Research and Practice on the Training Mode of Application-oriented Second Vocational-Undergraduate Marketing Talents

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Abstract. In view of the outstanding problems in application-oriented second vocational-undergraduate marketing talents training, such as inaccurate training positioning, imperfect curriculum system, low proportion of practical teaching and inadequate construction of teaching staff, the paper combines with the training requirement of application-oriented undergraduate talents and conducts in-depth research and practice on talents training positioning, professional talents training program development, professional curriculum system and practical teaching system establishment, "double-qualified dual-type" faculty training and the training base inside and outside the school in second vocational-undergraduate marketing major. It has formed scientific and reasonable application-oriented talents training mode which adapts to application-oriented second vocational-undergraduate marketing major, which improves students' professional capacity and talents training quality.

1. Introduction

"National Medium and Long Term Education Reform and Development Plan Outline (2010-2020)" points out: "build lifelong learning 'overpass' to promote the vertical connection and horizontal communication of various levels of education and provide multiple opportunities to meet individuals' various learning and development needs. Improve the system of going to a higher grade directly of vocational school graduates to improve to broaden the channel for graduates to continue to learn." In order to implement the construction plan of modern vocational education system, the Ministry of Education issued “Higher Vocational Education Innovation and Development Action Plan (2015-2018)” in 2015. The action plan points out: "Through three years of construction, improve the structure of higher vocational education, promote the classification management of colleges and universities, and systematically establish the training system of academic students, undergraduate students and graduate students.” In 2012, as a pilot province, Liaoning province carried out the pilot work of directly connecting secondary vocational school and colleges in undergraduate cultivating in 16 colleges. Dalian Ocean University started to recruit second vocational-undergraduate students since 2012. In the process of running a school, based on the new education form of second vocational-undergraduate education and the characteristics of their students, we’ve conducted reform and practice on the construction of professional talents training program, curriculum system, "double-qualified dual-type" faculty and training base inside and outside the school, and have achieved good results.

2. Outstanding Problems in Application-oriented Second Vocational-Undergraduate Talents Training Mode

2.1 Unclear positioning in second vocational-undergraduate professional talents training

Second vocational-undergraduate education is a new level of running school between vocational school and general undergraduate college. Many colleges and universities position second vocational-undergraduate professional talents training as application-oriented skilled and technical talents, but there are some colleges and universities positioning it as application-oriented skilled and
technical complex talents. The author believes that with the transformation development of application-oriented undergraduate education in colleges and universities, the positioning of second vocational-undergraduate professional talents training should be different from ordinary undergraduate education and application-oriented general undergraduate education. It should highlight "the application of practical skills".

2.2 Problems in connection of second vocational-undergraduate education and second vocational curriculum system

In the process of talents training, secondary vocational schools open cultural basic courses and professional courses on the basis of highlighting the training of practical skills. But the cultural basic courses are less than in ordinary high school, the proportion of class hour is relatively smaller, and theoretical knowledge of professional class is weak. According to the curriculum setting and teaching syllabus requirements of general undergraduate education, students of second vocational-undergraduate education face great pressure and difficulties in basic courses such as higher mathematics and English. For professional courses, since students have studied them in the second vocational stage, their learning enthusiasm is not high.

2.3 Practical teaching can’t meet the training requirements of second vocational-undergraduate application-oriented talents

Most of the colleges that run second vocational-undergraduate education are ordinary colleges. There are more difficulty theoretical courses in the curriculum system of secondary vocational-undergraduate education, and less practice courses. And the practice courses mainly focus on verifying and demonstrating experiments, far less than 30% proportion of practice courses in total hours in application-oriented undergraduate transformation. At the same time, some colleges' experimental training equipment is outdated and in serious shortage, not able to meet the requirement of second vocational-undergraduate practical skills training.

2.4 Lack of "double-qualified dual-type" teaching team

Teaching team is the fundamental guarantee for the realization of professional talents training goal. And the existing teaching team of colleges is mainly research-oriented and academic teachers, who do not want to participate in the practical training of enterprises. They lack practical work experience. At the same time, the imperfect systems of teaching evaluation, performance appraisal and school-enterprise exchanges lead to low initiative of teachers. Their practical ability needs to be further improved.

2.5 The system of production and education integration for collaborative training becomes a mere formality

From the current point of view, due to enterprises' tendency to maximize its short-term interests and imperfect school-enterprise cooperation mechanism, as well as the reason that it involves enterprises' business secret, enterprises are not willing to participate in education. School-enterprise cooperation and training base building outside the school are hard to realize. The cooperative relationship that colleges have established with enterprises often becomes a mere formality, not effectively playing the role of training base outside the school.

