

## Practice Teaching Reformation of "Four Segments Integration" of Marketing Based on OBE Theory

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### *Abstract:*

With the rapid development of Internet and information technology, the continuous impact of the new epidemic on the global economy, the market environment has put forward new requirements for marketing personnel. This paper systematically analyzes the current demand for marketing talents, scientifically expounds the concept of OBE education mode, and summarizes the experience of the reform of practical teaching system based on the OBE concept for engineering majors at home and abroad. In view of the current situation of talent training of marketing major in Jiangnan University, this paper puts forward the reform ideas of "Four segments integration", including deepening experimental curriculum design, strengthening discipline competition, optimizing practice process and strengthening risk management, in order to innovate the teaching mode of marketing specialty and improve the quality of marketing teaching.

*Keywords:* Marketing professional, OBE theory, Four segments integration, Reformation, Jiangnan University

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### I. INTRODUCTION

With the advent of the information age, the further upgrading and adjustment of industrial structure, the importance of marketing is constantly improving, and the demand for marketing talents is growing. Under the new situation, enterprises put forward new requirements for marketing talents. The traditional marketing teaching mode is no longer suitable for the current marketing talent training, and needs innovation. As an important branch of management science, compared with other subjects, marketing has been introduced into China for a shorter time, but it develops very fast, with stronger practicality and applicability. At present, the marketing courses of most colleges and universities are still adhering to the traditional teaching

concept, emphasizing subject orientation and teacher-centered, thus neglecting the initiative and creativity of students, which makes it difficult to cultivate students' marketing analysis ability and practical ability.

Compared with the traditional teacher-centered teaching mode, the OBE teaching mode emphasizes the core role of students. The concept of OBE education was first introduced into the reform of engineering education mode, and the concept of OBE was used to guide the reform of marketing teaching, which is conducive to solving the problem that the quality of graduates does not match the social needs. The teaching mode based on OBE concept is a kind of educational innovation, which emphasizes the goal effect. Firstly, the teaching objectives are clarified, and then the curriculum system and teaching contents are designed in reverse. Based on the study of the engineering education mode of French "combination of general and professional education" and the CDIO-OBE engineering teaching mode of Shantou University, this paper puts forward the "Four Segments Integration" reform mode of marketing major practice teaching based on OBE perspective, which will deepen the experimental curriculum design, strengthen the discipline competition, optimize the practice process, and strengthen the risk management, so as to innovate the teaching of marketing specialty Mode, to cultivate all-round, multilevel, diversified application-oriented, technical, innovative, risk management oriented marketing talents, to meet the new requirements of enterprises under the current situation.

**TABLE I. Job demands and job search rankings in representative Cities in China**

Cities	The ratio of job vacancies to job seekers	The secondary industry demand	The tertiary industry demand	The first three jobs have more vacancies than job openings	The ratio of job vacancies to job seekers
Nanjing	1.55	46.1%	50.8%	The sales staff, cashier	8:1
				The front desk attendant	13:1
				The marketing staff	7:1
Lanzhou	3.49	19.8%	79.8%	The marketing staff	4:1
				The head of enterprise	7:1
				The civil engineering construction personnel	4:1
Shanghai	1.34	22.0%	77.3%	The marketing staff	2:1
				The mechanic	2:1
				The sales staff, cashier	3:1
Kunming	2.13	26.6%	70.5%	The restaurant attendant	2:1
				The room attendant	3:1
				The marketing staff	2:1

The data source: <http://www.mohrss.gov.cn/>

## II. CURRENT DEMAND FOR MARKETING PROFESSIONALS

### 2.1 The Demand for Marketing Professionals is Growing

Over the past 40 years of reform and opening up, great changes have taken place in China's industrial structure. After the adjustment of industrial structure, the employment structure has also undergone great changes. In 2019, the added value of China's tertiary industry is as high as 53.9%. According to the "statistical bulletin on the development of human resources and social security in 2019" released on June 8, 2020, the proportion of employees in the tertiary industry in China increased from 42.4% to 47.4% from 2015 to 2019, showing a continuous upward trend[1]. According to the "Analysis of Market Supply and Demand of Public Employment Service Agencies in Some Cities in the First Quarter of 2020" by the Ministry of Personnel of China, as shown in TABLE I, the position demand and job hunting list of the top ten cities in China shows that enterprises have a great demand for marketing personnel, which is expected to increase in the future [2].

