

Exploration of Teaching Reform Practice of the Course "Sales Promotion and Business Negotiation" Based on Hybrid Teaching

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Abstract: In the context of deep integration of the global economy, the importance of the marketing industry is increasingly prominent, and there is an urgent need for professionals with innovative thinking, commercialization promotion capabilities, negotiation skills, and communication execution capabilities. National policies have put forward clear requirements for higher vocational education, especially to promote the digital transformation and teaching reform of vocational education. The policy documents issued by the Ministry of Education and relevant departments emphasize the use of modern information technology to improve teaching methods, adapt to the new forms of "Internet plus" and "smart plus" education, and enhance the quality of vocational education. Against this backdrop, sales promotion and business negotiation, as core courses in the marketing major, are crucial for students' future career competitiveness. However, the current "Sales Promotion and Business Negotiation" course lags behind in terms of teaching content and teaching methods, and needs to keep pace with the times. This article takes this as a starting point to explore teaching reform through blended teaching models to adapt to rapidly changing business environments and market demands.

Keywords: Teaching Reform; Blended Teaching; Sales and Business Negotiation Courses.

1. Introduction

In the era of deep integration of the global economy, the importance of the marketing industry as a bridge connecting enterprises and consumers is increasingly prominent. With the intensification of market competition and the diversification of consumer demand, enterprises not only need talents who can plan and follow market trends and have innovative thinking, but also need elites who can promote product commercialization and negotiate with customers, have communication skills and execution capabilities. Secondly, national policies have put forward clear requirements for higher vocational education, providing strong support for the teaching reform of sales promotion and business negotiation courses. In 2019, the National Vocational Education Reform Implementation Plan proposed to deepen the reform of school management system and educational mechanism, promote employment and adapt to the needs of industrial development, improve teaching methods and resources with modern information technology, and update them dynamically in response to information technology development and industrial upgrading. It is necessary to adapt to the development needs of "Internet plus vocational education"[1]. In 2020, the Action Plan for Quality Improvement and Excellence Cultivation in Vocational Education (2020-2023) issued by the Ministry of Education and other nine departments clearly proposed to encourage vocational schools to use modern information technology to promote the reform of talent cultivation mode, meet the diverse learning needs of students, vigorously promote the new forms of "Internet plus" and "smart plus" education, and promote educational and teaching innovation[2]. In 2022, Chen Ziji, the director of the Department of Vocational Education and Adult Education of the Ministry of Education, said at a press conference held by the Ministry of Education that it would build a digital "1+5" system for vocational

education, namely a vocational education decision-making brain system and decision support center, a professional teaching resource center, a boutique online open course center, a virtual simulation training center, and a vocational school governance ability improvement center, to drive teaching mode and governance mode transformation with digital transformation as the whole[3]. It can be seen that the digital transformation of teaching is an inevitable trend. As an indispensable core course for marketing majors, sales promotion and business negotiation are important ways to cultivate students' ability to grasp market dynamics and enhance communication and negotiation skills. Their teaching effectiveness directly affects students' competitiveness and adaptability in the workplace in the future.

However, the problems existing in real teaching cannot be ignored. As a traditional marketing discipline, the course of "Sales Promotion and Business Negotiation" has a mature and complete theoretical knowledge system, but it is slightly outdated in the rapidly developing commercial market, and lags behind in applying cutting-edge technologies and techniques in the market. This article takes the course of "Sales Promotion and Business Negotiation" in the marketing major as a starting point to explore the practical direction of using blended teaching for teaching reform.

2. Urgent Teaching Reform and Pressing Needs

As the cradle for cultivating high-quality technical and skilled talents, higher vocational education needs to closely follow the development trend of society and the market, and continuously provide strong sources of students for enterprises. Sales promotion and business negotiation, as the core courses of marketing major, have a direct impact on the professional quality and employment competitiveness of students. The digital transformation of industries and

professions has put forward higher requirements for marketing talents. However, the existing sales promotion and business negotiation courses are out of touch with market development, and their teaching reform and innovation are urgent.

