Research on the Reform of Micro Teaching Mode of Marketing Course in Higher Vocational Colleges Based on "Internet +"

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Keywords: Internet +; Teaching mode; Micro teaching; Marketing course

Abstract: With the development and maturity of "Internet +" technology, the teaching of modern higher education has also undergone tremendous changes. The courses of marketing specialty in Colleges and universities are both theoretical and practical. Through modern Internet technology, classroom teaching can be enriched and enjoyable. The article discusses the micro teaching mode of Marketing course from the perspective of "Internet +", which not only trains students' initiative in learning, but also provides a reference for the reform of "Internet +" micro teaching in the future.

Introduction

"Internet +" refers to the use of the Internet platform, information and communication technology to integrate the Internet and other industries including traditional industries, so as to create a new ecological in the new field[1] . With the continuous integration and development of "Internet +" and education, the degree of educational information process has reached an unprecedented level in China . How to use modern information technology to show the contents of professional teaching for students more convenient, more diverse and more efficient, which is a hot issue in the current higher vocational education research. Micro-blogs, micro-letters, micro-novels, micro-lectures and other "micro" things are constantly appearing in people's lives using modern media tools [2-3]. The emergence and prevalence of these "micro" products to a large extent make the dissemination of information more convenient, which is affecting people's lives, learning and work imperceptibly. And compared with foreign countries, the proportion of teachers in our country is lower, it is difficult for teachers to pay attention to every student's learning situation at every moment [4-5]. Especially in the face of Vocational education, students are required not only to master cultural knowledge but also to have the educational characteristics of practical operation ability. How to help students master theoretical knowledge at any time and anywhere in the actual operation process has become a major problem for higher vocational educators in the teaching process. As a new teaching tool, micro-course conforms to all the characteristics of the "micro" era. It has been improving and perfecting the miniaturization of resources from its emergence to development. With the help of micro teaching, learners can make better use of fragmented time to learn at any time and anywhere, just to meet the teaching purpose of teachers, while students can also learn relevant content repeatedly according to their own learning situation, which not only reduces the burden of teachers' teaching, but also improves students' learning efficiency. Therefore, under the background of "Internet +", this paper studies the micro teaching mode of marketing major in higher vocational colleges, it is hoping to improve the teaching goal of Marketing course in Higher Vocational Colleges by using modern information equipment, meeting the needs of modern market economy for higher vocational talents, and achieve the goal of transformation of vocational education.

Micro teaching background analysis of Marketing course based on the "Internet +"

Analysis of Policy Background. In order to promote educational information process, China has promulgated a series of policies from the national level to the educational departments all over the country to promote the development of education modernization under the background of "Internet +". In the Outline of National Medium and Long Term Educational Reform and Development Program, it Clearly pointed out that "developing web-based learning curriculum, innovating web-based teaching mode, renewing teaching concepts, improving teaching methods and improving teaching effect" in china[6-7]. In 2016, the Education Law of the People's Republic of China pointed out that "the state promotes educational information, speeds up the construction of educational information infrastructure, promotes the popularization and sharing of high-quality educational resources by using information technology, and improves the level of education and teaching and educational management". Then the Ministry of Education put forward the Guiding Opinions on Further Promoting the Development of Vocational Education Information in No. 4 of Vocational [2017], it is that "carrying out innovative research and practice of vocational education teaching mode under the information environment, vigorously promoting the deep integration of information technology and education and teaching" [8]. In addition, in the 13th Five-Year Plan of Education Information, it is proposed that by 2020, an education information system should be basically built, which is suitable for the development goal of national education modernization. In

2018, Chinese Premier Li Keqiang put forward the "Internet +" in the field of education in the proposal of the government[9-10] . In addition, the country, provinces, cities and schools have launched Information teaching contests, which not only promotes the application of modern information technology in teaching and the integration of information technology and education, but also forms a number of targeted Information Teaching and management innovation teaching modes.

