

Exploration of the Teaching Philosophy and Practice Approaches of Curriculum-based Ideological and Political Education - A Case Study of the "International Trade" Course

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Abstract: Promoting the construction of curriculum-based ideological and political education is a crucial approach for universities to fulfill the fundamental task of fostering virtue through education. It is imperative to consolidate the ideological and political positions of universities by giving full play to the role of courses as the main channel for ideological and political education. By leveraging the dominant role of classroom teaching, curriculum-based ideological and political education enables students to receive implicit ideological and political education in the process of learning professional courses, thus realizing the integration of moral and intellectual education, as well as the organic unification of knowledge imparting, ability cultivation and value shaping. Starting from the origin, connotation and significance of curriculum-based ideological and political education, this study first analyzes its historical background, core teaching philosophy and important educational functions. Then, taking the "International Trade" course as a typical case, it explores how to extract the ideological and political elements contained in professional courses to practice the teaching philosophy of curriculum-based ideological and political education. Finally, it further discusses the practical implementation paths of curriculum-based ideological and political education in professional course teaching, aiming to provide practical references and enlightenment for the effective advancement of curriculum-based ideological and political education in higher education institutions.

Keywords: Curriculum-based Ideological and Political Education; Teaching Philosophy; Practical Approach; International Trade

1. Introduction

The fundamental question of education lies in what kind of people to cultivate, how to cultivate them, and for whom to cultivate them. Therefore, fostering virtue and nurturing talents has become a core criterion for evaluating all work in universities. Since the new era, universities have been undertaking the important task of constructing a comprehensive work framework of "great ideological and political education". As an essential component of this framework, curriculum-based ideological and political education takes fostering virtue through education as its fundamental mission, centering on the growth and development of students. It emphasizes that all courses should assume the responsibility of fostering virtue and shaping souls, all teachers should undertake the educational obligation of moral cultivation, and all classrooms should serve as the main channel for ideological and political education. To realize this transformation in teaching philosophy, it is necessary to conduct in-depth exploration on the implementation methods of curriculum-based ideological and political education. Based on a thorough analysis of the origin, connotation and significance of curriculum-based ideological and political education, this paper takes the "International Trade" course as a case study to probe into the teaching philosophy and practical approaches of ideological and political education in professional courses, hoping to provide reference and inspiration for the better implementation of curriculum-based ideological and political education in professional teaching.

2. The Origin, Essence and Significance of Curriculum-based Ideological and Political Education

The emergence of curriculum-based ideological and political education is closely tied to the

fundamental task of universities to cultivate talents with both moral integrity and professional competence. A person's growth and development are affected by numerous factors, and the most essential ones are lofty ideals and beliefs, correct values, sound political literacy and noble moral sentiments. This is exactly the core goal of university ideological and political work: to consolidate the ideological and political positions of universities by taking courses as the main channel for ideological and political education. We must always regard fostering virtue as the core of education, integrate ideological and political work into the entire process of education and teaching, and implement holistic education that covers all students, the entire educational process and all educational aspects, so as to strive to create a new situation for the development of higher education in China.

It is emphasized that we should make good use of classroom teaching as the main channel for ideological and political education. For all professional courses, it is necessary to ensure high-quality teaching and moral cultivation in every discipline, so that all courses can align with ideological and political theory courses and form a synergistic educational effect^[1]. However, it is far from enough to impart the essential "nutrients" of ideological and political education merely through the single channel of ideological and political theory courses. We should fully utilize the main channel of professional courses, integrate the "nutrients" of ideological and political education into teaching practice, realize the deep integration of ideological and political education and professional courses, strengthen the ideological and political education in professional teaching, and help students absorb the necessary ideological and political "nutrients" in a more natural and effective manner.

Curriculum-based ideological and political education refers to an educational activity and process that provides comprehensive and all-round ideological and political education for students through the whole-course design and participation of all teaching staff. It is both a progressive educational concept and a practical teaching method of ideological and political education. The essence of curriculum-based ideological and political education is to realize the fundamental goal of fostering virtue and nurturing talents.