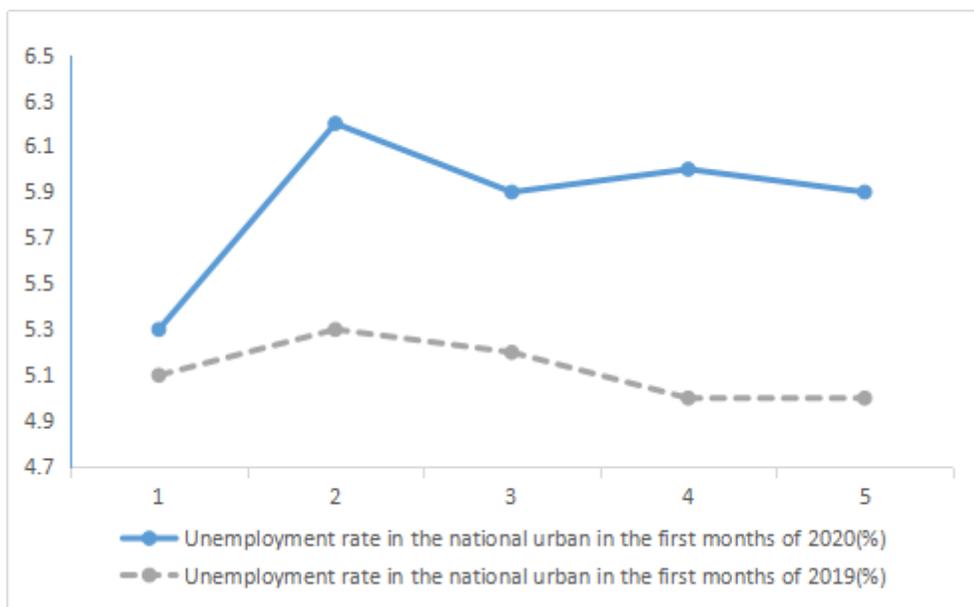


Fig 1: Unemployment rate in the national urban in the first months of 2019 and 2020(%)

The data sources: <http://data.stats.gov.cn/index.htm>

### 2.2 Changes in the Demand for Marketing Professionals under the Influence of COVID-19

With the outbreak of COVID-19 around the world, the tertiary industry, such as tourism, film and television entertainment, catering and retail, which are characterized by offline consumption, labor intensive and continuous high-frequency transportation, are hit hard in 2020. As shown in Figure 1 and Figure 2, according to data from the National Bureau of Statistics, compared with 2019, the surveyed urban unemployment rate nationwide and the surveyed urban unemployment rate in 31 big cities rose significantly from January to May in 2020, presenting a grim employment situation. Since March, China's epidemic prevention and

control measures have been timely and appropriate, and the order of national production and life has been further restored. However, the domestic and international environment is complex and severe, the employment demand of enterprises is weak, the unemployment rate is high, the overall employment pressure is still large, and the employment pressure in the marketing industry will also increase significantly.



Fig 2: Unemployment rate in 31 big cities and towns in the first months of 2019 and 2020(%)

The data sources: <http://data.stats.gov.cn/index.htm>

### 2.3 There is a Shortage of Applied, Technical, Innovative and Risk Management Marketing Talents

According to the latest MyCOS's employment report of China's Undergraduate / Higher Vocational College Students in 2019, among the three categories of job categories in which the employment proportion of undergraduate graduates in 2014-2018 decreased significantly, the sales category ranked first, falling from 7.8% to 4.9%[3]. This shows that the employment difficulty of graduates majoring in marketing is increasing.

#### 2.3.1 The Development of Market Environment at Home and Abroad Needs Applied Marketing Talents.

With the acceleration of China's opening to the outside world and the steady progress of the "One Belt And One Road" project, the trend of international competition is obvious, the products are becoming more and more innovative, and the marketing methods are also showing the development trend of modernization and diversification. Marketing can create value for customers, enterprises, partners and even the whole society in the process of creating, spreading and exchanging products. Under the new situation, whether traditional enterprises or emerging industries, marketing has become the key for enterprises to win in the competition, and the quality requirements for marketing talents are constantly rising. It is not only necessary for

marketers to master modern marketing management, operation management and other professional knowledge, but also practical ability, leadership, communication and cooperation skills and innovation ability.

### 2.3.2 The Development of Internet Technology Needs Technical Marketing Talents.

With the development of 5G technology, the popularization of big data and the transformation of enterprise service, modern enterprises have more and more strict requirements for big data related technologies of marketing personnel. Marketing personnel's ability of market research and big data analysis is a necessary skill for marketing practitioners in the new era. With the continuous emergence of new modes of new industries, cultivating high-quality applied marketing talents based on "Internet + Big Data" in marketing research, planning, management and operation, and supporting the teaching reform of marketing major will become an urgent task for our universities.

### 2.3.3 The Sustained Impact of the COVID-19 on the Economy Needs Innovative Marketing Talents.

Under the influence of the new epidemic situation, all walks of life in the world have been negatively affected, and all walks of life will face faster structural adjustment. In the post epidemic era, enterprises are faced with both challenges and opportunities. How to innovate marketing concepts, change marketing methods and implement marketing strategies has become the key to success of enterprises [4]. In addition, under the influence of the epidemic, the majority of enterprises adopt online office mode, and the online, diversified and professional operation of enterprises will become the future development trend [5]. This also has higher requirements for marketing personnel, innovation ability will become the focus of attention of enterprises. Therefore, the teaching concept, content and mode of marketing major in colleges and universities need to keep pace with the times and reform.

