

Exploration on the Talent Cultivation Model of Marketing Major in Higher Vocational Colleges in the AIGC Era

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Abstract: The development of science and technology is affecting people's social life at an unprecedented speed, and the field of education has also been profoundly impacted. Artificial Intelligence Generated Content (AIGC) has gradually entered the teaching field. While improving educational efficiency, it has inevitably triggered social anxiety and further promoted people's in-depth reflection on traditional educational models. Business majors such as marketing, which once had extensive market applicability and a wide range of employment opportunities due to their "all-purpose" characteristics, are gradually losing their edge in the ever-changing market reforms, which in turn has aroused people's doubts about the training value of such majors and the setting of curriculum systems. This study takes the marketing major as the research object, aiming to deeply explore the new demands of the marketing industry under AIGC technology, and then explore the talent training path of marketing major that conforms to the characteristics of higher vocational colleges, so as to improve the quality of talent training and meet the needs of industry development.

Keywords: Talent Cultivation; Education; Technological Development; AIGC Era; Vocational Colleges

1. Introduction

In recent years, the rapid development of technology has triggered panic and anxiety among people regarding the uncertainty of the "education investment-return" equation. In particular, the talent training model for traditional liberal arts majors shows an obvious lag in responding to technological iterations, resulting in graduates' difficulty in quickly adapting to job positions.

This study focuses on the marketing major in

higher vocational colleges and explores the all-round innovation of talent training models under AIGC technology: from the reconstruction of the curriculum system centered on "technology-empowered marketing" to the innovation in the direction of capability cultivation; from the optimization of base construction models to the establishment of experience inheritance platforms. Through in-depth research in this field, it aims to construct a set of marketing talent training programs that meet the needs of the digital economy era, providing theoretical and practical guidance for the cultivation of high-quality interdisciplinary marketing talents.

2. Analysis of the Current Situation of Marketing Major in Higher Vocational Colleges

2.1 Talent Cultivation Program

Currently, the curriculum system of the marketing major in higher vocational colleges is structured with general education courses (basic courses), professional courses (compulsory and elective courses), and internships as the framework. A large number of class hours are occupied by traditional theories, resulting in an obvious deficiency in the cultivation of modern marketing skills such as information technology application and data analysis methods. Although some institutions keep up with the times by integrating cutting-edge concepts like "big data marketing" and "new media technology" into their curriculum systems, attempting to show a stance of teaching innovation, in actual teaching, the content framework still remains at the level of original theoretical knowledge, which is a typical case of "putting old wine in new bottles" and makes the talent cultivation program formalistic. In recent years, various colleges and universities have tried to increase the proportion of practical class hours, but theory, training, and practical content are fragmented. Moreover, the

content between courses overlaps significantly but is taught in an isolated manner, making it difficult to integrate the courses. In addition, since the introduction of the "1+X" certificate system, some institutions have implemented the model of "certificate replacement for credits". However, the operation mechanism where third-party institutions lead the construction of skill examination platforms and the management of certificate issuance has led some certificates to evolve into "educational commodities". As a result, although students hold certificates, their professional skills and post competency have not been substantially improved, which deviates from the original intention of the "1+X" certificate system [1].

2.2 Teaching Model

During the stage of basic education, students are more likely to passively accept knowledge from "books", forming a reliance on teachers' one-way "output" model and lacking learning autonomy. Restricted by factors such as tight educational funds and insufficient professional training resources, some institutions face a situation where teachers struggle to keep up with the cutting-edge trends of the industry, teach marketing through "chalk-and-talk" with a single textbook, and mechanically indoctrinate students with complicated marketing theories in the classroom [2]. Although on-campus training courses have become a key link in talent cultivation, their development effect still faces many bottlenecks in the actual construction process. For example, fund shortage leads to the inability to purchase software, lagging equipment updates, and site restrictions that cannot meet diversified teaching models such as group collaboration and inter-professional joint training, which seriously affect the quality of training courses. In addition, some colleges and universities have established off-campus internship bases to varying degrees, but have not established a quality traceability system, resulting in "listing cooperation" rather than "in-depth operation" between institutions and bases.

2.3 Assessment Method

Assessment is an evaluation of students' learning quality and a reflection of teachers' teaching effectiveness. For professional basic courses, the assessment methods adopted by a considerable number of higher vocational colleges are mainly

based on teacher-made questions, using closed-book exams or assignments to examine students' mastery of knowledge. These methods focus on evaluating students' understanding and memory of theoretical knowledge, while lacking assessments of their practical abilities and comprehensive qualities. For professional training courses, simple computer operations or work displays are conducted. Scores are given on-site by the system or teachers, and the final results are generated by combining the exam scores with students' attendance records. This leads some students to take their studies lightly, only cramming for their studies at the end of the semester [3].

