

Research and design of teaching mode of marketing major in Higher Vocational Colleges from the perspective of "flipped classroom"

—Taking the course of marketing planning in Nanjing Polytechnic institute as an example

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Abstract: Teaching mode is a relatively stable framework and procedure of teaching activities established under the guidance of certain teaching ideas or teaching theories. Based on the analysis of the necessity of innovating the teaching mode of marketing major in higher vocational colleges, this paper analyzes and summarizes the characteristics of the course teaching mode based on the "flipped classroom", and puts forward the requirements for the construction of the teaching mode of the marketing major course from the perspective of the "flipped classroom". Taking the marketing planning course of Nanjing Polytechnic Institute as an example, the teaching mode of the marketing professional course is carried out Development design.

1. The necessity of innovating the teaching mode of marketing major in Higher Vocational Colleges

1.1 Analysis of the overall requirements for improving the quality of vocational education personnel training in China

In his important instructions on accelerating occupation education development, general secretary Xi Jinping called for "efforts to cultivate hundreds of millions of high-quality workers and skilled personnel." In May 2014, the "decision of the State Council on accelerating the development of modern vocational education" takes "five docking" as a basic principle to accelerate the development of modern vocational education. In terms of promoting the innovation of talent training mode, it is clearly required to "adhere to the school enterprise cooperation, work study combination, and strengthen the education and teaching activities of the integration of teaching, learning and practical training", and at the same time, it is required to "implement the teaching mode of project teaching, case teaching, working process oriented teaching".

2015Some opinions of the Ministry of education on deepening the teaching reform of vocational education and comprehensively improving the quality of personnel training, which was issued in July, 2007, takes "adhering to the combination of work and study, unity of knowledge and practice" as the basic principle to improve the quality of personnel training. In the aspect of "promoting professional teaching to be close to technical progress and production practice", the requirements of "docking with the latest professional standards, industry standards and post specifications, closely following the actual working process of posts, adjusting the curriculum structure, updating the curriculum content, and deepening the curriculum reform of various modes" are proposed. In the aspect of "improving the ability of information-based teaching", it puts forward the requirements of "actively promoting the reform of teacher's role, educational concept, teaching concept, teaching content, teaching method and teaching evaluation in the information technology environment".

From the above requirements, improving the quality of personnel training has become the core of higher vocational education. Curriculum is the product of educational organization. Through the effective teaching mode, it should be the starting point and end point of professional and curriculum construction in vocational colleges to embody and realize the curriculum as a product to meet the needs of the organization or individual customers who accept the product.

1.2 Analysis of the supply and demand of marketing professionals in China

According to the analysis report on the market supply and demand of talent service institutions in some provinces and cities in China in the second quarter of 2015 released by China human resources market network, 3.328 million recruitment were provided, and the demand for personnel with junior college degree accounted for about 40%. The demand for marketing professionals ranked first, accounting for 25.9% of the total demand for talent recruitment, and the number of recruitment positions reached 836000. According to the data released by the Ministry of education in 2014, there are 1431 professional spots in 1327 higher vocational colleges, with 308346 students.

From the analysis of supply and demand situation and talent institutions, it can be seen that many marketing majors are not engaged in marketing posts after graduation, and most of the actual marketing posts of enterprises are not graduates of marketing majors. Some provinces and cities have become "red line" majors, so it is difficult to find jobs. This shows that there is still a gap between the training quality of marketing professionals and the needs of enterprise society.

1.3 Analysis of the main problems existing in the teaching mode of marketing major in Higher Vocational Colleges

Teaching mode is a relatively stable framework and procedure of teaching activities established under the guidance of certain teaching ideas or teaching theories. Generally speaking, teaching mode includes theoretical basis, teaching objectives, operating procedures, implementation conditions, teaching evaluation and other major elements. In recent years, marketing majors in higher vocational colleges have successively promoted project teaching, case teaching, situational teaching, working process oriented teaching and other teaching methods, which have promoted the quality of curriculum teaching to some extent. However, on the whole, it has not formed a "relatively stable teaching activity structure framework and activity procedure", that is, the teaching mode. At present, the problems existing in the teaching mode of marketing major in higher vocational colleges mainly include the following aspects.

1) The traditional teaching concept of "knowledge-based, teacher based, examination oriented" is relatively common

In the teaching process, it is still "Teacher centered, classroom centered and textbook centered", and the traditional teaching mode is still in a dominant position.

