

# Research on the Cultivation Mode of International Business Management Talents from the Perspective of Multidimensional Integration Ideological and Political Education

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**Abstract:** Promoting the cultivation of high-quality international business management talents based on the perspective of curriculum ideological and political education is an important way to achieve the fundamental task of cultivating virtue and talent. Taking the "International Business Management" course as an example, international business management talents not only need to master professional skills but also need to possess virtues such as patriotism and social responsibility. This paper first analyzed the current situation and problems of international business management talent cultivation mode in universities of China and discovered that the content of teaching textbooks, teaching content, and ideological and political elements are not sufficiently integrated into the talent cultivation process of international business management, and that the combination of teaching methods and assessment methods with ideological and political objectives is not as close and harmonious as it should be. Secondly, it built up a multidimensional integration reform framework for the cultivation mode of international business management talent with the perspective of ideological and political education. Finally, it put forward reform measures such as updating the content of teaching materials based on the Chinese story, realizing the full coverage of ideological and political education, implementing diversified teaching methods, and perfecting the diversified assessment system.

**Keywords:** Ideological and Political Education; International Business Management; Cultivation Mode of Talents; Multidimensional Integration Reform Framework

## 1. Introduction

In recent years, the Communist Party of China and the Chinese government have increasingly focused on enhancing college students' ideological and political education. In 2020, the Ministry of Education of P. R.C. issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum", emphasizing that school education should combine value shaping, knowledge transmission, and ability cultivation for development<sup>[1]</sup>. In 2022, the Ministry of Education has released the Work Plan for Comprehensively Promoting the Construction of "Great Ideological and Political Courses", proposing a series of measures such as promoting various courses to go hand in hand with ideological and political courses<sup>[2]</sup>.

In the new situation where China vigorously pushes the construction of "dual circulation" development pattern, although China's foreign trade development is progress achieved and stability ensured, international business activities are becoming increasingly frequent, China still faces a series of challenges such as sluggish global economic demand, continuous geopolitical conflicts, currency value fluctuations, the rise of new trade protectionism, and global value chain adjustments. This poses higher challenges for the education and training of international business talents in universities under the new situation, not only in terms of professional knowledge abilities cultivation but also the primary task is to comprehensively and solidly promote the education of the Communist Party of China's ideals and beliefs and the guidance of socialist core ideological values subtly and silently. However, the traditional cultivation model for international business management talents pays less attention to the critical role of ideological and political education and no longer meets the demand of the nation and market for international business management talents. Therefore, it is imperative to integrate multidimensional ideological and political education into the development of international business management talents

mode to cultivate talents with firm project initiation beliefs, high moral qualities, and a strong sense of social responsibility, which has become an essential task of current higher education. In theory, this article helps to enrich and improve the theoretical system of cultivating the mode of international business management talents and provides new ideas and methods for higher education reform. In practice, this article helps to innovate the multidimensional cultivation mode of international business management talents, integrating knowledge dissemination with ideological and political education, it fosters individuals who possess not only professional knowledge and skills but also sound ideological and political awareness, which ensures qualified personnel for international business activities, references, and inspiration for talents cultivation in other fields.

## **2. The current situation and existing problems of international business management talents cultivation mode**

### ***2.1 The textbook content is outdated, overemphasizes knowledge imparting and skill development, and insufficient integration with ideological and political education***

As society continues to evolve and transform, the substance and modalities of ideological and political education must likewise undergo constant refreshment and adaptation. The cultivation of international business management talents plays an important role in China's business education, and international business management textbooks are the main tools for imparting professional knowledge to students, expanding their international perspectives, and cultivating their professional qualities. However, on the one hand, the content of most existing textbooks for the course of International Business Management is relatively outdated. On the one hand, some theories of international business management in textbooks can no longer explain existing business phenomena, and there is little involvement in the connotations of the digital economy, the "three new" economy, the digital trade, and a strong trade nation. On the other hand, there is a lack of coordination, unity, and continuity between the textbook content and the elements of ideological and political education. On the other hand, there are problems of discoordination, inconsistency, and incoherence between the content of textbooks and the ideological and political education. This disconnect may lead to students only acquiring knowledge and skills, without strengthening education on their new era ideals and beliefs to the CPC, guiding students to enhance their "four consciousnesses", strengthen their "four confidences" and social responsibility awareness, thereby affecting their comprehensive development and growth.