2.1. The Teaching Content Needs to be Updated, and the Industrial Development Needs to be Followed Up

There is always a certain lag in teaching content relative to the development of industries and sectors, and this issue is particularly prominent in the sales and business negotiation courses of higher vocational education. Traditional textbooks and teaching content often focus on helping students build a knowledge framework through the teaching of theoretical knowledge to consolidate the foundation of academic learning, but these theoretical knowledge often cannot be directly applied to practical business scenarios. Moreover, due to the need for systematic organization and logical framework construction in the compilation of textbooks and the formation of teaching content, there is often a delay in teaching content. In a rapidly changing business environment, the disconnect between business courses such as sales and business negotiation that require close attention to market changes will become more pronounced.

Although the curriculum covers a wide range of theoretical knowledge, these theories often remain at the level of books and lack effective connection with current market dynamics. For example, many textbooks still focus on traditional sales processes and negotiation skills, which are basic but outdated in a rapidly developing market. With the rapid development of the Internet and digital technology, digital marketing, social media strategy, online customer relationship management and other fields are increasingly important, but the abilities and qualities required in these new market tracks are often not covered in the curriculum, resulting in students being unable to obtain practical skills and knowledge closely related to the current market.

Secondly, the course content is difficult to reflect the new trends and challenges in the modern business environment in a timely manner. For example, current business negotiations have increasingly involved digital platforms, big data analysis, and cross-cultural communication, but many courses still focus on traditional negotiation skills and strategies. In addition, the course content lacks sufficient attention and discussion on emerging industry business models, market dynamics, and legal and regulatory updates, resulting in a certain lag in students' understanding of industries and sectors, and making it difficult for the law to quickly adapt to industry changes and demands.

In addition, the innovative ability, teamwork ability, and cross-cultural communication skills required in the actual market are often neglected in traditional textbooks. This disconnect between theory and practice not only affects students' career adaptability, but also weakens their competitiveness. Therefore, updating the curriculum content and introducing the latest industry knowledge and practical experience to ensure the timeliness and practicality of teaching content to make it more closely aligned with the actual industry situation is an inevitable trend in education reform.

2.2. Traditional Teaching Methods Seek Reform, and Industry Needs Need to be Aligned

The course "Sales Promotion and Business Negotiation" aims to enable students to learn and apply knowledge and skills in the fields of sales promotion and negotiation, so as to better participate in market activities and improve sales performance for customers and merchants. Traditional teaching content often focuses on the impartation of theoretical knowledge, including sales promotion skills, negotiation strategies, etc. However, with the intensification of market competition and changes in consumer demand, the requirements for practitioners in the field of modern sales promotion and business negotiation have undergone profound changes. Traditional teaching methods have failed to reflect these changes in a timely manner, resulting in a significant gap between the knowledge students learn during school and the market demand.

The core competitive advantage of marketing majors lies in their excellent sales and negotiation skills. Although the curriculum design has introduced diversified practical teaching methods such as case analysis, role-playing, and simulated sales, it strives to break the traditional teacher-led teaching model and emphasize the concept of student autonomy and active learning, thereby enhancing students' theoretical literacy and practical ability to a certain extent. However, it cannot be ignored that some students have long been influenced by the traditional passive learning model, resulting in their inability to fully demonstrate their enthusiasm and participation in classroom discussions and role-playing in situational simulations. Therefore, the teaching effect is not as significant as expected, and they are unable to fully experience the tension of competition in real market environments and the pressure of negotiation tables. Students have difficulty forming a deep understanding and comprehensive knowledge of sales and business negotiation work[4].

With the rapid development of the Internet and new media technology, emerging marketing methods such as online marketing and live streaming have become mainstream, and these new trends are often not fully covered in traditional teaching. Modern marketing is not only the application of sales skills, but also involves knowledge from multiple fields such as psychology, data analysis, and marketing. In the era of "Internet plus", marketing talents not only need to master traditional sales skills, but also need to have certain technical application abilities, such as using social media, e-commerce platforms, and live streaming tools for online marketing. Traditional teaching methods rarely involve the practical application of online marketing and business negotiation skills and strategies, making it difficult for students to master effective marketing in the online environment through classroom learning. Moreover, traditional teaching methods are often limited to a single disciplinary perspective, failing to effectively integrate interdisciplinary knowledge and rarely involving the application of these modern technologies, resulting in students' lack of ability in technology application and hindering their ability to form comprehensive market insights and problem-solving skills. With the diversification of the market environment, marketing strategies also need to be more personalized and differentiated. Traditional teaching often adopts a "one size fits all" teaching model, ignoring individual differences among students and special needs in