2) Teaching objectives and operating procedures are not standardized

The teaching goal is in the core position in the structure of teaching mode. At present, the pattern that professional courses depend on theoretical knowledge has not been fundamentally shaken. It is quite common to take knowledge system as the main line of curriculum teaching. Knowledge transfer is still the main goal of curriculum teaching in many colleges and Universities. The teaching procedure is not standardized and random.

3) Teachers are still the main body of curriculum teaching activities

In the process of curriculum teaching implementation, teachers are accustomed to self-centered and existing knowledge reserves as the center. They are still "teach what I can teach", "speak what I have in my head" and "learn what I teach". It has not changed to "do what is required by occupation, learn what is needed by enterprise society, and teach what students need to learn". The requirements of modern vocational education.

4) It is difficult to reflect the professional and professional characteristics of marketing

In recent years, the teaching mode of "teaching, learning and doing" has achieved some results in higher vocational colleges. However, this mode still puts teaching in the first place. Through teachers' teaching, students' learning is promoted and guided to do. In essence, it does not jump out of the traditional teaching concept. At the same time, the teaching mode of "teaching, learning and doing" can not meet the professional core skills of marketing talents training need.

5) Teaching quality evaluation is divorced from professional requirements

The teaching quality evaluation of marketing specialty is more serious than that of engineering specialty. In many colleges and universities, the marketing major does not jump out of the "exam oriented education" framework. The traditional curriculum assessment based on one test paper still

occupies a dominant position, which is far from the marketing professional ability and professional quality requirements.

2. The characteristics of the course teaching mode based on "flipped classroom"

The essence of "flipped classroom" is to readjust the time inside and outside the classroom and transfer the decision-making power of learning from teachers to students. The performance of the valuable time in the classroom, students can be more focused on active project-based learning; after class practice by students to plan their own learning. Since American scholars put forward the concept of "flipped classroom" in 2000, its connotation and extension have been expanding. With the rapid development of the Internet, especially the mobile Internet, its practical space is more and more broad. Although the academic circles have different opinions on "flipped classroom", its teaching philosophy is completely consistent with the basic principles of talent cultivation quality of higher vocational education, "work study combination, combination of knowledge and practice". At the same time, due to the overlapping and inclusiveness of "flipped classroom" with teaching methods and tools such as blended learning and inquiry learning, this paper studies the curriculum teaching model based on "flipped classroom" It is of great theoretical value and practical significance to construct the teaching mode of marketing major in higher vocational colleges.

2.1 Classroom time reversal

The reason why it is called "flipped classroom" is that the "lecture" in the past can be completed by students in various ways such as teaching videos, while the "homework" after class in the past has been taken to the classroom. Time reversal is conducive to controlling the rhythm according to personal characteristics and needs, taking effective methods of autonomous learning, allowing students to enter the classroom with problems, and having more independent time to participate in key learning activities with teachers.

2.2 Flipping of teaching subject

The teaching concept of "flipped classroom" emphasizes student-centered, and the role of the teacher changes from a knowledge instigator to a classroom manager. The interaction of knowledge is two-way, in which the teacher plays a role of teaching assistant and guidance. More time and energy will be left to students in class, reflecting the dominant position of students in the classroom.

2.3 Reversal of teaching objectives

"Flipped classroom" advocates action oriented, problem-oriented and ability-based, and advocates project-based practical activities in the classroom, which reflects the flipping of teaching objectives from "what and why" to "what to do and how to do" in the applied type.

2.4 Flipping of learning process

"Flipped classroom" changes teaching from "teaching learning" mode to "learning teaching" mode, and from traditional "teaching and doing" to "doing learning teaching" learning process. Because "information transmission" is carried out by students before class, and "absorption internalization" is completed through interaction in the classroom, the organization mode of the course is also very flexible.

2.5 Flipping of teaching methods

"Flipped classroom" has changed from traditional direct teaching to "learning by doing", which emphasizes that teachers should adopt various methods to guide students to participate in learning, and realize "unity of knowledge and practice" in "learning by doing".

2.6 Flipping of teaching resources

The Requirements of "flipped classroom" on teaching resources are embodied in the combination of online and offline, and from traditional paper resources such as teaching materials and guidance

materials to various forms, wide range and large amount of network resources.

2.7 Flipping of teaching evaluation

In terms of teaching evaluation, "flipped classroom" has shifted from the school as the main evaluation subject (including teacher evaluation, peer evaluation, supervision evaluation, leadership evaluation, etc.) to the main evaluation subject including students and employers.

