

The Improvement Path of Ideological and Political Education in Management Courses under the Background of Promoting Business Studies

Zhaogang Fu^{1,2,*}

¹*Business School, Lingnan Normal University, Zhanjiang, China*

²*Guangdong Coastal Economic Belt Development Research Center, Zhanjiang, China*

**Corresponding author*

Keywords: Curriculum ideological and political education; management; red management; business administration; teaching reform

Abstract: In the context of industry oriented business education, the ideological and political education of the course "Management" has become an important aspect of higher education. This article, from the perspective of combining theory and practice, points out the common problems of the ideological and political education course "Management", such as the lack of effective ideological platform, single course repetition, asynchronous teaching design, and lack of practicality. Through the exploration of the clear objectives and significance of the "Management" course, the integration of theory and practice, the construction of teaching staff, and diversified teaching methods, etc, Proposed specific paths to enhance ideological and political education in the course of Management. This includes optimizing the curriculum by adding ideological and political content, practical teaching links, integrating interdisciplinary education elements, improving teaching methods through effective teaching tools and interactive teaching methods, cultivating the teaching staff in school, and strengthening the construction of in-service teaching staff to create a teaching staff. The aim is to promote the improvement of ideological and political education in the course of Management, in order to cultivate talents with comprehensive qualities and meticulous thinking abilities.

1. Introduction

In recent years, with the increasingly fierce market competition, universities have begun to continuously adjust their educational structure and provide more suitable business majors to meet market demands. In this context, how to enhance students' comprehensive quality and ideological and political education level through the means of ideological and political courses has increasingly attracted attention from universities. Management, as an important vocational education course, covers the core theoretical and practical knowledge of management and is one of the mandatory courses for the revitalizing business. Ideological and political education is a crucial aspect of higher education, providing students with experiences of failure and success, as well as self-promotion and display abilities. Clarifying the goals and significance of ideological and political education,

emphasizing the combination of theory and practice in the course of Management, strengthening the construction of teaching staff, and diversifying teaching methods are crucial measures to improve the talent quality of revitalizing business [1]. Therefore, this article aims to explore how to enhance the path of ideological and political education in the management course under the background of promoting business, in order to provide inspiration for research and practice in related fields.

2. Common Issues in Ideological and Political Education in Management Courses

2.1. Lack of Effective Ideological and Political Education Guiding Ideology

The management course mainly focuses on the professional knowledge and technology of enterprise management, but lacks education on students' values and ideological concepts [2]. Therefore, in the process of integrating ideological and political education into management courses, there will be many difficulties due to the lack of effective ideological and political education guiding ideology.

Firstly, there is a lack of guiding ideology to effectively integrate ideological and political education with management courses. Because the focus of ideological and political education is to cultivate students' ideological and moral qualities, promote the core values of socialism with Chinese characteristics, and there is a significant difference between management courses that mainly focus on technology [3]. In teaching, it is necessary to find an effective guiding ideology position in order to better integrate ideological and political education with management courses, enable students to have a deeper understanding of knowledge and values, and apply the knowledge learned more fully in practice [4].

Secondly, the lack of guiding ideology will lead to the lack of education on students' ideology, and students are prone to produce empiricism thoughts that lack depth of knowledge, which is not conducive to talent cultivation. At present, various industries in society are deeply scheming, requiring management talents to have a rigorous and solid ideological and knowledge background in order to better cope with various challenges and enhance their professional competitiveness.

In summary, the lack of effective ideological and political education guiding ideology will hinder the effective integration of ideological and political education with management courses [5]. In order to better achieve the curriculum objectives, it is necessary for teachers and managers to work together to build an effective ideological and political education guiding ideology in the process of curriculum construction and implementation, so that students can have a more comprehensive understanding of various theories and strengthen their sense of responsibility and moral norms.

2.2. Repeatability and Singularity Issues

With the progress and development of society, ideological and political education is playing an increasingly important role in Chinese universities [6]. However, with the continuous popularization of ideological and political education, issues of repetition and singularity also arise, which in turn affects the quality of ideological and political education.

In a large number of enterprise training, courses, and lectures, the content of ideological and political education contains repetitive and simple content such as "five lectures, four beauties, and three passions", which leads to students' aversion and accumulation of learning. In different education plans, important ideological and political education should convey content that cannot be seen at all. This simple and repetitive education not only fails to explain the importance of ideological and political education, but also fails to evoke resonance in students' hearts and affect the improvement of their ideological quality.

