Practical Teaching Reform Exploration of Applied Colleges from Synergistic Education of Industry, University and Research Perspective

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Abstract. Practical teaching is an important way to improve the practical and creative abilities of marketing students, and it is also a key teaching link to improve students' professional ability and comprehensive quality. Locally applied undergraduate colleges should actively explore the cooperative mode of production, study and research, actively promote the reform of practical teaching, and train compound talents with systematic marketing knowledge and high practical ability to improve students’ employing ability and professional development ability.

Introduction

In recent years, the talent market analysis reports from various localities show that there is a large demand for marketing talents, especially the gap between senior and middle-level talents who have systematic theoretical knowledge, strong practical ability and innovative spirit. However, the graduates of local applied-type undergraduate colleges still have problems such as weaker hands-on ability and insufficient innovation ability, and there is still a certain gap between the employment standards of the enterprise industry. Practical teaching is an important way to improve the practical ability and innovative ability of marketing students. Therefore, schools should further deepen the practice teaching reform, improve students’ employing ability and professional development ability, and adapt to social needs.

Demand and Employment Analysis of Marketing Professionals

(1) Larger demand for talent. Marketing talent is an indispensable talent for all companies, especially large enterprises. In recent years, according to the analysis of talent market data across the country, the marketing profession ranks among the top in the national talent market demand rankings, and the social demand is large.

(2) Adequate supply of talents and fierce competition. On the one hand, due to the special nature of marketing, the general sales position does not require high academic qualifications. A large number of job seekers who are willing to endure hardships who are below college education become competition groups that students cannot ignore; on the other hand, former universities across the country have basically set up marketing majors, and the total number of college graduates cultivated is relatively large.

(3) Higher standards for employing students in industry. With intensification of market competition and the emergence of new marketing models, the standards for employing people have also been continuously improved. It is often required that applicants not only have to be familiar with marketing professional theoretical knowledge, but also have strong communication and cooperation capabilities, sales operations capabilities, and team cooperation capabilities. market research capabilities, activity planning capabilities, but also have a certain network marketing business processing capabilities, innovation capabilities, information management capabilities, activities management capabilities, program writing capabilities.

(4) Large gap of talents in the high-end positions. According to the talent market analysis data, enterprises urgently need compound talents with systematic marketing knowledge and high skills,
especially senior market planning and management personnel, but the number of high-quality marketing talents that are cultivated by the universities have not kept up with the requirements. Graduates with higher overall quality are in short supply, while those with poor actual marketing ability are more difficult to find employment or have higher turnover rates in the short term. In particular, the graduates of local application-oriented colleges and universities are weaker than those of higher vocational college students, and the expectation value of jobs is high, which makes employment more difficult.

**Practical Teaching Problems in Marketing Profession**

(1) The cooperation between universities and enterprises is not deep enough. Although the local application-oriented universities and colleges are actively promoting school-enterprise cooperation, their actual strength and effectiveness are inferior to those of higher vocational colleges. There are many problems in the implementation process. For example, teachers have the problems of focusing on scientific research, neglecting teaching, teaching and researching, and not paying attention to the application of scientific research results in teaching; enterprises are under-powered due to less profit in cooperation, there is no active and not with the phenomenon. As a result, the integration of production, education, and research cannot be deeply integrated, resulting in the failure or failure of practical teaching reform.

(2) The form of practice teaching is single and the teaching effect is not good. At present, most of the marketing majors of undergraduate colleges and universities in the local area have problems such as insufficient funds, limited venues, shortage of professional teachers, single forms of teaching, and outdated contents in practical teaching, which results in poor teaching results. For example, some schools still use traditional case teaching methods to illustrate and verify theories with cases. Some use virtual cases and projects for simulation training. Students cannot really participate in the actual training of the project, and sometimes software cannot be updated in time. Situation; most of the off-campus internships are spent on learning, such as visits, and “internships” are often limited to merchandising, not in touch with the entire process and actual content of the company’s operations.

(3) Disjoint between discipline competition and practical teaching, derailment from the enterprise industry. The discipline competition is a college student science and technology activity that promotes the reform and innovation of practical teaching model, cultivates the comprehensive quality and professional ability of college students, and enhances the spirit of innovation and practice. Most of the college student competitions in the past few years have been school team training alone, one event and one office, the student participation rate is relatively low, and it is seriously out of touch with practice teaching; the innovation and entrepreneurship project mainly comes from the students' entrepreneurial ideas, and most of them have not been practiced and operated. Derails the corporate industry. In recent years, various types of competitions have increasingly focused on students' practical abilities. Previous projects on paper are no longer concerned, and some truly entrepreneurial projects that cooperate with companies and are actually operated are more likely to be recognized by the judges and get higher levels.

(4) Lack of high-level practical instructors with practical experience. The strength of teachers in practical teaching in local colleges and universities is relatively weak. From the perspective of the allocation of teaching staff, most universities require a doctoral degree when introducing talents. Professional teachers are from schools to schools, there is no enterprise experience, and there is no actual experience. Competent practice teaching; Second, due to the lack of appropriate supporting measures, the enthusiasm of the teacher to the company to quit the job or training and training is not high; Third, from the company hired outside the school mentors with business background, due to qualification requirements, time, funding and management problems. Therefore, high-level practical instructors with practical experience are very scarce.

