

# New Business Major Curriculum Ideological and Political Integration Model and Teaching Strategy Innovation: Take the Corporate Marketing Planning Course as an Example

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**Abstract:** In order to serve the cultivation of new business talents in the new era, the ideological and moral education of professional courses urgently needs deep reform and innovation in aspects such as teaching objectives, teaching models, teaching content, and teaching strategies. Taking the new business course "Enterprise Marketing Planning" as an example, combined with the nature of the course and the characteristics of the discipline, we aim to iteratively optimise the ideological and moral education objectives, deeply explore the core elements of ideological and moral education in the course, focus on constructing a model for integrating ideological and moral education into the course, actively innovate teaching strategies for ideological and moral education, and fully integrate ideological and moral education into the teaching evaluation of the course, with the expectation of providing a demonstration and reference for the construction ideas and model innovation of ideological and moral education in new business-related professional courses in applied undergraduate universities.

**Keywords:** New Business Studies; Curriculum Moral Education; Integration Model; Innovation

## 1. Introduction

### 1.1 Background of the Study

At present, a new round of scientific and technological revolution represented by information technology and artificial intelligence is based on data. The new economy, represented by the word economy, is driving the transformation of business models and traditional economies in an unprecedented way.

New business is a "future-oriented" business education system, which is the direction of business education reform based on the new needs of national strategic development and the new trend of industrial transformation, and talent training is the core work of new business. In order to serve the cultivation of new business talents in the new era, the ideological and moral courses of colleges and universities urgently need to carry out in-depth reform and innovation in teaching concepts, teaching models, teaching contents, teaching strategies, and teaching practices. At present, the ideological and moral construction of new business major courses in local application-oriented undergraduate colleges and universities is faced with many practical challenges, such as insufficient recognition, insufficient coverage, weak construction efforts, and poor construction results, and it is difficult to adapt to the development trend of the transformation of the ideological and moral connotation of the curriculum from entity to concept, the expansion of element mining from curriculum to discipline, the evolution of teaching methods from embedding to integration, and the extension of teaching practice from single to collaborative, [1] and it is urgent to explore new methods and paths for Curriculum moral education and moral reform.

### 1.2 Related Research of the Study

By combing the relevant literature on the theme of "Curriculum moral education" in recent years, the author finds that the existing research fields mainly focus on the conceptual connotation, path method, teaching strategy, etc.

In terms of connotation interpretation, scholars generally elaborate on "Curriculum moral education" from the perspectives of curriculum concept, value connotation, and system construction. For example, Lu [2] proposed that

the design and planning of ideological and moral education in the curriculum must follow the operation rules of the curriculum itself, so as to realise the organic integration of ideological and moral education and curriculum. Dong [3] believes that the ideological and moral construction of curriculum is a logical return to the innovation of ideological and moral education and a reconstruction of the ideological and moral system.

In terms of path method, He et al. [4] believes that Curriculum moral education and moral education should deal with the three pairs of relationships between explicit and implicit education, teaching methods and teaching content, and value rationality and instrumental rationality. Liu et al. [6] proposed that the key to Curriculum moral education is to explore the moral education content and ideological and moral elements in the teaching of professional courses. Pu & He [1] believes that the difficulties in solving the ideological and moral reform of the curriculum include improving the scientificity of the excavation of the ideological and moral elements of the curriculum, the organic integration of the ideological and moral elements of the curriculum, and the systematisation of the construction of the ideological and moral system of the curriculum. In terms of teaching strategies, Wu & Pan [6] argues that the introduction of a "comparative" case analysis method can make up for the shortcomings of a single case analysis. Huang [7] used the project teaching method, discussion teaching method, and project teaching method to promote the construction of Curriculum moral education. Xu [8] emphasized the need to make full use of teaching methods that focus on students' sense of experience and teacher-student interaction, such as case teaching, situational teaching, and inquiry-based teaching. Long & Li [9] analyzed the status quo and influencing factors of local college students' willingness to accept ideological and political education in professional courses, and expounded the teaching strategies to improve the effect of ideological and political education in professional courses.