different market environments, which limits students' ability to innovate and adapt. In addition, there is insufficient innovation in teaching scenarios, failing to simulate real online marketing environments, resulting in students' practical skills being difficult to accurately match the job requirements of online marketing market sales positions, and lacking professionalism and applicability in using new media technology for online marketing and negotiation.

2.3. The Understanding of the Position Needs to be Deepened, and the Teaching Effectiveness Needs to be Improved

The Sales Promotion and Business Negotiation course is a core and compulsory course for marketing majors in higher vocational education, and it is also an essential course for marketing majors to acquire practical skills in market work. However, according to feedback from students, there is a general resistance to learning this course among students, which has complex practical and social reasons behind it.

From a practical perspective, the current society's general perception of sales positions often carries certain prejudices and stereotypes. Many students believe that sales work is hard and stressful, and requires frequent confrontation with customer rejection and questioning. This perception has caused them to have a psychological resistance to sales positions and even sales courses. In addition, with the popularity of the Internet and the rapid development of e-commerce, the traditional sales approach is gradually being challenged in the market, which also makes students skeptical about the future development of sales positions.

Social reasons cannot be ignored either. Although pursuing professional diversification and flexible employment has become a common trend in today's society, the social gaze still wears a colored lens of job status and position, which makes students fall into a cognitive cycle of "loving the rich and hating the poor" towards majors and positions in their studies and employment. Some students may be influenced by family, friends, or public opinion, believing that sales positions are purely based on the ability to speak eloquently and make money, which is considered an occupation with low social status or dignity. Some even regard sales positions and pyramid schemes as one and the same, leading to students' resistance to sales positions. In addition, there are also certain biases in the overall perception of marketing majors in society, which further exacerbates students' misunderstandings about the employment prospects of majors and the teaching content of professional courses.

2.4. The Collaboration Mechanism Needs to be Improved and the Talent Output Needs to be Strengthened

Vocational education focuses on cultivating technical and skilled talents, providing strong talent support for enterprise development. Therefore, it is necessary to establish effective and close ties with enterprises to better serve their job requirements.

However, insufficient collaboration between industry, academia, and research has greatly weakened the relevance and effectiveness of vocational education courses. Firstly, the communication channels between schools and enterprises are not smooth, which makes it difficult for both parties to form a close cooperative relationship. Due to the characteristics of the industry, the opportunities for cooperation between

institutions and enterprises are limited, and most school-enterprise cooperation often remains superficial, lacking a deep and systematic cooperation mechanism. This makes it difficult for students to gain practical business experience and industry insights, and the teaching content also lacks the depth of practical application. Due to the lack of support and participation from enterprises, schools have difficulty establishing a production, learning and research platform that closely cooperates with enterprises, and cannot provide students with more practical opportunities and career development paths. This not only affects the employment competitiveness of students, but also restricts the deep cooperation and development between schools and enterprises.

Secondly, establishing an effective platform for industry-university-research cooperation requires not only providing internship opportunities for enterprises, but also involving them in multiple aspects such as curriculum design, textbook development, and project research. However, enterprises often have a low level of participation in school-enterprise cooperation projects, often only serving as a provider of internship positions, and rarely participating in curriculum teaching and student evaluation. Enterprises are important resources for practical teaching. Due to the lack of close business connections, enterprises are often unwilling or unable to deeply participate in the practical teaching activities of schools. Educational resources often do not match current business practices, and teachers often have difficulty designing and providing courses that meet the actual employment needs of enterprises without fully understanding the latest needs and industry standards of enterprises. There is also a lack of targeted adjustments and optimization in teaching content and methods, and the output of employment sources often falls short in meeting the employment needs of enterprises. Modern sales promotion and business negotiation are increasingly dependent on high-tech means and data analysis. However, due to the lack of input and feedback from enterprises, schools often fail to update teaching facilities and methods in a timely manner, resulting in a gap between students' skills training and actual job requirements.

