, population, and many other aspects. It requires the application of theory in an international environment, including the analysis of the international marketing environment, marketing research in international markets, international market competition strategies, and international marketing strategies. The scientific and effective improvement of the course needs to be achieved through

practical exploration. The transformation of economic form, the transformation of economic structure, and the renewal and upgrading of industries are changing the requirements for talents in society. Cultivating innovative thinking ability and practical application ability of new business science talents with international perspectives is the key to the talent cultivation model in the field of international marketing. In order to meet the needs of multinational enterprises for international marketing talents, improve the professional skills and international perspectives of talents, targeted teaching reform and practical exploration of international marketing courses are necessary [3]. This paper aims to provide theoretical and practical references for the teaching reform of international marketing courses, and to provide guidance and inspiration for the teaching of international marketing under the background of new business science. It is hoped that this paper can provide useful insights and suggestions for the teaching reform of international marketing courses, promote the continuous advancement of international marketing teaching, and adapt to the challenges of the new business science background.

2. Background of Teaching Reform in International Marketing

2.1. Positioning of International Marketing Courses

International marketing refers to the process of goods and services flowing into the hands of consumers or users in more than one country. International marketing is a cross-border social and management process in which companies create products and value through planning, pricing, promotion, and personnel, and engage in exchanges in the international market to meet the needs of consumers in multiple countries and obtain profits.

With the development of economic globalization, the business activities of enterprises in various countries are increasingly closely linked to the international market. Companies have shifted from considering "where to establish new factories or open up markets domestically" to considering "where to manufacture or sell new products in the world." Companies engage in cross-border operations, not only selling products produced domestically to the international market but also investing in overseas factories for production and selling products abroad. International marketing is a form of cross-border marketing activity, and marketing entities include multinational companies, export enterprises, etc. In this marketing activity, attention needs to be paid to the market adaptability of products and services, and marketing should be conducted with a focus on foreign consumers to meet their needs.

International marketing involves rich theoretical knowledge, including international economics, politics, law, population, and many other aspects of knowledge, and even requires in-depth study through one or more other courses. In addition, international marketing is relatively complex, with many operational links and complicated processes, requiring a lot of time for students to understand the context of international marketing. Due to the richness of the course content, universities face difficulties in choosing teaching content, resulting in a lack of clear positioning of the course. However, the basic theories of international marketing, the marketing environment of international markets, marketing research in international markets, international market competition strategies, and international marketing strategies are important contents of international marketing.

2.2. The Necessity of Carrying out Curriculum Education Reform

Firstly, in the context of globalization, enterprises are no longer limited to the local market but need to face challenges such as international trade, international market promotion, and international business cooperation. Therefore, international marketing courses need to be more closely aligned with actual market demands, cultivating students' abilities in international market expansion, the formulation of international marketing strategies, and awareness of the international business environment.

Secondly, the rapid development of digitization and internet technology has brought about significant changes in marketing methods. Traditional marketing education often emphasizes traditional marketing methods and overlooks the importance of digital marketing. Therefore, the educational reform of international marketing courses needs to pay more attention to the cultivation of digital marketing skills, such as social media marketing, online promotion, and data analysis skills.

Furthermore, under the background of new business science, interdisciplinary teaching and the cultivation of practical skills are emphasized. The traditional marketing curriculum education model may overly focus on the imparting of theoretical knowledge and neglect the cultivation of students' practical marketing operational abilities. Moreover, the classroom teaching is mainly teacher-centered, which belongs to one-way knowledge transmission, which does not conform to the characteristics of market-oriented marketing courses with strong practicality and applicability. It also inhibits the improvement of students' abilities in autonomous learning and active communication.

Lastly, there is a lack of practical teaching resources, and the theoretical knowledge learned by students is not effectively applied, greatly restricting the cultivation of their professional qualities, comprehensive practical abilities, and innovative thinking. The information revolution has brought new challenges to traditional business education, and it is urgent to promote interdisciplinary professional course construction, accurately position talent training programs, and highlight the characteristics of international marketing courses through the integration of industry and education and cooperation between schools and enterprises.

