

# Research on Construction and Research of Interdisciplinary Integration and Innovation Curriculum System Based on Marketing Major

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**Keywords:** Interdisciplinary Integration, Innovative Curriculum System, Compound Talents

**Abstract:** With the implementation of the national “Belt and Road” strategy and the increasing demand for composite innovative talents, the entire regional economy has a strong demand for high-quality innovative marketing talents. At present, while cultivating professional talents in marketing, it is also necessary to strengthen cross-disciplinary cross-integration learning, with "double-creative" talents as the goal orientation of marketing talents training, with cross-disciplinary and cross-border integration as the quality of innovation and entrepreneurship. This paper aims to analyze the knowledge, ability and quality of marketing talents in the industry, enterprises and corresponding positions through market research, optimize the integration of teaching content, complete the construction and research of interdisciplinary integration and innovation course system of marketing specialty, and build school-enterprise tutor joint training system in multiple fields.

## 1. Introduction

In order to meet the needs of economic development and industrial upgrading, according to the requirements of the "National Standards for Undergraduate Professional Teaching Quality in Ordinary Colleges and Universities", the content of the curriculum will be integrated with professional standards, and the knowledge of marketing, management, economics, finance, etc. will be cultivated. Professional ethics, strong ability withstand pressure, strong execution, able to engage in complex sales and marketing management of related enterprises and institutions.

## 2. The Marketing Professional Talent Demand Survey

Through the investigation and analysis of the status quo of local industry/industry development, employees and related professional positions, understand the development prospects of marketing professionals and the orientation of talents' ability requirements; understand the talent demand of employers to ensure the marketing professional training objectives and courses the accuracy of the system design and professional development direction.

Different enterprises have different needs for marketing positions, and different requirements for marketing professional ability. Most enterprises still have good communication skills, which are necessary skills for marketing personnel. At the same time, some enterprises also have requirements for foreign language and computer skills, and they promote and Marketing skills are also very important. For individual companies, the level of planning and ability of students is emphasized. According to the analysis of the above feedback results, interpersonal communication skills, computer and network operation capabilities, foreign language ability, mastery of marketing expertise, and certain business etiquette are essential skills for marketing professionals. The job skills requirements are particularly valued; in addition, the company's attitude towards marketing students, professional ethics and knowledge of the company's related products are also crucial.

The marketing professional training has high cultural, professional ethics and good professional personality characteristics; good English communication ability and the ability to apply advanced equipment such as computer and network; based on the research, obtain the talent training ability of the marketing position design.

### **3. The Marketing Professional Curriculum Ideas and Specific Measures**

According to the requirements of modern education development, make full use of information technology to improve the level of classroom teaching. The main courses are all electronically realized. Most of the courses have multimedia-assisted teaching courseware with independent intellectual property rights. Establish a plan for student training, set up a theoretical teaching and practical teaching system for the major, cultivate and adapt to the needs of the socialist market economy, develop moral, intellectual, and physical, and have knowledge and ability in marketing, business management, economics, and law.

According to the needs of the society for the ability of the post, as well as the perfect talent training program developed by our institute, the corresponding curriculum structure is arranged according to the talent training program. For the construction of basic capabilities, combined with the actuality of marketing professionals, a large number of public compulsory courses are offered.

Through the establishment of these courses, students' self-learning ability, professional communication ability, teamwork ability, self-management ability, problem-solving ability, information processing ability, innovation ability, and management service ability are comprehensively constructed.

The basic ability building of students is a prerequisite for mastering professional knowledge, which can help students acquire and improve their professional ability. On the basis of improving the basic ability of students, through the establishment of professional basic courses and professional core courses, students will have solid professional knowledge, meet the needs of job work, and enhance students' professional ability.

The marketing curriculum is built with the aim of cultivating students' professional abilities. It follows the construction from simple to complex, from theory to practice, from foundation to profession. This major cultivates the basic theories and basic skills of modern marketing, and has basic knowledge of accounting, management, economics, law and other related disciplines. It has a sense of social responsibility and strong practical ability. It can engage in sales, corporate marketing management, market planning, skilled talents for company advertising planning and other work. In addition to the development of training courses in theory and teaching, corresponding social practice courses are required.

Combined with the professional characteristics of marketing, it is recommended that the marketing courses implement the teaching reform of "flip classroom". Introduce various forms of practical courses into the teaching of professional courses, such as scenario simulation, case analysis, team activities, and simulation entrepreneurship, so that students can receive practical training in the school.

The marketing professional course implements the project-oriented training of "flip classroom". Through the workplace teaching ideas, project-based assessment methods and summed-up learning methods, students can experience and feel the atmosphere of the workplace in the school. Enter the working state. The final assessment of the professional curriculum will abandon the traditional examination paper assessment. The qualification of the student curriculum will depend entirely on whether the project plan determined at the beginning of the period is scientific and operable. By completing the practical tasks and then self-summarizing the corresponding knowledge points under the guidance of the teachers, the students will greatly improve the students' understanding of the knowledge and enhance the students' enthusiasm for learning.

