

Exploration on the Teaching Reform of “Market Research and Analysis” under the Mode of “Promoting Teaching by Competition and Integrating Competition with Teaching”

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Abstract: With the deepening of education reform, the curriculum teaching reform of applied colleges and universities has become the focus of attention. The course "Market Research and Analysis" can fully help students realize the integration of science and practice and cultivate students' innovative thinking. The traditional teaching mode is teacher-centered and pays attention to the unidirectional transfer of knowledge, but lacks the initiative and participation of students. In this mode, students often passively accept knowledge, lack practical ability and innovative consciousness, and lack of market sensitivity. At the same time, the traditional teaching mode can not meet the needs of the society for talent training, which makes it difficult for graduates to find employment and adapt to the development of the society. Driven by the National College students Market Survey and Analysis Competition, this paper integrates the market Survey Competition with the course of Market Survey and Analysis, and implements the teaching mode of "promoting teaching by competition and integrating competition with teaching", so that students can integrate competition with teaching and integrate science with practice, and cultivate application-oriented talents.

Keywords: Market Research and Analysis; Market Survey Contest; Integration of Competition and Teaching; Applied Talents

1. Introduction

For application-oriented colleges and universities, to achieve high-quality development, the most important thing is to change the training mode of application-oriented talents[1], and strengthen the construction of emerging disciplines,

interdisciplinary disciplines, characteristic disciplines and superior disciplines. With the rapid development of society and the increasingly fierce market competition, the talent training mode of application-oriented colleges and universities is faced with great challenges and opportunities[2]. The traditional teaching mode often focuses on the imparting of theoretical knowledge, but neglects the cultivation of practical ability. Therefore, it is an important task for application-oriented colleges and universities to carry out curriculum teaching reform and explore new teaching modes[3].

2. Current Situation and Problems of Course Construction of "Market Research and Analysis"

2.1 Weak Links in Practice

Market Research and Analysis is a compulsory course for statistics majors, which aims to cultivate students' market acuity, market insight and prediction ability in the design and implementation of market research schemes and the application of relevant technical methods[4]. It enables students to correctly apply market research methods to solve practical social and economic problems. This course is a professional course integrating knowledge and technology, theory and practice, and pays more attention to the cultivation of practice and innovation ability. However, in the actual teaching process, the traditional classroom teaching is mainly used, the teaching methods and methods are relatively monotonous and fixed, and the extracurricular class hours are less arranged, so students can not exercise their practical ability and can not feel the importance of this course[5].

2.2 Driving Cases are Insufficient

The cases of this course are mainly from the textbook, which mainly provides examples for each link of market research, which is relatively independent and incoherent, and students learn in fragments, with poor effect[6]. In addition, although some cases in the textbooks or the network are classic, they lack the epochal and innovative characteristics, and are not deeply combined with the current background, so students' interest is not mobilized enough.

2.3 Lack of Market Sensitivity and Lack of Training Environment

Although real market research cases of enterprises are introduced into the teaching process, students show greater interest in them than textbook cases. However, due to their lack of understanding of the market and lack of participation in the real market research process, they cannot fully understand it in the learning process, which leads to their failure to make good use of relevant thinking and methods in actual cases in practice[7]. The relevant suggestions put forward are also false and empty, and can not be well combined with the actual situation.

2.4 Students' Participation is Not High

At present, in the teaching process of "Market Research and Analysis", although students are divided into groups and implemented group teamwork and interactive teaching, in the actual teaching process, this teaching method is mere formality. Some students rely on the team, with low participation and serious free-riding phenomenon, which is not conducive to team cooperation and harmony within the group[8].

2.5 Students' Statistical Analysis Ability is Weak

It can be seen from the final survey report submitted by the students that their knowledge of questionnaire design is limited to the surface, the analysis of the questionnaire is mainly descriptive, the use of statistical software and other statistical methods is less, the ability of statistical analysis is insufficient, the strength of data mining is insufficient, and the corresponding report conclusions are superficial[9-10].

2.6 The Assessment Method is Single, and it

is Difficult to Guarantee the Scientific and Fair Evaluation

The traditional course assessment is mainly based on examination, and students provide a survey report at the end of the semester. However, some students directly search for ready-made questionnaires and related reports on the Internet, which fails to achieve the effect of effective study and practice, and is not fair to the students who earnestly complete the survey work[11]. Many scholars have carried out a series of exploration of teaching reform in view of the above teaching status and problems. Including O2O teaching model, divided classroom, flipped classroom, school-enterprise cooperation, results-oriented, discipline competition, task-driven, etc., but in the actual implementation process, there are still formalities, the actual effect is not good[12].

3. The Mode of "Promoting Teaching by Competition and Integrating Competition with Teaching" is Applied to the Teaching of "Market Research and Analysis"

The National College Student Market Survey and Analysis Competition (referred to as the Market Survey Competition) has been held for 13 times, and in 2019, it was included in the "National Discipline Competition Ranking of Ordinary Universities" by the Ministry of Education. The main purpose of the competition is to provide a platform for college students, improve their innovation ability and practical ability, organization and planning ability, survey design and implementation, data processing and analysis and other practical abilities, to help college students cultivate social responsibility and team spirit, improve service awareness, and establish market acumen. The competition promotes interdisciplinary integration of statistics and other professions; Promote the integration of enterprise needs into talent training, solve practical problems, and promote the integration of school and enterprise and the integration of science and practice.

