

# Exploration and Practice of International Marketing Course Practice Teaching Based on the "345" System

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**Abstract:** With the continuous deepening of global economic integration and internationalization, the overseas business activities of Chinese enterprises have surged, and there is a strong demand for talents who are familiar with international market laws and master international marketing knowledge and skills. International marketing is a professional course that helps students understand and master the knowledge and skills of international marketing. This project combines social needs and professional characteristics to address the problems existing in the traditional teaching mode of International Marketing. Based on professional abilities, job requirements, work content, and work context, this project aims to design precise teaching content, create student-centered teaching methods, and build diverse practical training content based on the development of new specific teaching objectives. By aligning the curriculum with work tasks, teaching content with professional abilities, teaching context with work context, and evaluation system with enterprise standards, students can improve their theoretical and practical abilities. In the specific curriculum reform, this course plans to carry out a comprehensive reform of the teaching philosophy, teaching objectives, teaching content, and teaching methods based on the teaching philosophy of "three orientations + four modules + five in one". Specifically, it includes: developing a teaching objective that combines "knowledge objectives + ability objectives + emotional objectives"; Design a teaching content that combines "theoretical teaching + case teaching + practical training teaching + practical teaching"; Create a teaching method that integrates "thinking + prediction + teaching + theory + practice"; Build diversified practical training content. To achieve teaching results that are specific in objectives, precise in content, diverse in practice, practical in application, and rich in results.

**Keywords:** International Marketing, "345" System, Teaching Reform

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## 1. Introduction

The International Marketing course is the backbone course of international economic and trade majors. It is a course that specifically introduces international marketing theory knowledge, how to conduct market analysis, positioning, and apply it to practice, and closely combines theory and practice to clarify the direction for enterprises to explore the international market. Due to its particular emphasis on practical teaching, this course is an important practical extension course. However, due to the influence and constraints of traditional teaching concepts, teaching methods, and assessment forms, it is still impossible to break free from the constraints of pure theoretical teaching methods [1]. Therefore, there are still many problems in the current teaching process of international marketing courses in

universities, such as a shortage of practical teaching resources, an inactive classroom atmosphere, unclear teaching effects, low student interest in learning, poor enthusiasm, lack of independent thinking and communication with others, lack of initiative to discover and analyze problems, lack of deep digestion and absorption of relevant knowledge, and the ability to analyze and solve problems needs to be improved [2].

### (1) Abstraction of teaching objectives

The international marketing course has strong theoretical and practical significance, with a wide range of knowledge points. Most students suffer from severe knowledge forgetting, and their ability to transfer knowledge and connect theory with practice is poor. Therefore, it is easy for students to have unclear learning goals, unclear what to learn, why to learn, and what it is useful for [3].

## (2) Subject oriented teaching content

The setting of teaching content is based on subject knowledge as the logic, and insufficient attention is paid to the analysis of actual work skills and job tasks, resulting in poor connection between course teaching content and real situations, deviating from the action system and focusing more on the systematicity of theoretical knowledge, which is not conducive to the formation of students' comprehensive professional abilities and the improvement of overall professional literacy [4].

## (3) Single teaching mode

Teachers mainly rely on textbooks and courseware for indoctrination teaching, but due to the numerous concepts and cases involved in the course, abstract theories, and complex business processes, the single teaching mode makes classroom teaching lack vividness, the classroom atmosphere is dull, and the enthusiasm of students to participate in classroom learning is not high [5].

## (4) Blank space in teacher practice

The vast majority of teachers directly engage in educational work after graduation, and their practical experience in marketing is seriously insufficient. Even if some teachers increase their practical experience through school enterprise cooperation and other forms of entry into educational work, there are relatively few opportunities to participate in international marketing practice. Therefore, the practical quality and ability in international marketing are relatively lacking for some teachers [6].

## 2. Reform Ideas

Based on the problems in the teaching of international marketing courses mentioned above, the author continuously attempts to reform the practical teaching system. Based on industry needs and professional characteristics, with professional abilities as the main line, career as the background, job requirements as the basis, work structure as the framework, and work context as the support, comprehensive abilities such as communication ability and practical ability can be improved through the cultivation of basic knowledge. To achieve efficient integration of various teaching processes and content, as well as the overall implementation of different teaching organizations and teaching teams, in response to the overall training objectives [7]. The pursuit is to highlight the leading role of social needs in the construction of curriculum and teaching models through the alignment of curriculum design with work tasks, teaching content with professional abilities, teaching context with work context, and evaluation system with enterprise standards [8].

In the process of constructing international marketing courses, a teaching model combining "three orientations", "four modules", and "five in one" based on the cultivation of applied talents has been proposed. Firstly, establish a three pronged operational mechanism of "problem oriented", "goal oriented", and "result oriented". Based on the design of theory, case studies, scenario simulation, and practical teaching, improve curriculum construction, and achieve the expansion

of student learning content and the enhancement of learning ability [9]. Secondly, in order to highlight the subjectivity of students and serve them, this article is based on the concept of combining traditional classroom teaching with multi-dimensional teaching methods, and designs a teaching philosophy of "theoretical teaching + case teaching + practical training teaching + practical teaching". Finally, based on student characteristics, curriculum system, and practical design, explore a multidimensional teaching method that combines traditional theoretical teaching with innovative practical teaching, and construct a five in one teaching implementation process of "thinking + preparation + teaching + theory + practice".

## 3. Reform methods and Paths

### (1) Concretizing teaching objectives

The International Marketing course is a comprehensive course offered by the International Economics and Trade major. Based on the positioning of application-oriented undergraduate universities and corresponding graduation requirements indicators, specific teaching objectives for each section have been determined, enabling students to truly understand why they have learned, what they have learned, and how to use these questions, stimulating their enthusiasm and initiative [10].