Ideological and political education often only focuses on imparting ideological and theoretical concepts, emphasizing knowledge everywhere, and cannot truly focus on improving students' comprehensive qualities, as well as the practical application and internalization of knowledge [7]. This single educational approach can lead to students' poor performance in terms of knowledge, values, moral norms, and other aspects, and cannot keep up with the trend of social development.

2.3. Teaching Design is not Synchronized

In higher education, asynchronous teaching design is a common phenomenon. This phenomenon mainly refers to the lack of consistency in curriculum objectives, teaching resources, and teaching methods, resulting in a certain gap between schools and students. This issue may come from within the university or from outside, leading to many problems and negative impacts [8].

Firstly, unsynchronized teaching design can lead to an inability to guarantee teaching quality. If the design of a course is not synchronized, it is difficult to achieve professionalism, systematicity, and comprehensiveness. There are differences and inconsistencies in the course content and teaching format, and there is a difference in strategic awareness between students and teachers, making it difficult for students to learn practical knowledge.

Secondly, the asynchronous release of teaching design exacerbates issues such as decreased student performance and unfair evaluation. Due to asymmetric learning information and varying levels of knowledge mastery among students, there are differences in teaching priorities, difficulty levels, and other aspects. Students' learning enthusiasm is not high, and the course evaluation results are not objective. Some students may also experience different complaints and negative emotions, which affects their learning effectiveness and overall quality [9].

Finally, asynchronous teaching design can also increase teaching costs and reduce teaching efficiency. When different course designs are unevenly distributed, specialized personnel are needed to strengthen coordination and overall planning, increasing teaching management costs. It will also increase the difficulty of students' learning. Students' learning should be a gradual and orderly process, rather than a chaotic and disorderly process, because the confusion and differences in the learning process will reduce learning efficiency, affect students' grades and exam results.

In short, the issue of synchronous teaching design is a serious problem for the education system, which can affect the quality of teaching, reduce students' enthusiasm and initiative, and increase students' costs and risks. Therefore, both schools and teachers should pay attention to controlling this problem and take corresponding measures to fundamentally solve it. It is necessary to strengthen teacher training and appointment, strengthen course evaluation and management, and strengthen student training and guidance to ensure regional coordination and consistency of teaching facilities.

3. Improvement Path of Ideological and Political Education in Management Courses

3.1. Optimizing Course Settings

3.1.1. Add Ideological and Political Content to the Course

The optimization of ideological and political construction in management courses needs to start with the course content, among which adding ideological and political education content is a very important part. In order to cultivate high-quality management talents with a sense of social responsibility and moral literacy, modern corporate culture, and effective political awareness, it is necessary to strengthen the content of ideological and political education, and improve the ideological and political value and practicality of management courses. When adding ideological

and political education content, it is necessary to consider the national conditions and historical background, pay attention to the development of social reality and changes in political situation, and keep the teaching content up-to-date with the times [10]. At the same time, it is also necessary to focus on practicality and increase course content related to enterprise management practices, such as organizational structure design, human resource management, leadership, etc., so that students can learn more practical management knowledge and skills.

Adding teaching content related to moral ethics, social responsibility, cultural consciousness, and political consciousness is the key to the ideological and political construction of management courses. To govern enterprises with morality, to help students understand the importance of morality and ethics in management practice, and to guide them to establish correct values and moral values. At the same time, increasing the teaching content of social responsibility and cultural awareness can be reflected in aspects such as systems, processes, and norms, allowing students to deeply understand the importance of enterprises in social responsibility and cultural awareness, and understand the roles and obligations that enterprises should play in practice.

3.1.2. Increase Practical Teaching Links

Adding practical teaching links is crucial in optimizing the ideological and political construction of management courses. Practical teaching can effectively improve students' practical skills and social responsibility awareness, enabling them to deeply understand management knowledge and ideas in practice, while also cultivating their innovative spirit and sense of responsibility. Therefore, it is very necessary to strengthen management practice education. Add practical teaching links for organizing practical inspections. Organizing practical inspections can allow students to personally participate in enterprise management practices, understand the problems and challenges faced by enterprises in practice, and provide practical opportunities for students to combine with classroom teaching. Through practical investigation, students can gain a deeper understanding of the operational models and management processes of enterprises, and learn the skills and knowledge required in specific management practices. Increase practical teaching links such as social research. Social research can enable students to have a deep understanding of social development and the current situation and trends of specific industries, and improve their social observation ability. Through social research, students can understand the role and impact of enterprises in society, and thus understand the social responsibilities that enterprises need to undertake. At the same time, social research can also cultivate students' innovative spirit and problem-solving ability.