3.1 "Promoting Education through Competition" Helps Process Assessment

Every year, there are many teams in major universities across the country to participate in the market survey competition, which can

choose the topic of choice independently, but also choose the enterprise proposition. Market survey competition can stimulate students' independent innovation ability, and through cooperation with enterprises, they can fully understand the market demand and enterprise demand, and cultivate students' market sensitivity. The competition is divided into theoretical knowledge online test, school competition, provincial competition, enterprise competition and national finals, among which the theoretical knowledge competition is synchronized with the teaching of "Market Research and Analysis" course, so the theoretical knowledge competition can be integrated with the course teaching process assessment, using the results of the online test as students' process assessment results of "Market Research and Analysis" course, and taking the task to drive students' active learning. At the same time, it can also improve the students' passing rate of the online exam. The course "Market Research and Analysis" is adjusted to the first semester of sophomore year, so that students can complete the study of market research theoretical knowledge before the online examination of Market Research Competition theoretical knowledge, and just take the online examination results as the assessment results of the first stage of the course. Before the school competition started, the module teaching was carried out in combination with the market survey competition and market survey courses, and the competition was integrated into the theoretical teaching and practical teaching of seven sections: determination of survey theme, survey scheme design, questionnaire design, sampling design and sample size calculation, survey implementation, data collation and analysis, report writing and report presentation. In the module teaching process, the implementation of group assistance, 3 ~ 5 people in a group, each module of theoretical teaching and practice cross parallel. In order to participate in the market survey competition as the goal, the module theory teaching after the corresponding practice process, according to the practice process to give the corresponding process assessment results. With the task-driven competition, students can be more motivated to learn. On the one hand, students can systematically learn the relevant methods of market research. On the other hand, they

can lay a better foundation for the subsequent high-quality market research competition practice competition, so as to promote teaching through competition and integrate competition with teaching.

3.2 "Integration of Competition and Teaching" to Achieve a Win-win Situation between Teaching and Competition

In the practice competition of market Survey Competition, with the realistic foundation in and out of the classroom, the team members have a better understanding, coupled with the case-driven class, which is conducive to the full integration of market survey course and market survey competition, so that students can master the theoretical knowledge of market survey more firmly, win more honors for the school and individuals, and better cultivate students' ability to solve practical market problems. It is more in line with the current social demand for talents in the new era. After going through the whole process of market research and cooperating to complete the survey report, the students will quickly sort out the theoretical knowledge of Market Research and analysis and integrate it into practice in a short period of time, so as to achieve the win-win goal of combining science and practice with competition and teaching.

4. "Case-Driven" Achieves the Joint Progress between Teachers and Students

In the process of guiding students to participate in the competition, teachers can better clarify the mathematical objectives and teaching difficulties in the course of "Market Research and Analysis" through the accumulation of students' questions. At the same time, it can accumulate more excellent cases under the current background, dig more and better innovation and entrepreneurship education resources, form case reports, and introduce them into the classroom teaching of the next class of students. With the accumulation of case materials, we can better achieve case-driven teaching in the later teaching. By case driving and competition task driving, we introduce classic cases, use hot cases or competition cases throughout the teaching process, and assign practical case homework, so that classic and hot cases run through the teaching process of theoretical knowledge, promote students to master

professional skills, attract students' attention, and greatly improve students' learning interest. Students can also live to learn and use, find more inspiration, provide better topics for the competition, on the basis of "Market research and analysis" course practical work, truly achieve the integration of competition and teaching.

5."Promote Teaching by Competition, Integration of Competition and Teaching" to Achieve Rapid Learning of Data Mining and Analysis Methods

In the whole process of market survey, the determination of sampling plan requires the mastery of sampling theory, the implementation of the survey requires the use of relevant sampling technology, and the process of data collation and analysis will use relevant descriptive statistical methods, multivariate statistical analysis methods, parameter estimation methods and statistical analysis software. In addition, big data technologies such as machine learning, data capture, text mining, and sentiment analysis also put forward higher requirements for market research. The writing of the report requires the comprehensive use of the knowledge of several professional courses of statistics, some of which have been learned in the pre-course courses. The competition and the course "Market Investigation and Analysis" can be used to closely link relevant knowledge points and apply them to practical cases. Some of the knowledge has not been learned yet. In the process of participating in the market survey competition, middle school students can collect relevant literature, learn quickly and independently, and then learn this part of knowledge more deeply. The combination of Market Research and Analysis and market survey competition plays the role of "bridge", so that students can truly realize the comprehensive application of knowledge from theory to practice, from method to application.

6. Conclusion

To sum up, based on the market Survey Competition and the "Market Survey and Analysis" as a bridge, it provides a good practice platform for students, enabling them to quickly realize the integration of theory and practice, grow rapidly, and increase rich

practical experience for follow-up internship and employment. At the same time, taking the scores of each stage of the competition as the process assessment of "Market research and analysis" can also achieve fairness evaluation for students and achieve good results. "Promoting teaching by competition and integrating competition with teaching" has well achieved the purpose of cultivating application-oriented talents.

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