### 2.3.4 Risk Management Talents are Needed in the Post-epidemic era.

The COVID-19 outbreak is a warning that we are in a classic risk society. In the face of emergent public health events, enterprises are not only faced with severe external risks such as policy decision-making, public opinion guidance and natural environment, but also faced with multiple internal challenges such as strategy, finance, market, operation and law[6]. Consumer demand is sensitive and changeable, the relationship between enterprises and customers coordination, procurement and product sales adjustment, supplier relationship coordination, profit adjustment and guarantee are all difficult problems that marketers will face. In the post-epidemic era, the changeable market environment requires the enterprise marketing personnel to have strong risk management ability.

## III. AN OVERVIEW OF THE OUTCOME-BASED EDUCATION

### 3.1 The Concept of the Outcome-based Education

The full name of OBE is Outcome-based education. It is a result oriented education model based on learning output. It rose in North America in the early 1980s. William g. Spady, an

American scholar, is the leader of the concept. His interpretation of OBE in "Outcome-based Education: Key Questions and Answers" argues that the fundamental goal of outcome-based education is for students to be successful after completing their studies [7]. After having a clear definition of educational achievements, the integrated education curriculum training system is designed and a series of teaching quality assurance measures are implemented. OBE education is regarded as an innovation of education mode, which has been widely recognized by the education circle. The essence of achievement oriented theory is to emphasize professional and technical achievements. It organizes teaching in the structural way of professional achievements obtained from professional and job analysis, and attaches importance to the acquisition of professional skills and skills. The teaching concept based on OBE essentially refers to the personalized and cooperative learning mode with students as the core on the basis of the established learning objectives, which pays more attention to improving the ability and quality through process learning.

### 3.2 The Educational Framework of OBE

As shown in Figure 3, the OBE education framework consists of one core goal, two guarantee conditions, three key premises, four implementation principles and five implementation points [6].

The primary task of OBE education mode is to set a core goal, that is to maximize the efficiency through the professional ability that each student should have after learning.

Secondly, the realization of the goal needs the escort of two conditions, namely, the drawing of achievement blueprint and the creation of a good environment. Schools and teaching departments need to draw up a clear blueprint of learning achievements, clearly outline the skills and abilities that students must possess, and let students themselves and teachers' team know the quality level they can achieve when they graduate. At the same time, the teaching team should create a suitable teaching environment and provide good practice opportunities to help students grow up.

Thirdly, the realization of OBE teaching results needs three key premises. Firstly, all students must achieve the expected learning results, and can adopt different teaching methods; secondly, the success of learning contributes to more successful learning; thirdly, the school attaches great importance to students' learning results.

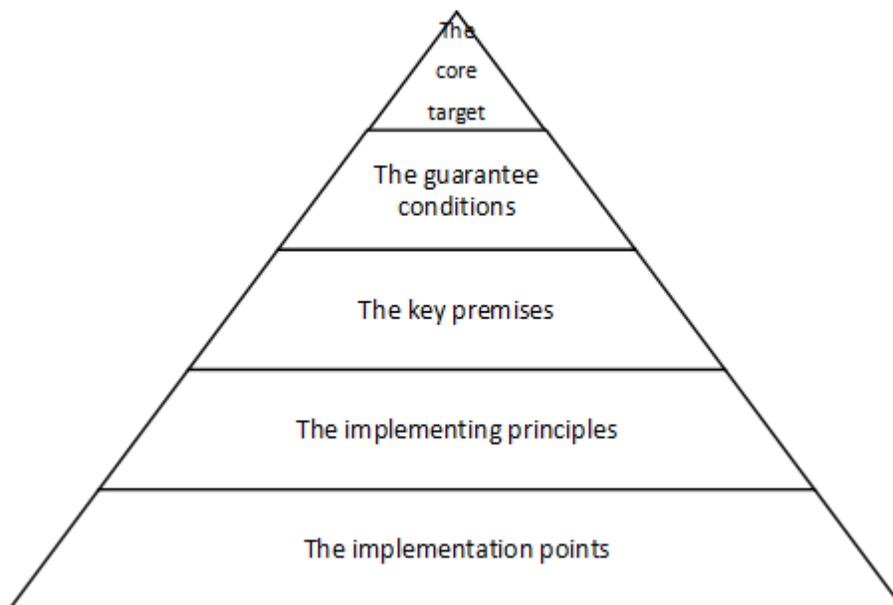


Fig 3: The OBE Educational Triangular Framework

The establishment of OBE teaching framework needs to pay attention to four implementation principles. First, we should focus clearly, and the final learning achievement is the most important thing. Second, it is necessary to expand the opportunities. The individual differences of students require that the design and implementation of teaching courses should not take into account one thing and lose the other, and should ensure the learning resources of each student. Thirdly, to improve expectations, we should formulate challenging goals and implementation standards, encourage students to learn deeply and innovate independently. Fourth, we should reverse design, according to the final goal, reverse design curriculum system.

