

Exploring the Integration of TRIZ Innovative Methods into the Teaching of Advertising Survey Course

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Abstract

This article aims to explore the possibility and effectiveness of integrating TRIZ innovative methods into advertising survey courses. With the rapid development of the advertising industry and the intensification of market competition, advertising survey courses need to pay more attention to cultivating students' innovative thinking and problem-solving abilities. TRIZ, as a widely applied methodology for innovative problem-solving, can provide new perspectives and tools for advertising survey courses. This article first introduces the basic concepts and tools of TRIZ, and explains the importance and significance of integrating it into advertising survey courses. Subsequently, through literature review and empirical research, this article analyzes the implementation methods and effects of integrating TRIZ innovative methods into advertising survey courses, and summarizes its impact on students' innovative thinking and problem-solving abilities. Finally, this article proposes further research directions and suggestions to promote the reform and innovation of advertising survey courses.

Keywords

Innovative methods, Advertising surveys, Courses, Teaching methods.

1. Introduction

Innovation and entrepreneurship education is a breakthrough point in promoting the reform of talent training models in higher education institutions, an important part of deepening the implementation of the talent building strategy, and also the fundamental support for building an innovative country. The integration of innovative thinking and innovative methods in professional courses is the basic process of cultivating innovative talents. In recent years, universities across China have been actively exploring the integration of TRIZ innovative methods into professional curriculum construction and teaching, which is of great significance for improving students' innovation ability, entrepreneurial awareness, and practical ability.

2. Analysis of the current Teaching Situation of The Course "Advertising Survey"

Advertising Survey is an important course in advertising studies, covering topics such as market research, consumer behavior, and advertising strategies. At present, there are the following problems in the teaching of the "Advertising Survey" course:

2.1. The teaching method is single

At present, the teaching method of the "Advertising Survey" course mainly relies on teacher lectures, with students passively receiving knowledge. This teaching method is not conducive to the cultivation of students' innovative thinking and practical abilities, nor can it meet their learning needs.

2.2. The teaching content is outdated

With the rapid development of the advertising industry, new market research tools and technologies are constantly emerging. However, the teaching content of the Advertising Survey course is often outdated and unable to keep up with the pace of industry development, resulting in students being unable to master the latest market research tools and technologies.

2.3. Insufficient practical experience

Advertising research is a highly practical course that requires students to master the skills of market research and advertising strategies through practice. However, the practical aspects of the current Advertising Survey course are often insufficient, and students lack practical opportunities to truly master the skills of advertising survey.

2.4. Lack of cultivation of innovative thinking

In the course of Advertising Survey, there is often only a focus on market research and explanation of advertising strategies, without cultivating students' innovative thinking. This leads to students lacking innovative thinking and methods when solving practical problems, and unable to propose effective solutions.

Therefore, in response to the above issues, it is necessary to explore a new teaching mode and method, integrating TRIZ innovative methods into the teaching of the Advertising Survey course, in order to improve teaching quality and students' innovative ability.

3. Introduction to TRIZ Innovative Methods

TRIZ is the theory of inventing problem-solving, which is a systematic and innovative approach aimed at helping people solve practical problems and achieve innovation. The core idea of TRIZ theory is that innovation does not rely on accidental inspiration and creativity, but can be analyzed and solved through systematic methods. The TRIZ theory includes the following main aspects:

3.1. Knowledge base

The knowledge base of TRIZ theory includes patents and scientific literature worldwide, as well as knowledge from related natural and engineering disciplines. This knowledge base provides people with problem-solving ideas and references.

3.2. Innovative thinking methods

TRIZ theory provides a series of innovative thinking methods, such as contradiction analysis, material field analysis, causal analysis, etc. These methods can help people better understand and analyze problems, thereby proposing effective solutions.

3.3. Innovative tools

TRIZ theory provides a series of innovative tools, such as contradiction matrix, 40 invention principles, physical contradictions, etc. These tools can help people find solutions to problems faster.

3.4. Systematic innovation process

TRIZ theory divides the innovation process into several stages, including defining and describing problems, identifying and resolving contradictions, verifying and implementing solutions, etc. This systematic innovation process can help people solve problems more effectively.