3.1.3. Integrating Interdisciplinary Educational Elements

Management, as a highly comprehensive discipline, requires interdisciplinary learning and thinking abilities. Therefore, it is necessary to integrate interdisciplinary educational elements and improve the interdisciplinary and comprehensive nature of management courses. Accordingly, strengthening cross teaching with sociology, psychology, marketing and other disciplines can improve students' ability of multi thinking and critical thinking, and provide students with multi angle in-depth thinking ability in their future career development.

Firstly, by strengthening cross teaching with sociology, students can gain a deeper understanding of the behavior and interaction patterns in society and organizations, and gain a more comprehensive understanding of the concepts and theories of management. For example, the inclusion of sociological content such as organizational culture and organizational behavior in the curriculum can help students better understand the causes and impact mechanisms of organizational behavior and organizational culture, and also help students better understand the social background and industry environment.

Secondly, strengthening cross teaching with psychology can improve students' understanding of employee emotions and behaviors. Through the study of team, communication, conflict management and other psychological knowledge, students can better manage employees, and better understand the changes in employees' emotions and coping methods.

Finally, integrating knowledge from disciplines such as marketing can help students better understand the operational laws of the market economy and the development opportunities of enterprises themselves. For example, the integration of market research, market positioning, brand management and other contents into the curriculum can enable students to have a deeper understanding of market competition and marketing strategies, and also improve students' market judgment ability and management innovation ability.

3.2. Improving Teaching Methods

3.2.1. Adopting Effective Teaching Tools

Modern digital teaching technology is an important component that cannot be ignored in the ideological and political construction of management courses. Adopting effective teaching tools can not only make the classroom more lively and interesting, but also increase students' interest and participation in learning, help them better grasp management theory and practice, and improve the teaching effectiveness of the course and students' academic achievements. On the one hand, using multimedia teaching equipment can create a more interactive classroom. For example, teachers can use PPTs to help students better understand the teaching content, and display corresponding theoretical and practical cases through various forms such as pictures, tables, and charts, allowing students to have a deeper understanding and memory of classroom content. At the same time, with the help of modern digital teaching technology, the classroom can also engage in a series of interactive practical activities, such as case analysis, group discussion, and game interaction. These activities can not only enable students to apply the knowledge they have learned to solve problems, but also make it easier for students to understand and remember related concepts and theories. On the other hand, digital teaching technology can also provide students with a rich online resource library. For example, students can easily access various resources such as books, journals, papers, and teaching videos through the internet, making the learning content more comprehensive and in-depth. In addition, the online courses and MOOC (Massive Open Online Courses) offered by universities also provide students with diverse and flexible learning methods, allowing them to learn anytime and anywhere, choose appropriate teaching resources according to their preferences and interests, and better research and understand management theory and practice.

3.2.2. Adopting Interactive Teaching

Interactive teaching is one of the very important teaching methods in the ideological and political education of management courses. Compared to traditional lecture based teaching, interactive teaching can more stimulate students' learning enthusiasm and interest, thereby promoting the improvement of students' thinking and expression abilities. Firstly, teachers can adopt a problem-based approach by asking targeted questions to guide students' thinking, activate their thinking and interests, and learn and improve through exploration. In addition, teachers can also use group discussions to encourage students to think collectively, discuss and solve practical problems together, thereby enhancing students' problem-solving and thinking abilities, and making the classroom more interactive. Secondly, teachers can arrange role-playing activities and other forms to allow students to experience the learning content more deeply and intuitively, truly feel the practical application of management theory, and thus better understand the course content. By

participating in scene simulations or role-playing, students can not only experience the complexity of practical problems, but also better understand how to use their knowledge to solve complex problems, effectively improve their management thinking and practical abilities, and achieve the goal of improving their overall quality. Finally, irregular classroom tests are also an important form of interactive teaching. Testing can test students' understanding of theory and practice, motivate them to study harder, and remind teachers of which knowledge points need more attention and consolidation. In the test, teachers can use different types of questions, such as multiple-choice questions, fill in the blank questions, short answer questions, and argumentative questions, to achieve better test results.

