

Research on the Teaching Reform of "Marketing" Course from the Perspective of Task-driven

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Abstract

From the perspective of task-driven "problem-oriented" and "situation-guided" education, centering on the concepts of constructivist teaching and multiple intelligence teaching, the educational objectives, teaching situations, curriculum knowledge system, project tasks, and teaching of "marketing" are carried out. The reform and innovation of methods, etc., strengthen the guidance and guidance of project tasks on pre-class preparation, classroom teaching, teacher-student problem interaction, after-class reflection, etc., and complete the objective analysis and evaluation of classroom teaching results, so as to improve the theory of "marketing" curriculum. Quality of teaching with practice.

Keywords

Task-driven; Marketing; Curriculum Teaching; Reform.

1. Introduction

The reform of the teaching situation, teaching knowledge system, and educational model of the "Marketing" course has been the focus of the construction of business administration disciplines in recent years. Under the background of deepening curriculum reform and comprehensive quality personnel training, the organization and design of educational activities for "marketing" professional courses in colleges and universities should be based on subject teachers as the leading and students as the center. The concept of task-driven education that integrates "practice" into one, introduces the online and offline integration of MOOCs and micro-course teaching platforms, innovates problem teaching situations, teaching content inside and outside the classroom, and interactive teaching methods, and conducts task-driven guidance for professional courses, Problem-based interactive guidance education, cultivate students' good marketing professional skills, professional quality and practical ability.

2. An Overview of the Connotation and Application Theory of Task-driven Teaching Method

2.1 The Main Connotation of Task-driven Teaching Method

The task-driven teaching method mainly focuses on specific course tasks, and is guided by teachers' problem situations and students' practical experience. During the development of task-driven teaching courses, education departments and teachers are the main body to collect and integrate subject teaching resources inside and outside the classroom, including basic theoretical knowledge, realization principles, practical content, etc., to construct a systematic task teaching problem situation, Knowledge system, clarify the educational direction and talent training goals of different course content, and guide students to participate in basic theoretical knowledge learning, independent inquiry, interactive practice and other activities. [1].

Therefore, by setting up a subject task-driven teaching knowledge system and decomposing the total task content into sub-tasks, it can help students integrate into specific task situations, theoretical knowledge exploration, and simulated practical learning, so that they can apply the theoretical knowledge they have learned. Knowledge, practical principles and other experience, to complete the independent discovery, inquiry and analysis of the relevant task content, and solve the difficult problems faced by different classroom situations and driven tasks in the process of teacher task guidance and guidance, and students' exploration and cooperation.

2.2 Theoretical Basis for the Application of Task-driven Teaching Method

1) Constructivism teaching theory. Constructivist teaching theory is based on cognitivist learning, and advocates that teachers are task-driven guides and students are active curriculum builders. Relying on teachers' original subject knowledge teaching experience and comprehensive talent training goals, the integration of teaching resources inside and outside the classroom and the creation of teaching scenarios are carried out. It guarantees teachers' subject curriculum guidance education, students' self-constructed learning, group interaction and communication, and the sharing of theoretical knowledge and practical operations among different learning subjects.

2) Multiple intelligence teaching theory. The theory of multiple intelligences is a teaching theory that focuses on the development of students' intelligence. It points out that every human individual possesses linguistic intelligence, spatial intelligence, mathematical logic intelligence, physical movement intelligence, interpersonal intelligence and so on. According to the current situation of intellectual development of different students, by setting a variety of task teaching content and targeted teaching methods, enrich the educational situation, basic theoretical content, practice and interaction methods of professional classrooms, and make a comprehensive analysis of problem situations and task content of different difficulty. Intelligence-guided teaching, students' independent inquiry learning, and intelligence tests cultivate students' language expression, abstract cognition and logical thinking ability.

3. Problems Existing in the Teaching of the Current "Marketing" Professional Course

3.1 Lack of Education Concept of Student-centered and Comprehensive Quality Personnel Training

The development of the traditional "Marketing" course teaching activities is usually led by professional teachers. According to their previous teaching experience and the "Marketing" textbook outline, teachers set up a marketing teaching knowledge system for each unit and each class. Carry out the integration of the basic theory and practical case content of the marketing major, and carry out "indoctrination and teaching" education for students. [2].

This stylized and formalized teaching around the textbook theory of "marketing" ignores the cognitive awareness and learning status of different students, and lacks the focus on the selection of teaching content and the design of teaching methods. , The knowledge explanation of the teaching case makes the students unable to grasp the key points of the course learning, and the learning enthusiasm is not high. At the same time, college teachers also lack the concept of comprehensive quality education in the whole process, all staff and all-round, and they cannot grasp the laws of students' thinking and understanding and the current situation of learning. As a result, the teaching objectives of the "marketing" course still remain in theoretical concepts, curriculum The migration phase of the inner case.

