Practice of Seminar Teaching Method Based on Educational Supply-Side Reform in the Course of Marketing Major

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Abstract. Based on the structural reform of education supply side and the increase of high-quality education supply resources, the application of Seminar teaching method in college classroom teaching has become an inevitable trend of current college teaching reform. Introducing Seminar teaching method into the teaching of marketing specialty can discover students' learning initiative, analyze problems and innovative ability from different levels and angles. This paper introduces the classroom organization and implementation process of Seminar teaching method in the course of marketing specialty, together with some suggestion regarding applications in the course of marketing specialty teaching. The potential instruction effects with the course were evaluated also.

Introduction

At present, structural reforms on the supply side of education have been carried out one after another in the field of education. What is the structure of “education supply side”? It includes three aspects: the quality of education supply, the elements of education resources and the main body of education investment, the situation of collocation and arrangement, and the proportion of composition. The structural reform of education supply side includes: (1) reforming the quality of education supply, providing education supply services that can take into account the overall needs of society and the individualized development of students; (2) reforming the simplification of education supply to provide students with multiple and diversified choices of education supply resources; (3) changing the imbalance between education supply and demand, and achieving a good and orderly balance between them. The ultimate goal of education supply-side reform is to increase the supply of high-quality education resources and optimize the allocation of education resources, so that educatees can have more and better educational opportunities, and ultimately the education supply can truly meet the educational needs and achieve the real balance between the two sides.[1][2][3]

With the advent of the information society, the emergence of cloud computing, mobile interconnection, big data and media makes the market environment change rapidly. The business implementation process and business decision-making process of business activities in the information age will be influenced by the thinking mode of big data and the analysis and decision-making methods, which will be more obvious in the field of marketing practice. For example, enterprises can use big data to analyze consumer behavior, and use the analysis results as the basis for decision-making, to help enterprises make more accurate and effective decisions, so as to achieve win-win situation in which both customers and enterprises can obtain greater value. In marketing teaching, it is emphasized that both teachers and students participate actively and actively, and analyze and discuss various subjects from different levels and perspectives. But it is obvious that the traditional teaching methods are usually teachers singing the leading role unilaterally. This one-way teaching method has limited stimulating effect on students’ learning enthusiasm and cannot achieve better teaching effect and achieve high quality supply of the educational resources.

Therefore, in order to adapt to the big data environment of higher education and improve the quality of education supply based on the reform of education supply side, the Seminar teaching method is introduced into the teaching of a series of professional courses of marketing to achieve multi-angle and multi-level understanding interaction in the course of marketing specialty so as to enhance students’ innovative ability. Through this teaching method to deepen students’
understanding of each subject in classroom teaching, achieve the best classroom communication effect, achieve students’ learning gains in each lesson, teachers and students teaching each other.

What is Seminar Teaching Method
Seminar teaching method takes teachers and students as the common subjects of teaching, and both teachers and students discuss relevant topics in a warm, relaxed and free atmosphere, teachers and students have multi-angle and multi-level cognitive interaction. Through interaction and discussion, we can deepen our understanding, achieve the best effect of communication, realize the mutual promotion of teaching and learning, mutual growth, continuous harvest and progress in education.\[4\][5][6]

Implementation of Seminar Method in Marketing Professional Courses

Seminar Teaching Methods regarding the Classroom Organization Form

The application of Seminar teaching method in the course of marketing specialty is a complete, scientific and closely connected organizational form of Seminar teaching based on the theory of social interaction. Firstly, the knowledge points in each knowledge system of marketing specialty course are divided into three categories: basic knowledge, key knowledge and difficult knowledge. Three types of teaching for students are set up according to these three kinds of knowledges. The content of competency training includes: 1) self-ability (such as courage, self-confidence, self-control ability), 2) professional ability (such as data access ability, analytical ability, writing ability), 3) social ability (such as team cooperation ability, social and communication ability, leadership and organizational coordination ability, planning and design ability, language expression ability, etc.). Secondly, in view of these three aspects of ability training objectives and teaching topics to design a reasonable learning task, students in the form of individual or group preparation after class, in the classroom to give a special presentation and chair the discussion between teachers and students. Finally, the report team is scored by a special panel of judges according to specific competency evaluation indicators.

Taking the arrangement of the sixth week of the sales management course for the third year of marketing major in our university as an example, this paper illustrates that the course has formulated a detailed teaching implementation plan when using Seminar teaching method (see Table 1).

