

Reforming the Teaching Methods of International Marketing Courses in the Context of Belt and Road

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Abstract:International Marketing is a professional course for Economics major. The teaching of this course can help students master the basic knowledge of modern international marketing courses, develop students' marketing skills, so that they can plan international marketing activities, and make decisions on products, pricing and distribution in international markets, marketing and decision-making; at the same time, improve students' ability to analyze and solve international marketing-related problems. In the new era, combined with the national "One Belt, One Road" strategy and the strategic layout and promotion of the "National Brand Plan", Chinese enterprises have become scarce international talents, international marketing talents are an important part of the internationalization of talents, and promoting the reform of international marketing training curriculum has become an important way to improve and train international marketing talents. This paper discusses in detail this paper on the basis of the analysis of the international marketing course teaching plan and practice reform, systematically analyze the classroom teaching effect and the main problems, and finally put forward targeted measures and suggestions to improve the teaching reform effect, to provide reference for further teaching reform and practice teaching methods.

Keywords:Belt and Road; International marketing; Teaching methods; Reform strategies

Preface

With the advent of globalization, there is an urgent need for the cultivation of international marketing talents, and international marketing is the core course of marketing, which is fully in line with the background of "Internet+" and "Belt and Road". The article analyzes the necessity of international marketing teaching reform and points out the problems of insufficient teaching potential and students' learning difficulties, and discusses several aspects such as accurate positioning, improving teachers' quality, enriching teaching tools and improving teaching methods.

1. The necessity of reforming the teaching methods of international marketing courses in the context of Belt and Road

1.1 Changing students' negative attitudes

At present, some college students generally have negative learning attitudes, fatigue, poor learning ability and learning difficulties. There are many reasons to explain this problem: Firstly, the temptation of cell phones and internet makes many students unable to concentrate on studying in class, thus affecting the effectiveness of teaching and learning; secondly, students' learning attitudes are not uniform. Some of them think that they can just muddle through to graduation and get their diploma, and refuse to study hard. To change this situation, it is necessary to adopt a way to adhere to strict teaching methods, but also to carry out teaching reform, strengthen the attractiveness of the teaching content, so that students from "want me to learn" into "I want to learn".

1.2 Meet the needs of social work positions

Higher education institutions have the responsibility to train human resources for the country and society. We must improve the efficiency and quality of teaching to meet the demand of society for new types of talents. From this point of view, school teaching should not be limited to theoretical issues, but should cultivate students' practical and creative abilities. In the case of international marketing, for example, teachers should pay attention to students' global awareness, the concept of cross-cultural management and practical mechanisms while developing their theoretical skills. This requires schools and teachers to take the initiative to reform teaching and learning, to understand the needs of enterprises, to update teaching contents, to enrich teaching materials, to enrich subject libraries, to build task libraries, to share information between teachers and students, to interact with teachers and students, and to share resources.

1.3 Strengthen school-enterprise cooperation

In practice, there is an urgent need to solve the problem of how well one after another practice bases, incubation centers and other institutions operate, whether they can cooperate with formal schools in teaching and learning, and whether they can really work. International marketing courses focus on the combination of comprehensive, theoretical and practical, which requires teachers to be able to practice their coursework with the help of school-enterprise combination and incubation centers, so that students can have the

opportunity to experience the real marketing aspects by participating in corporate marketing activities, such as short-term practical activities in their spare time, weekends and holidays, and organizing students to participate in practical entrepreneurial activities, which will not only enable them to give full play to the theoretical knowledge they have learned but also improve their practical ability.

2. Problems of reforming teaching methods of international marketing courses in the context of Belt and Road

2.1 There is a bias in the orientation of the curriculum

In the traditional university teaching system, international marketing courses are mostly taught in the upper grades only, with limited learning time and not in the basic curriculum system. Therefore, in the context of “One Belt, One Road” planning, it is urgent to improve the positioning of international marketing courses.

2.2 Inadequate teacher qualifications

The content of international marketing is extensive, involving basic knowledge, theoretical knowledge and basic skills, and with the promotion of “One Belt, One Road” and the development of the international market economy, more and more knowledge is needed in the teaching of international marketing courses, and the requirements for teachers are getting higher and higher. At the same time, this course is generally offered by teachers of marketing majors, which leads to insufficient understanding of international economic theories, laws and international political theories covered in this course, and in the context of “One Belt, One Road”, the requirements for international marketing talents in China are higher, and the engineering background and language skills of international marketing talents are required more, which puts forward higher requirements for teaching ^[1].

2.3 Student learning problems

Since such courses are usually conducted in the upper grades, students tend to lose interest in learning theoretical courses at this stage; at the same time, due to the large number of courses covered, knowledge of many relevant countries is covered. As a result, the learning process often gives the impression of being too extensive and large, which makes students lose interest in learning. At the same time, the fact that the course is a comprehensive one, involving both theory and practice and taking into account the knowledge acquired, can cause learning difficulties and lead to psychological results of aversion to learning.

3. Strategies for reforming the teaching methods of international marketing courses in the context of Belt and Road

3.1 Accurate course orientation

The international marketing course is a comprehensive course with equal emphasis on theory and practice. The course is aimed at senior students with good theoretical knowledge and learning ability, so the focus of the course should be on practical knowledge, that is: according to China’s “One Belt, One Road” development needs to practice education, focusing on improving students’ international marketing skills.