Analysis of Basic Conditions. Firstly, the basic conditions of network micro-course teaching are improved. It mainly includes micro-classroom teaching platform, equipment, teaching resources and network. The platform of micro-classroom teaching includes the professional courses established by teachers and students, such as Weixin Group, QQ Group, Super Star Learning Tong, Rain Classroom, Cloud Classroom, Intelligence Tree Platform, etc. The equipment includes mobile phones, traditional classroom projectors and computers. The teaching resources include teaching plans, teaching calendar, teaching PPT, key and difficult points of teaching, review materials, check-in, rush to answer, selection, group tasks, tests, etc. The improvement of these four basic teaching conditions has laid the foundation for the construction and practice of the micro teaching mode of Marketing course in Higher Vocational Colleges under the background of "Internet +".

Second, network popularization. The three major mobile networks with high quality and low price in China provide guarantee for network mobile teaching. Under the background of "Internet +" promoted by the state, China has gradually implemented network construction in many fields such as medical, education, culture, pension, sports and so on, and has promoted the speed of network, reduced the cost of network, realized the comprehensive coverage of high-speed broadband urban and rural areas, and expanded the scope of free internet access in public places. In addition, the wide application of "Internet +" technology has not only sprung up more intelligent products, but also greatly improved the production efficiency of enterprises, and further accelerated the pace of society. At the present stage, the frequency of College Students' application of the network has obviously accelerated, especially in the aspects of network download and network entertainment, which has greatly accelerated the popularity of the Internet.

Third, the improvement of network function. As for mobile teaching resources, with the construction of national resource bank and excellent online courses, professional curriculum knowledge in vocational colleges has been fragmented, which provides a rich guarantee for mobile teaching resources. The fragmentation, orderliness, organization and openness of teaching resources are the powerful guarantee to improve the teaching quality and efficiency of Higher Vocational education. With the help of the network, the transmission efficiency of massive data can be greatly improved, instant messaging requirements can be met, and the required resources can be obtained with the help of network queries. In colleges and universities, the advantages of network technology are extremely remarkable, which not only greatly improves the efficiency of file data transmission, but also promotes the realization of the goal of computer teaching network in Colleges and universities.

Analysis of Learning Subject. According to the relevant data of China's Internet Information Center, by the end of 2018, the total number of Internet users in China has reached 800 million, and the network penetration rate has reached 70% [11]. Especially the network coverage has basically achieved 100% in Colleges and universities, so the popularization of university network has become a remarkable feature of our colleges and universities. In addition, according to Tencent Education-Max's "Mobile Phone Use Survey of College Students in 2018", 90% of students rely on mobile phones in their study and life, and they basically rely 100% on mobile phone inquiry related professional knowledge, difficulties and key points of knowledge and supplementary knowledge of interest in the classroom. According to the relevant survey, 90% of the students like and are willing to use mobile network equipment to study. The survey results show that network mobile learning is suitable for the personality and habits of Contemporary Higher Vocational students, and easier to implement and promote.

the construction of micro teaching mode of Marketing course marketing based on the "Internet +"

Based on the "Internet +" background, the design of the micro teaching mode of marketing major in higher vocational colleges is based on the technology of modern dynamic website construction, In the course of teaching, the introduction of micro-classroom design teaching content. Pre-class preview is used to raise questions and feed them back to teachers , then the teacher arranges the focus and difficulty of classroom teaching according to micro-classroom feedback, supplement learning materials after class according to the learning situation of the students, expand learning content, and adjust learning effect (Figure 1-1). This kind of classroom teaching mode can be divided into three stages from time: before class stage, in-class stage and after-class stage; it can also be divided into three stages from space,: online learning stage, Online + offline learning stage and online consolidation and promotion learning stage; it can be divided into two aspects from the initiative of learning subject: students and teachers, that is, network of the students autonomous learning and teacher-centered teaching learning.