3.2 Improper Setting of the Knowledge System and Teaching Situation of the "Marketing" Course

As the teaching content of social business trade and interactive marketing, "Marketing" needs to build a systematic marketing course knowledge system based on the existing "Marketing" textbook,

extracurricular marketing theory and practice content , to guide teachers' subject teaching, students' learning and exchange activities.

However, because some teachers have never gone deep into the market and trade, and do not understand the execution process of market trade and business communication in different industries, their own marketing practice experience and teaching experience are seriously insufficient. Organizational design lacks the integration of extracurricular marketing theory and practical interactive cases. On the other hand, some colleges and universities do not set up problem-oriented and inquiry-guided teaching situations for specific marketing cases and difficult problems. It is difficult for students to participate in situational interaction and inquiry-based learning, but can only passively accept the teacher's teaching. "Marketing" knowledge content.

3.3 The Teaching Content and Teaching Methods of the "Marketing" Course Lack Innovation

In the setting of marketing courses in colleges and universities, there are still problems such as inappropriate setting of class hours, single and outdated teaching content, weak integration of theory and practice, and lack of innovation in course teaching methods. [3] For example, colleges and universities currently set up professional compulsory courses and elective courses mainly based on the textbooks "Marketing", "Principles of Marketing" and "Marketing Training Course", but there are too many basic theoretical knowledge and elective courses. The proportion of course hours is too large, which makes the teaching content of some marketing repetitive, and the connection between theoretical and practical knowledge is weak, which has a negative impact on the learning of students' course content.

The organizational design of the teaching method of the "marketing" course has not built enough off-campus practice bases and training activity platforms. At the same time, the school lacks the introduction of online teaching platforms such as MOOCs, micro-courses, and flipped classrooms, and rarely produces course knowledge content such as emerging market business industries and cutting-edge marketing methods as multimedia videos that integrate text, images, and videos. Through online demonstration, interaction and instruction through the online classroom platform, students rarely have the opportunity to participate in the activities of social marketing practice and software simulation operation, and the task orientation and practical training teaching effect obtained are not ideal.

3.4 "Marketing" Course Lacks Scientific and Standardized Teaching Assessment and Evaluation

The teaching quality of the "marketing" course and the assessment and evaluation of students' learning in colleges and universities largely determine the quality of the integration of curriculum theory and practice and the cultivation of comprehensive quality talents. However, judging from the current teaching evaluation of subject teachers and students in marketing courses, most teachers often use students' test scores and homework completion as the main evaluation indicators for basic theoretical knowledge and practical case teaching and learning, while ignoring teachers' classroom tasks. Orientation education, after-school guidance teaching, and comprehensive assessment of students' daily attendance, independent inquiry learning, and practical operation learning lead to the lack of scientific standardization and objectivity in the teaching evaluation of marketing courses, and it is difficult to reflect the real situation of teacher education and student learning. .

4. Research on the Teaching Reform of "Marketing" Course based on Task-Driven

4.1 Course Teaching Structure and Knowledge System

The professional curriculum system of "Marketing" mainly includes the composition structure of task teaching content, task teaching method, task teaching situation, and task teaching reflection. It is divided into task resource import module, situation creation module, teaching mode innovation and

reflection module and other components. [4] The knowledge system construction of the "Marketing" professional course is based on the content of the "Marketing" textbook, extracurricular education theories and cases, and establishes relevant marketing theoretical concepts, marketing strategic planning, marketing environment, target market. , Online and offline marketing channels, marketing motivation and behavior, marketing organization and practice management knowledge system. According to this systematic curriculum knowledge system, the teaching contents corresponding to different knowledge modules are collected and integrated from the syllabus of textbooks and extracurricular education channels, and are classified into the types of task teaching contents.

The marketing theory here includes marketing practice theory, competitor analysis, consumer behavior review, and promotion mode determination; while there is a relationship of mutual inclusion and inclusion between elements such as marketing environment, marketing strategy planning, and target market determination. Including marketing price setting, target market determination, marketing product development, distribution channel expansion, Internet marketing plan, product marketing orientation positioning.

4.2 Course Teaching Objectives

The teaching goals of the "Marketing" course are usually divided into educational goals such as basic theoretical knowledge, professional practical skills, and professional quality. In the task-driven teaching of "marketing", according to the educational requirements of different "marketing" textbooks in the class, the teaching objectives of each unit and each class hour are organized to meet the needs of students' comprehensive quality training. [5].