Furthermore, enterprises have clear expectations for the professional qualities of employees, including communication skills, teamwork, and leadership. These qualities can only be developed through learning and reflection in real-world work environments, and relying solely on simulated environments in schools is unlikely to achieve the same results. The current situation of weak integration of industry and education not only seriously restricts the cultivation effect of students in practical skills, but also significantly reduces the fit between education quality and market demand. In the face of strong practical courses such as sales promotion and business negotiation, the pace of teaching reform is urgent and imperative.

3. Countermeasures for Improving the Teaching Reform of the Course "Sales Promotion and Business Negotiation"

In response to the different problems faced in the teaching of the course "Sales Promotion and Business Negotiation", this article takes the marketing major at Guangdong Vocational and Technical College of Posts and Telecommunications as an example and proposes the

following measures and suggestions to provide ideas and references for the reform of sales promotion courses in higher vocational education.

3.1. Post Research Helps Matching, and Industrial Integration Promotes Development

Job research is an important closed loop for the integration of vocational education and industry. Dynamic and updated job research can ensure that teachers keep up with the development trends of industry and industry, understand the actual needs and changing trends of jobs, and ensure that the curriculum content is in sync with industry development. Job research is crucial to improving the practicality and pertinence of the curriculum. Guangdong Post and Telecommunications Vocational and Technical College regularly organizes teachers to participate in social enterprise practices. Through in-depth communication with front-line marketing personnel in enterprises, teachers can directly understand the core responsibilities, key skills, and work processes of corresponding positions, and also update and deepen their understanding of the industry and industry. In addition, the college will also invite former graduates to participate in interviews from time to time, aiming to help teachers gain a deeper understanding of the challenges faced by students in the workplace, the skills they actually need, and their feedback on teaching from the perspective of graduates. Through multi-perspective and multi-dimensional analysis of job skills needs, teachers can dynamically adjust and optimize teaching content and teaching methods, improve teaching quality while ensuring that the knowledge and skills students acquire during their time at school always keep pace with market demand, further forming a closed loop of skill teaching. At the same time, during the process of teachers' in-depth field visits and practice in enterprises, they can collect a large number of actual work scenarios and cases as examples for teaching, select typical cases from work, and let students learn sales and negotiation skills and strategies through analyzing cases. This not only improves students' interest in learning, but also enables them to better understand and master relevant knowledge.

The teaching model of "integrating vocational positions with courses, combining courses with competitions, and integrating courses with vocational certificates" is established through closely aligning the curriculum content with vocational positions, enabling students to understand and master the knowledge and skills required for the positions during their learning process. At the same time, encourage students to participate in marketing-related academic competitions, industry competitions, practical activities, and entrepreneurial innovation project applications. The teaching team provides training and guidance, and through practical training, improves students' vocational skills and comprehensive quality. Simultaneously, students are encouraged to participate in marketing-related academic competitions, industry-wide competitions, practical activities, and entrepreneurship and innovation project applications, and provided with training and guidance. Through practical training, students' vocational skills and comprehensive qualities are improved, and learning is driven and promoted through competition. In addition, industry certification certificates and 1+x certificates are actively introduced and relevant courses are offered to cultivate talents based on industry standards and job requirements, providing students

with more comprehensive and systematic learning and practice opportunities.

3.2. Empowering Information-Based Teaching and Improving the Quality and Efficiency of Blended Teaching

In the information age, mastering advanced teaching technologies and tools is crucial to improving teaching efficiency and quality. Therefore, Guangdong Vocational and Technical College of Posts and Telecommunications regularly organizes teachers to participate in information-based teaching training, learning the latest teaching technologies and methods, such as the use of online teaching platforms, the creation and application of teaching digital humans, and the application of big data and artificial intelligence in teaching, to help teachers update their teaching concepts and cultivate their information-based teaching capabilities. In the course of teaching, the blended teaching model defined by the Sloan Consortium in the United States and introduced by Professor He Kekang is actively advocated. This teaching model combines the advantages of online learning and traditional face-to-face teaching, giving full play to students' subjective initiative and achieving an effective and high-quality teaching effect[5-6]. Domestic research results have found that blended teaching can significantly improve students' autonomous learning ability, and the learning effect and students' satisfaction with learning are better than traditional face-to-face teaching methods[7-8].