3.2 Change of teaching ideas

The main contents of the international marketing course include: the concept and development of the international marketing course; elements of the international marketing course environment; the main research methods of the international marketing course; the teaching strategy of the international marketing course, teachers should pay attention to the transfer of knowledge to the cultivation of ability, and the role of teachers to reconceptualize. The teacher can not just be a classroom instructor, but to become a builder and organizer of education, it should give full play to the teacher’s guidance and guidance role, so that the teaching content and links are reasonably arranged, from teaching to independent learning, so that the students’ autonomy and initiative to the greatest extent.

3.3 Diversity of teaching methods

In the traditional international marketing course, the teacher’s teaching style is generally passively accepted by students, which causes students’ enthusiasm for learning to decrease and the teaching effect to be poor. In the process of implementing international marketing course teaching, teachers can change the traditional teaching mode by diversifying and adopting an interactive form, so that students can truly integrate into the classroom, thus achieving improved interest and effectiveness of learning. In combination with the actual teaching, teachers use a variety of teaching methods, such as cooperation, research and experience, to change the traditional “teaching-oriented” teaching method. On the basis of this, group learning is mainly done by students themselves, such as case study, case study, PPT production, etc. Practical teaching refers to individual students’ participation in marketing activities, so that students can experience marketing in the actual market environment, thus deepening their understanding of marketing and mastering and applying the knowledge they have learned. Based on theoretical and thematic learning, the interactive learning approach is introduced into the International Marketing Program, focusing on exploring small cases, topical issues or relevant intellectual paradoxes to achieve interaction and discussion between students and faculty, and to improve students’ ability to understand and apply their knowledge. Through interactive teaching, students will be able to better understand theoretical knowledge, discover the deficiencies in teacher-student communication, and enrich the theoretical knowledge system ^[2].

3.3.1 Adhere to the traditional theoretical teaching methods

The international marketing course is based on the study of management, economics, marketing and consumer behavior of marketing students and aims to expand the content of marketing management at the regional level. In order to promote a better development of the theoretical knowledge system of the international marketing course, theoretical classroom teaching method is used in the teaching process, and the relevant theoretical knowledge is systematically studied through pictures and multimedia presentations. Theoretical teaching method is a traditional way of teaching, but it has a great role in practice. To break through the tediousness of theoretical teaching, teachers should avoid overly advanced theoretical education and link the theory to students’ practical life and work. For some professional concepts and terms, an in-depth explanation of them is needed to make students understand them. Teachers

must understand them in the context of society and real-life situations so that students can clearly understand the terms and definitions.

3.3.2 Using flipped classroom teaching methods

The “flipped classroom” aims to change the traditional way of learning. In the information age, teachers use instructional videos as their primary teaching resource. Prior to the lesson, teachers and students work in a flipped classroom with digital teaching resources such as videos, which are combined with out-of-class research and other new teaching methods. Whereas in traditional teaching, the teacher begins with a lecture, followed by intensive reading, and ends with review and consolidation, in the flipped classroom, students first study the video, followed by a discussion of questions on the topic, reflection, and analysis and answers. The use of online resources for classroom teaching allows participants to become more familiar with the content of the videos and to interact with the platform in real time, providing them with a variety of solutions, resulting in a significant improvement in the quality of classroom instruction for teachers and a significant increase in student autonomy and motivation.

3.3.3 Implementation of case teaching method

In teaching international marketing courses, it is important to combine key knowledge with actual cases and use case studies to motivate students and thus improve their communication skills. The case study method is an important teaching tool for international marketing majors: first, by including thematic discussions, students can better understand the difficulties and key points of what they are learning; second, through thematic seminars, students can better understand what they are learning. Thematic seminars are divided into after-class group and class discussions. On the one hand, teachers can conduct various forms of teaching activities such as thematic discussions, group discussions and debates according to the syllabus; through the study of this topic, students can better use marketing methods to conduct comprehensive knowledge analysis, thus achieving a good interaction between teaching and research. Through specific case studies, the communication between teachers, students and peers can be promoted in the international marketing course, thus forming a common value topic.

3.4 Reform the assessment method

In the new curriculum reform, attention should be paid to the diversity and effectiveness of assessment tools. Only through the real ability assessment can we arouse students’ interest, mobilize their initiative, overcome difficulties in the learning process, improve the training effect and achieve the purpose of “promoting learning through examinations”. According to the practicality and applicability of the international marketing course, it is possible to take regular and final exams, combine theory and practice, and combine individual and collective checks. Currently, many universities are using the Internet and various online teaching platforms for teaching. The development of the Internet medium has made the teaching content more enriched and the teaching cycle longer. Teachers can collect the latest teaching materials, materials, knowledge base and examples online to enrich the teaching content and accelerate its practical integration with industry. In addition, teachers can also put the teaching materials on discussion platforms, which can ensure the circulation and sharing of teaching resources, as well as break the limitations of space and time of traditional classroom teaching^[3].

4. Concluding remarks

In summary, with the development of China’s “One Belt, One Road”, the increasing demand for international marketing talents, teachers should accurately position the curriculum, change teaching ideas, optimize teaching distribution and reform assessment methods and other strategies to effectively reform the teaching methods of international marketing courses, in order to send high-quality international marketing for the country We hope to send high quality international marketing talents to our country.

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