

On Teaching Reform of National Minority Finance and Economics Education Course

—Taking the Consumer Behavior Course as an Example

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Abstract—To cultivate national minority finance and economics talents, we should take students' key competence as the core, with the all-round development of quality and comprehensive capability, so as to cater to the development of the modern society. The curriculum reform should be carried out according to the nature of the curriculum and the learning characteristics of national minority students. This paper took *Consumer Behavior* course as an example, summarized the reform on the teaching plan, teaching approaches and evaluation means, attempting to provide reference for the talent cultivation of national minority finance and economics.

Keywords—consumer behavior; national minority talent cultivation; *Consumer Behavior*; curriculum reform

I. THE GOAL OF CURRICULUM REFORM OF NATIONAL MINORITY CLASSES

It is acknowledged that the cultivation of ethnic minority financial and economic talents is of great social importance and practice value. However, there are a lot of challenges ahead of it due to the influences of social development, education foundation, ethnic conventions and learners' personality characteristics. As the core professional course of the marketing specialty, *Consumer Behavior* is launched to help students grasp the basic principle of consumer behavior, the psychological basis of marketing activities, the marketing strategy and the method based on consumer insight, for their future marketing management, planning and marketing activities. Due to the fact that students in the minority nationality class are with uneven knowledge levels, some of them do poor in oral Chinese and Chinese language application, it is necessary to carry out classroom teaching reform according to not only the nature of the course itself, but also the learning situation of these students.

Consumer Behavior is a comprehensive, marginal discipline formed on the basis of interdisciplinary integration, involving psychology, social psychology, anthropology, sociology, economics, marketing and many other subjects, with eminent theoretical property. Meanwhile, it boasts strong practicality when being recognized as a subject that emphasizes close connection with marketing practice, helps enterprise marketing personnel satisfy consumer and guide consumers' behavior, and improves the effect of marketing activities. The two basic characteristics of this course, that is, with theoretic and practical foundations and Interdisciplinary

permeability, determine it as a marginal discipline with strong applicability. In the process of teaching, we should combine theory study and practice application to explore effective teaching methods, so as to improve students' theoretical knowledge and application ability, which is the key to the teaching reform.

II. APPROACHES AND METHODS FOR CURRICULUM REFORM

The traditional teaching method focused on the lecturing content taught by teachers, while students accepted those content passively as receivers of information. The reform of classroom teaching aimed at changing the teaching method dominated by teachers in the past and promoting the principal role of students. We should make students become the leading roles of the classroom and turn the receivers of information to be the disseminators and communicators. Due to the nature of marketing profession, the key to the reform of classroom teaching is to strengthen the proportion of practice teaching and to improve students' practical abilities. In line with the thoughts of giving the principal role back to students, making students the center of teaching and stimulating their enthusiasm and initiative in studies, the teaching reform of this curriculum should be conducted from the perspectives of teaching design, method, practice and assessment.

A. Teaching plan reform

Teaching design is the idea and vision that you determine the appropriate teaching plans according to the curriculum standards and the characteristics of teaching object as well as the organization of various teaching components. It is also the key phrase of improving teaching quality. Reasonable and effective teaching design can help students understanding "why we learn", and help them identify the learning needs and aims. Then students can confirm what knowledge and skills should be mastered in accordance with the teaching aims after they receive the teaching assignments and make sure "what to learn". Teachers should design teaching methods on the basis of the features of teaching content, that's "how to learn". Lastly, the teaching effect should be evaluated in an all-round way. Thus, teachers can modify above teaching components based on the assessment to ensure students' studying and achieve teaching success.