Finally, the five implementation points are to clarify the learning results, construct the curriculum system, formulate teaching strategies, and improve the evaluation system, so as to maximize the target efficiency and optimize the target achievement. The starting point of OBE teaching is the core goal, and the end point is also the core goal. The realization of the core goal needs a good curriculum system and effective implementation of teaching strategies.

### 3.3 Characteristics of OBE Education Mode

In today's higher education, OBE education mode takes the expected core goal as the driving force, emphasizes the cultivation of students' application skills, attaches importance to the core status of students, and takes the continuous improvement of the education system as the guarantee [8]. This concept and teaching method is conducive to the cultivation of multilevel and all-round high-end applied talents for the society and enterprises. It has the following three characteristics:

#### 3.3.1 Be Goal Oriented.

The traditional teaching mode is subject oriented. The curriculum system lays more emphasis on the need of subject, emphasizes the integrity of the subject knowledge system, is

closed and dogmatic to a certain extent, and ignores the needs of professional quality. OBE education mode is to train students according to the needs of the market environment, from needs to goals to the teaching process, which is more scientific [8].

### 3.3.2 Students as the Core.

The traditional teaching mode is dominated by teachers and imparts dogmatic textbook knowledge to students according to the fixed teaching process, which ignores students' practical ability and restricts the exertion of students' autonomy and creativity. Different from the traditional education mode, OBE education mode mainly focuses on students and is guided by successful educational achievements. The education mode under the guidance of OBE concept encourages students to study independently and explore themselves. Teachers are mainly engaged in the work of guidance and guidance. Therefore, the education mode can improve the education efficiency and teaching quality [9].

### 3.3.3 Continuous Improvement of the Education System.

Different from the traditional teaching system, OBE teaching mode system is a cycle process with perfect functions and continuous improvement. Once the deviation occurs in the teaching process, OBE mode can be adjusted and corrected, and the causes of the deviation can be analyzed to correct the management system. It is a "closed-loop" process that can be continuously improved. This management system can continuously improve teaching objectives, graduation requirements and teaching activities, so that the three can complement each other.

## **IV. THE REFORM CASES OF HIGHER EDUCATION MODE BASED ON OBE THEORY**

### 4.1 Reference of Practice Teaching Based on OBE Theory

OBE teaching was first applied to engineering education. In 1989, civil engineering organizations in the United States, Britain and Canada initiated and signed the Washington Agreement. As an authoritative agreement recognized by international engineers, it emphasizes the quality of graduates' learning outcomes, and each member country adopts the "result oriented" engineering education mode. In 1997, in order to cope with the mismatch between engineering education and engineering practice, the American Institute of engineering and technology certification issued EC2000 as the evaluation standard of engineering education. In the early 21st century, OBE concept teaching has been widely applied in engineering education in Europe and the United States. The "olin triangle" model in the United States and the "combination of general and professional education" mode in France are successful exploration of OBE concept teaching in engineering education.

In China, the research on OBE education mode started relatively late. In 2003, the Related words of OBE concept began to appear in domestic literature, and prevailed after 2014, mainly in the application of engineering education. In 2016, China became a member of the Washington Accord. Tianjin University's new engineering "excellence program", Shantou

University's CDIO-OBE model and Harbin University of science and technology engineering certification OBE mode are valuable exploration in OBE teaching in China's universities.

In 2019, the first China University Teaching Management Innovation Summit was held in Beijing. More than 300 people, including well-known experts and scholars, university presidents, vice presidents in charge of teaching, director of academic affairs, Dean of professional colleges, leaders of teaching information enterprises and media reporters, gathered in Beijing. They focus on "OBE concept to reconstruct the teaching system and promote the improvement of teaching quality in colleges and universities", discuss the construction of first-class professional teaching quality assurance system, and discuss the OBE concept and talent cultivation together. The results oriented education mode can transform the traditional theoretical knowledge teaching into the cultivation of students' diversified practical ability, and construct a diversified teaching evaluation mode to assess the teaching results, which can more truly and effectively reflect the students' learning achievements. For marketing students, this kind of teaching mode can better combine theoretical knowledge learning with practical ability training, cultivate modern marketing professional skills, improve the level of modern marketing practice, and become the technical, innovative, application-oriented and risk management talents urgently needed by modern enterprises.

