

Research on the Path of Ideological Education Integration within Business and Trade Courses in Vocational Colleges

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Abstract: The integration of ideological education into business courses at vocational colleges holds significant importance. Starting from an analysis of the significance and current implementation status of ideological education in business courses at vocational colleges, this paper systematically proposes a pathway system for such integration. The main aspects include enhancing course teaching objectives to achieve comprehensive ideological guidance, innovating teaching methods to increase student engagement, deeply developing teaching resources to build a modular teaching resource database, and improving teaching evaluation to realize a comprehensive assessment process. The findings provide both theoretical guidance and practical reference value for the integration of ideological education into vocational college courses and the development of business-related programs.

Keywords: Ideological Education; Vocational Colleges; Business Courses; Construction Pathway

1. Introduction

Ideological education in courses plays a critical role in improving college students' ideological level, moral consciousness, moral character, and professional competence. Although the importance of ideological education in business courses at vocational colleges has gradually gained attention, significant problems or shortcomings still exist in many schools and among teachers^[1]. Therefore, this paper analyzes the significance and current state of ideological education in business courses at vocational colleges, and systematically elaborates on its construction pathway in terms of teaching objectives, teaching methods, course resources, and course evaluation.

2. Significance of Ideological Education in Business Courses at Vocational Colleges

2.1 Its Critical Role in Talent Cultivation at Vocational Colleges

The integration of ideological education into curricula plays a vital role in advancing the new era, strengthening college students' ideals and beliefs, fostering responsibility, promoting personal growth, and nurturing qualified successors for Chinese development^[2]. At the National Conference on Ideological Work in Higher Education, it is emphasized that the need for ideological education to be embedded within classroom teaching, permeating all course instruction. The introduction of the concept of ideological education within the curriculum has enriched the forms of ideological education and provided new requirements and approaches for the reform of professional course teaching. Therefore, the most significant aspect of integrating ideological education into business courses at vocational colleges lies in leveraging classroom teaching to achieve holistic student development.

2.2 Promoting the High-Quality Construction and Development of Business Courses at Vocational Colleges

The integration of ideological education into business courses at vocational colleges contributes to their high-quality construction and development. By organically embedding ideological elements into teaching objectives, content, design, and implementation throughout the entire process, the fundamental goal of educating students through the curriculum is achieved^[3]. The design of course instruction and the development of teaching resources emphasize the need to educate students on Chinese core values. In each chapter of the course, the curriculum is grounded in China's reality by selecting

exemplary domestic enterprises as benchmarks. Through field research and the collection of publicly available information, these cases are self-developed to reflect China's management practices. Students are guided to draw on outstanding academic research and practical tools from both domestic and international sources to discuss and analyze real-life cases of Chinese enterprises. This helps students develop a correct understanding of history, development, and values, and gain a deep appreciation for the relevance of course learning to personal growth, as well as to corporate, market, and national development. This fosters a sense of patriotism and social responsibility, enhances students' confidence in the country's development, and instills cultural pride.

2.3 Supporting the Construction and Upgrading of Business-Related Programs.

Curriculum construction serves as the foundation for program development. Business programs at vocational colleges are highly practical and application-oriented, with the process of talent cultivation closely tied to various real-world environments^[4]. Consequently, fostering virtue and moral character, the core task of talent cultivation, is particularly prominent in business programs. By restructuring and expanding course content and teaching methods, rich ideological elements are seamlessly integrated with professional content. This not only strengthens students' moral cultivation but also enhances their sense of humanity. The true practice of aligning ideological education with professional courses, moving forward in the same direction and advancing in coordination, is beneficial to the development and improvement of business programs.

3. Current Status of Ideological Education in Business Courses at Vocational Colleges

3.1 Insufficient Integration of Ideological Content with Business Knowledge

Although vocational colleges have begun to incorporate ideological elements into business courses, the integration between ideological content and business knowledge is often shallow in practice. Sometimes, ideological content is merely an embellishment or an add-on, without forming a truly organic connection

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with professional business knowledge^[5]. As a result, students struggle to fully grasp the significance and value of ideological content and fail to apply the principles of ideological education in their business practice.

3.2 Lack of Innovation in Teaching Methods and Approaches

Despite the advancements in modern educational technology offering new teaching tools for ideological education, many teachers in vocational colleges continue to rely on traditional methods, which lack innovation and flexibility^[6]. This results in poor teaching outcomes that fail to meet the diverse needs of students. Furthermore, the use of monotonous teaching methods and approaches diminishes students' interest and engagement, negatively affecting the effectiveness of ideological education.

