Research on Marketing Experiential Teaching Method

Dong Liang and Chengchen Hu

ABSTRACT

The market marketing is a practical subject, is a process that needs to practice production and profit, this process needs to be actually done. This requirement decides that the traditional teaching method cannot meet the teaching of marketing major, therefore, colleges and universities in the process of marketing teaching should be the introduction of new teaching methods. The most direct and effective way to acquire knowledge and skills is to experience. And experiential teaching satisfies this point. Experience type teaching is a new method of education and training, through the simulation of the real scene, lets the student experience and comprehension, this method can not only arouse the students’ interest in active learning, still can make students better grasp the knowledge, understanding knowledge, at the same time students in theory can be transformed to in practical operation ability.¹

KEYWORDS

Experiential teaching; Marketing; methods

INTRODUCTION

The economic level of the domestic market is in rapid growth stage, the enterprise and unit of choose and employ persons around when recruit marketing professionals, growing thirst for ability more excellent talents. The level of market

¹Liang Dong, Hu Chengchen, Jianghan University
Economy has been improved. Naturally, the ability of professional talents to face the market also needs to be improved. Market needs not only possess solid theoretical knowledge, have more need of can in the case of solid theoretical knowledge and practical, can skilled practice ability. Therefore, all marketing major colleges and universities teacher should introduce new teaching methods when teaching, combine the study of marketing with practice, pay attention to the participation of students, improve students' practical ability. Experiential teaching is a kind of teaching method which can combine theory with practice and students as the main body.

**INTRODUCTION TO EXPERIENTIAL TEACHING**

**Experiential Teaching Concept**

Experiential teaching based on students as a starting point, the characteristics and laws of the cognition of knowledge by the students, for students to simulate an actual situation, so that the students in the process of experience to understand and construct knowledge. The experiential teaching theory proposed by American scholars first, the theory of the center means that, in the actual teaching practice, the teacher not only need to pay attention to imparting theoretical knowledge, also need to pay attention to let the student practice. Students can only effectively complete their understanding of knowledge and use it in their own experience.

The experience type teaching by simulating an actual situation, personally by the students to participate in, so that the students in the process of participating in deepening the understanding of theoretical knowledge, at the same time as realistic an experience as to mobilize the enthusiasm and initiative of student learning, to improve the students' ability of practical operation. Experience type teaching is not only a method to combine theory with practice, is a kind of theoretical knowledge can be transformed to practical ability.

**The Present Situation of Experiential Teaching Research**

Foreign experience type teaching theory research is not much, but the researchers abroad more value on the study of the experience type teaching mode, and the actual implementation of the application of experiential teaching, it is worth to be learned by the domestic education.

Domestic experiential teaching is more research, but it is just the start stage. And pay attention to the theory research too teaching practice. There are only a small number of experience teaching applications to education teaching, most of them are traditional teaching methods. But whether it is the current market economy level, or marketing major, the characteristics of traditional teaching methods can only be imparting theoretical knowledge, and cannot cultivate the students' practical ability. Therefore, educators should combine experiential teaching in the process of imparting knowledge, achieve better teaching effect.
THE METHOD AND PRESENT SITUATION OF MARKETING EXPERIENTIAL TEACHING

Marketing is a practical subject, is a process that requires practice to make decisions, so the experience type teaching is a kind of method can effectively improve the teaching effect. Experiential teaching enables students to complete the conversion of knowledge into practical marketing ability in the process of learning theoretical knowledge. The introduction of experiential teaching in marketing teaching should also pay attention to methods, should not be arbitrarily blindly quoted, should combine the teaching content marketing characteristic. Take a scientific and reasonable approach. The application of experiential teaching in marketing can achieve good results.

The Method of Marketing Experiential Teaching

SITUATIONAL SIMULATION METHOD

In the application of experiential teaching process, teachers can according to the course teaching subject build necessary scene, by the students of different roles, reproduce by means of role-playing problems you might encounter in the process of actual marketing events, and in the actual situation to analyze and solve problems. Students in the process of reproduction of the event can be familiar with the theoretical knowledge constantly using the theory of knowledge and master the theoretical knowledge, at the same time, teachers shall timely guide students in the process of simulation, let the students more effective to thoroughly understand and grasp the knowledge. For example, in the enterprise marketing strategy section, the interpretation of teachers to draw up a business environment and market environment, give the students play a role in the different situations and reproduce the overall situation and process of events, lets the student in a different role identity combines theoretical knowledge to analysis in actual situation should be how to set or adjust the marketing strategy of the organization. In this way, students can experience a environment, has the real situation of the marketing activity in the real scene feeling, deep thinking, it is not only beneficial to the students, analyzing and solving problems of exercise and strengthen the students grasp of the relevant knowledge and skills, can also is very good to mobilize students participate in scene simulation can be done by opusculum performance or games.

