Research on the Construction of Internet Digital Learning Resources for Marketing

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Abstract: Adult education courses to face-to-face teaching, network as a supplement. For adult students, the conflict between work and work is prominent, and the time for students to attend class is limited. After years of active construction, online classroom has become a place for teachers to release teaching resources and a supplement for students to learn after class. However, we can also see that the construction of online classroom resources is mainly in the form of PPT, WORD and other resources. There are problems such as high repetition rate of resources, single form of resources, low utilization rate of students, and it can not actually achieve the purpose of self-study and self-improvement of students. For business administration major, strengthening curriculum practice and practical training construction is also an inseparable part of learning. Through the research on digital learning resources of marketing courses, it is hoped that it can not only enrich course resources and optimize the form of courses to meet the diverse learning needs of adults, so that students can lead a better life and improve their quality, but also provide solutions for resources of similar courses.

1. Introduction

The development of network information technology has brought great impact and challenge to education. In recent years, especially during the epidemic period, blended teaching has become the mainstream of teaching mode exploration in most universities. From the traditional classroom to the network sharing, only the "learning" as the center of the teaching model can adapt to the future development and meet the needs of students. Our school began to explore mixed teaching in 2016, and the construction of digital resources has never stopped. On the basis of the resource construction in the early stage, the marketing course takes the construction of digital resources as the core, combines digital resources with offline classroom, complements each other, meets the requirements of daily teaching, and achieves better teaching effect.

2. The Necessity of the Construction of Digital Resources

With the development of information technology and its application in education, great changes have taken place in teaching resources and the way students learn. For adult colleges and universities, distance education and network education is an unavoidable reality problem. Online learning will occupy a greater proportion in future learning, and the combination of online and offline will also be closer. Whether it is online or offline, or online + offline, the fundamental problem is to solve the learning needs of students, according to different objects, different requirements, the use of appropriate ways to solve learning problems, with different media and delivery methods, to help students get learning benefits.

From the perspective of the learning characteristics of adult college students, most of them have the following characteristics: the purpose of learning is strong, most of them just to obtain the diploma; Learning motivation is not strong, poor habits; Low learning ability and lack of concentration; The contradiction between work and work is prominent and the attendance rate is low. Therefore, online learning has a natural fit with adult students' learning. Its flexible, constant

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and everywhere learning features solve the traditional teaching restrictions on teaching place, space and time, make the teaching model more humanized and personalized, and better meet the learning needs of adult students.

3. Ideas for the Construction of Digital Resources in Marketing

The purpose of resource construction is for application, from the beginning of the construction should do a good job in the design of resource construction, improve the rationalization and application.

3.1 The Overall Design of Digital Resource Construction

From the perspective of learning, any course can carry out digital resource construction. However, for business administration majors, marketing is a required course. At the same time, it is also an elective course for accounting, hotel management, logistics management and other majors to ensure that students can obtain sufficient and effective learning resources in the core courses of the major. On the one hand, the content of digital learning resources should include project name, guiding task design, main knowledge points, etc., and the key points and difficulties should be highlighted to ensure that students can have a relatively comprehensive grasp of the course content when learning online. On the other hand, the form of digital learning resources should pay attention to innovation and the compatibility with the browser and mobile phone interface. In addition to text resources, animation resources and video resources should also occupy a place in the construction of resources, so as to improve the learnability and appreciation value of resources.

3.2 The Main Contents of Digital Resources Construction

3.2.1 Course Information

This part mainly includes course description, syllabus, lesson plan and teacher team introduction. Before the beginning of each semester, the professional team leader will update the syllabus and teaching plan of the course to help students understand the basic requirements of the course and the course progress. Through the introduction of the teaching team, students can understand the teaching teachers' education and scientific research, which is conducive to the communication and exchange between teachers and students.

3.2.2 Teaching Requirements

The teaching requirements section lists the teaching requirements of each chapter in detail. For example, in the third chapter, students are required to master the meaning of marketing environment, the countermeasures of enterprises to deal with environmental threats, and the main contents of population environment and economic environment. Familiar with marketing environment analysis methods and components of macro environment and micro environment; Knowledge of the characteristics of the marketing environment.

On this basis, this year, according to the latest requirements of the Ministry of Education, the ideological and political part of the curriculum has been added to the relevant revisions, such as the addition of ideological and political objectives in the teaching objectives. In the third chapter, for example, in addition to require students to achieve the knowledge and ability to target, and also increase the emotional goals and education goals, such as set up the correct values, cultivate students focus on social responsibility, will khalid ents into professional knowledge education, in teaching courses in a country's economic, scientific, cultural development and changes, strengthen the students' patriotic feelings.