#### 4.2 French Engineering Education Mode of "Combination of General Education and Professional Education"

In order to better study the teaching reform plan of the marketing major of Jiangnan University from the perspective of OBE, this paper selects the high-level universities at home and abroad that have the outstanding experience of cultivating engineering talents with OBE, so as to ensure the scientificity and reference. France is one of the more advanced countries in engineering education in the world. It takes engineering education as elite education and attaches great importance to it. French engineers generally need five-year professional study, which consists of two-year general education and three-year professional training education. General education mainly focuses on the teaching of students' basic knowledge, while the professional training stage pays more attention to the cultivation of practical ability. The key point of the education mode of "combination of general education and professional education" lies in the high practicality of professional training stage. In the practical training stage, students need to participate in three different types of enterprise practice. The first grade students need to enter the factory as ordinary workers to observe and understand the basic operation of the enterprise; the second year students need to enter the factory as technical personnel; the third year students need to lead and participate in the completion of engineering projects as engineers. This kind of education mode pays more attention to students' leading role, encourages students to learn in practice and grow up in practice, strives to improve students' professional ability in the real practice environment, enables students to deepen the application and understanding of theoretical knowledge in practice, and makes them become thinking, innovative and application-oriented professionals.

## 4.3 CDIO-OBE Teaching Mode of Shantou University

Shantou University, founded in 1981, is a comprehensive university in Guangdong Province. It has been listed in the world authoritative university list for many times and entered the Times Higher Education World University Rankings for five consecutive years. The university always adheres to the education goal of "ambition, knowledge, perseverance and achievement", adheres to the student-oriented, and continuously carries out the reform of university management system and the innovation of talent training mode. Shantou University realized the gap between its engineering education mode and the world-class engineering colleges in 2005. It adopted the latest achievements of CDIO (Conceive-design-implement-operate) international engineering education mode, combining product design, industrial project implementation and practical ability training to help students understand the concept and design of modern engineering in a diversified and all-round way. On the basis of integrating the experience of CDIO Engineering Education, he learned from and studied the concept theme of CDIO Engineering Education Mode, followed the pace of education reform in international engineering colleges and the development trend of world OBE education concept, and innovated the CDIO-OBE result oriented integrated education mode[9].

After consulting and investigating enterprises, industries, teachers, students, alumni and government, Shantou University has established a comprehensive training target system at the professional level. Combined with Bloom's a taxonomy for educational objectives, Shantou University matches the teaching process with the training objectives at the professional level through the reverse integrated curriculum design. In the course design, on the premise of clear knowledge, ability and quality, the requirements of various courses for ability should be defined first, then the credit hours of professional courses should be set, and the professional matching matrix of learning output should be designed scientifically. We should refine the "learning output" of the curriculum and determine the specific implementation strategy. The professional courses are further subdivided into curriculum groups. In each course group, the relevant requirements for professional core knowledge, ability and skills are clearly proposed, as well as the relevant measures and evaluation system required to ensure the completion of these requirements. In order to realize the cultivation of students' professional knowledge, core skills and comprehensive quality, Shantou University has carried out a number of experimental engineering projects in the professional curriculum group to cultivate and display students' professional skills, innovation and practice ability and comprehensive quality[10].

The importance of practice is emphasized in the engineering education mode of French "combination of general and professional education" and the CDIO-OBE education mode of Engineering Specialty in Shantou University. Taking students as the center and focusing on the cultivation of students' practical ability and innovation ability, it provides valuable experience for the reform of marketing education mode in Jiangnan University.

## V. THE CURRENT SITUATION OF MARKETING TALENTS CULTIVATION IN

## JIANGHAN UNIVERSITY

From the current situation of marketing training in domestic colleges and universities, most colleges and universities are still continuing the previous teaching mode, with limited teaching resources, single teaching method, few opportunities for practical teaching and poor teaching quality. As far as Jianghan University is concerned, it has the following deficiencies:

### 5.1 Unclear Training Objectives

Marketing major involves a wide range of industries and can be engaged in many positions. According to the market research, most of the students majoring in marketing are engaged in market research and development, marketing planning, sales management and other positions in enterprises after graduation. They have higher requirements for students' professional theoretical knowledge, practical ability, communication and cooperation ability. In the autumn of 2002, Jianghan University recruited the first batch of marketing undergraduate students, aiming to cultivate high-level application-oriented talents with basic business management and marketing theoretical knowledge, and basic abilities of marketing research, market analysis and management decision-making. However, at present, the training program of Jianghan University does not specify the measurement standard of professional skills mastery [11]. Moreover, with the development of social environment, the requirements of marketing personnel also have new changes. Jianghan University needs to refine its professional learning achievements according to its school running characteristics and local economic development needs, clearly describe the professional level blueprint of students after four years of study, and pay attention to the improvement of internal teaching quality.