GAMES/CONTESTS

Scenario simulation applied in the teaching activities, can be integrated into the game or the contest model, this is a fun teaching model, can attract students to focus more teaching activities, arouse the students' interest, arouse the enthusiasm of students and autonomy. In the marketing class teaching into some appropriate
teaching topic related marketing game or the contest, has great effect to active classroom atmosphere, at the same time, every student can participate in the game or contest, still can make students relaxed classroom environment in this active effective marketing knowledge.

**OPUSCULUM PERFORMANCE**

Sketch performance is in the form of group as the unit, the teacher according to the teaching theme assign roles Lines designed to situational environment, students are designed according to the teacher plays a different role of marketing situation, in the process of actual execution realize theoretical knowledge applied to practical skills and methods. In the performance of middle school students not only can better master the marketing skills and knowledge, but also can develop the communication ability, the full play the student's potential.

**CASE STUDY METHOD**

Cases in the teaching of marketing professional is not absent, marketing case is the enterprise actual work experience in a summary, including the enterprise marketing failures, there is also a marketing success. Through the analysis of the causes of failure case failure, can exercise students' ability of using knowledge to the students to work at the same time engaged in relevant professional and is of certain guidance and reference value. In addition, in the case study, students' expression ability, communication and communication between students and students, and teamwork spirit have been strengthened.

Teaching, case analysis method to the case discussion is an essential link, whether it is a discussion between teachers and students, or between the discussions, is a way to learn from each other, communicate each other in case of different views, to student's learning has played a great role in promoting. In case carries on the discussion of the process, the teacher must pay attention to the role and experiencing the scene, lets the student in one of the more experience marketing cases in the real atmosphere, strengthen the case of presence, make the student fully integrated into the case teaching. For example, when explaining promotion strategies, the teacher chooses a certain enterprise promotion strategy the case column reasonably, let the students are divided into group is the promotion of product choice is correct, the promotion scheme is reasonable and other issues for discussion, It can be implemented in the form of discussions between groups, discussion groups or presentations in the form of PPT. Teachers in selecting teaching cases should be in combination with the practical ability of students, from the perspective of students, on the basis of choice are professional teaching case, try to choose some of the more interesting cases, close to the student's actual life, this can increase the students' interest, arouse the enthusiasm of students. The best case is
that students can feel it, so that students can better understand the background of the

case and be familiar with the products involved, so that the case can be carried out

smoothly.

Generally adopt the way of discussion, case analysis and discussion helps to
cultivate the students' cooperation consciousness and communication ability, it is
also necessary to marketing ability. Through case discussion, students can
understand the connotation of marketing, summarize the marketing skills, these are
good for the students' future development.

**EXTRACURRICULAR PRACTICE METHOD**

Extracurricular training is to make students really get in touch with the market,
understand the knowledge of marketing in the real market. Classroom after all have
certain limitations, the teacher in the classroom teaching can't meet certain
environmental conditions, so the extra-curricular training is an important link. With
the help of extra-curricular training, students will be able to digest more effective
marketing theory knowledge, students can better contact enterprises. The front
mentioned methods are to be carried out by simulation teaching, although students
can experience, but there is a lack of authenticity, so teachers in the teaching of
marketing should arrange extracurricular practice as much as possible. In a real
marketing environment, students' ability to use the theoretical knowledge and skills
to get the inspection, got to exercise the ability to put theory into practice.

Extracurricular practice is generally by the classroom teachers to lead students
into the enterprise or markets, exercise students' ability of practical marketing, let the
students can really comprehend the meaning of the voice of marketing practice.
There are many forms of practical training, for example, can be made by teachers
lead students to business and marketing field, study Tours, the model and process of
marketing a more intuitive understanding of the image. Classroom teachers in
teaching is the important content of marketing, should be combined with the actual
content, appropriate to the student extracurricular training, social marketing to be
about to enter graduate teachers should arrange longer training time, so that the
students before step into social work, can not only strengthen students in the
classroom to better market marketing theory knowledge, still can make the student
to obtain more sufficient and effective marketing practice. When carries on the
extracurricular practice, teachers should provide a variety of training method and
content, for example, you can join to let the students participating in market research
carried out promotional activities, rich training content can be from a different
direction exercise students' ability of practice in the market, into contact with the
market can make students feel the market competition situation, exercise and
strengthen students’ ability of practical operation, so that students can better adapt to
the future work.
MARKETING OPERATIONS METHOD

