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Research on the Construction and Practice of the Ideological and Political Education Model for Marketing Courses under the New Business Discipline Context

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Abstract: Against the backdrop of the development of new business disciplines, the digital, intelligent, and cross-border development trends of the commerce and trade industry have put forward brand-new requirements for the professional ethics, values, and comprehensive competence of marketing professionals. The integration of curriculumbased ideological and political education enables marketing courses to realize allround talent cultivation. Accordingly, rooted in the context of new business disciplines, this paper discusses practical paths for ideological and political education in marketing courses, so as to provide theoretical support for cultivating highquality commerceandtrade talents.

Keywords: Curriculum-based ideological and political education; Core competencies; New business disciplines; Marketing; Industry forms

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1. Introduction

The Guidelines for the Construction of Curriculumbased Ideological and Political Education in Institutions of Higher Education emphasize that comprehensively promoting curriculum-based ideological and political education means embedding value guidance into knowledge imparting and competence cultivation, and helping students shape a correct world outlook, outlook on life, and values. The rapid development of the digital economy has driven the transformation and iteration of traditional business education toward new business disciplines. Cultivating talents with both moral integrity and professional competence and prioritizing moral character has become the core orientation for business talent training in the new era. Curriculumbased ideological and political education serves as a core starting point for implementing the fundamental task of fostering virtue through education in universities and realizing collaborative talent cultivation combining knowledge imparting and value guidance. Closely connected with industry scenarios such as market operation,

customer service, brand building, and commercial competition, marketing courses contain abundant ideological and political educational elements and possess inherent advantages for constructing curriculumbased ideological and political education [1]. Therefore, constructing an ideological and political education model for marketing courses helps promote the in-depth integration of professional knowledge, post competence, and ideological and political literacy, and assists universities in cultivating application-oriented business talents of the new era who integrate professional competence, professional ethics, and social responsibility.

2. Value implications of ideological and political education in marketing courses under the new business discipline context

2.1. Reshaping value orientation of professional education and implementing the fundamental task of fostering virtue through education

Under the context of new business disciplines, marketing talents are required not only to possess professional application capabilities adapting to digital markets, intelligent marketing and crossborder business forms, but also to uphold correct views of righteousness and benefit, noble commercial ethics and firm legal bottom lines. Hence, marketing courses shall not only strengthen students' professional knowledge and skills, but also focus on shaping their commercial cognition, fostering marketoriented thinking, standardizing professional conduct, and guiding commercial values. The integration of curriculumbased ideological and political education can reshape the educational orientation of marketing courses, push courses to transform from mere professionalknowledge instruction and marketingskill training toward multidimensional education including value guidance, literacy cultivation and personality shaping, and realize high unity of knowledge teaching and talent cultivation [2].

2.2. Meeting talent demands of new business disciplines and cultivating marketing talents with both ability and moral integrity

New business disciplines place greater stress on the balanced development of talents' comprehensive literacy. Practitioners are expected to possess digitalmarketing professional competence, innovative thinking, legal literacy, commercial ethics, and socialservice capabilities. Educational connotations including commercial integrity, fair competition, social responsibility, green marketing, publicwelfare service and innovationdriven commitment shall be integrated into the whole process of talent training, so as to build an educational system featuring coordinated development of professional competence and ideological and political literacy, and make up for implicit shortcomings of traditional business education in value literacy and professional character. Through curriculumbased ideological and political education, teachers can guide students to establish professional cognition of compliant, rational, and responsible marketing, and form rigorous, standardized, morally upright, responsible, and dedicated professional character [3].

2.3. Improving professional education quality and deepening connotative construction of the marketing major

As a core applicationoriented major within the newbusinessdiscipline system, highquality construction of the marketing major requires not only improvement of professional knowledge systems, upgrading of practicalteaching systems and optimization of talenttraining modes, but also making up for deficiencies in valueoriented education relying on curriculumbased ideological and political education, so as to achieve indepth

unity of professional talent cultivation and moral education [4].

On the one hand, as a core starting point for professional construction and teaching reform in universities of the new era, curriculumbased ideological and political education can be deeply integrated into talenttraining programs of the marketing major, curriculumsystem frameworks, classroomteaching processes and the whole process of practical education, thereby expanding dimensions and elevating the height of professional education.

On the other hand, the construction of curriculumbased ideological and political education can drive continuous reform and innovation of professional teaching contents, teaching modes and evaluation systems, push the marketing major to iterate and upgrade in response to commercial norms of the new era, industrial ethical standards and socialdevelopment demands, and continuously deepen the connotative construction of the major [5].