<table>
<thead>
<tr>
<th>Form</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching contents</td>
<td>Sales Process-Sales Display</td>
</tr>
<tr>
<td>Reading materials</td>
<td>1. Sales Statement Skills and SALES Principles of Sales Introduction</td>
</tr>
<tr>
<td></td>
<td>2. Comparison of Four Sales Statement Structures</td>
</tr>
<tr>
<td></td>
<td>3. Visit several retail stores or supermarket chains in your community, evaluate the advantages and disadvantages of the demonstration techniques used to sell products, and give reasonable suggestions.</td>
</tr>
<tr>
<td>Marketing Seminar Theme</td>
<td>Opportunities and Challenges for Successful Sales Statement and Sales Display</td>
</tr>
</tbody>
</table>

From Table 1, it can be seen that in the Seminar Theme Teaching of Sales Display in the Sales Process Chapter of Sales Management, the teaching teachers provide various reading materials such as text, video and so on for the study of Sales Display in students’ sales process learning, and make careful preparations for the arrangement and implementation of the course theme. Most of the reading materials listed in the teaching implementation plan can be found in paper or electronic versions on various educational platforms. For the information that cannot be found, teachers will be on the course network exchange platform for students to download and read at any time. These reading materials provide a good basis for the effective Seminar on this topic.
The Implementation Process of Seminar Teaching Method

(1) Pre-class Preparation for Teachers to Prepare Topics for Discussion

Teachers choose topics with moderate difficulty, discussion significance and debate value one week in advance according to the content of the topics to be taught in the course. A 3-4-person study group composed of students chooses one of these topics. Team members cooperate with each other in the division of labor to complete the Seminar after class. Students can communicate with teachers about their thinking and group discussions, and teachers can solve puzzles or doubts in time. This process can train students’ abilities of data collection/collation/analysis, reading, self-study, communication and independent thinking.

(2) Classroom Presentation and Discussion

After completing the above preparatory work, Seminar will enter the implementation stage, that is, classroom teaching stage, which is divided into the following four steps:

**Step one:** The opening introduction of the presenter (teacher) of the seminar (3-5 minutes). The content includes introducing the basic issues related to the theme of this seminar and the relevant marketing background, as well as the preparation of the report group.

**Step two:** Thematic report statement (10 minutes). All the members of the group who undertook the research topic wrote the outline according to the materials they prepared, used multimedia equipment, combined with the report of the group PPT, stated their completed contents in turn, and put forward their own views and views. Students are required to report in a specific and well-founded way, reflecting their in-depth understanding and real thinking of the subject-related issues. This link is the comprehensive expression of students’ thinking and expression ability, PPT production, self-design and display ability, team cooperation ability, and also the core link of Seminar teaching method.

**Step Three:** Thematic discussion (20-25 minutes). At this stage, around the communication theme of the reporting group, teachers and students as participants can ask questions at the same time, and the reporting group can answer questions at the podium. All the students are the subject of questions, and the teachers play a supporting role. When no one asks questions, the teachers ask questions. The questions raised can be either totally different from the viewpoints of the reporters or criticism of their viewpoints and arguments. In this process, members of the reporting group can argue and even criticize against different opinions (criticisms). The whole discussion stage must be conducted under the guidance of teachers. At this stage, teachers should not only actively guide the discussion process and control the classroom progress, but also encourage students to participate fully in the interaction and discussion. The symposium is well organized. Students fully demonstrate and exercise their comprehensive abilities and accomplishments of language expression, public display, courage, self-confidence and self-control.

**Step Four:** Summary and comment (3-5 minutes). This stage is evaluated and summarized by teachers. It briefly summarizes the performance of the reporting group, the problems raised by the whole class and the gains and evaluations discussed. It points out the existing problems and the aspects that need to be further developed and improved by other groups in the next Seminar course. At the same time, it also arranges the teaching in the future.

(3) Course Written Report

After the class discussion is completed, each student should submit a written report on the topic of the group discussion which he completed independently. The content includes the summary, analysis, evaluation of the reading materials of the discussion topic and the viewpoints of the problems discussed in the class. The number of words is generally about 3000 words.

