

Exploration and Research on the Ideological and Political Factors in the Course of Business Ethics

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Abstract: Business ethics is an indispensable and important component of modern business activities, and is a fundamental norm for regulating business behavior, maintaining fair competition, and promoting social development. With the continuous development of China's market economy and industrial structure, the role of business ethics in enterprise management and commercial activities is also receiving increasing attention. We can improve the business ethics level of college students, guide them to operate legally and in compliance with regulations, and reject corruption. Promoting social integrity construction are also important tasks of ideological and political education in current universities. The article mainly analyzes the teaching of ideological and political factors in the course of Business Ethics, hoping to promote the high-quality development of higher education.

1. Introduction

In order to achieve comprehensive quality education for students, ideological and political education should also be integrated into professional curriculum teaching activities in universities, reflecting the trend of integrating ideological and political education with curriculum teaching, promoting students' healthy growth while also mastering professional skills. This article explores the effective integration between business ethics courses and ideological and political education based on the teaching content of business ethics courses. The main purpose is to help students form correct life values, innovate teaching content and methods, and explore the construction direction of business ethics courses in the context of high-quality development.

2. The importance of combining ideological and political construction with business ethics courses

2.1. Advantages of integrating ideological and political factors into business ethics courses

As a professional course, the teaching difficulty of Business Ethics mainly lies in guiding students to learn how to regulate their behavior. Integrating ideological and political education into the curriculum can cultivate students' ability to inherit socialist core values from a macro level, cultivate their awareness of rejecting bad business practices, and enhance their ideological and political education. In business behavior, students need to master skills such as how to seize business

opportunities, how to obtain benefits, and how to coordinate with other competitors. But if we simply regard it as technology learning, what we present to students is impetuous capital operation and exponential growth. Therefore, by incorporating ideological and political elements into business ethics education, students can develop a business concept of integrity and compliance through learning and practice, thereby receiving better guidance in the process of growth and success.

The purpose of business ethics education is to inherit social civilization and promote values such as fairness, integrity, and kindness. But if it does not involve ideological and political education in the curriculum, it may only stay in theory and cannot be smoothly transformed into students' perception of social responsibility. Integrating ideological and political education into the curriculum helps students effectively grasp their sense of social responsibility, establish a sense of sustainable development and environmental protection.[1] By focusing on factors such as ethics, justice, and responsibility, students are not lost in their pursuit of their own path, and can reflect their own value orientation in practice. The course of business ethics is a highly practical and targeted discipline, but many of its issues cannot be simply explained from the perspectives of natural economy and market forces. The complex and diverse factors constitute the modern market. Only by embedding it into the categories of social and political thought can the natural, social, and humanistic attributes of these issues be fully displayed; For educators, even if they simply involve these issues, they still need to have a clear ideological path and awareness. By integrating ideological and political education into the curriculum, a more systematic knowledge framework can be formed in breadth and deeper theoretical analysis can be conducted in depth.[2]

2.2. Analysis of the necessity of integrating ideological and political factors into business ethics courses

The integration of ideological and political factors into business ethics courses is very necessary. Business ethics is the norm for moral norms and behavioral norms in business activities, while ideological and political factors instill correct political thinking and education in students' ideas and values. The integration of the two can promote students to develop correct business ethics concepts and practices. Business ethics involves the interests of social organizations and individuals, and is an important aspect of social governance and management. Ideological and political factors can to some extent enhance students' sense of social responsibility and help them integrate business ethics theory with practice. The integration of ideological and political factors can help students fully understand their roles and responsibilities, providing necessary conditions and platforms for improving their literacy in business ethics. Therefore, the integration of ideological and political factors into business ethics courses is necessary, which can help students develop correct values and behavioral norms in business practice, so as to improve business ethics awareness and literacy, protect market order and consumer rights, and promote sustainable social and economic development.

3. The current situation of integrating ideological and political factors in the course of business ethics

3.1. Business ethics courses lack the integration of ideological and political elements

If the business ethics course lacks the integration of ideological and political elements and only analyzes problems, it may only stay at the technical level, and students' understanding and understanding of business behavior will be limited to surface phenomena, lacking profound thinking and analysis. This will make it difficult for students to truly understand the economic, political, and cultural factors behind business, to deeply understand the inherent essence and substantive significance of business behavior, and to systematically grasp knowledge of interests, power, legal

system, and other aspects. More importantly, the lack of integration of ideological and political elements in business ethics courses can lead to a lack of understanding of socialist core values, ethics, and other aspects, as well as a lack of understanding and pursuit of professional ethics, social responsibility, and the inability to strengthen one's own cultural literacy and social responsibility. Therefore, adding ideological and political elements to business ethics education can help students better understand the background and connotation of business behavior and business ethics norms, better understand the responsibilities and obligations of business behavior, and pay more attention to factors such as ethics, fairness, and responsibility, in order to enable students to receive better guidance in the process of growth and success.

3.2. Traditional teaching methods and poor classroom ideological and political experience

The traditional single teaching method and poor classroom ideological and political experience can indeed affect students' enthusiasm and effectiveness in learning business ethics courses. In traditional teaching models, teachers usually simply explain the course content, and students passively accept it, lacking interaction, thinking, and exploration, which can easily lead to low interest in learning and poor effectiveness. Poor classroom ideological and political experience may lead to students' distrust or resistance towards political education, which in turn affects their learning and understanding of business ethics courses.

3.3. Neglecting business ethics teaching research and differentiated assessment system

Neglecting business ethics teaching research and differentiated assessment systems can affect the effectiveness and quality of business ethics education. Business ethics is a highly comprehensive discipline that requires the comprehensive application of multidisciplinary knowledge. Only through in-depth research can educational content and teaching methods be continuously updated to improve the effectiveness and quality of business ethics education. If research on business ethics teaching is ignored, the education of business ethics will not be continuously promoted and developed, leading to the lack and imperfection of business ethics education.