Therefore, under the background of the new era, it is imperative to carry out educational reform of international marketing courses. The reform will help cultivate international marketing talents that are more in line with the needs of the times, enhance students' international competitiveness and employability, and promote the sustainable development of international marketing education.

3. Issues in International Marketing Course Instruction

With the development of mobile internet, the demand for international marketing talents in society has further intensified, and cross-disciplinary approaches have become a current trend. From interdisciplinary, cross-professional, cross-cultural to cross-media, cross-disciplinary talents are the trend in talent demand for enterprises. The cross-fusion application of economics, management, communication, computer technology, artificial intelligence, data science, and other fields in new business, as well as the accumulation of new technical skills generated by the use of new labor tools, require a redefinition and precise delineation of the connotation and extension of international marketing talent cultivation. Currently, the insufficient supply capacity of international marketing talents has led to a serious supply-demand contradiction, requiring a reflection on and adjustment of the current training methods, as well as innovative training content and paths.

3.1. Lagging Course Content Hampers Knowledge System Updates

International marketing is constantly developing and innovating, and enterprises face unpredictable international market environments. However, the content of textbooks currently used in most universities is not updated in a timely manner, and the course system is incomplete. The lag between theory and reality hinders the updating of students' knowledge reserves. Some textbooks are even detached from actual market demands. For example, courses that are overly theoretical lack analysis of actual market demands and trends, making it difficult for students to adapt to the actual working environment after graduation [4]. There are two problems with the selection of textbooks in international marketing courses: firstly, most universities choose foreign original textbooks that lack a comprehensive introduction to the systematic practice of international marketing in China, especially the lack of cases from Chinese enterprises. Secondly, if domestic textbooks are chosen, there is a problem of outdated content, resulting in a lag in responding to the sensitive changes in market environments, and students cannot timely access and understand the latest marketing knowledge. Looking at the course system, the current course system combines course scale (credits) and course structure

(modules) for teaching and talent cultivation. The course system is unimodal and weakly linked with courses such as big data and internet marketing, making it difficult to make timely adjustments in response to changes in the market environment, resulting in a lack of integrity in the knowledge structure of talent cultivation.

3.2. Relatively Monotonous Teaching Methods

With the rapid development of digital marketing, traditional single-course teaching models may not fully develop students' abilities in digital marketing, such as social media marketing, data analysis, and internet marketing skills. In the teaching process, teachers should choose appropriate teaching methods to effectively achieve teaching objectives and tasks and improve teaching quality. International marketing is a course with both theoretical and practical aspects, which requires high qualifications and teaching levels from teachers. Teaching instructors need to adopt various teaching methods to fully stimulate students' enthusiasm and learning motivation. Currently, in universities, multimedia teaching is generally adopted in the classroom, with teachers mainly delivering lectures and using PPTs and videos to help students gain a clearer understanding of the course framework and key knowledge points.

It should be noted that a teacher's excessive focus on knowledge dissemination can easily lead to a disconnection between teaching activities and students' autonomous learning activities, failing to form a positive interactive relationship between teaching and learning. Students merely receive knowledge input without sufficient absorption, transformation, and output of knowledge, making it difficult to internalize knowledge and form a learning cycle. The effectiveness of course learning and students' logical thinking abilities need to be improved. Some teachers allow students to make classroom presentations in order to stimulate students' learning enthusiasm, but often encounter difficulties in fully mobilizing students' enthusiasm and initiative, and fail to achieve the expected goals of cultivating students' abilities, making it challenging to effectively connect teaching and learning.