In summary, the TRIZ innovation method is a systematic, knowledge-based innovation approach that can help people solve practical problems and achieve innovation. By introducing TRIZ theory into the teaching of Advertising Survey, students can improve their innovative

thinking and practical abilities, thereby better adapting to the development needs of the advertising industry.

4. Exploring the Integration of TRIZ Innovative Methods Into Advertising Survey Course Teaching

4.1. Fusion method

On the basis of building a professional teaching team, different innovative methods are integrated in stages and contents. The teaching content of Advertising Survey is divided into two parts: theoretical and practical.

In the theoretical learning section of advertising research, TRIZ innovative methods can be appropriately integrated to help students better understand and apply innovative thinking. **Introduction to TRIZ Theory:** In the theoretical learning section of advertising survey, you can first briefly introduce the basic concepts, core ideas, and main content of TRIZ theory. Through this introduction, students will understand the importance and application value of TRIZ's innovative methods. **Combining TRIZ theory to analyze advertising survey issues:** When explaining the basic concepts, methods, and processes of advertising survey, TRIZ theory can be used for analysis and explanation. For example, in the market research phase, the functional analysis method of TRIZ theory can be applied to decompose and classify products or services, in order to discover potential market demands and competitive trends. **Introducing TRIZ innovative tools:** In the theoretical learning section of advertising surveys, some TRIZ innovative tools can be introduced, such as contradiction matrix, matter field analysis, causal analysis, etc. These tools can help students better analyze practical problems in advertising surveys and find effective solutions. **Case analysis:** When explaining advertising survey cases, TRIZ theory can be combined for analysis and explanation. For example, students can be guided to apply the invention problem solving algorithms in TRIZ theory to conduct quantitative and qualitative analysis of successful advertising strategies, thereby improving their innovative thinking and practical abilities. **Arrange innovative practice projects:** In order to better cultivate students' innovative thinking and practical abilities, some innovative practice projects can be set up in the theoretical learning section of advertising surveys. These projects can enable students to apply the TRIZ theory and innovative tools they have learned to solve practical problems. For example, students can be asked to conduct market research, develop advertising strategies, and evaluate the effectiveness of a certain product or service, so that they can have a deeper understanding and application of innovative thinking and methods.

Integrating TRIZ innovative methods into the practical stage of advertising research can help students better master the skills of market research and advertising strategies, and cultivate their innovative thinking and practical abilities. Some practical projects can be designed to enable students to apply the TRIZ theory and innovative tools they have learned to solve practical problems. These projects can cover areas such as market research, consumer behavior analysis, advertising strategy development, and effectiveness evaluation. Through these practical projects, students can gain a deeper understanding and application of innovative thinking and methods. In the practical process, teachers can guide students to use the innovative thinking methods in TRIZ theory to analyze and solve problems. For example, in the market research phase, the functional analysis method of TRIZ theory can be applied to decompose and classify products or services, in order to discover potential market demands and competitive trends. Some TRIZ innovative tools can be introduced, such as contradiction matrix, material field analysis, and invention of problem-solving algorithms. These tools can help students better analyze practical problems and find effective solutions. For example, in the process of formulating advertising strategies, causal analysis tools from TRIZ theory can be

used to quantitatively and qualitatively analyze advertising effectiveness, in order to develop more effective advertising strategies.

4.2. Research on Teaching Content for TRIZ Innovative Methods

Based on the course syllabus and teaching plan, combined with the learning situation of professional courses, determine the teaching objectives of the "Advertising Investigation" course in the context of "integration of specialization and creativity": on the basis of mastering basic concepts, processes, and methods, require students to target the occupational requirements of relevant job positions, master relevant knowledge and skills, and improve professional quality and work ability; While effectively cultivating and improving students' practical abilities, it is also important to integrate theory with practice to cultivate their independent thinking, comprehensive analysis, reasoning and judgment abilities, scientific thinking abilities and innovative consciousness, as well as a scientific and pragmatic attitude and a collaborative team spirit.

