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Research on the cultivation path of marketing talents for vocational education undergraduates under the background of digital economy

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Abstract: Since 2019, a series of documents have been issued, including the National Implementation Plan for Vocational Education Reform, the Implementation Measures for Building Enterprises with Integrated Production and Education (Trial), and the Opinions on Implementing the Plan for Building High-level Vocational Schools and Specialties with Chinese Characteristics, pointing out that vocational education is an important force supporting the national strategy and local economic and social development. The Ministry of Education has piloted the integrated development of vocational education and the private economy in Wentai, carried out the project of cultivating artisans in the new era and the action of "golden blue-collar" vocational skills improvement, and encouraged vocational colleges in the region to carry out professional reform. Vocational education should also change with the development of The Times to break the barriers of narrow vocational training. Under the background of digital economy, students should be taught digital technical skills to provide vocational undergraduate level education comparable to the dominant academic model. Vocational education at the undergraduate level will deepen the integration of industry and education, strengthen the collaboration between schools and enterprises, and cultivate "quality (outstanding)" talents with digital technology skills who are qualified for new jobs and have distinct and outstanding professional abilities based on the real talent needs of enterprises, so as to help solve the problems of shortage of digital talents in enterprises and industries and insufficient digital technology skills of employees.

Keywords: Digital economy; Vocational undergraduate education; Marketing; Talent training.

1. Background

1.1. High-quality economic development and transformation of digital strategy

At this stage, our economy is shifting from a high-speed growth model to high-quality development, and digital economy has become an important engine leading global economic and social reform and promoting high-quality development of our economy. According to the China Academy of Information and Communications Technology, the global digital economy reached US $31.8 trillion in 2019, accounting for 41.5 percent of the global economy, and industrial digitalization accounted for more than 80 percent of the global digital economy. According to China's Ministry of Industry and Information Technology, the size of China's digital economy reached 35.8 trillion yuan in 2019, accounting for 36.2 percent of GDP [1]. The Central Committee of the CPC Central Committee and The State Council have implemented the digital economy strategy and issued a series of major policy documents, including the Outline of the National Digital Economy Strategy, the Guidelines on "Internet Plus" Action, and the Outline of Action to Promote the Development of Big Data, to promote the sound development of new business forms and models of the digital economy. In setting targets for the 14th Five-Year Plan period, new economic indicators, such as the proportion of added value of core digital industries in GDP, have been added, making it clear that the goal and role of digital economic development and transformation have been raised to the height of the national economy by "creating new advantages of digital economy"[2].

1.2. Digital transformation of industrial enterprises

The In the context of digital transformation, talents, especially digital talents, are the important forces driving the development and transformation of the industry. Enterprises urgently need digital talents to adapt to the transformation and upgrading of enterprises.

1.2.1. Digital marketing talent is in high demand

When digital economy enters the rapid development mode, it is also promoting the change of digital industry structure and employment structure. In order to realize the digital transformation of industries and enterprises, it will inevitably put forward new challenges and requirements for the future talent training of organizations. In the context of digital economy, emerging industries include: core technologies of new infrastructure, blockchain, artificial intelligence, data services, Internet of Things, information security, etc. In the four functional areas of finance, human resources, supply chain and marketing, the demand for digital transformation is especially scarc[3]. Under the development of science and technology, if an enterprise wants to make a real digital transformation, it not only involves the technical level, but also has to reconstruct the enterprise's corporate culture, strategic goals, organization construction, business process and other aspects to build a digital talent team [4]. In 2020, the demand for Internet marketing talents is 15 million, a gap of 10 million [5]. According to the survey, 94% of the surveyed enterprises have recruited compound new technology marketing talents in the past year, and the demand

has increased significantly in the past three years [6].

1.2.2. Marketing jobs are going digital

In 2019, the Ministry of Human Resources and Social Security, together with the State Administration for Market Regulation and the National Bureau of Statistics, announced a total of 38 new occupations in three batches, among which the new occupations related to marketing include all-media operator and Internet operator. The emergence of the new occupation reflects the digital transformation of enterprises to the new requirements of marketing talents. By combing and summarizing relevant information of marketing positions needed by enterprises, it is found that digital marketing positions such as online shop operation and promotion and new media application have become popular, and digital technology skills such as big data application and multi-platform operation ability have been put forward for traditional market research posts, market development and sales posts, and customer management posts [6].