3. Requirements for the construction of teaching mode of marketing major from the perspective of "flipped classroom"

From the perspective of "flipped classroom", the overall requirement of the construction of teaching mode of marketing major is to reflect the basic principle of improving the quality of talent cultivation in higher vocational education, namely, the combination of work and study, the unity of knowledge and practice, the characteristics of marketing profession, the requirements of knowledge, ability and quality of professional posts, the law of vocational education, and the characteristics of curriculum teaching mode based on "flipped classroom". Based on the analysis and overall requirements of the above two aspects, the college has explored and practiced the teaching mode of "doing, learning, teaching and speaking" (see Figure 1). Its basic characteristics are as follows: Taking Students' ability to do and know how to do as the guide, students' autonomous learning as the requirement, teachers' teaching obedience and service for learning as the principle, and students' good speaking and good saying throughout. In order to construct the teaching mode of "doing, learning, teaching and speaking", we need to solve the following core problems:

3.1 Solve "what to do and how to do".

Based on the working process of marketing profession, we should put the students' doing in the first place, refine the typical work tasks through the analysis of marketing professional work, and transform the work tasks into learning fields, and design them into training projects and tasks of the curriculum.

3.2 Solve "what to learn and how to learn".

It is necessary to design the knowledge that students need in the process of marketing practice as the course learning content, and provide various forms, wide range and large amount of curriculum resources, construct curriculum resource platform, stimulate students' learning initiative, and innovate learning methods.

3.3 Solve "what to teach and how to teach".

It is necessary to focus on the needs of students and the needs of the enterprise society, adhere to the teaching for learning service, attach importance to the study of students' growth law, teaching activity law and teaching methods, adopt targeted teaching methods, and play the role of teachers' guidance and guidance.

3.4 Solve "what to say and how to say".

It is necessary to take project activities as the carrier to improve students' communication and expression level, fully reflect the professional characteristics of marketing, and improve students' communication and expression ability.

4. Design of teaching mode of marketing planning course for marketing major of 4 colleges

4.1 Teaching objectives

The determination of teaching objectives is mainly based on two aspects: first, professional orientation and talent training objectives. Nanjing Polytechnic Institute is a national backbone vocational college. The orientation of marketing specialty is to focus on the "service domain" of regional economy and petrochemical key industries. The talent training goal is "four abilities and four

talents" who can speak, be competent, can think and learn; can promote, research, plan and manage. The second is the knowledge, ability and quality requirements corresponding to marketing planning related professional posts.

Based on the above two aspects, the overall teaching objective of marketing planning course is that students can flexibly use the knowledge and skills of marketing planning on the basis of market analysis, and master the core competence that marketing professionals should possess - writing marketing planning book. Specifically, it is the ability target, knowledge target and quality objective system which are interrelated and supported.

4.2 What to do and how to do it

Curriculum around the professional, professional around the occupation is to determine the "do what" criteria. In view of the typical tasks of enterprises to complete the practical tasks of marketing planning, highlighting the characteristics of "Hua" in the professional training of the college, taking chemical products as the carrier and writing marketing planning book as the general project of the course, six interrelated and relatively independent course projects are designed. At the same time, a number of training tasks are designed in each project for students. The training of project, activity and team.

4.3 What to learn and how to learn

According to the project task of the marketing professional post, some knowledge points are integrated and sequenced as the course learning content, and a variety of resource curriculum platforms are established for students to learn independently. "Learning what" is generally summarized as 1234: one center, two analyses, three tools, and four marketing strategies.

4.4 What to teach and how to teach

Teaching for learning, around the teaching objectives of the course, according to the specific situation of students; self-study before class, timely and flexibly determine the contents of class collective teaching and students; individual targeted communication and guidance. In order to adapt to the characteristics of vocational education, marketing profession, the law of students; professional growth and the characteristics of class learning, effective teaching methods are designed and applied flexibly in the teaching process.

In the design of teaching methods, we turn the class into "Nanjing Development Chemical Trading Co., Ltd." and divide the class into several product marketing departments, which are respectively engaged in the marketing business of specific chemicals. The professional orientation of course teachers is the marketing director of the company and the consultant of marketing planning. The professional orientation of students is the marketing manager and marketing planner divided by different product marketing departments of the company. At the same time, it reconstructs the space design of classroom teaching, integrates classroom and marketing studio, and creates the atmosphere of project-based classroom activities. In the implementation process of the project tasks in the classroom, it reflects "learning by doing" and "doing in learning". The common problems encountered in the implementation are communicated and explained in class, and individual problems are exchanged individually.