The main form of curriculum-based ideological and political education is to integrate ideological and political education in higher education into all links of course teaching and reform, so as to realize the subtle influence of moral cultivation. Specifically, it requires teachers to explore the integration points between professional knowledge and ideological and political education in teaching, integrate relevant ideological and political content into professional teaching in the course of classroom implementation, and achieve the goal of ideological and political education through the infiltration of professional teaching, thus closely unifying knowledge imparting, ability cultivation and value shaping. Curriculum-based ideological and political education is not a simple indoctrination of ideological and political theories, nor a replacement for ideological and political theory courses, nor an additional ideological and political education activity carried out independently in professional courses. Its core teaching philosophy is to integrate ideological and political elements with professional knowledge through the professional teaching and personal exemplary role of teachers^[2]. In professional course teaching, it realizes moral education through subtle infiltration and nurturing, enabling students to receive ideological and political edification through continuous exposure and influence, and ultimately achieving the goal of collaborative education of all courses.

The implementation of curriculum-based ideological and political education is of great significance for universities to cultivate all-round developed talents. On the one hand, curriculum-based ideological and political education undertakes the crucial mission of enabling universities to fulfill their fundamental responsibility of cultivating socialist builders and successors, and is an important strategic measure for implementing the fundamental task of fostering virtue through education. It advocates a collaborative education model involving all staff, all aspects and the whole process, emphasizes giving play to the educational function of the entire curriculum system through systematic design, maximizes the responsibility of every educator in universities for students' ideological and moral education, and comprehensively improves the practical effectiveness of ideological and political education. It helps students establish

correct world outlook, outlook on life and values, which is an inherent requirement and essential content of university talent cultivation. This strategic measure has far-reaching significance for cultivating successors of the socialist cause, maintaining national long-term stability, realizing national rejuvenation and promoting the great development of the country.

On the other hand, the construction of curriculum-based ideological and political education is also a key link in improving the quality of university courses and even the overall quality of education and teaching. The quality of education and teaching is the lifeline of higher education, and the quality of courses is the primary factor determining the educational quality of universities. Without first-class courses, the construction of "Double First-Class" universities and disciplines is out of the question. All concepts and ideas of higher education reform ultimately need to be implemented in course construction and realized through course teaching. Course construction is an evolving process in itself, and the standards and requirements for high-quality courses are endowed with distinct characteristics of the times^[3]. High-quality courses in the new era need to integrate knowledge transmission, ability cultivation and value shaping into a whole, making courses truly "vigorous" and "humanistic", and enabling students to truly internalize professional knowledge and ideological and political values in their hearts and externalize them in their actions. From this perspective, doing a good job in curriculum-based ideological and political education is also of great practical significance for promoting the construction of national first-class courses.

3. Ideological and Political Elements Contained in the "International Trade" Course

3.1 Understanding the Community with a Shared Future for Mankind from the Perspective of Global Value Chain Division of Labor

Over the past forty years since the initiation of reform and opening up, China has consistently sought to foster an external environment conducive to its development while actively contributing to the world and humanity. The vision of building a community with a shared

future for mankind represents a profound conceptual framework and a Chinese solution for the future of the world, distilled from China's experience in opening up. It is this very openness that has given rise to this vision, and an open China constitutes a significant force in advancing it.

The teaching of the International Trade course necessitates an analysis of the international division of labor. The global value chain (GVC) division of labor was the defining feature of international specialization in the 1980s and 1990s and served as a key pathway for China's participation in the global division of labor. This distinctive form of specialization has strengthened economic interdependence among nations. In teaching this topic, instructors can draw on reliable data, cutting-edge research findings, and case studies to help students gain a deeper understanding of the close relationship between the GVC system and the concept of a community with a shared future for mankind^[4]. By examining events such as the 2008 international financial crisis and the COVID-19 pandemic, educators can illustrate how these crises, through transmission mechanisms and chain effects within global value chains, have profoundly impacted the economies of China and other countries. Such analysis enables students to grasp the deep implications of interdependence in today's world. In the context of economic globalization, the economic and social dynamics of countries are increasingly interlinked through global mechanisms; a crisis in one country can exert far-reaching effects on others and the broader international community. Addressing potential crises thus requires global cooperation and solidarity—an approach that offers the only viable path to overcoming economic hardship. Through the presentation of these objective realities, students can come to recognize, in an implicit manner, that the international community is increasingly becoming a community with a shared future, in which countries are deeply interconnected. In the face of complex global economic challenges, no country can afford to stand alone. Peace, development, cooperation, and mutual benefit represent the inexorable trends of world and historical development.