3.3 Teacher Training and Development Require Strengthening

While vocational colleges are starting to emphasize the ideological competence and teaching abilities of business course instructors, challenges remain in building a qualified teaching staff. Some instructors lack a deep understanding of both the business industry and ideological education, making it difficult to integrate ideological content organically into professional business teaching^[7]. Additionally, some teachers lack practical experience and the capacity to implement reforms in ideological education, which hinders the development of such initiatives in business courses. Furthermore, some teachers do not place enough importance on ideological education, showing a lack of initiative and creativity, which affects the overall progress of integrating ideological education into business courses.

4. Pathways for the Integration of Ideological Education into Business Courses at Vocational Colleges

To enhance the effectiveness of curriculum reforms and fully realize the goal of fostering virtue and character, the integration of ideological education into business courses at vocational colleges should be approached from four aspects: teaching objectives, teaching methods, teaching resources, and teaching evaluation. The basic framework for the

pathways to integrate ideological education into business courses is shown in Figure 1.

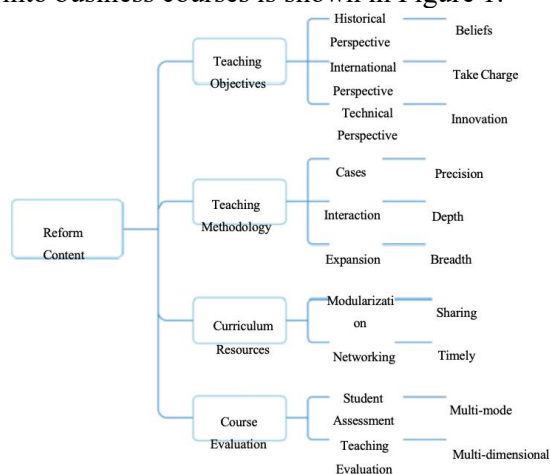


Figure 1. Pathways for the Integration of Ideological Education into Business Courses at Vocational Colleges

4.1 Enhancing Teaching Objectives to Achieve Comprehensive Ideological Guidance

To realize holistic, all-encompassing education, ideological guidance must be integrated with the knowledge system from three perspectives.

4.1.1 Incorporating a profound historical perspective to strengthen students' ideals and beliefs at vocational colleges.

By using rich elements from Chinese culture and classic works as ideological education materials, these resources can be woven into relevant teaching points. The power of role models from the past can inspire students, guiding them to align their personal growth with the mission of national development in their era^[8].

4.1.2 Adopting a broad international perspective to foster responsibility among students at vocational colleges.

The opportunities presented by the "Great Changes Unseen in a Century" and the concept of a "Community with a Shared Future for Mankind" should be incorporated into classroom instruction. This helps cultivate students' international outlook, encourages them to participate in global exchanges with cultural awareness, and strengthens their sense of responsibility as global citizens^[9].

(3) Using a cutting-edge technological perspective to promote students' innovative development at vocational colleges.

Materials such as the development strategies of the Guangdong-Hong Kong-Macao Greater

Bay Area can serve as ideological resources. These are integrated into different teaching activities to foster students' awareness of technological innovation, helping them to critically assess the value orientation of technological advancements, and ultimately supporting their personal growth and development.

4.2 Innovative Methods of Teaching Courses and Increasing Students' Interest in Learning

4.2.1 Integrating ideological elements with course content through case-based learning to enhance the "precision" of the integration.

First, select appropriate cases. Teachers should choose cases that encompass both professional knowledge and ideological elements, ensuring a natural fusion of the two. For instance, in accounting courses, cases involving financial fraud related to integrity and professional ethics can be selected. Students can learn accounting knowledge while gaining a deeper understanding of the importance of honesty. Second, guide students toward active inquiry. Teachers can design activities such as group discussions and case analyses, encouraging students to actively participate and explore the ideological aspects of the cases^[10]. For example, in an e-commerce course, students can analyze a successful entrepreneurial case, investigating the underlying factors of innovation, teamwork, and other ideological elements, thus deepening their understanding and application of professional knowledge. Additionally, reflection and summary are essential. After discussions, teachers should lead students in reflecting on the ideological elements in the cases, synthesizing them with the professional knowledge points. This not only enhances students' understanding but also helps internalize the ideological concepts, putting them into action.