### 5.2 The Backwardness of Curriculum Training System

Jianghan University has implemented the curriculum structure reform based on "platform + module". The marketing major course is mainly composed of three modules: general education, discipline foundation and professional courses. The main courses include management, marketing, macroeconomics, microeconomics, financial management, accounting, statistics, market research, brand management, consumer behavior, advertising management, service marketing, management information system, etc. The theory teaching follows the tradition, mainly by teachers' one-way teaching, wasting a lot of time on the rote memorization of theoretical knowledge. Due to the lack of integrity of talent training mode, the college attaches importance to the single course setting, but ignores the overall optimization of professional courses. As an applied discipline, marketing teaching should keep pace with the times, and pay attention to the process of practical education. Without increasing the total credits, the proportion of experimental courses should be increased to improve the quality of practical teaching.

### 5.3 Weak Practical Education

At present, Jianghan University has limited experimental bases and practice units. The marketing experimental site is basically a comprehensive laboratory of business administration discipline. The equipment and layout are similar to the computer classroom, and there is no

professional marketing experimental equipment. The update of hardware equipment system, software version and software module lags behind the development speed of information technology. Marketing is an application-oriented discipline. It is difficult to cultivate students' practical operation skills in the laboratory on campus. Off campus practice is an effective way to experience the marketing practice process and improve the practical communication ability.

Jiangnan University has not yet established a perfect practical teaching system, the time and quality of students' practice have not been qualitative and quantitative indicators, and the hardware facilities of practical teaching are limited, and the teaching methods and skills training methods are still in the exploration stage. Although schools emphasize the importance of practice, most of them are mere formality. Compared with skill training, they emphasize more on theoretical knowledge education. For example, the final evaluation results of internship are limited to written internship reports and practice logs, which can not obtain students' practical achievements scientifically and truly. Whether the students have been trained in the workplace, whether their professional abilities have been improved, whether they have been recognized by the employers, and whether they can be invited to work are the real embodiment of students' professional practice ability. Marketing students have less practical training experience, and it is difficult to improve the ability to find and solve problems, and it is difficult for the school to cultivate marketing talents to meet the market demand.

## **VI. TEACHING REFORM MEASURES OF “FOUR SEGMENTS INTEGRATION” OF MARKETING MAJOR BASED ON OBE THEORY**

According to the OBE teaching concept, each major needs to determine the teaching and training objectives according to the development of society and industry, the development orientation of the school, and the growth needs of students. The external environment of China's marketing industry is undergoing dramatic changes. Internet technology has profoundly changed people's lifestyle, and the continuous innovation of technology has changed all walks of life. Talents are the source of economic and industrial development. The education mode of marketing industry is closely related to the development of industry. It is necessary for University Marketing Education to provide all-round and multi-level talents to cope with the international competition trend of new industries and new technologies in the future. According to the above analysis, based on the OBE teaching concept, marketing major of Jiangnan University needs to innovate the concept of practical education, deepen the reform measures of practice, and build a practical education system with application as the core.

### **6.1 Improving the Experimental Curriculum System under the Guidance of OBE Theory**

#### **6.1.1 Set Training Objectives**

Jiangnan University needs to integrate the concept of OBE into the whole process of teaching mode reform. The primary task of the teaching mode of OBE concept is to determine the training objectives.

In the process of making teaching objectives, the teaching and research team should first

clarify two issues: first, what professional knowledge, skills and professional quality do marketing personnel need under the condition of modern industry; second, how to cultivate the knowledge, skills and literacy that students need. According to the needs of industry and the location of schools, schools need to conduct research with all relevant professional units, establish target comparative standards, draw lessons from the experience of domestic and foreign universities, take the essence, remove the dross, widely solicit opinions, and scientifically build a comprehensive training target. In addition, the construction of the training target system needs to pay attention to three aspects: firstly, after five years of graduation, students can take on the job responsibilities, for example, in the product production enterprise, should achieve the ability of the head of the product sales department. Secondly, Professional students must reach the level of graduation, that is to say, all professional assessment standards. Thirdly, it must have professional characteristics, reflecting the unique place of marketing personnel, such as outstanding communication ability, strong team management ability or innovative marketing practice ability.

The current market environment needs technical, applied, innovative and risk management marketing personnel with professional marketing theoretical knowledge, team cooperation ability, innovation ability, high big data analysis skills and modern marketing management ability. Schools, teachers and students need to make clear the technical and professional skill level that marketing graduates need to achieve, establish a student-centered and training goal-oriented education mode, reform the traditional teaching mode and teaching process, stimulate students' initiative and enthusiasm, implement innovation and entrepreneurship education, and improve students' innovation and entrepreneurship ability.

### 6.1.2 Build Experimental Curriculum System

In order to realize the training goal of technical, applied, innovative and risk management-oriented marketing talents, it is necessary to establish an experimental curriculum system that takes professional activities as the core, basic surface width as the basis, dual cooperation as the basis, and objectivity and justice as the assessment standard.