3. The Exploration and Practice of Application-oriented Second Vocational Undergraduate Marketing Professional Talents Training Model

3.1 Conduct scientific positioning, and identify the position of application-oriented second vocational undergraduate professional talents training

Since the transformation of the college, we have paid great attention to the development trend of higher education and the new developments in education and teaching reform. After many arguments, we have determined the talents training value orientation of “advocate morality and capacity, enjoy learning and make good use of knowledge” and the education philosophy of “people-oriented, quality, open, service” in the first party congress. With the guidance of employment, it starts with curriculum system reform and focuses on major construction through school-enterprise cooperation. Its
professional talents training orientation is to train font-line engineers and high-end technical talents with certain entrepreneurial awareness, high practical ability and professionalism who are engaged in technology applications, technical service and management.

**3.2 Develop a scientific and rational marketing professional talents training program, and achieve orderly connection of second vocational and second vocational undergraduate curriculum systems**

**3.2.1 Conduct multi-party research, and develop a scientific and rational marketing professional talents training program**

As a result of changes in source of students, we fully realize that there are significant differences between application-oriented second vocational undergraduate talents training and general undergraduate education. The college send professional backbone teachers into enterprises, source of recruitment and similar application-oriented undergraduate colleges to conduct research and access to talent demand for business position, source condition and advanced school experience of similar colleges. At the same time, it has held professional talents training seminars many times, and develops a scientific and rational professional talents training program after many arguments. The marketing professional talents training program highlights the following characteristics:

1) Professional practice teaching ratio reaches 40% or more, so as to meet the 30% requirement in application-oriented undergraduate transformation pilot major.

2) Take the method of curriculum system backward. According to job needs, determine the job positioning, and position the professional knowledge structure and capacity structure according to job positioning, then determine professional course system.

3) Strengthen the system of production and education integration for collaborative education. Add school-enterprise cooperation course in marketing major, such as e-commerce shop operation training, comprehensive marketing training.

4) Highlight the integrated teaching mode of "learn while doing, learn while doing". Cancel theoretical course teaching in course with strong practical skills, and directly set it as practical training. Learn while doing in the process of increasing practical training hours, such as e-commerce simulation training, ERP sand table operation and confrontation simulation.

5) Follow the technical development and career needs, add courses with the characteristics of the era, such as large data marketing, network marketing, network information collection, search engine optimization.

**3.2.2 Adjust the course content to achieve orderly convergence of second vocational curriculum system and second vocational undergraduate curriculum system**

Due to the differences between second vocational schools and second vocational undergraduate colleges in training objectives, guiding ideology and teaching resources, second vocational education pays more attention to specialty over basis, practice over theory. Their graduates do not have complete theoretical knowledge system. But second vocational undergraduate colleges aim to train technical talents with both knowledge and capability and strong practical application ability. It emphasizes the completeness of theoretical knowledge, and pays attention to strengthen practical application ability. In the curriculum system settings of second vocational and secondary vocational undergraduate schools, there are repeated basic and professional courses even in the same major. The same or similar professional courses can not be directly canceled. We should rationally select the content of course according to the skills training requirement based on the fact that second vocational undergraduate students have acquired certain knowledge. There can be repeated content, but they should be different in depth and width.

**3.3 The construction of application-oriented second vocational undergraduate marketing professional curriculum system**

With adequate research, marketing major focuses on application ability according to the needs of social and economic development, and strengthen production and teaching integration and school-enterprise cooperation by strengthening practice and application ability. With the advantages of resources, it highlights talents training model characteristics, deepen innovation and
entrepreneurship education, and has built the course system which combines general curriculum, basic courses, professional courses and concentrated practical teaching in one, as shown in Table 1.

Table 1. Marketing professional curriculum system.

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<thead>
<tr>
<th>Curriculum system classification</th>
<th>Course type</th>
<th>Main courses</th>
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</thead>
<tbody>
<tr>
<td>General course</td>
<td>public basic course</td>
<td>Ideological and Moral Cultivation and Legal Basis, Outline of Modern Chinese History, Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics, Situation and Policy, Practical English, University Computer Foundation, Sports, Applied Mathematics</td>
</tr>
<tr>
<td></td>
<td>public elective course</td>
<td>Blue Ocean, Humanities and Technology, Arts and Sports, Comprehensive Science and Technology, Innovation and Entrepreneurship</td>
</tr>
<tr>
<td>Discipline basic course</td>
<td>compulsory course</td>
<td>Professional Introduction, Management Foundation, Economics Foundation, Marketing, Marketing Application Writing, Economic Law, Statistics, Advertising Image Production, Commodity Science, e-Commerce Overview, Market Research and Forecasting, Consumer Behavior</td>
</tr>
<tr>
<td>Professional course</td>
<td>compulsory course</td>
<td>Innovation and Entrepreneurship, Network Marketing, International Trade Theory And Practice, Web Design And Production, Marketing Planning, Advertising Practice, Large Data Marketing, Service Marketing, Customer Relationship Management</td>
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</table>

3.4 Construct "four levels five modules" practice teaching system to meet the practical teaching of second vocational undergraduate marketing specialty

Practical teaching is the fundamental way to improve the practical ability of students, train students to use learned theoretical knowledge to find problems, analyze the problem and solve the problem in practice. With the steady development of the national "One Belt One Road" and "Internet +" strategies and the rapid development of e-commerce, the traditional marketing model has been unable to adapt to the new economic era. Marketing talents must adapt to the new economic development, and be able to use modern information technology and network technology to achieve network marketing. For the talent cultivation goal of marketing major, according to the students' cognition rule, “four levels five modules” practical teaching system is constructed from simple to complex, from low level to high level, as shown in Table 2.