Classroom teaching tracks the whole process of information-based teaching through online education platforms for pre-class learning situation research and preview material release, real-time sharing and display of group discussion results during class, providing after-class homework and expanding teaching resources, and collecting student opinions. This enables teaching teams to better utilize information-based means for learning situation analysis and teaching feedback collection, providing students with richer and more vivid learning experiences. Using blended teaching, students use information resources and tools as cognitive tools for self-learning, and teachers guide students to break through knowledge difficulties through offline face-to-face teaching, guiding students to collaborate in group learning. By combining information-based teaching resources and the application of teachers' information-based teaching methods, it assists in the transformation of classroom teaching structure, allowing information technology to achieve deep integration with education and teaching[9].

The teaching team combines their own corporate practice experience and uses real corporate cases in the classroom for analysis, helping students to deeply understand the complexity and skillfulness of actual sales work. The educational philosophy of "combining teacher-led and student-centered" is applied throughout the teaching process, and a new constructivist service teaching thinking that emphasizes "situation" and "collaborative learning" as core concepts is applied when designing classroom teaching activities[10]. Students are organized to simulate product sales and corporate negotiation scenarios in the classroom through role-playing, using actual products and industry cases as the background. This allows students to put themselves in the shoes of employees and apply their knowledge and professional thinking in a simulated business environment. Outside the classroom, students are organized to conduct sales practices in teams, from sales planning and KPI

formulation, procurement, site planning, publicity to actual stall sales, sales team competition, inventory liquidation, and other full-process sales practices. This further exercises students' abilities in planning, communication, problem-solving, and teamwork, allowing students to experience the fun and challenges of sales work in practice, thereby enhancing their recognition and interest in sales positions.

3.3. Strengthen Career Guidance and Establish Mindfulness for the Job

In the context of the new era, the role of vocational education teachers is no longer limited to the impartation of professional skills, but also carries the mission of cultivating qualified social citizens and shaping correct values. For students with prejudices and misconceptions about their jobs, it is not only necessary for teachers to correct and guide them in their coursework, but also to strengthen and innovate vocational guidance and education systems, integrate ideological and political elements into students' learning both inside and outside the classroom, and help them establish correct moral, value, and career perspectives.

First of all, it is crucial to strengthen career guidance and vocational education. Guangdong Vocational and Technical College of Posts and Telecommunications has established a systematic career guidance system. From the beginning of students' enrollment, professional orientation sessions are held to introduce students to the professional employment prospects of various majors, career development paths in related industries, and other career planning information through professional presentations. At the same time, the integration of socialist core values and modern professional spirit is also emphasized. In addition, outstanding graduates from previous years are invited to speak on behalf of new students, sharing their professional experiences with students while emphasizing their practices and experiences in social responsibility, integrity management, lifelong learning, and other aspects, in order to inspire new students to establish correct career values and values. During their studies, the college specially sets up courses such as college students' career planning education and innovation and entrepreneurship education courses, as well as organizing various skills training, industry expert lectures, enterprise symposiums, internship briefings, and other forms of activities to enable students to fully understand the job content, career development paths, and market demand of sales positions. At the same time, when inviting representatives of enterprises to share their professional experiences and successful experiences on campus, the college selects enterprises and individuals who have made outstanding contributions in adhering to socialist core values and actively fulfilling social responsibilities. These vivid cases are used to guide students to recognize that the value and significance of sales work lies not only in economic returns, but also in contributing to society and promoting social progress.

Secondly, helping students establish a correct understanding of their positions is the key to solving problems. The teaching team of the marketing major conducts industry and job research through participating in corporate practices of school-enterprise cooperation enterprises, and also conducts interviews with graduates who choose to work in sales positions to obtain the latest business content and job competency requirements for sales positions in various industries. In the interviews, attention is paid to exploring and

emphasizing factors such as job responsibilities, professional ethics, and social influence. Combined with industry development trends and cutting-edge market demands, the teaching content and methods are constantly updated. In teaching, teachers use various teaching methods such as designing simulation scenarios, case analysis, and role-playing to strengthen students' communication skills, coordination abilities, and innovative thinking, helping students realize that sales is not only a process of selling products and services in business activities, but also a complex process involving building trust, addressing customer needs, and creating win-win value. It requires comprehensive abilities such as communication, coordination, and value creation.