Specific to the teaching objectives of "marketing" compulsory courses and elective courses, it includes the following components: 1. Master the theoretical knowledge of marketing 2. Establish and shape the thinking concept of marketing 3. Clarify the target market and products of marketing Positioning 4. Master the organization and implementation strategy of marketing 5. Solve the practical problems of marketing.

4.3 Course Teaching Situation Creation

Relying on online online teaching platforms such as MOOCs and micro-courses, college teachers create problem-oriented and task-driven teaching situations. For example, taking the Chinese translation and color marketing of Coca-Cola beverages as an example, ask the question: "Since the beginning of the 20th century, how has the translation and marketing of the Coca-Cola brand experienced changes?" "The beverage products developed by Coca-Cola are aimed at red (Coke), white (Sprite), yellow (Fanta), green (eye-catching) and other colors, what kind of marketing has been made?"

Student: "From the perspective of bottle body color, trademark label, bottle cap, etc., the unified visual VI design of marketing is completed. The structure of colors and lines is more elegant and flexible, which is used to show the dynamic sense of beverage products."

Teacher: "What about the advertising aspect of Coca-Cola beverage marketing?"

Due to the lack of collection, integration and study of extracurricular "marketing" course resources, students do not know how to answer.

4.4 Course Teaching Content and Teaching Method Innovation

Focusing on the important and difficult content of each unit and each class hour of "Marketing", reform and innovate the existing theoretical knowledge of course teaching and practical application cases. First, collect the important and difficult teaching content of each class hour and each class from the extracurricular Internet platform, including marketing theory, marketing environment, target market, marketing strategy planning, competitor analysis, consumer buying behavior, online and offline marketing methods, marketing Organization and motivation, marketing product development, marketing price and promotion method formulation, marketing channel expansion, etc., guide students to learn, understand and master basic theoretical knowledge.

Later, with the help of network platforms such as campus network and portal website, an online teaching system focusing on MOOCs and micro-courses was constructed, and innovation was made in the task-driven teaching method of the "marketing" course. The education of marketing online content demonstration, online homework answering, and question answering, etc., is guided by teachers to go deep into the activities of marketing interaction, consumer buying behavior analysis, product display and promotion, and strengthen the application of professional comprehensive knowledge and marketing. Marketing practice, promote the improvement of students' comprehensive quality ability.

4.5 Group Interaction and Cooperation, Problem Exploration and Solution

In the interactive practice teaching of the "Marketing" course, due to the many teaching tasks involved and the complex teaching problems, the driving teaching method of group interaction and problem inquiry is usually adopted to guide and guide the students on the marketing content. teaching. [6] First, teachers and students, and students and students, form a teaching group and a learning and inquiry group for the "marketing" course. Summary and analysis of completed tasks and difficult teaching tasks.

After that, teachers decompose difficult teaching tasks and difficult problems into teaching links with multiple steps, lead students to carry out collaborative learning in the classroom training room, and operation learning in extracurricular practice bases, and assign corresponding learning tasks and difficult problems to different students. Explore problems, and help them complete the inquiry analysis and solution of learning tasks.

4.6 Objective Teaching Evaluation of Task-driven Courses

The task teaching evaluation of the "Marketing" course not only needs to make an objective assessment, analysis and evaluation of students' test scores and homework completion, but also needs to focus on teachers' task-oriented education, after-class teaching guidance, and students' daily attendance and autonomy. The index elements of inquiry learning, practical operation learning, and difficult problem solving, etc., carry out all-round assessment and evaluation. The first is to evaluate teachers' task situation creation, online demonstration teaching, and after-class problem-oriented guidance education, and to evaluate teaching class schedules, teaching content settings, and interactive practice of problems to ensure the implementation of task-driven teaching; the second is to strengthen the student market. Comprehensive evaluation of marketing theoretical knowledge, marketing system planning, marketing language practice, etc., to improve students' marketing communication expression, abstract cognition and logical thinking ability.

5. Conclusion

Under the guidance of the mission-driven concept and the talent training goal of "three comprehensive education", marketing, as one of the important courses of business administration, should follow the practical teaching idea of combining work and learning to carry out systematic educational goals, teaching situations, teaching The organizational design of content, teaching methods, etc., guides students to participate in the task-driven learning, independent learning, inquiry-based learning, and teacher-student interaction of the "Marketing" professional course, so as to promote the professional course education model and the quality of comprehensive talent training. improvement.

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