(5) Lack of strong practical teaching evaluation and supervision system. At present, the teaching supervision groups at all levels of universities tend to focus on the supervision and evaluation of
theoretical teaching, neglecting the supervision of the entire process of practical teaching, and lack of a powerful practical teaching evaluation and supervision system, which greatly reduces the effectiveness of practical training and even reduces the effectiveness of training. For example, in graduation practice, due to the large number of professional marketing students, it is difficult to arrange centralized practice. Therefore, most of the students contact the internship unit themselves, and the school cannot effectively guide and inspect the off-campus practice. When the internship period expires, the instructor only uses the unit’s internship certificate and the internship report written by the student to perform the assessment. It is impossible to assess whether students actually went to the company to perform the internship and whether to complete the internship task and goal.

**Countermeasures and Suggestions**

(1) Inviting industry experts to participate in stipulating and optimization of personnel training programs. To improve the quality of application-oriented personnel training, we must closely integrate changes in the employment needs of the industry. A professional construction steering committee should be established to invite industry experts to participate in the joint development and optimization of personnel training programs. To seek and listen to their opinions and suggestions on personnel training specifications, professional core competencies, curriculum settings, etc., introduce industry standards and professional qualification conditions, and scientifically formulate personnel training programs.

(2) Actively promote collaborative education of production, education and research, and build the diversified practical teaching system. It should be guided by the latest needs of industrial and technological development, and actively promote the integration of “production, research, and research” to achieve the sharing of teaching resources, industry data, scientific research technologies, results display platforms, and online discussions. Schools and enterprises jointly cultivate high-quality talents. By revising the personnel training program and syllabus, we will reorganize and integrate the elements of practical teaching and build a “three-level, three-in-one, and five-platform” teaching system. That is, the design of the practical teaching system should be based on the three levels of students’ cognition and foundation, research and innovation, experience and integration; practical teaching should be combined with scientific research, social practice and innovation and entrepreneurship; building practical courses, social practice, research training, discipline competitions and simulated entrepreneurship are five platforms. And with the theoretical teaching system complement each other, to strengthen the integration of the first classroom and the second classroom. Convert the company’s real cases into projects and tasks, introduce classroom teaching, engage students, actively use online and offline discussion-based teaching models to stimulate students’ interest in learning, and integrate second classroom and innovative credits into professional personnel training programs. “Post scenario simulation training”, “practical semester”, “famous lecturer”, “outstanding alumni, business instructors in class” and other links, to develop students' ability to solve practical problems and thinking modes, improve students Practical application capabilities and innovation capabilities.

(3) Building the discipline competition training platform and improving practical teaching system. Relying on specialized laboratories, build a multidisciplinary training platform, organize students to participate in various discipline competitions, cultivate college students' teamwork spirit, innovate thinking, and solve practical problems; through competition tests, match promotion, and promote competition Learn and promote reforms to further deepen the practical curriculum teaching reform. Integrate discipline competitions into practical courses, integrate the curriculum into corporate projects and social services, truly integrate production, learning and research, and complement each other with production, learning, and research. For example, the discipline related to marketing majors can be introduced into practical teaching, students can be encouraged to participate, guide students to independent innovation and independent thinking, team and seek cooperative enterprises on their own, through the research topics, analysis of the project's planning and design, writing The marketing
plan book, organization and operation, participation in the layers of selection competitions, etc., to improve students' interest in learning and participation. Let students grow up in the competition and create high-quality application-oriented talents with coordinated development of knowledge, ability and quality, and innovative awareness and ability.

(4) Establishing the “producing, researching and researching” dual-professional studio to adjust practical teaching system. Colleges and universities should actively explore the new model of self-cultivation of dual-professional studios that combines the practice of innovative talents and social services. Schools and enterprises jointly build a “producing, researching, and researching” dual-professional studio with distinctive and personalized labels. The studio is jointly titled by a school teacher and a corporate expert, giving full play to their respective advantages, sharing the students' practical training, academic competitions, and graduation thesis guidance; compiling teaching materials; evaluating and supervising practical teaching; training for employees; product Technological R&D; transformation of scientific research results, etc. This will help achieve “win-win” for schools and enterprises. On the one hand, the school can keep abreast of new technologies, new industry standards and new professional needs of the company, and adjust the practical teaching system in real time; it can enhance the teachers’ practical teaching ability and scientific research ability; it can achieve the transformation of scientific research results; it can allow students to participate in the actual project of the company. To better train students' practical ability and so on. On the other hand, companies can use the human resources and scientific research strength of the school to organize scientific and technological research, train employees' skills, and improve their marketing capabilities. They can solve enterprise problems through competition projects, etc., and can hire suitable talents.

(5) Improving the practice teaching evaluation and supervision system. Practical teaching itself is part of curriculum teaching. To achieve results in practical teaching, it is necessary to establish a set of effective multi-subject and multi-dimensional practical teaching evaluation and supervision systems. The main body of evaluation and supervision is composed of teachers from schools, enterprises, and studios. On the one hand, it is responsible for integrating the specific performances of students in the process of completing practical training internships. From the perspectives of professional ethics, technical skills, innovation, teamwork, etc. The students conduct more objective assessments; on the other hand, they are responsible for the supervision and inspection of the whole process of practical training.

Summary

Currently, the model of talent cultivation in colleges and universities is out of step with the needs of society to a certain extent, resulting in the lack of matching between the graduates’ ability and the demand structure of the market. Therefore, local colleges and universities that cultivate applied talents should timely adjust the talent training program, focus on advancing the reform of practical teaching, and actively explore the cooperative mode of production, study, and research to achieve a high degree of integration of “producing, learning, and researching”, and strive to improve practical teaching level, improve the quality of marketing professionals training to meet the needs of the community.

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