From the perspective of "Internet +", the design of the micro teaching mode of Marketing course have the advantages of online and offline teaching in higher vocational colleges,it is complement each other of the students' autonomous learning, the teachers' effective guidance and highlighting the key points and difficulties of teaching. It not

only arouse students' initiative in learning, but also let teachers abandon the traditional cramming teaching mode. In the modern Internet network platform, teachers and students can realize online real-time communication, truly without the limitation of location and time. As long as lesson resources and networks are available, students can learn whenever and wherever they want to. At the same time, teachers can communicate with students and supplement relevant information anytime and anywhere, which complements the shortcomings of traditional teaching mode.
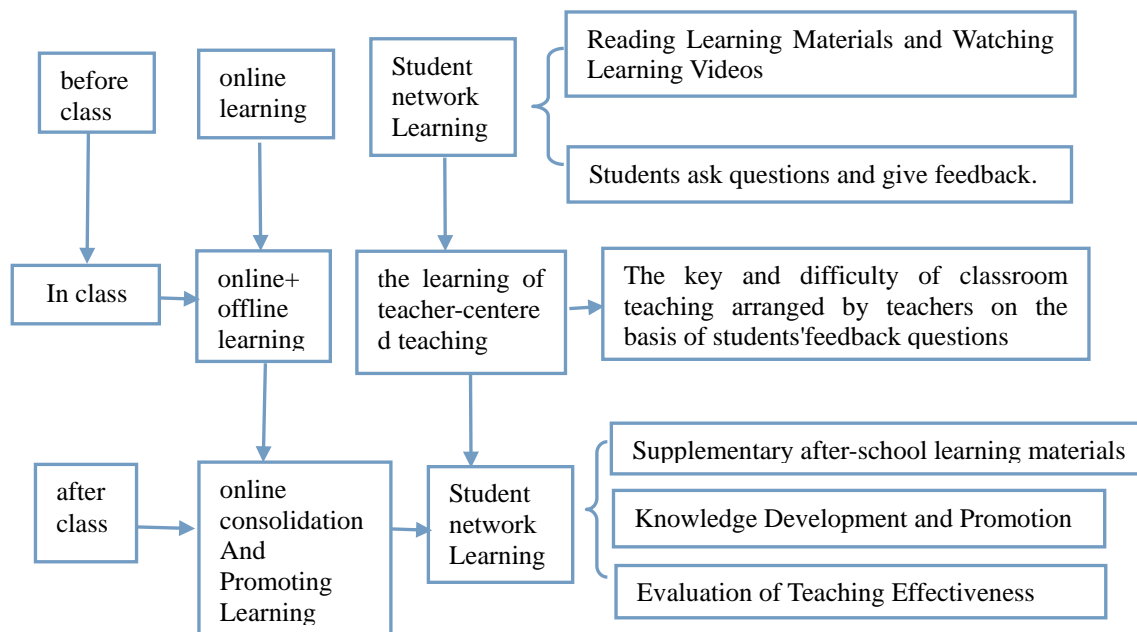

Figure 1 the construction of micro teaching mode of Marketing course marketing based on the "Internet +"

Implementation of micro marketing teaching mode based on "Internet +"

Based on the "Internet +" marketing micro teaching, we combine the advantages of traditional teaching and mobile online teaching to enhance the complementary teaching of "Online + offline". Compared with the traditional teacher centered cramming teaching mode, the micro marketing teaching mode emphasizes the positive subjectivity of students in learning, attaches importance to the participation of students in teaching, teachers' feedback based on students' learning effects and the rational design of activities of teaching and learning. The implementation process of teaching mainly includes five aspects: before class preparation, Students study online before class，Online + offline classroom, online consolidation and promotion, and evaluation of teaching effect.