At the same time, the lack of a differentiated assessment system can also affect the effectiveness of business ethics education. Business ethics is a complex and diverse discipline, and different educational goals require different assessment systems. If only a unified assessment standard is adopted, inaccurate measurement may occur due to factors such as students' background, interests, and personality, which can affect students' learning enthusiasm and course satisfaction. Therefore, it is necessary to establish a differentiated assessment system, develop different assessment standards and methods based on different educational goals and student situations, and improve the pertinence and effectiveness of business ethics education.

4. The teaching strategy of integrating ideological and political factors in the course of business ethics

4.1. Enriching textbooks and content, achieving a "combination of Chinese and Western culture"

The development of Western society is earlier and more mature than that of China, and the development of its ethics is also more abundant. Therefore, introducing theories of Western ethics can help students understand the latest development trends in business ethics internationally, master business ethics standards under different cultures and values, as well as various business ethics models and tools. For example, if the teaching involves corporate governance, business ethics,

professional ethics and other aspects, students can better understand the international development of business ethics through the introduction of the United States Financial Integrity Act, the British Official Report on Corporate Governance, the United Nations Global Compact and other international laws and regulations, the Manchester Code of Business Conduct and other specific practices.

China has a long cultural history and has formed a unique business culture and business ethics. Therefore, in business ethics courses, the essence of traditional Chinese culture can be combined to help students better understand and feel the unique charm of Chinese culture. For example, when it comes to professional ethics in teaching, students can be guided to carefully read classic works such as "Mencius" and "The Analects of Confucius", and understand the commercial practical connotations of Chinese thought such as "benevolent love others" and "gains and losses are all in the heart"; Or when it comes to corporate social responsibility, it can cultivate students' awareness of public welfare and social responsibility, and guide them to establish a business concept of "serving the public" and "returning to society".

Business ethics education needs to combine theory with practice. Through case studies, students can recognize specific issues in business ethics and learn how to handle related issues. Teachers can select representative companies, industries, and events as case studies for explanation and analysis. By dissecting different cases in detail, students can gain a deeper understanding of the complexity and diversity of business ethics. It is very important to have the ability to handle these issues in business ethics. During the process of learning business ethics, the student union is exposed to a large amount of literature, including domestic and foreign books, journal articles, market analysis reports, etc. Teachers can guide students in literature search and selection, with a focus on cultivating students' ability to access and analyze literature. At the same time, it can also guide students to conduct business ethics research and encourage them to write relevant papers. By integrating the business ethics concepts of China and the West, combined with the essence of traditional Chinese culture, students can better grasp the core knowledge and skills of business ethics, and improve their ethical literacy and ideological and moral level.

4.2. Emphasizing innovative teaching methods and the application of theory to practical thinking

The teaching methods of business ethics education should be innovative and diverse, and teachers need to constantly try new methods to stimulate students' interest and learning enthusiasm, thereby improving the effectiveness and quality of business ethics teaching. In terms of teaching methods, innovative teaching methods can stimulate students' interest and enthusiasm, better help students understand the concepts, potential problems, and solutions of business ethics, and thus better apply theory to practical thinking. Among them, interactive teaching method is a good method, which promotes business ethics education through early discussions, dialogues, and group discussions. This method can promote students to think for themselves and understand their learning background, as well as the concepts and skills that can be applied. Teachers can understand students' learning progress and difficulties through interaction and discussion, and reflect on themselves in a timely manner, in order to better educate and improve teaching quality.

In addition, the case study method is also a good teaching method for business ethics. The case study method can help students understand the actual situation and learn from it. Through teaching cases, students can learn methods and skills to cope with different situations and problems in actual business environments, while also stimulating their interest and learning enthusiasm, thereby better understanding the theory of business ethics. The application of theory to practical thinking is also an important aspect of business ethics education. Business ethics should not only be a concept of learning theory, but also a practical thinking applied in practical life. In teaching, teachers need to fully utilize

a large number of cases and practical exercises to apply students' theoretical knowledge to practical operations. This practical teaching method can better promote students' thinking and theoretical application, thereby more effectively applying theory to practical thinking. Business ethics education requires innovative teaching methods to stimulate students' interest and learning enthusiasm, while applying theory to practical thinking. Business ethics education should not only be a business of learning concepts and theories, but also a practical thinking process applied in practical life.

4.3. Strengthening the teaching and research of business ethics, and improving the differentiated assessment system

Business ethics education involves multiple disciplines such as social politics, law, economics, and ethics. Only by conducting in-depth research on the content, objectives, and learning needs of business ethics education can a more scientific and reasonable teaching plan be formulated to better promote the teaching practice of business ethics education. In terms of research, teachers can conduct research from the content of business ethics education textbooks, as well as the needs, interests, and backgrounds of students. At the same time, course evaluation and teaching effectiveness analysis can be conducted to timely understand students' feedback and adjust teaching strategies.

5. Conclusion

In summary, integrating ideological and political education into the course of Business Ethics is of great significance for cultivating students' comprehensive qualities and moral character. In today's business environment, business ethics has become an important component of enterprise management and social development, and cultivating talents with business ethics awareness and moral qualities has become particularly important. Teachers should strengthen the guidance and education of ideological and political education in their teaching, allowing students to master business ethics knowledge and skills while integrating them into their thoughts, moral character, and actions, in order to truly achieve "self-cultivation, family unity, governance, and world peace", and promote sustainable and harmonious development of society.

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