3. Reconstruction of Talent Cultivation in the Technological Era

Against the backdrop of the rapid development of general artificial intelligence, the field of marketing is undergoing a subversive transformation. AIGC technology can conduct real-time analysis of massive amounts of consumer behavior data, ranging from social media dynamics to shopping habits, to generate accurate user portraits, thereby enabling the prediction of consumer demand markets. At the same time, it can quickly produce a large quantity of marketing content, such as copywriting, images, videos, etc., and design advertising schemes suitable for different platforms, with efficiency far higher than the manual creation by traditional marketing professionals. In addition, AIGC tools can also be applied to customer relationship management, market decision-making mechanisms, pricing strategy formulation, etc., greatly improving the efficiency of marketing operations [4]. Currently, although AIGC technology still has significant shortcomings in aspects like in-depth content mining, interpretation of cultural connotations, and creative breakthroughs, it has indeed exerted a strong impact on traditional marketing majors. Emerging positions such as data-driven marketing analysts and intelligent marketing engineers are constantly emerging, placing more era-specific requirements on practitioners. Faced with such an impact, the marketing education system is in urgent need of reconstruction.

3.1 Curriculum Design and Ability Cultivation

Professional training is not merely "job-oriented" training but involves enhancing

basic literacy, constructing professional knowledge systems, and training in cutting-edge technology applications. This study proposes a three-dimensional competency framework for marketing majors: "Basic Literacy - Professional Skills - Digital Competence" (see Table 1).

Table 1. Three-Dimensional Competency Framework of "Basic Literacy - Professional Skills - Digital Competence"

Module	Elements	Interpretation
Basic Literacy	Sound psychological quality	A positive mindset and the ability to quickly adapt to new environments and technologies.
	Communication and collaboration skills	Strong communication skills and a spirit of teamwork.
	Critical thinking ability	The spirit of independent thinking, problem-solving, and continuous learning.
Professional Skills	Online store operation ability	The ability to manage e-commerce store operations, product listing, and promotional activity planning.
	New media interaction ability	The ability to effectively interact with customers on new media platforms.
	Marketing planning ability	The ability to formulate marketing strategies and plans based on market trends and consumer needs.
Digital Competence	Data collection ability	The ability to effectively collect and organize required data.
	Data analysis ability	The ability to analyze data to identify underlying market patterns and trends.
	Data	The ability to

	application ability	transform data analysis results into effective decisions.
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(1) Basic Literacy

A sound psychological quality enables students to maintain a positive attitude when facing pressure and setbacks, and to continuously adjust their state to overcome difficulties [5]. These qualities help students quickly transition from campus to society, gaining more career development opportunities. The course *College Students' Mental Health* guides students to focus on their positive psychological qualities, to cultivate optimistic thinking patterns and positive attitudes toward life, helping them learn to discover beauty in life and improve psychological well-being and life satisfaction.

In interpersonal communication and career development in modern society, communication and collaboration skills have become indispensable core competencies. The course *Business Etiquette* focuses on training personal and communication etiquette, improving students' personal image comprehensively from appearance and demeanor to social norms. It collaborates with *Communication Practice* to cultivate students' language expression and communication skills, enhancing their ability to communicate effectively in different scenarios through activities such as recitations, speeches, debates, and presentations. In terms of cultivating critical thinking ability, basic courses such as *Management*, *Economics*, *Economic Law*, and *Labor Law* can guide students to analyze social ethics, economic, and legal issues from multiple perspectives, helping them develop critical thinking and analyze problems more comprehensively, systematically, and objectively.

(2) Professional Skills

Professional ability is the core competitiveness of students' career development, requiring them to systematically master basic marketing knowledge and theoretical systems to gain insight into market dynamics and industry trends from a professional perspective [6]. In cultivating online store operation ability, core courses such as *Online Store Operation and Management* and *E-Commerce Management* build a teaching system that emphasizes both theory and practice. By applying graphic design software such as Illustrator or Photoshop, and AIGC tools such as

Midjourney or Stable Diffusion, students are guided to manage daily store operations, covering store setup, product design, and traffic operation.

The cultivation of new media interaction ability is achieved through practical training, allowing students to operate on mainstream platforms such as Douyin and Xiaohongshu. They learn to use new technologies like Dakuu Interactive Cloud, H5, and JD Cloud Daas to enhance fan activity and user interaction, thereby strengthening media influence and user stickiness.

The cultivation of marketing planning ability relies on courses such as *Marketing Practice* and *Advertising Planning*, building a complete chain of planning ability training. Through practical teaching in market research, product positioning, and promotional activities, students are guided to complete full-process marketing planning—from market analysis, goal setting, and strategy formulation to plan execution—consolidating their practical marketing foundation. In collaboration with *Consumer Psychology*, it analyzes user needs, purchasing motives, and consumption decision-making processes, providing theoretical support for precise marketing.