To sum up, domestic scholars have conducted multi-dimensional and multidisciplinary analysis of Curriculum moral education, but their theoretical research and practical exploration are still in the development stage,

focusing more on academic analysis and empirical interpretation. Due to the different disciplinary characteristics of professional courses, the tasks, focuses, and strategies of ideological and moral education are also different, and the key issues such as the refinement and integration of ideological and moral elements of professional courses and the innovation of teaching strategies are the core elements that directly affect the effectiveness of ideological and moral teaching, which are of great practical significance for further clarifying the ideological and moral reform and practice path of the curriculum.

## 2. Methodology

On the basis of referring to the research results of domestic scholars, the research group took the business students of Shaoyang University as the survey object, and accurately grasped the academic data of business students majoring in the course of ideology and moral , such as the degree of cognition, teaching methods, ideological and moral elements, and acceptance willingness of business students through online learning data analysis, combined with questionnaires, special seminars and other research methods, so as to provide an effective reference for the reform of teaching mode and the innovation of teaching strategies.

## 3. Research Design

Based on the author's many years of ideological and moral teaching practice of "Enterprise Marketing Planning", this paper deeply analyses and excavates the core elements of the course ideology and moral of "Enterprise Marketing Planning", focuses on constructing the integration model of course ideology and moral , and actively innovates the course ideological and moral teaching strategy, hoping to provide demonstration and reference for the construction ideas and model innovation of business professional courses in applied undergraduate universities.

### 3.1 Iteratively Optimise the Ideological and Moral Teaching Objectives of the Curriculum

Based on the orientation of Shaoyang University as an application-oriented undergraduate university with distinctive characteristics and the professional training goal of "compound new business professionals",

combined with the development trend of new industries and new business formats and the needs of regional economic development, the curriculum objectives were iteratively optimised, including knowledge objectives, ability objectives and literacy objectives (See Table 1.).

**Table 1. Ideological and Moral Teaching Objectives of the Course**

Target type	Target content
<b>Knowledge Objectives</b>	Accurately explain the core theories such as the concept, characteristics, functions, and principles of marketing planning, and clearly explain the logical relationships such as marketing planning organisation and process.
<b>Competency Goals</b>	Create and use big data research, marketing creative techniques, new product development, digital marketing and other comprehensive marketing planning skills, cultivate innovative, systematic and critical new business high-level planning thinking, and serve the social and economic development of central and western China.
<b>Literacy goals</b>	Cultivate the value identity of family and country feelings, cultural self-confidence, and responsibility, and internalise and cultivate new business professional qualities such as innovation and entrepreneurship, honest service, and German and French studies.

### 3.2 In-Depth Refinement of the Core Elements of Ideology and Moral in the Curriculum

Based on the goal of cultivating new business talents, this paper fully excavates and refines the core ideological and moral elements of the course of "Enterprise Marketing Planning" in the context of new business, such as customer awareness, innovation consciousness, dialectical thinking, systematic thinking, scientific spirit, teamwork, social practice, professional ethics, etc., and based on the course knowledge module system, the support matrix and ideological and moral case database of the course ideological and moral elements are classified and constructed.

### 3.3 Systematically Construct a Curriculum Moral Education Integration Model

To improve the effectiveness of new business

talent training and enhance the effectiveness of course ideology and moral, the reform of this course project will rely on online and offline teaching spaces, comprehensively using Flipped Classroom, BOPPS and other student-centred modern teaching models, organically integrating ideological and moral elements into the entire process of course teaching, including pre-class guidance, in-class interaction, and after-class development. The three stages of ideological and moral integration and ideological and moral internalisation are interlocked, and the goal of ideological and moral education is achieved in a planned and step-by-step manner (see Table 2.).

**Table 2. Ideological and Moral Integration Model of Curriculum**

Teaching process	Pre-class tutorials	In-class interaction	After-school enrichment
<b>Format of teaching</b>	Self-directed learning	Interactive learning	Extended learning
<b>Ideological and moral approach</b>	Excavation of ideology and moral	Integrate ideology and moral	Internalise ideology and moral

Among them, the pre-class guidance stage includes activities such as the release of learning resources, students' pre-class preview, and the raising of inquiry questions, with self-guided learning as the main form, and diversified and in-depth exploration of ideological and moral resources. The interactive stage in the class includes students' learning feedback, key points, interactive communication, comment analysis and other links, focusing on interactive learning, and organically integrating ideological and moral elements throughout the process. In the after-class development stage, students are helped to expand their learning through consolidation exercises, special training, practical training competitions, and summary and reflection, and the ideological and moral elements are truly incorporated into the brain and heart through practice and practice.