### **4. The Marketing Professional Curriculum Structure System**

According to the requirements of professional work positions on talent knowledge, ability and quality, the school designs the training objectives and talent training mode. The curriculum system is set up around the theory class → practice class → humanity quality class → industry skills class. Thoughts, new concepts, new achievements are introduced into the teaching content, highlighting key points, characteristic specialty construction, and optimizing the main courses and main practice links, which is conducive to the improvement of the comprehensive quality of applied talents in

schools.

According to the requirements of the company's marketing post ability, the marketing professional talent training program design refers to the marketing post ability to open the core course of marketing professional. The curriculum design focuses on terminal sales, channel marketing and marketing management, and requires students to have foreign language and computer network operation capabilities.

## **5. The Marketing Professional Cross-Study Course Integration Innovation Curriculum System Construction Measures**

With the rapid development of the market economy, the role of marketing in enterprises has become increasingly prominent, and the demand for marketing professionals has been relatively strong. Marketing not only needs to have a good knowledge reserve, but also needs to have a good innovative thinking, and cultivate a group of marketing management talents with good market strategic vision and innovative ability.

The marketing profession understands the policy through interfacing with government agencies; explores the key factors of the entrepreneurial process with entrepreneurial education experts and successful entrepreneurs; and develops a practical-oriented curriculum system with entrepreneurship as the core and entrepreneurship as the guide. This includes increasing entrepreneurial motivational programs and highlighting the role of entrepreneurship in the entrepreneurial process.

The faculty of marketing majors not only requires teachers to have a solid theoretical foundation, but also requires teachers to have sufficient experience in entrepreneurship practice. Schools should vigorously carry out school-enterprise cooperation and introduce real projects of enterprises. The company tutors and school tutors jointly teach and Practical experience and professional theory strengthen integration.

Practical teaching is the core link in the training of marketing professionals, and it is also an indispensable part of the cultivation of applied talents. The on-campus training base is an important part of the marketing profession.

The on-campus training base provides a more realistic simulation of the market trading environment for marketing students. In such an environment, students can imitate, experience business activities and conduct simulated market transactions. The construction and planning of the marketing professional training base in the school should fully reflect this idea and serve the training of marketing professionals.

Taking Yunnan Institute of Business and Industry as an example, the school breaks the traditional teaching content structure and takes the students' practical ability as the important goal pursued by the school. I deeply understand the school-running thinking of "school-enterprise cooperation, industry-university integration" in higher vocational education, advocate the concept of "going to school, go to work, and be able to work after graduation", actively explore practical teaching models in the field of higher vocational education, and cultivate students' professional ability. To improve students' comprehensive quality and professional quality, the college combines its own development characteristics, reforms practical teaching, and strengthens the construction of training rooms, fully highlighting the importance of practical teaching.

Through training, students will be able to grasp the basic principles, strategies, techniques and basic content of business etiquette, and develop students' market research and ability to collect data, language ability, thinking ability, adaptability and teamwork spirit.

Combining the powerful processing capabilities of Internet communication technology and computer systems, constructing a competitive and collaborative virtual marketing environment, allowing participants to play the role of chief marketing officer, comprehensively understand and execute marketing decisions from different perspectives; and by optimizing computing models, The gap in marketing strategy is reflected in the form of market development, market share, actual sales, profit margin and total capital. When a class of students is experimenting, the students play the role of chief marketing officer. Each person allocates the same capital (different funds for different

experimental products) to start the simulation experiment. At the end of the experiment, the student's simulation results are measured according to the profit.

Through the introduction of the business implementation of the simulation enterprise telemarketing position, the students play the telephone marketing staff in the company and the related business coordination staff, simulate the telemarketing practice, enable the students to experience the whole operation process of telemarketing, understand and clarify the telemarketing The links between the various links, and in the process of telemarketing, strengthen the use of the professional knowledge of the many courses taught, and at the same time, through the changing working environment in the design of teaching, students can solve the practical problems, ability, and ability to solve practical problems. Responsive ability, exercise the psychological quality of students, and gradually improve the evaluation mechanism of practical training with reference to the enterprise assessment management method, so that students can experience the reality of professional positions more realistically, cultivate their spirit of hard work, unity and cooperation, and receive three-dimensional teaching. The effect is to lay a solid foundation for students to engage in marketing management work in the future.

Different from traditional research talents and skilled talents, applied talents must not only have a high theoretical level, but also require a high level of theoretical application and innovative practice ability, and can quickly adapt to job requirements. Therefore, the application of undergraduate talent training must combine subject knowledge and work experience in the teaching content, combine theoretical teaching with practical training in teaching methods, and combine knowledge mastery with knowledge application in teaching evaluation. These teaching requirements must be passed. The deep cooperation between the school and the enterprise runs through the whole process of talent cultivation, which can be realized, that is, it has the characteristics of industry-university combination in each stage of talent cultivation.

The comprehensive combination of production and learning of applied undergraduate talents is a kind of training, aiming at cultivating students' comprehensive quality, comprehensive ability and employment competitiveness. It brings together two different educational environments and educational resources of colleges and universities, and through deep cooperation between schools and enterprises. , industry-university combination, joint design of talent training programs, joint construction courses, enterprises participate in practical teaching arrangements and teaching and evaluation programs, jointly undertake professional courses and graduation design, jointly implement teaching quality monitoring, and jointly build high-level teachers, in the industrial context An educational model that motivates students to learn initiative, creativity, and the ability to apply knowledge to solve practical problems.

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