Before class preparation. Firstly, according to the teaching objectives, teaching difficulties and teaching priorities, we set up curriculum catalogue PPT and micro-video , which can be viewed and learned anytime and anywhere on any mobile network such as computer, mobile phone and tablet computer. For example, students need to master how politics and law affect the marketing of enterprises in both national and international markets. According to the teaching content of this section, they can introduce the latest hot topic "The Hard Way of Huawei International Market" for discussion. They can make PPT and videos of lectures according to hot issues, and introduce animation and related real-time innovations,and improve the relevant curriculum materials (offline assignments, thematic discussions, reading books, supplementary videos, etc.) to facilitate the implementation of online courses.

The arrangement of the thematic discussion mainly combines with the actual hot issues of the society to improve learning interest and practical ability of students, and online video resources help students preview the basic knowledge related to the classroom in advance; learning effect evaluation mainly grasps the specific situation of students' learning; teachers can adjust and supplement the corresponding teaching content according to mastery of students.

Students study online before class. Teachers arrange the chapters for students to start learning online before giving the next lecture, and the whole process is realized by the teaching of PPT,online video,thematic discussion and hot discussion. It is convenient for students to make full use of the sporadic time to master the course content with the help of modern mobile network. When students encounter problems in the process of learning, they can use the network to query relevant information, and then solve the problem. It is impossible to communicate with teachers. Teachers arrange "online + offline" classroom teaching content according to the common problems reflected by students.

Online + Offline Classroom Learning in Lesson. In the course of "online + offline" classroom learning, according to online learning of the students in front of class, teaching design is carried out with several knowledge points. From the beginning of students' online electronic check-in, learning and mastering the first knowledge point through the form of mobile media "video learning--group discussion--theme discussion--summary" can complete the whole teaching work by analogy. The specific operating procedures are as follows:

First, through online learning of students before class, the learning group mainly reports on the learning content in class. Teachers need to solve the common problems that students encounter.

Secondly, after the completion of classroom teaching, students should be allowed enough time to explain their knowledge and discuss with groups. After the completion, teachers should give timely comments and guidance. They can also guide students to conduct on-the-spot investigation and investigation when necessary, so as to facilitate students to better grasp the knowledge and realize online and offline, online teaching and traditional teaching, theory and practice teaching. The new mode of mobile classroom teaching from the perspective of "Internet +" that combines learning, school and enterprise.

Thirdly, discuss and explain the students of online feedback before class , summarize the knowledge points of this lesson, and exchange and supplement privately according to the specific situation of individual learning.

Consolidating and Promoting Classroom Learning Online after Class. Mainly from the following points:

First, according to the overall teaching situation of students, we should continue to supplement diversified teaching videos and PPT, word teaching materials to help students further understand knowledge, consolidate knowledge, and lay the foundation for learning the next knowledge point.

Second, online communication and reflection between teachers and students. Through online communication between teachers and students, the teachers not only stimulate interest of the students in learning, so that students timely recognize their shortcomings, make up for their weaknesses, and constantly forge ahead, but also teachers can timely grasp the students' learning and living conditions, so as to know each other.

Thirdly, teachers evaluate their teaching effect. Through group discussion, feedback of questions, expanding reading and exchanging information, the knowledge of the students can be understood in time, and students can be investigated periodically and pertinently, as well as network data analysis, reflecting on the problems existing in teaching, and making appropriate improvements to the teaching content and design of the next course, so as to improve the teaching quality by using modern Internet technology.

Summary

In a word, the teaching of marketing micro teaching under the perspective of "Internet +" combines the advantages of traditional teaching and mobile online teaching. The blended teaching of "Online + offline" is not only conducive to stimulating students' interest in learning, improving the students' independent learning ability, arousing the enthusiasm of students, but also it is enough to communicate and solve problems in time between teachers and students, and improve communication ability and solving problem ability. Moreover, the teachers timely adjust teaching content and teaching settings according to learning conditions of the students, innovate and improve teaching methods, and constantly improve the teaching effect. In addition, the use of "Internet +" dynamic website course teaching can not be limited by time, place and space, and greatly enhance the learning effect of students.

Acknowledgments

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