New marketing positions created by digital economy are gradually replacing some traditional marketing positions, leading to an oversupply of traditional marketing positions and a serious shortage of talents with digital technology skills and qualities. Therefore, training marketing digital talents is not only the digital transformation of industry enterprises, but also the need of high-quality development.

1.3. Marketing positions are increasingly demanding in terms of competence

At present, the training target of marketing professionals is product sales, event planning and other traditional marketing talents, whose ability and quality structure cannot keep up with the profound changes of business. With the popularization of information technology and Internet, especially the development of digital economy, new marketing positions have emerged, and there is a new demand for marketing talents. Therefore, it is urgent to realize innovation on the basis of higher vocational marketing talent training mode, lead talent training with post demand, and take skill improvement as the final destination of talent training. The marketing major innovates the "post progression" type alternating work and study personnel training mode, meets students' expectations for higher level and higher quality vocational education, follows the law of vocational education and the law of talent growth, and deeply develops the professional teaching standard to cultivate students' practical ability of digital marketing technical skills and ability to solve complex problems. To provide guarantee for the digital industry and industrial digitalization to transport high-quality talents.

2. The goal of talent training

The training of marketing talents should combine the needs of regional economic development and industrial digital transformation for talents, take the law of progressive action ability of vocational posts as the training logic, cultivate firm ideals and beliefs, all-round development of moral, intellectual, physical, American and labor, have certain scientific and cultural level, good humanistic quality, professional ethics and innovation consciousness, and have a sense of team cooperation. With strong employability and sustainable development ability, the company will accurately connect with the development trend of science and technology and market demand, cultivate enterprises and departments facing the digital transformation and upgrading of manufacturing and modern service industry, and cultivate high-level technical talents with sales, planning, operation and management ability.

Marketing personnel training should adhere to the characteristics of the school, take root in the regional characteristics of Wenzhou and Taiwan, the integration of production and education throughout the whole process of talent training, establish a long-term cooperation mechanism with leading enterprises in the industry, realize the linkage between schools and enterprises, build a multi-sided and tamped training base, and form the professional characteristics of the integration of training, research and innovation. On this basis, the team relies on the scientific research platform, adhere to the site-style research and development services. Train the provincial teaching team of colleges and universities with outstanding teaching, scientific research and social service level. With the integration of production and education as the starting point, it deepens the reform and innovation of professional education and teaching, innovates the dual-level and bi-directional talent training mode based on industrial demand, realizes the combination of "post - ability - curriculum", implements the education mechanism of full academic program and dual mentors, deepens the training of students' "mass innovation" ability, and comprehensively promotes the diversified development of high-quality technical and skilled marketing talents in various fields.

3. Explore the path of talent training

3.1. Based on the new demand of talents, innovative "post progression" type of alternate work and study personnel training mode

According to the Opinions on Promoting High-quality Development of Modern Vocational Education issued by the General Office of the CPC Central Committee and The General Office of the State Council and the Implementation Plan of National Vocational Education Reform issued by The State Council and other documents, it is clear that vocational education is an important part of the national education system and human resources development. It shouldered the important responsibility of training diverse talents, passing on technical skills and promoting employment and entrepreneurship, and required the supply of vocational education to highly match the needs of economic and social development. Therefore, based on the new demands, new skills and new positions generated by the digital economy and industrial transformation for marketing talents, the "post progression" type of training mode of working alternative-work talents is proposed. This mode further deepens the integration of industry and education, school-enterprise cooperation, and improves the education mechanism of school-enterprise dual bodies. At the same time, taking the progressive law of professional action ability as the training logic, we will comprehensively promote the "three talents education", respond to the "digital Zhejiang" strategy, focus on the manufacturing industry, modern service industry and other digital transformation and upgrading enterprises and departments, and cultivate high-level technical talents with sales ability, planning ability, operation ability and management ability.