1) Teaching content in modular design

In order to train practical talents, the original teaching contents of the curriculum can be integrated and divided into three major modules, that is, independent learning, classroom teaching and practice project. These modules rescheduled the core teaching content and made the different teaching modules an organic integrity with the goal of applied talents training, with the center of student-oriented and with the principle of exploring the truth as well as innovative thinking. (1) The independent learning module. Some of the content is easy to understand the lapped content of Marketing, such as introduction to consumption behavior and consumers' purchasing decision-making process and so on. There is no need to emphasis such content and students can master relevant knowledge by themselves. They can also make presentations and discuss the results of after-class observation or their own consumption experience in class. (2) The classroom teaching module. The characteristic of interdisciplinary fusion of this course makes the classroom teaching a necessity. Especially when it involved in psychological knowledge, which is profound and baldness, such as the theory of learning, memory, perception, motivation and personality of consumers' psychological process and the personality characteristics. It's tricky for students to explore on their own and the learning effect is not satisfying either. All of these contents are appropriate for traditional classroom teaching. The methods of classroom teaching should be diversified by using methods of case data, video material, scenario simulation and role-play to improve students' interests in classroom teaching. (3) The practice project module. Different practice projects are designed according to the teaching content. Students present their result in final reports by using the methods of collecting data, site observation, investigations and interviews in their class time and spare time. As for the theory of this module, students can choose to learn by themselves or learn by attending lectures. Practice can be conducted after the confirmation of the theme, which could help students master the knowledge and improve their ability of analyzing and solving problems. And the theme practical activities can be designed according to the content of group and consumer behavior, marketing mix and consumer behavior, as well as context and consumer behavior.

2) Diversifying teaching methods

Teachers have been adhering to the methods of case studying, situational approach and project-based teaching in the course of Consumer Behavior in order to improve teaching quality and to arouse students' interest in study. Confronting with different teaching content and its features, they can choose various teaching methods and means flexibly to attain the object of cultivating practical talents. Therefore, students can be improved not only in the aspect of mastering corresponding theory, but also in the aspect of key competency and comprehensive quality. So, we attach great importance to the combination of theory and practice; underline the importance both in and out of class as well as the integration of process and result. Overall, the methods enable students to play the subjective role in class and turn the receivers of information into the disseminators and communicators. As for the students from the class of the national minority, there are two problems should be attended to, the first one is to "speak out", that means

to make them overcome the obstacles and fears psychologically and express their thoughts bravely; the second one is "how to express", which means how to express ideas effectively and make right reviews and comments by using professional language.

B. Teaching method reform

1) Adopt case study

Case teaching method is one of the useful teaching methods in Business Administration specialty. It can be carried out at the beginning of each chapter, during the lecturing process and after the class as exercises. Using case teaching as lead-in at the beginning of each chapter enables students to get a general understanding of the relevant primary knowledge; and the use of case teaching during the lecture enhances students' understanding of the points; the case teaching used after the class as exercises helps them master the content in depth and make a comprehensive analysis and evaluation of the chapter. The main problems of case teaching are as follows. First, the effectiveness of arrangement and organization needs to be improved. The case teaching is used as the only teaching resource, causing low participation of students. Many teachers prepared various cases, but they used the cases as a complement to the points and basically dominated the class by their explanation, while students attended lectures passively and didn't involve in studying. This leads to the questions related to the case put forward by teachers cannot be answered by students but answered by teachers themselves. Though cases are explained but failed to achieve prospective effect due to the leading-in of cases is abruptly and lack of discussion and analyze by students and the less effective arrangement and organization of cases. Second, the selecting of cases is far from meeting the demands of teaching status. Most cases are out of date and renewed slowly, some of them even cannot meet the development of society or directly taken from foreign works in Chinese translation. Students were unfamiliar with the corporate background and the foreign brand, which made the effects of case teaching greatly reduced. Therefore, we should adopt new cases which fit the teaching content and the reality of the market in case teaching, especially stress on the importance of the optimization of local cases.

2) Mix with situational simulation teaching

Contextual design can be designed on the basis of teaching plan in choosing a topic. Students simulate the context according to the topic and finish the simulation and discussion within a given period by role play or group discussion in class. Then each group make peer evaluation to achieve the goal of concentration during the whole process and learn from each other. At last, teachers comment on the entire contextual simulation learning process, and summarize the basic theory to raise the theoretical level as well as conclude on students' performance.

3) Implement project teaching

According to the requirements of the syllabus, the teaching content can be divided into a number of teaching projects. Set the teaching project with the major task of analyzing the psychology and behavior of consumers. We should center on working tasks and integrate the theory and the practice truly in teaching. The use of project teaching method enables students

have clear cognition of learning aims, and understand “why we learn”, “what to learn” and “how to learn” through completing the project. The critical factor of carrying out effective teaching is how to design the tutorial-like working tasks or projects.