Teachers according to the requirements of the syllabus and the talent training scheme design marketing operation, at the same time, a certain specification requirements, decorate to each student to think independently. And can also be used to finish the task in the form of group, in the form of cooperation, let team members learn from each other, let the students through their own efforts to solve the problems in the marketing work, and then consolidate the classroom learning theory knowledge, and improve students' abilities in practice and communication ability, at the same time the students team cooperation consciousness has been enhanced. Students in the process of complete marketing job, again is a learning process, students to further deepen the understanding of marketing knowledge, the theoretical knowledge into practice, to consolidate theoretical knowledge, strengthen the professional skills. The marketing operation can effectively check the results of students' learning in marketing teaching, but the marketing work cannot be arranged randomly, when assigning marketing work, teacher should pay attention to: Marketing operation should take the student as the main body, according to the student's ability level and mode of thinking to develop marketing operation, at the same time, marketing operation inspection shall embody the students' participation, and guide students into the society, let the student feel in complete marketing operations at the same time the actual process of marketing, full use of knowledge at the same time stimulate students' potential, make its ability to practical marketing professional skills.

Teachers in the teaching of marketing environment, for example, when the market purchasing behavior analysis and organization, can according to the characteristics of various industries and different grouping of all kinds of goods, can also according to different marketing terminal in the city proper adjustment to participate in the number of students. After the grouping, the members of each group need to work together to enter the market for research, and identify and describe their customers on the basis of market research and market analysis. By entering the market, students learn about the market environment and analyze the market. In the process of practice marketing, students can master the analysis of consumers and organization purchase behaviors. Students in the process of complete marketing operation, the teacher can give appropriate reference advice and guidance, let the students get certain inspiration from this, but need to pay attention to the marketing work not too much involved students, try to let the students to solve problems independently, or team members work together to complete the marketing job.

PROJECT TEACHING METHOD

Project teaching method, that is, students participate in a complete marketing project work, carrying out practical teaching activities. For example, to participate in a commodity marketing planning advertising creative design work and so on project
teaching method is requests the student to the ability of practice ability, students independent design project to gather information and the final evaluation. This method is based on the actual problem, lets the student, from the perspective of the actual problem, gather information, to analyze and solve problems in the actual problem, skilled use of knowledge analysis and finally solve the problem effectively, to complete the project tasks. In the project teaching method, the learning focus is on the learning process rather than the result, and the students can exercise all kinds of abilities in the process of completing the project. Project teaching method is based on project is given priority to, students around the content of the project to carry on the practice, the process of the completion of the project evaluation is a comprehensive ability, so the project teaching method suitable for after completion of the teaching content. In imparting after completion of the syllabus, for example, teachers can give students a complete project, including confirm what goods to collect market information to find a buyer in contact with the customer contract plan in terms of the contract analysis price making a contract implementation, etc. These all require the student is responsible for, and finally inspection under the guidance of the teacher evaluation can completion of project teaching intuitive reflect student’s learning effects and the size of the student’s ability of marketing practice.

The Present Situation of Marketing Experiential Teaching

Compared with the traditional teaching method, experiential teaching in the teaching process, pay more attention to take the student as the main body, pay more attention to the cultivation of the students ability in marketing practice, the experience type teaching is more effective to improve the efficiency of the student to study the market marketing professional theory knowledge and the class of marketing teaching quality. Although there are many teachers in the teaching process into the experience type teaching, but using the method of experiential teaching has many problems, also can’t do to improve the application of experiential teaching, application experience type teaching too formal, too simplification method. Even the teachers of many universities and marketing majors have a relatively shallow understanding of experiential teaching, only a few college or marketing professional teachers can realize the significance and value of experiential teaching.

Experience type teaching is a kind of take the student as the main body of the teaching methods, and apply it in the form of appropriate teaching, not only can make the students’ autonomous learning Actively participate in classroom, but also can exercise the students' ability of practice, deepen students' cognition of theoretical knowledge. But the application of experiential teaching in colleges is superficial and not novel method of materials, so, over time, the experience type teaching classroom teaching atmosphere will still like traditional teaching class boring, this phenomenon is easy to make students gradually lose initiative and active participation of
classroom teaching, which result in the students of marketing major in learning almost does not have attains. That is why now in the society, many enterprise and unit of choose and employ persons tend to reject in recruiting graduates, students only know the book on the theory, the understanding of theory is not deep, the theory of unskilled, just know some theory knowledge of marketing, and the practice operation ability is extremely low, in the final analysis is the use of experiential teaching does not reach the designated position, the role of experiential teaching value and meaning cannot play out in the marketing teaching class. Many marketing professional teacher in the classroom instruction is often too much to focus on the theory of knowledge, not for the practical application of theoretical knowledge to teaching, so many marketing professional students fail to improve and cultivate their professional ability, only in the theoretical study stage, the lack of practice and experience.