4.5 What to say and how to say it

One of the main core skills of marketing major and profession is communication and expression. We will "say" throughout the whole process of curriculum teaching. In the "what to say" aspect, it includes several aspects such as thinking, idea, strategy, plan, report and suggestion; in the aspect of "how to say", it includes individual communication, team communication, scheme report exchange, project achievement demonstration report and so on.

4.6 What and how to comment

According to the curriculum teaching objectives and project task arrangement, we designed the assessment and evaluation mode with customers as the main evaluation subjects (final customer

students, target client employer, social evaluation third party, etc.) on the basis of the implementation of school curriculum teaching routine assessment. In the classroom, students' self-evaluation, team evaluation, mutual evaluation and teacher evaluation are organically combined. The curriculum works accompanying the project tasks, such as Market Research Report, individual planning scheme and marketing plan book, are more absorbed by the evaluation of enterprise marketing experts and employers. At the same time, they participate in the marketing planning competitions related to the competent departments and industry associations, and pass the third-party evaluation. The effect of practice.

4.7 Teaching resources

We have built a course website and course resource database to meet the needs of students' autonomous learning, creative learning and interactive learning under the condition of "flipped classroom". The related resources of the course include text, pictures, multimedia, animation, video and other forms, involving curriculum design (curriculum overall design, curriculum standards, assessment scheme, teaching progress, ability training tasks, unit design, self-evaluation, etc.), basic resources (including knowledge points and ability points, cases, handouts, courseware, homework, etc.), online classroom and online assessment, unit training, Q & A, expanding resources (occupation, industry, enterprise information, etc.), covering the marketing planning career process, professional qualification examination, professional skills competition, etc. At the same time, it provides a number of marketing professional websites and links to similar courses outside the hospital.

Taking marketing planning course project 4 - making channel strategy as an example, the specific construction of the course teaching mode based on "doing, learning, teaching and speaking" is shown in Table 1.

Table 1 example of teaching mode construction of marketing planning course

entry name	Ability training Task name	Capability objectives (doing)	Relevant knowledge support (Study)	Methods (Teaching)	Communication and evaluation results (comments and comments)
Develop channel strategy	Design distribution channels	Be able to design distribution channels for products	The influencing factors of distribution channel, basic frame and selection principle	Teachers'; organization and situational teaching	Team chemical distribution channel plan
	Manage distribution channels	Be able to write the management method of distribution channel	Selection of members, clear responsibility, management, incentive, evaluation, etc	Task driven, team discussion	Management method of team chemical distribution channel
	Planning direct marketing	Be able to plan direct marketing plan	Direct marketing and traditional distribution	Case teaching and student discussion	Team chemicals direct marketing plan
	Design distribution channel entity distribution planning	Be able to use the strategy of physical distribution planning	Transportation, storage, order processing	Teacher organization and student discussion	Physical distribution scheme of team chemicals
	Write channel strategy planning book	Be able to prepare channel strategy plan	Compilation of channel strategy planning book	Task driven, team discussion	Team chemical channel strategy proposal

5. Preliminary results

In recent years, the curriculum construction has achieved remarkable results. The course of marketing planning has become a provincial excellent course. The teaching material of marketing

planning passed the evaluation of the Provincial Department of education in 2015 and became the key teaching material of Jiangsu colleges and universities during the 12th Five Year Plan period. The course resource website won the first prize of the national educational technology theory and Practice work competition website.

The curriculum construction promotes the specialty construction. In 2012, the marketing specialty group became the key construction specialty of Jiangsu Province's colleges and universities during the 12th Five Year Plan period. In recent years, it has completed more than 10 provincial and municipal teaching research projects, and more than 30 achievement papers have won the national business science and technology progress award, the first prize of the national excellent thesis of vocational education, the third prize of excellent achievements of education planning project of China Society of Vocational and technical education, and the teaching of China Society of Vocational and technical education. In 2014, the first prize of teaching mode reform and teaching material construction paper of the academic committee was awarded, and the marketing planning works of students were awarded the first prize of excellent graduation design of college students in Jiangsu Province, and more than 40 students' team works were awarded by competitions at or above the provincial level.

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