The textbook content tends to overemphasize knowledge transmission and skill development, overlooking the cultivation of students' ideological and moral traits. Students may acquire rich professional knowledge and skills during the learning process, but they lack a profound understanding and internalization of social responsibility, ethical norms, values and beliefs. The content of textbooks is stuck at the level of theoretical research and failing to update and reflect the development, changes and needs of today's society promptly. This disconnect leads to a significant gap between the knowledge learned by students and their practical applications, making it difficult to effectively respond to practical challenges and problems. Many textbooks lack the introduction and in-depth analysis of domestic and foreign cases or materials on ideological and political elements such as social responsibility, civic awareness, and global perspective. In some textbooks, ideological and political education for students is cursory and fragmented, lacking comprehensive and profound content. As a result, students are prone to utilitarian thinking, lacking a sense of responsibility and sense of responsibility for social, national, and global development, and are prone to cultivating students who are talented but not virtuous.

### ***2.2 Inadequate integration of teaching content with ideological and political education during the talents cultivation process***

Ideological and political education holds a pivotal position in the curriculum education system of Chinese universities and colleges. By deeply mining the ideological and political components within professional courses during the academic journey, it is helpful to cultivate outstanding talents with the "spirit of the craftsman"<sup>[3]</sup>. Therefore, effectively integrating ideological and political education into the overarching talent development framework is crucial, ensuring it complements both the "professional education" and "moral education" aspects of the curriculum. However, in the practical implementation of teaching, a certain scenario persists that the integration of course teaching content and ideological and political education elements is not sufficient. In the delivery of the International Business Management course, there was a notable absence of citing the most recent international and domestic cutting-edge cases or news incorporating ideological and political aspects, contributing significantly to a disconnect

between the course content and its ideological and political elements. The integration of ideological and political education elements into the course content lacks organic coherence, leading to low participation of students in ideological and political topics in the classroom and an inability to actively participate in discussions and activities related to ideological and political education, ultimately limiting the overall effectiveness of such education initiatives. From the perspective of the international environment, global economic growth is slowing down, financial markets are turbulent, trade protectionism is rising, and economic globalization is facing serious obstacles. From the perspective of the domestic environment, the new development pattern, the "Belt and Road" and other strategies are advancing rapidly, and the importance of the digital economy in economic development is increasing. We should learn to maximize the opportunities provided by digital technology to change the closed teaching content<sup>[4]</sup>, and guide students to think and explore international and domestic political, economic, and social issues in the learning process to enhance their patriotism, social responsibility and professional moral education.

This study aims to cultivate excellent international business management talents in the new era. Therefore, it is essential to emphasize the multiple goals of "talent cultivation" and "moral education" so that the students trained have not only strong professional and practical abilities but also high ideological and moral cultivation. However, the current traditional classroom teaching model that focuses on textbook content and teacher lectures cannot achieve this goal.

### ***2.3 The traditional "teacher-centered" teaching model is difficult to effectively achieve the multidimensional ideological and political education goals of the new era***

In the new era of globalization and digitization, international business, as a pivotal force behind China's economic advancement, confronts emerging challenges alongside promising opportunities. The development of international business not only requires a significant pool of professional talents with theoretical knowledge, mastery of international languages, and understanding of international rules but also requires international business management talents with strong patriotism, firm ideals and beliefs, and a strong sense of social responsibility. However, currently, the teaching content of international business management courses mainly revolves around professional knowledge such as international trade, international investment, and marketing, and there is less in-depth study and exploration of ideological and political education content. Therefore, in the realm of course design and instructional practices, ideological and political education goals are often marginalized. The key factors that contribute to this situation are enumerated as follows: Firstly, in the traditional teaching method of "teacher-centered and passive-learning for students", teachers are the protagonist. Some teachers are unaware of the significance of ideological and political education goals within the teaching process. As a result, they prioritize imparting professional knowledge while overlooking the cultivation of students' ideological, moral, and social responsibility, leading to a misalignment between ideological and political goals and the intended teaching content and objectives. Secondly, a prevalent perception among students is that ideological and political education content lacks direct relevance to their international business management expertise. This lack of interest often results in a superficial approach to ideological and political education goals, hindering a deeper understanding and comprehension.