ATTENTION TO THE APPLICATION OF MARKETING EXPERIENTIAL TEACHING

Transform Teaching Philosophy

At present, the application of experiential teaching is mostly floating on the surface of colleges and marketing operation teachers, and the experience teaching cannot help students in the theoretical stage. Therefore, when teachers introduce experiential teaching in teaching, they should change and innovate the traditional teaching methods, and actively learn more efficient teaching methods. In this way, the cultivation of the students can get more professional in marketing ability, at the same time, the marketing teaching efficiency can be improved, so the role of experiential teaching in the marketing teaching can truly reflected.

Clear Teaching Plan

Experiential teaching should be applied scientifically and reasonably, so teachers should make clear teaching plans before teaching tasks. In order to make the experience type teaching in marketing, role and meaning of the teachers in the process of establishing of marketing teaching outline, from the perspective of students, to comprehensively consider the knowledge level of students thinking ability and cognitive ability, take the student as the main body teaching plan, elaborate design experience type teaching all links. At the same time, in order to make students better able to participate in classroom quickly into a state of experiential teaching, classroom teachers need to guide students to active preparation before class, help students before the experience type teaching of relevant knowledge can have a preliminary understanding. In addition to class, the experience type teaching in the classroom, teachers also need to guide students to actively participate in the teaching activities of the marketing, shaping an active
atmosphere of the classroom teaching, make students through the experience type teaching way to participate in the whole teaching process, so that the experience type teaching is applied to the role of marketing value effectively.

Respect Individual Differences

Every student is an independent subject, there are different degrees of difference between students and students, therefore, in the same marketing experience type teaching in the classroom, each student's acceptance of experiential teaching will inevitably have differences. To solve this problem, but also need to spend more time marketing professional teacher to know the difference between the students, and then considering the differences between students, when combined with the experience type teaching design teaching tasks, choose suitable difficult task arrangement, on the premise of guarantee the experience type teaching effectiveness is higher, so that the students can in marketing experience type teaching as more as possible. Choosing appropriate difficulty and depth of teaching activities is not easy, If it's too simple, students in thinking and no exercise into their thinking ability, but hurry, because too quickly to complete the teaching mission, students lack of engagement, not only to improve students' ability to get by, even may affect the enthusiasm of the students' interest in classroom and independent learning; If it's too hard, students may think that they can't solve after two heart of fear Speaking out of turn, so that the students' thinking ability also cannot get exercise, even can make the students lose confidence. Therefore, the experience type teaching is introduced in the marketing teaching, teachers should fully consider the difference between students, respect the differences between the students, and shall ensure that most of the students as much as possible after through our own efforts to complete the task. This will not only give students with poor foundation confidence to participate in the teaching activities, but also make the students with better foundation gain more knowledge and try deeper tasks.

Focus On Review And Reflection

Compared with traditional marketing teaching methods, experience type teaching is appreciated, mainly take the student as the main body to experience as the main part of teaching features of the learning efficiency increased significantly. The experience type teaching process, can be said to be a process of review and reflection, or review and reflection is an important link in teaching. Students in the process of experiential teaching, need to use theoretical knowledge analysis question ponder over a problem, that is equivalent to the classroom knowledge to review and reflection on and further deepen the understanding of marketing in the review and reflection, students can have repeated experience and cognitive theory knowledge. At the same time, the teacher can focus on knowledge and marketing skills to strengthen, can also according to the differences between students learning guides the student to choose the suitable content. In addition to the experience type teaching

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can review and reflection, can finish the design of classroom teachers experience type teaching task, through the review and reflection on the theory of knowledge, to consolidate the theoretical knowledge again. For some basic good students, for example, after the experience type teaching task, again to review and reflection, consolidated the knowledge not only, also exercise the marketing professional skills and gain a certain growth. And for some of the less basic students, the experience type teaching tasks cannot be successfully completed, it is found through the review and reflection on their own deficiency and summing up experience, in order to perfect and improve their ability. Therefore, in the application of experiential teaching teachers should pay attention to students' review and reflection, should give students enough time to review and reflection, actively guide the student to draw experience summed up in the review and reflection on more efficient marketing strategy, so that the value of the application of experiential teaching.

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We should profoundly realize that marketing is a need to fully practice discipline, and classroom teachers in colleges and universities pay more attention to their own teaching to the student, neglected the student's own study, this is not conducive to marketing professional teaching. Therefore, in order to promote the quality and efficiency of the market marketing professional learning, both teachers and students, should pay attention to the experience type teaching.

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