3.3. Building a Teaching Staff

The ideological and political education course in management is one of the necessary means to cultivate high-quality and sustainable senior management talents. In order to improve the teaching level of ideological and political education in management courses, it is necessary to create a high-quality teaching staff. In terms of building a teaching staff, it can be elaborated on in the following two aspects:

3.3.1. Cultivating a Teaching Staff (During the School Stage)

Teachers are the main body of ideological and political education in management courses, and in cultivating the teaching staff, attention should be paid to the following points: teacher ethics cultivation. Teachers must have a clear understanding and sense of responsibility towards the requirements of professional ethics, be responsible to students, abide by educational laws, and always maintain good moral integrity. Academic ability. Management course ideological and political teachers must have a solid academic background and ability, be able to target students at different levels, master various teaching methods, and grasp the current dynamics of the management discipline. Teaching ability. The ideological and political teachers of the management course should pay attention to subject orientation, adhere to problem orientation and practice orientation, pay attention to innovative teaching methods, cooperate with industry institutions and enterprises, and cultivate students' innovative spirit and practical ability in teaching.

3.3.2. Strengthen the Construction of Teaching Staff (During the In-service Stage)

The construction of the teaching staff for ideological and political education in management courses always needs to be continuously strengthened, including the following aspects: teacher continuing education. To provide continuous learning and further learning opportunities for teachers in response to changes in the current development, policies, and applications in the field of management, in order to enhance their skills, knowledge, and teaching abilities. Academic exchange. Arrange teachers to participate in various domestic and international academic conferences and exchanges, conduct academic research, broaden their horizons, and improve their visibility and academic level. Teaching activities. Provide a broad teaching platform for teachers, build interactive teaching platforms, encourage teachers to practice teaching systems, and promote teaching activities through online education, online discussions, and other methods. In short, the construction of the ideological and political teaching staff for management courses should follow the concepts of high quality, teaching orientation, and practice orientation, pay attention to cultivating management professional talents, promote the ideological and political education of management courses to a higher level, and make greater contributions to the cultivation of more high-quality management talents for China's modern management cause.

4. Conclusion

Overall, the ideological and political education course in management is one of the important ways to cultivate high-quality and comprehensively developed management talents for modern management. The ideological and political education course in management aims to cultivate students' values, utilize cutting-edge theories and practices, and strengthen their management abilities and literacy, in order to help them grow into modern management talents with advanced thinking, comprehensive knowledge, and strong practical abilities.

Acknowledgments

This work was supported in part by a grant from The 2022 Guangdong Province Undergraduate University Teaching Quality and Teaching Reform Project "Research and Practice on the Path of Integrating Red Management into the Ideological and Political Education of the Management Course under the Background of Promoting Business Studies" (718).; The 2022 Guangdong Province Continuing Education Improvement Engineering Construction Project "Management" Continuing Education Network Course ".

References

- [1] Zhang X., & Zhang L (2020). *Exploration and Practice of Ideological and Political Education in Business Management Courses*. *Education and Vocation*, 1, 46-50.
- [2] Liu W., Liu X., & Chen A (2020). *Educational Reform of Business Management Course from the Perspective of Ideological and Political Education*. *Education Management and Administration*, 4, 58-63.
- [3] Li M., & Lu Y (2019). *Reflection on the Optimization of Ideological and Political Education in Business Management Courses*. *Journal of Fujian Normal University (Philosophy and Social Sciences Edition)*, 38 (5), 109-114.
- [4] Qu B (2018). *Research on the Development of Ideological and Political Education in Business Management Courses in Colleges and Universities*. *The Open Education Journal*, 11, 62-66.
- [5] Wang Y., & Luan J (2019). *Transformation and Exploration of Ideological and Political Education in Business Management Courses*. *South China Higher Education*, 2, 81-85.
- [6] Ma Y., & Liu J (2019). *Cultivation of Innovative Talents in Business Management through Ideological and Political Education*. *The Theory and Practice of Curriculum Construction*, 5, 17-24.
- [7] Huang Y., & Liu J (2018). *Research on the Ideological and Political Education in Business Management Courses in Colleges and Universities under the Background of Promoting Business Studies*. *Education and Teaching Forum*, 32 (26), 38-42.
- [8] Song H (2019). *Current Situation and Countermeasures of Ideological and Political Education in Business Management Courses in Local Universities*. *Education Herald*, 277, 182-184.
- [9] Hu X., & Li X (2019). *Thoughts on the Ideological and Political Education in Business Management Courses under the Background of Business Studies*. *Journal of Guangzhou University (Social Science Edition)*, 19 (6), 78-83.
- [10] Cao Y (2020). *Research on the Construction of Ideological and Political Education in Business Management Courses in Colleges and Universities*. *Frontiers in Educational Research*, 2 (3), 5-12.