3.4. Build a Bridge between Industry, Education and Research Platforms, and Achieve Common Progress through the Integration of Industry and Education

The implementation plan for the national vocational education reform clearly proposes the requirements for deepening the integration of production and education, school-enterprise cooperation, the combination of education and training, improving the diversified school-running pattern, and promoting the deep participation of enterprises in collaborative education. Guangdong Vocational and Technical College of Posts and Telecommunications has also taken measures to promote the construction of production, learning and research platforms and deepen the collaborative innovation of production, learning and research. Firstly, organize seminars on the revision of professional talent training programs and curriculum standards on a regular basis every year, invite enterprise experts and teacher teams to jointly discuss the direction of professional talent training programs and curriculum standards revision, absorb enterprise opinions for curriculum adjustments, and incorporate the latest business thinking and practical methods. Enterprises should be responsible for setting industry standards for teaching in colleges and universities to ensure that the revision direction is in line with the direction of industry and industry development. Secondly, the school has established industrial colleges and training bases, embedded school-enterprise cooperation projects, and jointly compiled job teaching manuals with schools and enterprises. It also invites enterprise experts to directly come to the school to provide one-on-one teaching guidance for students in various internship and probation positions, allowing students to apply what they have learned in practice. The school offers enterprise-oriented courses and collaborates with enterprises to build enterprise curriculum resource packages. Enterprise experts provide curriculum teaching for students, allowing them to absorb cutting-edge business thinking and information from the front line of enterprises, enriching students' learning perspectives and increasing their business knowledge. Establishing internship partnerships with enterprises, regularly organizing students to visit and observe enterprises, and providing students with sufficient internship positions and practical opportunities. Establishing a school-enterprise cooperation evaluation system, during the internship period, the teaching team regularly visits enterprises for internship inspections and exchanges, strengthening the cultivation effect of school-enterprise cooperation. At the same time, promoting horizontal project cooperation between schools and enterprises, and deep

involvement of teaching teams in enterprise projects, enables the teaching team to dynamically learn about market trends and the latest technology applications, which helps broaden the perspective of teaching and ensure that teaching is in sync with market trends. Through technical research and development with enterprises, it promotes the organic integration of education, technology, and industry, and improves the business practice, teaching, and research level of the teaching team. Guided by national policies and market development trends, the college actively seeks opportunities for cooperation with enterprises, seeks to establish stable communication channels and cooperation mechanisms, and works together to build a platform for industry-university-research cooperation, in order to achieve the sharing and optimal allocation of educational resources, and to maximize the effectiveness and efficiency of talent cultivation.

4. Conclusion

In the wave of digital transformation, the demand for talents in industries and sectors is increasingly shifting towards interdisciplinary talents with cross-border integration capabilities and digital literacy. The exploration of teaching reform practices in the course of "Sales Promotion and Business Negotiation" is in line with this trend of the times, and through the introduction of blended teaching models, it has achieved innovation in teaching content and methods. In the process of reform, we have come to deeply realize the enormous potential of the online and offline blended teaching approach. It can not only break the time and space constraints of traditional classrooms, providing students with more flexible and diverse learning paths, but also stimulate students' interest in learning and self-learning ability through the richness and interactivity of online resources. At the same time, blended teaching also helps to promote the transformation of teachers' roles, from pure knowledge imparters to guides and collaborators in students' learning process. Looking ahead, we will continue to deepen the blended teaching reform of the course "Sales Promotion and Business Negotiation", further explore how to deeply integrate digital technology with education and teaching, and cultivate more marketing talents with digital literacy and cross-border integration capabilities. We believe that through continuous efforts and practice, our teaching reform will be able to better adapt to the needs of industrial and sectoral digital transformation, and cultivate more high-quality and high-ability applied talents for the society.

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