(3) Digital Competence

Digital competence is a comprehensive ability that not only requires marketers to have keen perception and in-depth insight into data but also requires them to accurately collect market information from massive data, conducting multi-dimensional data analysis using professional tools and methods, and make scientific and efficient decisions based on data insights [7]. This ability breaks the boundaries of traditional marketing thinking, accurately grasps market dynamics and consumer needs through quantitative analysis, and transforms data into core momentum for driving marketing strategy formulation, activity planning, and effect evaluation—becoming an essential core literacy for marketing practitioners in the digital economy era.

Marketing majors can offer the course *Business Data Analysis* using tools such as Excel, Power BI, and Python, enabling students to process and analyze data and create visual displays. Designing such courses as project-based teaching can better stimulate students' practical ability and innovative thinking. For example, in a practical project themed "Identifying Sales

Hotspots and Sluggish Regions," students need to flexibly use tools like pivot tables and visual dashboards to conduct cross-dimensional analysis of massive sales data from product categories, sales regions, and time cycles. Through independent exploration and teamwork, students can not only accurately identify high-performing regions and categories, explore growth potential but also deeply analyze the causes of sluggish sales and propose targeted marketing strategy optimization plans, truly achieving the ability leap from theoretical learning to practical application.

3.2 Construction of Training Bases

In recent years, to improve students' career adaptability, many institutions have actively explored school-enterprise collaborative education by establishing off-campus internship bases. However, surveys show that the internship positions provided by these bases are mostly in high-turnover departments, where students cannot access core business modules. Typical structural contradictions include: marketing interns not participating in market research, production interns not understanding technological processes, and finance interns not accessing accounting systems. Off-campus internship bases have thus become places where students "clock in" to complete credits. Although school-enterprise cooperation aims to effectively and accurately align practical teaching with market demand, the high operating costs of bases have become a key bottleneck restricting their effectiveness, ultimately leading some cooperation projects to become formalistic. In contrast, on-campus practice bases demonstrate higher feasibility and effectiveness [8].

Compared with the practical dilemmas of off-campus internship bases, on-campus practice bases have more advantages in operational efficiency and educational value. For example, establishing a "campus entrepreneurship supermarket": the school provides initial start-up funds and a mentor team, while the operation team of the marketing major independently manages the entire process—including procurement, channel expansion, and marketing planning. Business performance is included in assessments to stimulate students' initiative. Through interdisciplinary collaboration—such as joint development of characteristic baked products with the culinary major, sourcing self-produced green fruits and vegetables from

the agriculture major, expanding off-campus sales channels with e-commerce students, and implementing cost control with the accounting major—a complete business closed-loop covering product research and development, supply chain management, and digital marketing is formed. Through immersive training in real business scenarios, students not only systematically master core vocational skills such as market analysis, teamwork, and decision-making but also develop innovative spirits [9].

3.3 Experience Inheritance and Dialogue with Frontiers

Schools should actively build communication bridges by organizing alumni experience sharing sessions, roundtable discussions with enterprise executives and industry experts, etc., creating zero-distance communication platforms that integrate cutting-edge industry trends, corporate practical experience, and alumni success cases [10]. Compared with one-way large-scale lectures and online courses, regular thematic roundtables or seminars allow students to engage in immersive interactions with industry elites. Through in-depth analysis of real cases, discussions on cutting-edge trends, and answers to career confusion, students can accurately acquire industry insights and practical experience.

In addition, a platform for in-depth communication between graduates and current students should be established. By inviting alumni who graduated 3–5 years ago and achieved certain success in marketing to return to campus, the school holds small-scale experience-sharing salons. Alumni share their career development paths—from newcomers to marketing backbones—along with interview skills and work project cases. This allows students to learn from alumni's successes and setbacks, clarify career directions, and enhance confidence in future career development. For alumni who have attempted independent entrepreneurship, the campus can serve as a high-quality platform for practice and communication. Students can participate in real small projects to integrate theoretical knowledge with practical experience. Open brainstorming sessions can gather diverse perspectives, inspire innovative ideas, and help explore new entrepreneurial paths and unlock new career possibilities through interaction.

4. Conclusion

With the rapid iteration of AIGC technology and continuous innovation in the field of artificial intelligence, the wave of this technological revolution has swept across various disciplines. Both humanities and social science majors (such as marketing) and traditional science and engineering majors are experiencing unprecedented impacts and challenges. In such a rapidly changing technological environment, the traditional fixed curriculum system can no longer meet learning needs; instead, it is being replaced by more flexible and adaptive "loose-leaf" curriculum forms. However, it is noteworthy that the transformation of curriculum forms is only superficial. The core issue at a deeper level is: what kinds of abilities and qualities should we cultivate in students to help them gain a firm foothold and stand out in this technological revolution?

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