The experimental course training system with professional activities as the core, curriculum content with professional activities as the core, and the stepped course structure as the characteristics, can help students to develop professional knowledge and skills. The establishment of this experimental course training system requires students to carry out a lot of professional training, establish a systematic knowledge structure, and carry out practical training on this basis, so as to improve students' comprehensive analysis and effective problem-solving ability. Vocational training can be divided into three stages: basic training, professional training and specialized training, which gradually increase the professional difficulty and practicality.

The implementation of a good experimental curriculum system needs curriculum development based on academic basis. Marketing is a social science, which emphasizes practical application ability and innovation ability. Therefore, the selection and arrangement of

curriculum content should be based on employment adaptability. While increasing the proportion of practical courses, it is also necessary to set up interdisciplinary general courses and modern information technology courses, so as to make the curriculum system more comprehensive and scientific, and cultivate high-quality compound marketing talents to meet the needs of social and economic development. The cultivation of marketing talents also needs to strengthen the shaping of students' world thoughts, life thoughts and values. The establishment of a good personality system, standardized professional ethics and the cultivation of social communication ability need to run through every link of the whole teaching system and training plan, and need the joint efforts of the teaching and research departments and even the whole university [12].

The construction of experimental course system cannot be separated from the participation of enterprises. The experimental curriculum system based on dual cooperation needs the cooperation between school and enterprise in essence. Colleges and universities carry out teaching work in terms of professional theoretical knowledge. Enterprises carry out vocational training according to the requirements of the current market environment. Both sides independently cooperate according to their own conditions to ensure the efficient combination of theory and practice.

The construction of experimental curriculum system needs professional assessment means. The establishment of scientific and systematic marketing experiment course system needs the guarantee of strict, fair, objective and standard examination mode. Students' four-year learning achievements need to be tested through strict assessment process, fair assessment procedures, objective assessment standards and standardized assessment units. This is not only a test of teaching achievements, but also an effective way to improve teaching quality.

## 6.2 Changing Professional Competition under the Guidance of OBE Theory

### 6.2.1 The Necessity of Discipline Competition

The mastery of professional knowledge is the necessary professional quality of marketing personnel. However, in the face of the rapidly changing market environment, it is far from enough to have only basic professional knowledge. Marketing personnel also need to have the ability to deal with the complex consumer market environment. The discipline competition can combine the teaching classroom with the current social environment, systematically sort out the professional theoretical knowledge, solve the problem of students' lack of practical links, integrate and optimize, and improve students' comprehensive practical ability. At present, there are two kinds of competitions related to marketing. Firstly, planning competition, such as global brand planning competition, National University marketing competition, etc. This kind of competition mainly focuses on the students' marketing planning ability and brand planning ability. Secondly, comprehensive entrepreneurship competitions, such as China's "Internet plus" College Students' innovation and entrepreneurship competition, youth entrepreneurship competition. This kind of competition pays more attention to the comprehensive quality of students, more attention to the prediction of business model, market prospect, and professional

quality in various aspects such as market promotion. They emphasize the students' practical ability of management, which is difficult, but the professional investigation of marketing ability is relatively weak.

## 6.2.2 Implementation of Discipline Competition Based on OBE Theory

Based on the OBE education concept, the marketing teaching and research team of Jiangnan University first needs to select suitable competition items according to the training objectives, select high-quality competition works and introduce them into the classroom, and design the teaching content combined with the discipline competition. There are many kinds of business management and marketing related competitions at home and abroad, and the professional level is also uneven, and the students' discrimination ability is limited. This requires the help of the college and the team of teachers, who can select different levels of competition projects for students according to the different professional grades and elective courses. Selecting the best competition products and introducing them into the classroom can stimulate students' interest in the competition and stimulate their enthusiasm and initiative. In addition, the contents and methods of professional courses can be adjusted appropriately. For example, basic marketing theory, statistics, marketing planning and other courses closely related to the competition can increase the guidance of competition projects or add systematic training content to help students improve their practical and innovative ability.

It is the best way to improve the students' practical innovation ability to introduce marketing to establish marketing association and organize students to participate in marketing competition with the association as the core. The association can take the subject training goal as the guidance, take the excellent management college students as the backbone, and organize the students to participate in the relevant discipline competition under the guidance of the marketing professional teacher. The association can screen the information of the academic competition at home and abroad, and transmit it to the students. At the same time, the association can also hold marketing competitions and training courses related to improving professional skills regularly, so as to make the discipline competition more professional, systematic and scientific. The combination of the training of professional technical ability in class and the practice cultivation of the subject competition in class can gradually deepen the reception and understanding of students' marketing knowledge, and realize the effective improvement of students' professional skills and innovative practical ability.

## 6.3 Optimization of Professional Practice Based on OBE Theory

Due to various reasons, the practical teaching of marketing cannot be realized completely in the course and subject competition. While deepening the practice teaching mode, setting up the integrated curriculum system and optimizing the training mode of design discipline competition, we also need to innovate the practice mode.