According to the job requirements of enterprises, to

achieve the goal of vocational skills training as the main line, classroom teaching and enterprise practice teaching alternate. School-based learning knowledge system spirals up and enterprise-based learning skill system rises. School-based learning spiral refers to the rise of school-enterprise teachers from teaching basic knowledge "laying the foundation" in the first academic year, to teaching professional knowledge "learning specialty" in the second academic year, to teaching knowledge expansion "learning innovation" in the third academic year, and to relying on enterprise platform "strong ability" in the fourth year. The spiral rise of enterprise job-oriented learning skills refers to the period from the first academic year when enterprise masters "understand the enterprise, enter the job", start the job, "initial post and basic post skills training" in the second academic year, and then rise to the "development post and extension post skills training" in the third academic year, as well as the graduation comprehensive practice and on-the-job internship in the fourth academic year when students really become enterprise employees.

With school-enterprise cooperation as the starting point, it carries out the practical training mode of working and learning alternations. In addition to the perfect practical training conditions on campus, it also establishes a close cooperative relationship with a group of leading enterprises in the industry, and implements the fourth-order progressive alternations mode of working and learning of "1+2+2+6", namely in July of the freshman year and in June to July of the sophomore year to the junior year. Students work in cooperative enterprises during the mid-year promotion period (618 and other festivals). Freshman students work in the front marketing position of off-campus cooperative enterprises, sophomore students work in the marketing planning position of off-campus cooperative enterprises, junior students work in the marketing operation position of off-campus cooperative enterprises, and junior students work in the marketing management position of off-campus cooperative enterprises. Under this model, students are exposed to the industry and marketing positions in advance, so that they can better apply the theoretical content into practice. When they encounter problems in practice, they can come back to class to find answers. After the periodic internship, they can return to class with questions. In the fourth year of college, combined with in-post practice and graduation comprehensive practice, I directly took the subject to the corresponding order enterprises for a six-month in-post internship, improve comprehensive marketing skills, adapt to the social and working environment in advance, and realize the talent training mode of working and working alternately in a real sense.

3.2. Based on "post - ability - course", the modular curriculum system is constructed

The curriculum setting of marketing major under vocational education undergraduate is oriented by the cultivation of core competence of relevant positions, and closely combines the post advancement and professional training objectives of graduates' career. According to the vocational positions in different time periods of graduation, make the ability modular training plan. The three-level talent training system of "post - ability - course" is implemented to help students establish a business theory system and improve the knowledge structure. At the same time, they can adapt to the working atmosphere in advance, accumulate work experience, and cultivate the knowledge and ability required for different positions. At the same time, it is necessary to fully understand the future change trend of marketing positions, so as to prevent the course design for the current task, may not be able to adapt to the future job content changes.

In the freshman year, I mainly focus on the ability requirements of marketing front-end positions, training students to meet the ability requirements of shop assistants/customer service, sales representative account manager and other positions. Through the first year of teaching, students are equipped with sales, basic management, general business (including social etiquette, copywriting, computer application, business English) and other abilities. In the sophomore year, aiming at the ability requirements of marketing planning positions, I trained students to meet the ability requirements of planning assistant, planning specialist, planning supervisor and other positions. Through this academic year's study, students will be equipped with the ability of event organization, promotion planning, market research and so on. In the third year, I will train students to meet the requirements of operation division, operation manager, operation director and other positions. Through this academic year, I will equip students with platform operation, data mining and analysis, new media marketing and other capabilities. In the senior year, I will train students to meet the ability requirements for middle-level management positions such as store manager/senior store manager, regional manager and sales director. Through this academic year, I will equip students with the ability of organization and coordination, enterprise management and strategic management. Through four years' study and practice, we will help students achieve the advancement of job position, working ability and courses from elementary to advanced.

3.3. Optimize the construction of double-qualified teachers

Based on the existing teachers, the "six one" teacher ability improvement project is implemented, the "echelon" teacher development mechanism is built, the teaching level of full-time teachers is improved and the professional practice ability of the integration of production and education is expanded, and the development channel of high-level teachers in line with the law of professional growth is expanded. At the same time, we will promote the construction of "double qualified" part-time teachers as a whole, build an ecological system for the growth of the teacher team that meets the requirements of undergraduate vocational education, build a diversified teacher team with appropriate scale, reasonable structure and excellent quality, and promote the smooth development of the "post advancement" type of work-study alternating talent training mode. Teaching staff construction objectives to achieve the list of management, with academic degree education, professional title promotion, dual teacher training as the main focus.