3. Current Dilemmas of Ideological and Political Education in Marketing Courses

3.1. Cognitive deviation in educational philosophy and insufficient integration of value orientation for new business disciplines

At present, the teaching system of marketing in some universities defines the core functions of courses as imparting marketing theories, training marketing skills, and adapting to post requirements. Excessive emphasis is placed on cultivating students' marketdevelopment capabilities, practical marketing skills and employability competitiveness [6]. Implicit educational functions behind courses such as value guidance, commercialethics education and professionalcharacter shaping are generally weakened, resulting in a onesided educational pattern that prioritizes skills over literacy and emphasizes outcomes over values. Meanwhile, influenced by traditional educational philosophies, some teachers simply equate curriculumbased ideological and political education with classroom moral indoctrination, superimposition of current political content, and implantation of ideological education. They fail to fully grasp the core educational connotations of newbusinessdisciplineoriented commerce featuring digitalization, legal compliance, accountability, and green development [7].

3.2. Superficial excavation of ideological and political elements and low educational effectiveness

Marketing courses inherently contain abundant ideological and political resources concerning commercial ethics, honest operation, legal norms, social responsibility, green development, innovation-driven commitment, and so on, enjoying natural advantages for ideological and political education. Nevertheless, current ideological and political content within courses presents fragmented, random, and piecemeal characteristics. Excavation of ideological and political elements mostly stays at the level of superficial material stacking, rigid content implantation, and singletheme preaching, lacking precise matching and indepth interpretation. No main thread for ideological and political education running through the whole course can be formed. Furthermore, excavation of ideological and political elements is severely disconnected from professional knowledge of marketing, marketing logics, industrial rules, and post standards. The structural problem of "two separate systems" between professional teaching and ideological and political education emerges, impairing the depth and practical effectiveness of ideological and political education in marketing courses [8].

3.3. Simplified classroomeducation carriers and weak infiltration effects of ideological and political education

Indepth integration of curriculumbased ideological and political education relies on diversified classroom carriers, rich teaching scenarios, and dynamic teaching forms. However, the current construction of ideological and political education in marketing courses still mainly adopts single forms such as traditional theoretical lecturing, attaching ideological and political explanations to knowledge points, and simple thematic education in class. Newtype ideological and political educational carriers featuring contextualization, immersion, inquiryorientation, and digitalization are insufficient, including digital teaching platforms, online educational positions, virtualsimulation scenarios, and dynamic commercial cases [9]. Most importantly, educational scenarios for curriculumbased ideological and political education are confined to regular theoretical classrooms. The ideological and political educational functions of training classrooms, practical classrooms, and second classrooms are not fully activated, making it hard to realize the educational leap from external cognitive reception to internal literacy sublimation.

3.4. Insufficient teachers' ideological and political literacy and lack of educational professionalism

Most teachers of the marketing major possess solid theoretical foundations in business disciplines and industrial practical experience. Yet they generally lack systematic study of ideological and political theories, moral education training, and research accumulation for curriculumbased ideological and political education. Their capabilities in excavating ideological and political educational elements and designing the integration of specialty and ideological and political education are not fully developed [10]. Meanwhile, most teachers are confined to traditional professional teaching mindsets. They have long centered classroom teaching on professional knowledge instruction and marketing skill training, lacking proactive educational awareness for value guidance, ethical education, and literacy cultivation. Consequently, they cannot support highquality, indepth, and specialized implementation of curriculumbased ideological and political education.

4. Practical paths for ideological and political education in marketing courses under the new business discipline context

4.1. Updating classroomteaching philosophies and establishing educational orientation for curriculumbased ideological and political education

To promote normalized implementation of ideological and political education in marketing courses under the newbusinessdiscipline context, universities shall systematically update classroom-teaching philosophies and build an integrated talent-training system that pursues simultaneous development of morality and technical competence, adapts to the digital-business era, and balances professional competence and value literacy [11].

On the one hand, teachers shall proactively benchmark the core connotations of newbusinessdiscipline education reform and fully grasp comprehensive training standards for commerceandtrade talents of the new era. Meanwhile, they shall incorporate fostering virtue through education, commercialethics education, professionalcharacter shaping, and social-responsibility guidance into the core teaching objectives of marketing courses, so as to establish the classroom's educational functions in cultivating commercial values, professional ethics, and lawbased marketing thinking.

On the other hand, establish teaching awareness that professional teaching and ideological and political

education empower each other in the same direction. Clarify that all teaching links of marketing courses undertake implicit moraleducational functions. At the same time, run core value concepts of new business disciplines, including honest operation, fair competition, green marketing, legal compliance, service-orientation for society, and innovation-driven hard work, through the complete teaching chain covering pre-class preparation, in-class lecturing, and afterclass expansion [12].

4.2. Indepth excavation of ideological and political elements to improve quality and effectiveness of course education

Teachers shall conduct indepth analysis of textbooks for the marketing major to dig out embedded ideological and political educational elements. They shall carry out systematic ideological and political deconstruction for all teaching modules of the course. Meanwhile, combined with the eradriven development directions of new business disciplines such as lawbased marketing, green marketing, responsible marketing, digital marketing and domesticbrand innovation, systematically extract core ideological and political essentials embedded in courses, including honest operation, commercial ethics, fair competition, consumerrightsandinterests protection, building powerful brands through domestic products, scientific and technological innovation, rural revitalization, social responsibility and lowcarbon development [13].