3.3. Lack of Collaboration between Universities and Enterprises

Applied universities should focus on cultivating versatile talents with strong practical abilities. Currently, most universities primarily rely on classroom teaching in their disciplinary instruction, which leads to insufficient emphasis on practical teaching and insufficient collaboration with enterprises. Due to the lack of industry connections and professional guidance, international marketing courses may lack deep connections with the industry. Students face difficulties in accessing industry dynamics and professional development guidance during their learning process. The disconnect between industry and academia also affects the effectiveness of teaching. The lack of collaboration between universities and enterprises makes it challenging for schools to obtain first-hand information on emerging markets and corporate issues. In the teaching process, the integration of theory and practical cases is insufficient, limiting the significance of theoretical knowledge in solving complex and ever-changing practical problems in international marketing and hindering the improvement of teaching quality. From the students' perspective, it is challenging to combine theoretical learning with practical activities, preventing timely

verification and reinforcement of the practicality of theoretical knowledge. As a result, practical skills and problem-solving abilities cannot be effectively enhanced. From the perspective of talent cultivation, the lack of communication and connections with enterprises leads to the inability of universities to meet the demands of the job market, making it difficult for students to find employment opportunities [5].

3.4. Insufficient Bilingual Proficiency Hampers the Development of the International Perspective

Teaching international marketing courses not only requires a solid grasp of theoretical knowledge but also demands that students closely follow international marketing information to cultivate their global awareness and international perspective. In order to effectively understand and obtain relevant market information, both teachers and students need to have a high level of English proficiency, as bilingual teaching is essential. For example, incorporating international market case studies and practices into teaching is crucial. However, if students are unable to directly read or comprehend the relevant case scenarios, it will greatly limit their understanding and learning effectiveness in international marketing practices. Therefore, insufficient bilingual proficiency restricts students' competitiveness and development potential in the field of international marketing. In international marketing instruction, developing students' bilingual abilities is crucial for expanding their international perspective and enhancing their international competitiveness. The English proficiency of students directly impacts the quality of instruction in international marketing courses. In the actual teaching process, students' English proficiency varies, and those with weak English foundations struggle to grasp the professional vocabulary during lectures, resulting in low learning motivation and poor understanding and learning effectiveness of theoretical knowledge. Furthermore, bilingual teaching requires teachers to not only have a high level of English proficiency but also possess expertise in the field and practical experience. However, there is currently a significant supply-demand imbalance for bilingual teachers in some universities, making it challenging to deliver subject knowledge fluently in standard English. Therefore, there is an urgent need to improve the quality of bilingual instruction in classroom teaching.

4. Exploring Teaching Reforms in International Marketing Courses

4.1. Updating Teaching Content to Form Interdisciplinary Course Materials

Considering the integration of new business backgrounds with international marketing theories, it is important to incorporate internationalization and big data thinking into the exploration of teaching content. The goal is to cultivate high-quality talents with innovative spirit, big data thinking, and the ability to adapt to the needs of enterprise development. Developing interdisciplinary course materials is an important direction in teaching reforms. International marketing courses can incorporate interdisciplinary content such as international economics, international trade, cross-cultural communication, and brand management to help students gain a comprehensive understanding of the complexity of the international market

environment and international business operations. Additionally, integrating content from management disciplines such as innovation management, market analysis, and business statistics into international marketing courses can enhance students' ability to formulate and analyze international marketing strategies. By integrating with other disciplines, students can not only grasp the relevant concepts and theories of international marketing but also acquire knowledge in other fields, laying a solid foundation for their future development in the field of international marketing. Combining international marketing with international trade, psychology, cross-cultural communication, and other related disciplines for comprehensive teaching can promote students' overall abilities and the application of interdisciplinary knowledge [6].

In terms of textbook selection, incorporating practical cases of Chinese companies and the latest foreign cases strengthens the contemporaneity of knowledge systems and the development of students' abilities. Furthermore, with the rapid development of big data and information technology, universities should adopt an application-oriented approach in curriculum design. While emphasizing fundamental professional knowledge, they should also strengthen the integration of disciplines by adding data analysis foundation courses such as market research and forecasting, supply chain management, and big data marketing. This will train students to use data for business analysis, predict marketing trends, make decisions, and cultivate their abilities for innovation and change. Additionally, it is important to include the latest marketing cases, the latest marketing practices of companies, and the mindset of internet big data in the curriculum design, while emphasizing the teaching of knowledge related to data mining. This ensures that the curriculum aligns with job market demands, optimizes teaching content, forms interdisciplinary and integrated curriculum systems, and achieves a higher level of courses.