3.2 Cultivating Students' Patriotic Feelings through the Practice of Global Trade and China's Foreign Trade

Patriotism is a time-honored excellent tradition of the Chinese nation and the core of the national spirit. It has been the inexhaustible driving force for the continuous development and progress of the Chinese nation for thousands of years. In the great cause of building socialism with Chinese characteristics in the new era, upholding and promoting patriotism helps to inspire the national spirit and unite national strength, and is of great significance for building a moderately prosperous society in all respects, achieving the great victory for China in the new era, and realizing the great rejuvenation of the Chinese nation.

China's destiny is closely linked with the destiny of the world. We should integrate the promotion of patriotism with the expansion of opening up, respect the historical characteristics and cultural traditions of all countries, respect the development paths independently chosen by the people of all countries^[5], be good at drawing wisdom and nourishment from different civilizations, and enhance the vitality and influence of Chinese civilization. This actually puts forward the new era requirement for the unity of patriotism and opening up under the new situation.

In the teaching of the "International Trade" course, introducing the rise and fall history of major powers in modern times can not only provide important reference for China's modernization drive and the construction of a strong economic power, but also enable students to deeply understand the significance of national strength. Students can summarize the experience and lessons of the rise and fall of major powers, such as adapting to national conditions, reform and innovation, opening up to the outside world, integrating into the global community, attaching importance to people's livelihood, pursuing harmonious development, forging ahead with enterprise and seizing development opportunities. These experiences and lessons are of great enlightening significance for students to better understand the great rejuvenation of the Chinese nation, help them deepen their patriotic feelings, stimulate their national pride, and guide them to correctly recognize the historical responsibilities and missions entrusted by the times.

When teaching international trade policies, teachers can combine with foreign trade protection cases against China to enable students to deeply understand the essence of foreign trade protectionism targeting China and the challenges

China faces in the trade protection game, thus stimulating students to think about China's future development and the historical missions entrusted to them by the times. For example, when teaching the theory of national economic security, teachers can take the United States' export control measures against China and Chinese high-tech enterprises such as Huawei as typical cases. Through classroom discussions and interactive teaching, students can understand why Huawei can respond to various technological blockades imposed by the United States with strong resilience: it is precisely because Huawei realized early on that the rise of China's economy would inevitably lead to the technological blockade imposed on China by Western powers^[6]. Only by enhancing independent innovation capabilities and technological strength, and mastering the core technologies of key components, can China gain the initiative in the international technological and economic game. Therefore, Huawei has taken a proactive approach and made adequate preparations for future challenges.

Huawei's strong capabilities have shown great resilience in responding to U.S. export controls, reflecting the spirit and sentiment of Chinese enterprises, giving the people hope and the country confidence. In professional learning, it is like gentle rain that deeply makes students realize their mission and responsibility, establish the spirit of perseverance, hard work, persistence, and serving the country with true talents and practical knowledge, and contribute to the people and the country through innovation and creation.