Based on the knowledge points of the course and the integration of TRIZ innovative methods into the model, diverse hybrid teaching modes such as heuristic, exploratory, discussion, case study, and project driven are flexibly applied in the course. Innovative methods such as intellectual motivation, morphological analysis, TRIZ, checklist, fishbone diagram, comprehensive photography, concept diagram, mind mapping, six thinking hats, 5W1H, Zhongshan Zhenghe, and information communication are also flexibly applied, as well as entrepreneurial thinking such as team thinking, leadership thinking, strategic thinking, business model thinking, value proposition thinking, resource integration thinking, pain point thinking, lean entrepreneurial thinking, virus marketing thinking, equity thinking, financing thinking, elevator speech thinking, etc. For example, encouraging students to participate in the National College Student Market Survey and Analysis Competition with entrepreneurial thinking, actively forming teams, and selecting appropriate survey topics.

4.3. Design of course teaching mode for TRIZ innovative methods

The online part mainly focuses on pre class preview, publishing teaching tasks through online teaching platforms, notifying students to read relevant pre class teaching content, and letting them know the teaching tasks in advance. Assign relevant pre class reflection or practice questions to check the student's learning situation. Based on the preview situation, the teacher adjusts the allocation of teaching time to focus on the knowledge points that students have more doubts about. Reasonably arrange online self-learning content based on the actual situation of offline teaching. Add an online "innovation and entrepreneurship" section, combined with the National College Student Market Survey and Analysis Competition, to enable students to learn and apply innovative and entrepreneurial methods.

The offline part mainly involves teachers guiding students to engage in inquiry based and discussion based learning based on pre class preparation, combined with textbook and practical requirements. For example, when learning the knowledge points of "interview method", in classroom teaching, guide students to compare the differences and connections between focus group interview method and in-depth interview method, leave some time to guide students to engage in discussions, and give students appropriate positive evaluations. After gaining a certain emotional understanding of the interview method, proceed to the practical stage of the interview.

5. Innovative Practice Activity of Advertising Survey Course for TRIZ Innovation Method

To consolidate and enhance the learning achievements of TRIZ innovative methods among students, enabling them to truly apply innovative methods, carry out innovative practices and

scientific research innovation activities, and closely integrate theory with practice. Through advertising student clubs, actively form interest groups related to the application of TRIZ innovative methods, such as campus problem investigation interest groups. Students conduct analysis and research on professional issues based on innovative methods, and establish survey questions to form survey teams. Innovative ideas and technologies for solving advertising survey problems are reflected through students' personal practice and team collaboration, Cultivate and improve students' innovative ability, logical thinking, and comprehensive expression ability, and enhance their vocational skills.

Combining TRIZ innovation methods, carry out innovative practices and scientific research innovation activities, actively guide students to apply for national, provincial, and school level college student innovation and entrepreneurship training programs, and enable students to independently carry out project research, enabling them to assume the roles of individuals, team members, and leaders in teams with multidisciplinary backgrounds. Encourage more students to participate in the research projects of teachers, improve their experimental abilities and scientific research level, and enable them to study complex advertising professional problems based on innovative principles and scientific methods, including designing survey processes, analyzing and interpreting data, and obtaining reasonable and effective conclusions through information synthesis. Instruct students to analyze and design problems in their professional fields, participate in the Challenge Cup, the Internet plus Undergraduate Innovation Competition and the National Undergraduate Market Research and Analysis Competition, and organize and carry out school level competitions through advertising student associations, such as the school level research competition, the national undergraduate market research and analysis competition and on campus selection, to improve their professional skills and innovation level; Collaborate with enterprises to establish innovative talent bonuses in the form of projects. Enterprises will raise questions related to market research, advertising research, and application of results. Student survey report competitions will be held to address these issues, such as energy-saving and emission reduction competitions, and rewards will be provided to winners. Through a series of activities, cultivate students' critical and creative abilities, stimulate their innovative thinking and inspiration, improve the quality and teaching effectiveness of talent cultivation, and achieve the goals of professional talent cultivation.

6. Conclusion

The teaching reform of the advertising survey course aimed at TRIZ innovative methods needs to be combined with TRIZ innovative methods to carry out teaching staff construction, teaching content research, curriculum integration mode and method research, and advertising professional innovation practice. Through teaching reform, students' innovative thinking and ability will be greatly improved, making innovation no longer an empty talk among students and further promoting enterprise products Provide new ideas and methods for improving advertising effectiveness and efficiently obtaining innovative product development solutions.

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