4.2. Enriching Teaching Methods and Implementing Blended Learning Models

In the context of the new business environment, it is necessary to promote the optimization of teaching methods and curriculum system reforms in line with internationalization. By optimizing traditional classroom teaching methods, a three-in-one blended learning model can be implemented, including basic theory instruction, explanations and discussions on the forefront of international marketing, and analysis of contemporary international marketing practices. Traditional theory instruction allows students to grasp the overall framework of international marketing and establish their understanding of basic theories. Introducing contemporary international marketing practices involves comprehensive and in-depth research and analysis of the current international marketing situation, analyzing enterprises' international marketing activities based on industry characteristics, and guiding students to access the latest marketing information and understand the logical thinking behind companies' international marketing activities [7]. Additionally, marketing cases should not only include classic industry cases for analysis but also reflect cutting-edge international marketing cases to cultivate students' ability to handle complex marketing problems. Furthermore, online courses can strengthen the content of digital marketing, combining MOOCs, case discussion classes, and traditional classrooms, as well as incorporating online and offline

blended teaching methods and open online courses that facilitate student independent learning.

4.3. Strengthening Industry Collaboration and Enhancing Students' Practical Abilities

International marketing is a highly practical discipline, and the talent development model has shifted from focusing on cultivating theoretical literacy to emphasizing students' practical abilities. To deepen the integration of industry and education, it is important to strengthen cooperation with companies, administrative management departments, and research institutions, and establish student training bases based on corporate resources. First, it is necessary to establish connections with the international marketing industry by inviting industry experts to participate in teaching, conducting field visits and internships, allowing students to gain in-depth understanding of actual international marketing operations and enhance their industry awareness. Second, through school-enterprise cooperation, simulate or participate in real international marketing projects and develop actual international marketing plans. From the perspective of teachers, school-enterprise project cooperation can strengthen communication and contact with companies, obtain the latest market information and cases, timely update teaching content, and improve teaching quality. From the perspective of students, companies can provide internship opportunities and platforms, allowing students to practice in a realistic environment, improve their practical operational capabilities, apply and test classroom knowledge in practice, and enhance their ability to apply what they have learned [8].

4.4. Strengthening Bilingual Teaching and Emphasizing the Cultivation of Students' International Perspective

With the development of globalized international trade and the increasing cross-border business activities of companies, there is a growing demand for marketing professionals with an international perspective. Bilingual teaching provides students with opportunities to understand the current international market situation, engage in research on the forefront of international marketing in an English-speaking environment, and analyze the latest international marketing cases. It not only improves students' English communication skills in their professional field but also expands their international perspective and cultivates their comprehensive abilities. In the teaching process, it is necessary to consider students' English proficiency and better integrate English teaching materials with subject-specific knowledge to enhance students' English proficiency and professional knowledge. At the same time, guiding students to actively participate in classroom teaching, cultivating their English learning thinking, expanding their international perspective, and exercising their ability to express their opinions in English [9].

5. Conclusion

This reform focuses on the challenges and opportunities presented by the digital economy in international market marketing. To cultivate high-quality talents capable of meeting the demands of the new era, teaching reform is crucial. Key aspects of this reform include close collaboration with the industry, establishing student training bases through partnerships with companies, management departments, and

research institutions. These collaborations enable students to gain practical insights into international market marketing operations and enhance their industry awareness. Bilingual teaching plays a vital role in cultivating students' international perspectives, fostering English communication skills, and broadening their global outlook. Updating teaching content and diversifying teaching methods are essential for improving teaching effectiveness.

The goal of this teaching reform is to cultivate international market marketing professionals with comprehensive and innovative abilities. Through practical exploration and industry collaboration, students can develop practical operational skills in real market environments, applying classroom knowledge to practical situations. This teaching approach aligns with the talent requirements of the new era. In conclusion, teaching reform in international market marketing should tightly integrate with the background and requirements of the new era. It should emphasize collaboration with the industry, bilingual teaching, and the cultivation of students' practical skills. These reform measures will enable the cultivation of high-quality professionals in international market marketing who can effectively adapt to the demands of the new era, contributing to industrial development and economic globalization.

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