In short, various aspects such as curriculum design, teacher level, and student attitude can lead to insufficient integration of teaching methods and ideological and political goals in international business management courses. To improve this situation, we urgently need to build a new education and teaching model guided by market demand and centered on student development. We need to start with curriculum design, teacher training, student guidance, etc., reinforcing the integration of ideological and political goals, fostering deeper integration between teaching approaches and ideological objectives, and ultimately providing enhanced support and guidance for the all-round development of students.

### ***2.4 The traditional course assessment and grade evaluation methods are difficult to effectively promote the multidimensional ideological and political goals of the new era and take root***

The traditional assessment methods mainly focus on classroom attendance, and written exams. Students always passively receive knowledge unilaterally, while written exams mainly assess their mastery and memory of theoretical knowledge, but cannot truly evaluate their problem-solving ability and application skills in actual business environments. Before the exam, students rely on the teacher's lectures to review the knowledge points, ultimately resulting in the current situation of "teachers teaching three, students studying two and finally taking one" in course teaching. In addition, the current curriculum assessment requirements do not have clear absolute and relative proportion requirements for the assessment and evaluation mechanism of ideological and political education content. Students pay more

attention to professional knowledge learning, follow the teacher's exam-review arrangement to answer the questions step by step and get a high score on final exam. They lack the motivation for independent learning and are unwilling to actively explore the problems on social and economic. This greatly hinders the cultivation of students' innovative and critical thinking abilities, and also largely ignores the cultivation of their personality development, social responsibility, and patriotism. Therefore, it is necessary to explore diversified evaluation methods, including case analysis, on-site investigation, simulation of business operations, etc. It is more necessary to add assessment content and indicators that reflect the content of ideological and political education in the curriculum in conjunction with the assessment process<sup>[5]</sup>, to comprehensively evaluate students' abilities and performance, better cultivate their professional abilities and competitiveness in the field of international business management, and enhance their professional literacy.

### 3. Reform ideas for the cultivation mode of international business management talents

In response to the current problems in the cultivation mode of international business management talents, universities should aim to cultivate international business management talents with strong patriotism, solid professional skills, and high social responsibility in the course design of International Business Management, and establish a contemporary model for cultivating international business talent that caters to the demands of the new era. When establishing a new model for cultivating international business management talents, it is possible to develop teaching content and methods that are more aligned with current needs and trends and the personalities of students<sup>[6]</sup>, cultivate their international thinking and innovation abilities, enhance their international competitiveness and employment opportunities, promote the connection between the supply of talent cultivation in universities and the demand for talent in enterprises, and promote the continuous improvement and enhancement of international business education<sup>[7]</sup>. After a comprehensive review of relevant literature and thorough contemplation, this article proposes a renovated framework for fostering international business management talents that integrates multiple ideological and political education dimensions, as shown in Figure 1.