C. Teaching process reform

In the phrase of practice project, teachers should design the teaching content into the theme practical activities, and assign the specific tasks to each studying group. Students must accumulate information, design and carry out projects according to the theme. In the entire process, students can digest theoretic knowledge in practical project while teachers are responsible for guidance and answering inquiries. Students need to go out of the classroom and collect materials in spare time then return to class for reporting, discussion and communication. At last, teachers make summary and comment on the work. The main practice includes four parts.

The first step is to form studying group. We can divide the class into studying group made up of five to six students for the sake of class discussion and the improvement of efficiency of learning. Moreover, students can learn from each other and cultivate of the team cooperation consciousness as well.

Second, we need to turn the teaching content into teaching tasks and let students finish relating assignments and reports with questions and tasks. The teaching content tends to be abstract to students, which ask teachers to transform the content of the syllabus into the understandable tasks for students and let them learn actively with questions. For example, when teaching the content of psychological process of consumer, which involve in the psychological process and phenomenon of cognition, studying, association and memory. Therefore, we explain the relevant theory of these psychological processes and cases by lecturing in advance to help students form rational cognition. Then let students go out of the classroom on the basis of the basic understanding of the relevant concepts and principles and to feel these psychological activities, to gain perceptual cognition as well as deepen understand and apply of the knowledge. Let students select a mall or a supermarket for observation and analyze how the merchants use consumers’ psychological activities process of cognition, studying, association and memory. In this way, students analyze the research object with specific tasks, they can arrange relevant clues, information or photos they found to make courseware.

Then we can ask students to present and report their courseware within the allotted time. Literal material of the investigation report and courseware are required from each group for class discussion. Each group need to report their result and answer other groups’ questions. It can improve both students’ language skills and their writing skills.

Lastly, teachers make summary and comment and help clarify the confusions of students. Students’ learning motivation can be greatly stimulated and the class participation can be increased drastically through the methods of group cooperation, presentation and discussion in class, preparation after class, asking each other questions and the assessment of teachers.

D. Change the course evaluation system

Evaluation is one of the vital parts of teaching, as it has direct relation to students’ grades. What’s more, students’ learning orientation varies from the design of evaluation system. Using variable forms of assessment methods not only improves students’ initiative, enthusiasm and practical analyze skills, but also is beneficial to the acquiring of relevant knowledge. The reformed teaching evaluation system adopts the combination of process evaluation and the summative evaluation and pays more attention to the former. The contents of evaluation mainly refer to the participation in the process of studying, which including the evaluation to students’ learning attitude, operating capacity, class discussion and assignments. Specific assessment methods: the final examination takes 40% of the overall grades, which in the form of test paper to evaluate students’ comprehensive understanding of the curriculum; while the process evaluation takes 60% of the overall outcome. It is made up of three parts: attendance and the class discipline (accounts for 20%), the participation in class discussion (accounts for 20%) and the evaluation of case and project (accounts for 60%).

III. REFLECTION ON CURRICULUM TEACHING REFORM

A. How to stimulate each student's learning enthusiasm in class

Through the exploration and practice on the classroom teaching of *Consumer Behavior* course, we have transformed the traditional teaching mode which revolves around the teacher, and let the students play the dominant role in the class, which greatly sparked their learning enthusiasm and innovative thinking. Although a lot of students have acted more actively in the class that they used to, there are a small quantity of students lags behind. Some of them still cannot express clearly what they are thinking. It can be said that there are still students who only make up a number without active work in the group exercise.

B. The material guarantee of practical teaching

As students cannot study outside the classroom or off the campus, they can only carry out investigations after class. However, the places where students can perform practice within the university is limited, which impedes the launching of the practical teaching. Therefore, it is necessary to make good use of the training bases outside the school to realize them as the places for students’ internship and the second classroom to enrich student’s professional knowledge and improve their practical ability. For example, we can arrange students to visit enterprises or invite experts from the company to give lecture, in order to enable students to get to know the corporate culture, brand individuality, style of dealing with things, market segmentation etc.

C. Actively develop teaching materials

National minority students have natural affinity with the case of the localization, national characteristics, and have deep feelings of enterprise with national characteristics. The study of regional famous enterprises and brands enables students intuitively feel that purchasing is around them, so as to better apply theory to practice, get interested to know, analyze and learning. The goal of the marketing profession is to cultivate

application-oriented talents for the development of local economy. In a word, the compilation and use of localized teaching cases are of great significance to both teachers and students.

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