4.2.2 Strengthening student participation and classroom engagement through interactive teaching to deepen the integration of ideological and professional content.

Interactive teaching methods can boost student enthusiasm and participation. First, use modern teaching technologies such as multimedia and online platforms to create an interactive learning environment. For example, teaching software can be used for real-time polls or quizzes, sparking student interest and

enhancing classroom dynamics. Second, design thought-provoking questions that lead students to deeper thinking and discussion. Through questioning, guide students to actively explore the intrinsic connection between ideological points and professional knowledge, facilitating a natural integration of the two^[11]. Lastly, organize group activities such as role-playing or case analysis, where students can learn from each other and inspire one another. Group discussions allow students to collaboratively uncover the ideological elements within cases, achieving a harmonious blend of ideological education and professional learning.

4.2.3 Assigning challenging homework and expanding knowledge to broaden the integration of ideological and professional education.

Challenging assignments or projects that students complete and present independently can stimulate their curiosity and creativity. This approach encourages students to actively explore ideological elements and integrate them with professional knowledge, achieving a holistic fusion of the two in the process of completing the tasks.

4.3 Developing In-Depth Teaching Resources and Building a Modular Resource Library

4.3.1 Building diverse modular teaching resources.

These resources should support the triad of knowledge transmission, skill development, and value leadership, while also facilitating the sharing of modular teaching materials across different courses and disciplines. The key advantage of a modular resource library lies in its fine granularity (organized by knowledge units) and its ability to achieve multidimensional integration^[12]. This approach enables a more flexible and adaptable curriculum, allowing for cross-disciplinary application of core values and principles.

4.3.2 Leveraging abundant online teaching resources.

On one hand, teachers can explore renowned online education platforms, professional databases, and academic websites to gather a wide array of ideological education materials. These resources often include the latest policy interpretations, industry case studies, and societal hot topics, which can be closely

integrated into commerce-related courses. On the other hand, utilizing online resources such as live streaming, micro-lectures, and MOOCs can innovate teaching methods, enhancing interaction and engagement in courses. Additionally, students should be encouraged to engage in self-directed learning and extended reading using online resources, which will not only deepen their understanding of professional knowledge but also develop their information literacy and independent learning capabilities.

4.4 Improving Teaching Evaluation and Achieving Comprehensive Assessment

The teaching evaluation system needs to shift toward a greater emphasis on formative assessment, focusing more on students' independent and innovative learning throughout the course. The assessment content and methods should include factors such as attendance, daily assignments, classroom participation, and final exams. Daily assignments might involve studying the textbook, reading classic literature, and completing case studies and exercises. The formative assessment can include:

Class discussions: Designed to foster curiosity, imagination, logical thinking, and language expression skills, while also guiding students to take responsibility for society, the nation, and the world.

Assignment submission: Aimed at enhancing students' self-directed learning skills and fostering a broader understanding of the world with an international perspective.

Group presentations: Focused on developing students' ability to link theory with practice, improving critical thinking, effective communication, and teamwork.

Attendance: Aims to cultivate good learning habits and rigorous work ethics, encouraging students to effectively manage their study and life.

In addition, the course can adopt a four-dimensional monitoring and evaluation system, including:

1. Student feedback through course surveys, classroom evaluations, and feedback from case discussions and corporate visits.

2. Regular self-evaluation and communication among the teaching team.

3. In-class supervision and feedback from school administrators.

4.External expert consultations and discussions.

5. Conclusion

This paper focuses on the construction of ideological education in vocational colleges' business and trade courses. It first outlines the significance of building ideological education within these courses, highlighting its crucial role in nurturing talents within vocational institutions. It also contributes to the high-quality development of business and trade courses and supports the advancement and upgrading of business-related majors. Furthermore, the paper analyzes the current state of ideological education within business and trade courses in vocational colleges, identifying the main issues, such as the insufficient integration of ideological content with business knowledge, a lack of innovation in teaching methods, and the need for strengthening the teaching workforce. Finally, the paper proposes a pathway for improving the construction of ideological education in business and trade courses, focusing on enhancing teaching objectives to achieve comprehensive ideological guidance, innovating teaching methods to boost student interest, developing teaching resources in depth by building a modular resource library, and improving teaching evaluations to implement comprehensive assessment throughout the learning process.

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