4. Exploration of the Implementation Paths of Curriculum-based Ideological and Political Education

4.1 Teachers Should Conduct In-Depth Research, Focus on Real-World Issues and Accumulate Extensive Knowledge

The effective implementation of curriculum-based ideological and political education places higher requirements on professional course teachers. Specifically, teachers not only need to accurately grasp the students' ideological dynamics, study what they think and feel, but also pay attention to social hotspots, international developments and practical social issues. At the same time, they need to possess knowledge in various fields such

as history and culture. Only in this way can they naturally and purposefully integrate ideological and political content into the professional issues. This indicates that course-based ideological and political education requires teachers to actively explore ways to actively intervene in students' daily lives in the educational process, combining teaching with students' current real-life situations and their inner dilemmas, consciously responding to the real problems they encounter, truly touching the depths of their hearts, so as to have a positive impact; on the other hand, teachers not only need to understand the profession, but also need to understand more industry, national, international, cultural, and historical knowledge related to the course. These all place higher requirements on teachers. For example, when discussing the rise and fall of major powers in modern times, it will definitely involve the historical background of that era and the changes in the world pattern; when discussing China's "Belt and Road" initiative, it will definitely mention the origin of "Belt and Road", and inevitably involve the Western Han Dynasty's Zhang Qian's mission to the Western Regions, ancient China's Qin and Han dynasties, and the prosperous Tang Dynasty, all of which will enhance students' cultural confidence in China in an imperceptible way. Only when teachers' knowledge systems are multi-dimensionally enhanced can they further deepen their understanding and comprehension of ideological and political education, and truly consciously place improving students' political awareness, ideological level, and moral quality on an equally important position as knowledge imparting and ability cultivation, truly achieving "establishing oneself with virtue, pursuing learning with virtue, and educating others with virtue". Such professional teaching will enable students to truly understand and believe.

4.2 Ideological and Political Content Should Be Naturally Integrated into Professional Knowledge Learning to Arouse Students' Emotional Resonance

Salt needs to dissolve in water and blend into the soup to be considered delicious. Therefore, curriculum-based ideological and political education does not involve simply and directly transplanting ideological and political content into professional course teaching. Instead, it should be naturally integrated in accordance with the circumstances, so that students can have

emotional resonance and accept it naturally. This will truly achieve an effect of "soft influence" and "subtle influence". Professional course teachers should incorporate the educational content of ideological education into the course's training objectives, teaching syllabus, and appropriate teaching content during their regular lesson preparation. They should carefully design the ideological education content to achieve the organic integration of professional content and ideological and political content. For example, as mentioned earlier, when discussing the history and significant achievements of China's opening up to the outside world, relevant background materials of important decisions made during the process of opening up can be analyzed and interpreted. Through detailed data analysis and international comparisons, the important achievements of China joining the World Trade Organization in the past 20 years can be demonstrated. In this process, ideological elements that may be contained can be naturally conveyed to students, and their value guidance and national pride enhancement can be achieved in a subtle way.

4.3 Various Teaching Methods Should Be Skillfully Adopted to Improve the Effect of Curriculum-based Ideological and Political Education

To achieve the effect of "spring rain nurturing growth", course-based ideological education needs to be introduced naturally through various teaching methods. For instance, the case study method can be employed. Selecting typical, highly inspiring and engaging cases not only helps students better understand basic professional theories, but also cultivates their comprehensive analytical and critical thinking abilities. Moreover, by restoring the factual context, students can truly perceive the ideological and political elements contained in the cases. When presenting the case, "infiltration" can be achieved through the use of various methods such as micro-videos and comics, thus achieving the seamless integration of professional course teaching and ideological and political education. Additionally, course-based ideological and political education can also be carried out through classroom discussions and debates. By having students consult relevant materials, organize their thoughts and present them in class, this not only helps to enhance students' critical thinking and

expression skills, but also enables them to enhance their self-recognition through practical participation, thereby raising their ideological and political awareness.

5. Conclusion

Course-based ideological and political education is both a science and an art. It is an important approach for university ideological and political education in the new era, and it is also an innovative way for colleges and universities to cultivate qualified builders and successors. Through the study of professional knowledge, ideological and political education is subtly conducted on students; at the same time, by strengthening the construction of course-based ideological and political education, it not only enriches the classroom content, but also enlivens the classroom atmosphere and enhances the affinity of the course, thereby truly improving the quality of course teaching and educational quality, and ultimately achieving the organic unity of professional teaching objectives and moral education objectives.

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