Table 2. Four-level five modules practice teaching system.

<table>
<thead>
<tr>
<th>Module Level</th>
<th>Verification module</th>
<th>Simulation module</th>
<th>Design module</th>
<th>Comprehensive module</th>
<th>Innovation module</th>
</tr>
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<tbody>
<tr>
<td>Cognitive training</td>
<td>Computer basic experiment</td>
<td>E-commerce simulation experiment, ERP sand table operation and countermeasure simulation</td>
<td>Web design and production training, advertising practice training, marketing planning training, advertising image production training</td>
<td>Network information release and collection training, Marketing comprehensive training, graduation design, internship</td>
<td></td>
</tr>
<tr>
<td>Design training</td>
<td></td>
<td>Market research practice</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive training</td>
<td>Search engine optimization training</td>
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3.5 Build "double-qualified dual-type" teaching team to meet the training needs of application-oriented talents

Teaching team is the fundamental guarantee for realizing the goal of professional personnel training. According to the professional talents training goal and requirement of application-oriented second vocational undergraduate schools, the school should build a "double-qualified dual-type" teaching team with both qualifications of teacher and engineer and both teaching ability and practical ability. On the one hand, the school actively encourages teachers to improve their academic qualifications, pursue master's degree and doctoral degree, and optimize the structure of graduation school. It will reimburse part of the tuition fees for teachers who study for master's degree and doctoral degree. Currently, full-time teachers with master's degree have reached over 90%. On the other hand, the school has introduced related documents of young teachers participating in social practice training to encourage teachers to go to industry and enterprises for post practice and improve their practical skills. It also requires teachers under 45 years old with intermediate title must have social practice experience before being promoted to higher positions. The school supports teachers to conduct research and practice, technology research and development facing economic and social development, grasping the latest developments of industry and technology in time. It encourages teachers to undertake the application-oriented scientific research projects and school-level horizontal research projects to help enterprises develop projects and solve their technical problems. They can also introduce scientific research results into classroom teaching to improve the level of practical teaching. At the same time, the school establishes school-enterprise collaborative education mechanism, appoint front-line engineers, technicians and management staff with rich practical experience in enterprise as part-time teachers outside the school. Let them develop school-enterprise courses together to make up for the inadequate practical ability and limited number of the school teachers.

3.6 Strengthen the construction of internship training base inside and outside the school, and establish collaborative education mechanism through production and education integration

Internship training base inside and outside the school is an important way to achieve application-oriented undergraduate professional talents training goal. It’s also an important way to improve students’ practical ability. According to the requirement of combining work and study, knowledge and practice, the school constructs skill training system and experimental training environment based on the real technology and process of production and service. Since 2014, according to the professional positioning of marketing professionals and the local demand for marketing professionals, the school has established comprehensive marketing training room, business negotiation room and e-commerce operation innovation and entrepreneurship training center. Relying on local industrial economy and Wafangdian agricultural products market advantage, the school establishes a number of Taobao stores, bringing the real e-commerce operations into the classroom teaching. At the same time, in order to enable students to direct contact with the actual workplace, the school establishes school marketing operation training base which is managed by students who are responsible for their own profit and loss.

Training base outside the school not only provides chances for the students to have practice, professional practice and internship, but also plays a positive role in professional teachers practical skills training and "double-qualified dual-type" teaching team construction. In 2016, the school established the Wafangdian metallurgical bearing college students training base outside the school. The marketing major students undertake the operation of enterprises’ cross-border e-commerce
platform, which fills enterprises’ blank on e-commerce online sales. At the same time, the school develops the teaching objectives, training programs, curriculum system and teaching content of college students practical education base outside the school, and jointly organizes and carries out the training process of extracurricular practice education. The school establishes many practical school-enterprise cooperation units, such as Dalian Zhifeng Logistics Consulting Co., Ltd., Wafangdian e-commerce incubator base and Dashang New-mart.

4. Conclusion

As a new education form, application-oriented second vocational-undergraduate education is significantly different from undergraduate vocational education and general undergraduate education. If we just copy the talent training model and program of general undergraduate education, it’s not able to achieve the professional talents training goal of application-oriented second vocational-undergraduate education. Since opening application-oriented second vocational-undergraduate education, Dalian Ocean University has been reforming and practicing in the development of professional personnel training program, construction of curriculum system and teaching staff and the cooperation between schools and enterprises. Practice shows that students’ practical ability has been greatly improved and the effect is good.

5. References