3.2.3 Teaching Resources

The teaching resources part mainly includes the guide task list, teaching courseware, micro-lesson video, supplementary resources and question bank, etc. Upload teaching resources such as courseware used in the teaching process in advance and update them in time after each class, which can not only help students review the teaching content after class, but also help students

preview the courseware before class and improve class participation. Using information technology and with the great cooperation of the information center, the teachers' team members were organized to analyze the key points and difficulties of the course, complete the recording and production of the guided lesson, review lesson video and knowledge point micro lesson, and conduct the post-editing. The video length of each micro lesson should be controlled within 5-10 minutes to highlight the content of knowledge points. Through watching and learning the micro class, it not only deepens the understanding of the key and difficult points, but also improves the enthusiasm and initiative of students in learning.

3.2.4 Teaching Communication

A teaching exchange area is set up on the teaching platform to create discussion areas between students and students, and between students and teachers to increase teacher-student interaction. Through the design of communication questions, teachers can further understand students' mastery of knowledge and weaknesses, which is convenient for teachers to reflect on and improve teaching, and select some common and representative problems for key explanation in classroom teaching. In addition, the teaching platform has also designed scoring assignments. Teachers can publish assignments and exercises on the platform, and increase the course question bank by semester in accordance with the requirements of the teaching syllabus. They can use the online question bank to set up practice papers, scoring assignments or examination papers, and publish them online for a limited time. Not only urge students to review in time, but also realize the platform independent review. The final online examination also breaks through the limitation of time and space, and makes use of the statistical function of data to analyze the examination situation of students in a longitudinal and horizontal way, which is helpful to understand the learning situation of students and to obtain scientific research data. In the context of epidemic prevention and control, online testing also provides another possibility to ensure teaching.

4. The Perfection and Improvement of the Construction of Digital Learning Resources

4.1 Students' Learning Enthusiasm is Enhanced

Through the investigation of students, the feedback of the head teacher and the communication with the teachers, we have learned that students have a strong willingness to log on to the teaching platform. With the continuous progress of the course, the number and frequency of logging on to the platform increase, and the initiative and enthusiasm of learning become stronger. Students' recognition of resources has been improved. The combination of text, PPT, animation and audio and video has created a more flexible learning environment for students, which has a promoting effect on improving students' independent learning.

4.2 Conflicts between Work and Study Have Been Alleviated

The source of adult students is complex, the industry is diversified, and the conflict between work and engineering is prominent, because it often happens that the students can't come to class because of work. And many students work time to do a rest, class time can not be guaranteed. In addition, some students go to work or live far away, can not guarantee the class time, late happens. The construction of digital resources helps students to study conveniently and flexibly. Preview before class and review after class can be carried out anytime and anywhere.

4.3 Improve Students' Learning Efficiency

According to the process of the school's mixed teaching reform, students have less time to attend face-to-face teaching, and part of the teaching adopts the form of live broadcasting, which requires more beneficial supplement from the teaching platform. Through the self-study of teaching resources, the exercise of the question bank and the completion of the scoring homework, the students have a more macro and intuitive understanding of the course knowledge. For problems that can't be solved by self-study, communicate with teachers in the exchange area, live broadcast or face-to-face time. According to the students' learning situation, the teacher answers and discusses

the problems in time, or forms a discussion group with other students, which increases the interaction between teachers and students and students. At the same time, the teacher explains the key points in face-to-face teaching to solve the weak links in knowledge.

4.4 Improve Teachers' Professional Competence

Teachers have formed inertia thinking about the traditional teaching methods. Faced with the new teaching platform and teaching reform, teachers need to reconstruct the teaching content and adjust the teaching methods. By carrying out teaching and research activities, the theme of professional teaching and research activities is live lesson preparation and teacher-student interaction, so as to adapt to the new teaching form. In addition, through the teaching resource construction training, carry out collective training and professional training, according to the characteristics of the major, adjust the teaching plan, write the teaching resource design scheme suitable for professional courses, learn a variety of ways of video production, effectively improve the viewability and learnability of resources. At the same time, through the interaction and discussion with students on the teaching platform, I constantly improve my professional knowledge and the teaching ability of using network technology, so as to improve my own business ability.

5. Conclusion

According to the survey of the students in our school, 47.15% of the students rely on mobile phones for learning, and the number of people using mobile phones with computers is as high as 73.39%. Therefore, the adaptability of mobile phones should be fully considered in the design of teaching platforms and digital resources. In addition, the use of resources should also be paid attention to in practice, such as the arrangement of learning task content, in the process of completing learning objectives, to strengthen the process feedback, test whether the learning content is appropriate, whether the need to supplement; The length of the video, whether the key knowledge points and skill points have subtitles, etc. all need to be improved and perfected in the process of use. Only the resources that meet the needs are resources consumption. Combined with the actual situation of the school and through continuous supplement and improvement, they can become excellent resources with high adaptability and strong learning ability, and can be recognized by more students and play the expected role and effect.

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