### (2) Precision teaching content

This course breaks through traditional teaching materials and utilizes rich learning resources on online teaching platforms such as Learning Pass and Rain Classroom to establish an online learning community, connect offline classrooms, communicate with teachers and students, and showcase innovative achievements [11]. In addition, we also searched online for some related case videos, such as "Analysis of White Elephant Marketing Cases", "Winning in Honey Snow Ice City", "Starbucks Membership Marketing", "Nongfu Spring Marketing", "Dove Brand Marketing", etc., and recommended the classic market marketing video course "Kotler Marketing Management" to students. We also provided two reference textbooks [12]. These course resources include not only basic knowledge, but also case analysis and practical teaching knowledge, enabling effective integration inside and outside the classroom, greatly improving teaching effectiveness [13].

Brand name is the most core content among all brand elements, covering one learning hour, mainly including the importance of brand name and the characteristics of excellent brand names, naming principles, common naming and translation errors, naming steps, and brand naming simulation training. Taking the section on brand names in the course as an example, provides a detailed list of instructional design plans [14].

### (3) Innovation in teaching mode

Taking the section on brand names as an example, the teaching follows the "four main principles" of "students as the main body, teachers as the lead, knowledge as the main line, and developing thinking as the main theme". Using real-life

brand examples as a link, create a space for students to explore independently. Guide students to experience the process of rediscovering brand name knowledge, enabling them to acquire knowledge, develop thinking, and master the principles and steps of brand name naming through participation. Teachers and students respectively adopt guided discovery teaching methods and analogical inquiry learning methods. Adopting a blended teaching model of "classroom teaching as the foundation, online learning as the main axis, and research-based teaching as the enhancement". Classroom teaching adopts micro lessons and case studies, with a focus on teaching key points, difficulties, and topic points [15]. Special discussion and interactive class hours are set up to carry out activities such as student discussions, debates, and reports. Mind maps are interspersed to guide students to sort out their thoughts and think deeply, and assessment points are used as incentives to promote students' deep participation. This transforms classroom teaching from passive to active, stimulating students' thinking and application abilities, and ultimately achieve the teaching goal of cultivating applied talents. The specific classroom teaching activities and implementation process are shown in.

#### (4) Bringing in + going out

Strictly speaking, the textbooks used in any practical course in the field of economics and trade cannot fully match the actual operating scenarios, and there are more or less differences between theory and practical operation. In order to enable students to obtain more cutting-edge and practical first-hand materials in the course of International Marketing, the author utilized their interpersonal relationships with classmates and invited outstanding industry professionals with years of experience in international marketing to enter online classrooms. Based on their work experience and expertise, the author taught students the business processes, operational theories, skills, and techniques of international marketing. Enable students to obtain more cutting-edge and practical first-hand materials in their learning. At the same time, in accordance with the principle of serving society by universities, the author also led students to visit and conduct on-site research in international trade enterprises in our city, in order to enrich and elevate relevant theoretical knowledge, and achieve the application of what is learned.

#### (5) "Promoting Education through Competition", Optimizing Teaching and Training Content

In the teaching process of international marketing courses, teachers take participating in professional competitions as the main direction of the course, optimize practical training content, adjust the teaching arrangement of the course, and use strong driving teaching methods and methods to stimulate students' learning enthusiasm. And students are required to develop a detailed market research plan for strategic brand themes, comprehensively analyze the current situation of similar product brands in the market, investigate consumer core demands, collect brand planning cases and conduct multi-dimensional analysis. Through market research, guide brand planning practice in the later stage, and thus complete creative brand planning plans. Through hard work, both

teachers and students have achieved good results in professional competitions.

#### (6) Strengthen the construction of the teaching staff and create a "dual teacher" teaching team of "theory + practice"

The school provides teachers with regular training and opportunities for domestic and foreign visits, enabling them to stay up-to-date with the latest developments in international economics and trade, learn advanced theoretical knowledge from both domestic and international sources, and ensure the continuous improvement of their professional abilities. At the same time, if conditions permit, arrange for them to conduct research and study in foreign trade enterprises or undergo more than one year of on-the-job training. Experienced domestic experts can also be invited to the school for training, continuously improving the comprehensive quality of teachers, and building a "dual teacher" teaching team with both profound theoretical foundation and rich practical experience. Schools should actively hire professionals with rich experience in foreign trade as practical mentors while cultivating their own teachers, to guide students in practical courses and impart valuable work experience. In addition, the school can periodically invite foreign trade enterprises and banking elites to give lectures or training on import and export business and bank clearing business.

## 4. Conclusion

International Marketing is a course that introduces international marketing knowledge, teaching how to conduct international market analysis, positioning, implement marketing strategies, and help enterprises explore international markets. However, due to the limitations of traditional teaching concepts, objectives, content, and methods, the teaching of this course has problems such as abstract teaching objectives, theoretical teaching content, single teaching models, and blank teaching practices. Resulting in an inactive classroom atmosphere, unsatisfactory teaching outcomes, low student interest in learning, and weak ability to apply theory to practice. Therefore, in the specific curriculum reform, a comprehensive reform of the teaching philosophy, teaching objectives, teaching content, and teaching methods should be carried out for this course, including: setting a teaching objective that combines "knowledge objectives + ability objectives + emotional objectives"; Design a teaching content that combines "theoretical teaching + case teaching + practical training teaching + practical teaching"; Create a teaching method that integrates " thinking + prediction + teaching + theory + practice" ; Build diversified practical training content. To achieve teaching results that are specific in objectives, precise in content, diverse in practice, practical in application, and rich in results.

## Conflicts of Interest

The authors declare no conflicts of interest.

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