### 3.4 Vigorously Innovate the Teaching Strategy of Curriculum Moral Education

Combined with the needs of new business talent training, actively solve the difficulties of Curriculum moral education and moral reform, according to the nature of the course and professional characteristics, a large number of new and interesting information-based teaching methods such as online sign-in, barrage, rush

answers, voting, random roll call, in-class exercises, student demonstrations, and theme discussions are interspersed to greatly activate the classroom atmosphere. At the same time, we vigorously innovate the use of "story extension", "case analysis", "theme discussion", "interactive games", "group competition", "practice test", "practical exercise" and other course ideological and moral teaching methods and methods, so as to effectively improve the scientific nature of the excavation of Curriculum moral education and moral elements, the organic nature of the integration of Curriculum moral education and moral elements, and the systematization of the construction of Curriculum moral education and moral system. For example, through the group discussion of the creative design of mobile public service advertisements, students' sense of innovation is stimulated, and the ideological and moral elements of self-discipline and self-improvement, unity and cooperation are integrated. Through practical exercises such as project competitions, students are trained to cultivate their professional quality, guide students to pay attention to social reality, enhance their innovative problem-solving ability, and realise that ideological and moral teaching in the curriculum is like salt into water, moisturising things silently.

### 3.5 The Whole Process is Integrated into the Teaching Evaluation of Curriculum Moral Education

In view of the disadvantages of traditional course assessment, such as focusing on results and the single form of evaluation indicators, this course reform integrates ideological and moral teaching evaluation throughout the whole process, and adopts a comprehensive assessment and evaluation system combining online + offline, in which the process evaluation includes pre-class preview, classroom attendance, unit self-test, seminar and learning, course training, innovative practice, course ideology and moral , etc. Summative evaluations include both standardized and non-standardized tests. Non-standardized tests include scenario simulation, case analysis, project design and other question types, highlighting innovative and comprehensive ability assessments.

### 4. Result

The results of this course reform have been

implemented and promoted in an orderly manner for students majoring in new business disciplines such as management science, big data management and application, and business administration in the School of Economics and Management of many application-oriented undergraduate universities in Hunan Province, and have shown good teaching practice results. Mixed teaching is highly satisfying. Relying on the three-dimensional curriculum resource system of online SPOC, it has completed five semesters of blended teaching tasks, with more than 300,000 course visits and over 3,000 interactions, with active participation and high satisfaction among students. Students, peers, and supervisors have repeatedly evaluated the course as excellent.

The course has a strong sense of learning. In the past five years, the excellent rate and good rate of students' comprehensive course scores have increased by 9.1% and 42.8% respectively, the online rate of postgraduate entrance examination has increased by 6.7%, and the employment rate of previous students has exceeded 90%, and employers have evaluated well.

The effect of ideological and moral education is remarkable. The course team has guided students to complete more than 10 national and provincial college student innovation and entrepreneurship training projects and provincial college student competition awards. More than 50 students were organised to participate in social welfare activities such as caring for left-behind children and helping rural revitalisation, and won 4 provincial awards including "Excellent Volunteer Service Team". The course team has carried out course exchanges and demonstration applications with Hunan Institute of Engineering, Hunan Institute of Technology and other colleges and universities many times, and the results have been good, with media such as New Hunan paying attention to and reporting on it frequently.

### 5. Conclusion

This course focuses on the reform and practice of moral education in the course of Enterprise Marketing Planning for new business majors, and systematically analyses the key issues such as the excavation and integration of the core elements of the course ideology and moral, and the innovation of the course ideological and

moral teaching strategy, so as to provide reference and guidance for the reform of the ideological and moral teaching of the new business major. It should be emphasised that the ideological and moral reform of professional courses is a systematic work, which requires colleges and universities to change the concept of education and do a good job in the top-level planning and incentive mechanism of ideological and moral construction of professional courses.

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