In addition, it is necessary to deeply interpret commercialvalue logics, industrialnorm logics and socialdevelopment logics behind marketing theories, so as to realize organic embedding, seamless integration and indepth internalization of ideological and political elements.

For example, centering on the professional knowledge point of brand positioning, teachers may take the rise of independent domestic brands as a realistic carrier to excavate ideological and political connotations of nationalbrand confidence, realeconomy development and cultureempowered brands. On this basis, guide students to understand the development logics of local brands, establish correct commercial-ethics concepts, and build recognition toward national brands.

4.3. Strengthening teachers' ideological and political literacy to support highquality classroom education

Teachers' teaching capabilities constitute the core support determining the implementation quality of curriculumbased ideological and political education in marketing courses. Colleges and universities shall build a normalized, systematic, and specialized teachertraining system to comprehensively improve professional teachers' educational capabilities.

First of all, establish a hierarchical and categorized training system for teachers engaging in curriculumbased ideological and political education. Targeting the teaching characteristics of marketing teachers, carry out special and systematic training covering educational philosophies of new business disciplines, excavation of commercial ideological and political elements, seamless classroomintegration skills, and digital ideological and political teaching methods, so as to make up for teachers' deficiencies in moraleducational thinking, ideological and political reserves, and single integration approaches [14].

Secondly, construct normalized teachingresearch mechanisms for curriculumbased ideological and political education. Carry out regular teaching seminars, collective lesson preparation, polishing of ideologically and politically oriented lessons, and cocreation of teaching cases under the auspices of teachingresearch offices. Unify teaching standards for curriculumbased ideological and political education, sort out ideological and political main threads for each chapter, share highquality ideological and political teaching resources, and form

standardized ideological and political teaching paradigms adapted to marketing courses in local universities.

Finally, regularly organize open classes, high-quality lesson evaluations, teaching observations, and teachingreflection activities for curriculumbased ideological and political education. Guide teachers to keep track of industrial developments of new business disciplines and continuously learn cuttingedge content such as commercial ethics of the new era, lawbased marketing norms, greenbusiness concepts, and national commerceandtrade development strategies. Meanwhile, encourage teachers to learn from each other, continuously optimize classroom ideological and political teaching design, and steadily enhance implementation capabilities for immersive, implicit, and scientific classroom education.

4.4. Innovating diversified classroomteaching carriers and building immersive ideological and political educational scenarios

Based on the cognitive rules of contemporary college students under the newbusinessdiscipline context, teachers shall construct multidimensional, immersive, interactive, and normalized classroomimmersion scenarios for curriculumbased ideological and political education, and comprehensively boost the attractiveness, penetration, and practical educational effectiveness of ideological and political education in marketing courses [15].

(1) Creating virtual scenarios. Relying on intelligent teaching platforms and virtualsimulation teaching systems, reproduce diversified commercial scenarios including realmarket operation, brand promotion, channel operation, customer service, and digital marketing. Teachers can set diversified simulated training scenarios such as compliant marketing, honest service, green operation, and publicwelfareoriented marketing. Transform soft ideological and political literacy such as marketcompetition rules, consumerrightsprotection norms, onlinemarketing compliance requirements and commercialintegrity systems into hard operational standards within scenarios. Enable students to establish solid professional cognition and commercialvalue concepts through immersive operations, standardized practical training, and scenariobased judgment and analysis.

(2) Introducing hottopic events in marketing. For the construction of curriculumbased ideological and political education in the field of marketing, teachers shall fully stimulate a classroom criticalthinking atmosphere, guide students to proactively carry out commercialethics discrimination, judgment of marketing values and construction of professional cognition, and deepen students' understanding and recognition of ideological and political course contents.

Teachers may integrate currentaffairs hot topics and social phenomena into course contents, guide students to conduct multiperspective critical analysis combined with marketing professional principles, lawbased marketing rules and commercial values of the new era. Clarify value boundaries, behavioral bottom lines and development orientations of newtype marketing modes through viewpoint collision, logical deduction and value judgment.

(3) Building online ideological and political educational positions. Relying on functions such as shortvideo comment interaction, thematic checkin, viewpoint sharing and work creation, guide students to proactively participate in discussions on commercial values, reflections on marketing ethics and dissemination of positive industrial energy, and realize the transformation from oneway content push to twoway interactive education.

5. Conclusion

Against the backdrop of newbusinessdiscipline construction, the reform of ideological and political education in marketing courses represents an inevitable requirement for education in the new era to implement the fundamental task of fostering virtue through education and cultivate highquality compound marketing talents. Paths including updating classroomteaching philosophies, indepth excavation of ideological and political elements, strengthening teachers' ideological and political literacy, and innovating diversified classroomteaching carriers help cultivate compound marketing talents with both moral integrity and professional competence, so as to precisely meet social demands for marketing talents under the context of "new business disciplines."

Disclosure statement

The author declares no conflict of interest.

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