3.3.1. The "Six One" project to improve teachers' abilities, and continue to improve the quality of teachers

Strictly implement the "Six One" teacher ability improvement project for all teachers in the major (the specific channels and realization paths are shown in the following table), so as to effectively guarantee the establishment of a high-quality and professional teacher team to a certain extent.

The evaluation mechanism is closely connected with the specific contents of the "Six One" teacher ability Improvement project. It evaluates teachers from the aspects of curriculum construction, skill competition, enterprise cooperation, scientific research and social service, and develops perfect evaluation indicators, especially in the aspects of guiding students to carry out extensive practical training operation, so as to promote promotion through evaluation and force teachers in higher vocational colleges to actively improve their self-ability and develop themselves from various aspects. To a certain extent, it also ensures that the source constantly obtains the selection tendency of the current human capital market, and encourages professional teachers to integrate the advanced knowledge structure and the latest industry information into professional practice teaching, so as to realize the innovation and demand of talent training. At the same time, effective assessment, evaluation and incentive mechanism is the key to the construction of teacher team. Based on the "Six one" teacher ability improvement project, when setting the evaluation system at each latitude, in addition to taking into account the results that can be measured digitally, subjective guidance should also be incorporated into the evaluation system, such as the "hierarchical" evaluation research method. Weights should be set in a scientific way and fine-tuned according to the actual situation to fully mobilize the development potential of teachers.

3.3.2. Innovate the "echelon" teacher development mechanism to promote innovative growth

On this basis, the "echelon" teacher development mechanism should be built to broaden the development channel of high-level teachers in line with the law of professional growth. First, we will implement the development plan for young teachers. The system of new teachers sitting in class, the system of new teachers practicing before taking the post, the "one to one" mentoring system and the selection of "new talent in the teaching circle" among young teachers are implemented, so that young teachers can grow into "qualified" teachers. Secondly, the implementation of key teacher training project. Improve the professional and technical job evaluation and teacher performance evaluation system, guide young teachers to promote their development to the direction of teaching backbone or research and development backbone; Backbone teachers are encouraged to take part-time jobs in society, actively participate in school-enterprise cooperation projects, and visit work and study, so that the level of backbone teachers is constantly improved and they have the potential to be "promoted" into famous teachers.

Finally, the implementation of expert teacher leading project. Create conditions to cultivate professional leaders into famous teachers with strong industry influence and high social reputation. Support them to hold important positions in domestic and foreign teaching organizations and industry organizations, recommend them to go abroad for further study and training and participate in international exchange activities; Support them to do part-time jobs and assume important positions in professional organizations and industry associations at home and abroad, and recommend them to study abroad or participate in international industry seminars to continuously improve their influence; Through the above measures, let the famous teachers unique "style", play the role of example, drive the growth of young teachers and teams.

3.3.3. Coordinate and promote the construction of "double qualified" part-time teachers

In addition, part-time teachers are an important part of the teaching staff of higher vocational education, which plays an important role in promoting the teaching quality under the training mode of "post advancement". Professional must pay attention to and coordinate to promote the construction of "double qualified" part-time teachers. In view of it, the first is to broaden the introduction of "double qualified" part-time teachers. Actively recruit "technical experts", "management experts" and other talents from the industry and enterprises, especially from the tight school-enterprise cooperative enterprises, to enrich the part-time teacher team of higher vocational colleges, strictly implement the recruitment procedures, comprehensive evaluation of the professional quality, knowledge level, classroom teaching ability and practical skills of part-time teachers, to ensure the qualified recruitment of talents. Second, we should firmly establish the awareness that part-time teachers and full-time teachers are equally important, and conduct one-to-one interconnection learning with excellent full-time teachers. Organize part-time teachers to participate in relevant education and teaching ability training or keynote lectures; Organize part-time teachers to give open classes. We will promote exchanges and mutual assistance between full-time and part-time teachers in education, teaching reform, teaching research and other aspects, and create a good teaching and working environment for them so that they can make full use of their talents.

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