(4) Course Assessment

Seminar course includes attendance rate, oral presentation, individual speech, collective discussion, written report and so on. These aspects can better reflect students’ understanding, summary, elaboration, analysis and thinking of reading materials, as well as their enthusiasm in participating in discussion, the level of raising questions, the logic of expression, etc. Therefore, it is necessary to formulate clear and clear. Examination content and standard. Seminar course achievement ratio is 30-40% of the total score of marketing professional courses, Seminar course
achievement ratio is set as follows: attendance rate accounts for 5% of the total score; as an important part of seminar assessment, oral presentation, individual speech, collective discussion, written report, respectively, accounted for 15%, 20%, 25%, 35% of the total score.

**Implementing Effect of Seminar Teaching Method**

Seminar teaching method in marketing, sales management, product management, consumer behavior and other professional courses in the implementation of the effect of monitoring shows that both the teaching quality and the ultimate effect of teaching have been significantly improved, students generally feel that the use of this mode of teaching classroom interaction, self-thinking and analysis ability, language expression, communication and coordination ability. It is an effective teaching mode to cultivate and improve students’ comprehensive qualities and abilities.

Seminar teaching mode with teachers and students as the main body always adheres to the form of interactive communication between teachers and students: (1) Teachers and students interact in the form of each Seminar theme discussion, first of all, teachers carefully select discussion topics and reading materials and distribute them to students. Students use extra-curricular time to actively read and think about materials in advance, and both teachers and students discuss in class. In-depth exchanges and ideological collisions enable students to have a deeper understanding of the reading theme materials and form their own independent views.(2) Student-student interaction, different students have different understanding of reading materials, so the questions will be different. The exchange and debate between students can promote students’ positive thinking, speak freely, comprehensively and thoroughly understand and analyze problems. Seminar teaching mode is characterized by a warm and active learning atmosphere of freedom and equality. Under such an atmosphere, teachers and students can interact and cooperate with each other to the greatest extent, stimulate students’ enthusiasm for independent learning and active exploration, improve students’ reading and thinking abilities, and promote students’ confidence to actively participate in discussions.

Seminar teaching enables students to actively consult relevant materials, analyze and evaluate materials, put forward their own views and solve corresponding problems by choosing appropriate topics of discussion. Therefore, students need to spend a lot of time outside class to actively and actively consult materials, complete reading and think about problems. At the same time, in a series of learning activities such as oral report, classroom discussion and communication, and written report, students’ interest and enthusiasm in learning are mobilized, learning gradually becomes active, and self-learning ability is also cultivated. The heated discussion between teachers and students in class can stimulate students’ critical thinking and cultivate students’ innovative ability.

Student team cooperation is an important way in Seminar teaching mode. Team cooperation ability is a very important ability in Seminar teaching. During the implementation of Seminar teaching, students complete the task in the form of group cooperation. Team members must have sufficient communication and effective division of labor and cooperation. On the basis of defining what each member is responsible for, they should make oral report outline and PT together, and make classroom statements. Teachers are assessed in groups. The overall performance of groups depends on the efforts of each member and the degree of cooperation between members. Therefore, each member should be responsible for their own learning situation and learn to work with the team members to accomplish the task. Seminar teaching mode enables students to learn to share, persuade and cooperate through cooperation, communication and discussion. On the one hand, it enlightens, influences and improves students’ communicative ability and team spirit, and at the same time, it cultivates students’ cooperative learning ability.

Seminar teaching mode provides an interactive platform for teachers and students to express their analysis and thinking results freely, and creates an equal, free and harmonious atmosphere of communication. In Seminar teaching classroom, knowledge transfer is not one-to-many one-way information transfer from teachers to students, but multi-way knowledge transfer and positive interaction between teachers and students, students and students. Students have changed from passive acceptance of knowledge to active exploration of new knowledge. There are abundant interactions and discussions between teachers and students. Students no longer only believe in teachers, textbooks
and standard answers, but also exercise their ability to form their own independent thinking, solve problems independently and constantly find and solve problems innovatively.

Innovation and entrepreneurship are the major educational background facing all colleges and universities. To achieve the goal of education supply-side reform, we must cultivate high-quality talents with innovative and entrepreneurial consciousness and practical ability to meet the needs of the market. Seminar teaching method, which advocates heuristic teaching and research learning mode, can not only enable students to continuously acquire knowledge innovation, but also achieve better cultivation of students’ critical thinking ability and innovation ability. Seminar teaching method promotes students to learn actively and individually, and promotes students’ ability to analyze, solve problems and communicate and cooperate, so as to realize the optimization of education resources supply. Therefore, this kind of teaching mode conforms to the idea of education supply-side reform, and has high practical value for ultimately realizing the balance between education supply and demand.

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