### 6.3.1 Combine Professional Practice with Professional Courses

The premise of practicing theory in practice is to master basic professional knowledge. In order to better realize the purpose of improving professional skills through internship programs,

internship programs should be incorporated into the curriculum management system and combined with off-campus internships and professional courses. Arrange internship programs according to students' age and professional skill level. Considering the requirements of communication and cooperation ability in the practice of enterprises, the school can add relevant content or carry out relevant courses in the teaching process to train students' communication and cooperation ability.

### 6.3.2 Attach Importance to the Construction of Practice Bases

In order to cultivate comprehensive marketing talents, the school needs to increase the investment in the construction of practice bases inside and outside the school, integrate resources, and encourage the departments to meet the training plan objectives of their major. In addition, we should deepen the cooperation with government agencies, social service institutions and relevant enterprises, deepen school enterprise cooperation, adhere to the principle of mutual benefit, and jointly build the practice base.

### 6.3.3 Strengthen the Teaching Staff and Optimize the Practice Process

Invite enterprise marketing personnel to give lectures, encourage teachers to take part-time exercises in enterprises, optimize students' enterprise practice process, and mobilize students' enthusiasm to participate in marketing practice activities. At the same time, the school needs to pay a return visit to the interns on a regular basis, encourage the students to review, find their own defects, and promote all-round development. In addition, because enterprises have a more intuitive understanding of students' internship performance and professional quality, the school also needs to strengthen the communication with enterprises, strengthen the communication with enterprise marketing personnel, understand the lack of professional ability of students in our school, grasp the requirements of enterprises for marketing talents' knowledge structure and ability level in real time, and further optimize the teaching mode reform.

## 6.4 Reform of Risk Management Teaching Based on OBE Theory

Facing the complex and changeable market environment, enterprises need to improve their market insight and improve their self-risk management ability with the help of mature big data and artificial intelligence technologies. Facing the future market demand of the major, the training mode of college marketing major also needs to be reformed.

### 6.4.1 Improve Risk Awareness

In the information society, there is no fixed transmission way and method of risk awareness. It is the fundamental way to integrate risk management awareness into the culture of colleges and universities. Relative to the changing social environment, campus is a simple and stable ivory tower, students' risk awareness is low. At present, colleges and universities should pay attention to the field of strengthening students' risk awareness, improving their risk management and risk resistance ability. The teaching and research team should vigorously cultivate a good risk management culture, let students correctly understand the nature of risk, treat the risk to be faced with a positive attitude, and boldly choose and use the opportunity brought by the risk.

### 6.4.2 Develop and Apply Marketing Risk Management Software

In the face of the current trade frictions between China and the United States and the continuing impact of COVID-19, how to reduce risks and uncertainties in the corporate environment will become the core issue of corporate management. To effectively reduce the risk of enterprise marketing has become a common concern of scholars and entrepreneurs. Using information technology tools to deal with and reduce marketing risks has become an important means to explore the risk management model.

With the development and application of marketing risk management software, teachers and students can deepen the understanding of marketing risk management theory and improve the practical ability of marketing risk management through experimental software. Marketing risk management software should have the following two characteristics: complete function and convenient operation. The functions of marketing information system management, data scientific analysis, risk evaluation and monitoring can better meet the needs of enterprise decision-making and improve the efficiency and quality of enterprise marketing. Establishing business unit according to enterprise process and adopting Icon software interface can enhance students' interest in operation and reduce operation difficulty. Support the remote data management of related enterprises with network system and simulation, realize the safe transmission, convenient sharing and scientific analysis of data, and provide reference for marketing decision-making dynamically and in real time.

## VII. SUMMARY

With the continuous optimization of the industrial structure and the constant adjustment of the employment structure, the demand for marketing personnel in our country shows a trend of continuous growth. The continuous impact of COVID-19 has brought severe challenges to future marketing management. The changing market environment and the ever-changing information technology require enterprises and universities to be student-centered and focus on the cultivation of students' application ability, technical ability, innovation ability and risk management ability.

The teaching mode based on OBE concept is a kind of goal-oriented, student-centered and continuous improvement of talent training mode. The reform of engineering education mode of OBE concept in Colleges and universities at home and abroad shows that the cultivation of students' practical ability is an essential part of higher quality education, which provides valuable experience for the exploration of humanities education.

In view of the current situation of talent training of marketing major in Jiangnan University, this paper puts forward the reform measures of "four segments integration" of experimental curriculum system, discipline competition design, professional practice and risk management teaching under the guidance of OBE concept. Based on the reform goal of maximizing the goal effect, we should establish and improve the experimental course system, replace practice with competition, innovate practice mode, develop and apply marketing risk management software, scientifically manage risk, deeply integrate and promote theoretical education and practical

ability training, and cultivate new marketing professionals under the new situation.

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