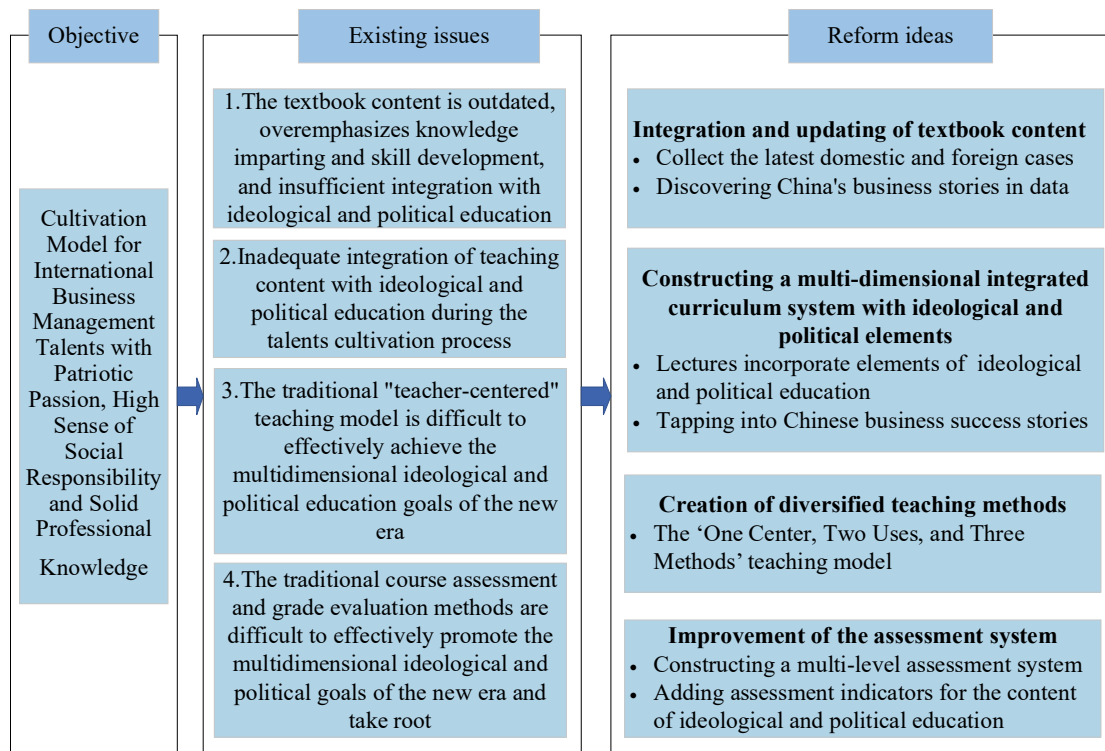


Figure 1: Framework for reforming the cultivation mode of international business management talents

#### **4. Reform Measures for the Cultivation Mode of International Business Management Talents**

##### ***4.1 Integrating and updating the content of textbooks, based on the Chinese story***

Curriculum textbooks are the foundation for the effective execution of teaching endeavors, and as a core component of the "curriculum ideological and political education" source, their significance is paramount in fostering the development of talents. In response to the unprecedented changes, evolving environments, and emerging challenges of the new era, there is an urgent need to refresh and harmonize textbook content with ideological and political education components. This integration is vital for correctly guiding students' awareness of ideological, moral, and social responsibility.

To achieve the multi-dimensional goals of ideological and political education within the curriculum, it is imperative to ground our efforts in China's unique national context, conduct in-depth analysis and strict review of textbook content, carefully plan teaching plans, and create a classroom education framework with clear themes and prominent priorities. Based on the unique teaching resources, combine the outstanding traditional Chinese culture with modern education, create an education system with Chinese characteristics, and achieve the exchange and integration of educational concepts between China and foreign countries. Through diversified teaching methods, theoretical paradigms, and discourse systems, we aim to cater to students' learning requirements while emphasizing the cultivation of their ideological and moral traits, and ensure that teaching content avoids unrealistic "empty talk" and "big talk". Collect, organize, and showcase the latest domestic and foreign cases, national policies, and hot topics of China's international business operations, cross-border trade, and cross-border investment through digital means, helping students understand and master basic theories and methods of macro, meso, and micro level environmental analysis, strategic selection, and other aspects of corporate cross-border investment. During the teaching process, there's a greater emphasis on leveraging data effectively, emphasizing the potential, opportunities, and impact of the progression of China's business field, discovering "Chinese business stories" from the data, and stimulating students' learning interest and thinking ability. By explaining and comparing the business management models of well-known domestic and foreign enterprises, showcasing the excellent management, responsibility, and corporate culture of Chinese enterprises, enhancing students' national confidence and pride, stimulating their learning motivation, and strengthening the education of socialist cultural confidence and patriotism.

##### ***4.2 Constructing a multi-dimensional integrated curriculum system to achieve full coverage of ideological and political***

To achieve the multidimensional integration of ideological and political elements with the curriculum of International Business Management under the goal of "cultivating virtue and nurturing talents", it is necessary to closely combine value shaping, knowledge transmission, and ability cultivation. The integration is primarily attained by incorporating ideological and political components into the entirety of the curriculum teaching activities. Through the implementation of the five specific objectives and graduation requirements, along with their respective indicator points, in the curriculum of International Business Management, the ideological and political education goals of socialist core values, "four confidences," patriotism, and societal responsibility towards serving the world and people are seamlessly integrated.

Firstly, integrating ideological and political education elements into the curriculum design, reshaping the course content with a problem-oriented approach. Through thematic and modular teaching methods, students are guided to explore and think about the achievements and problems in the development of trade and investment in various countries. At the same time, students are encouraged to propose practical and feasible strategies and suggestions for the specific problems encountered by China in these fields. Secondly, selecting extracurricular materials reasonably, combining with China's national conditions, utilizing digital technology to explore and showcase successful cases of Chinese enterprises in global business activities, and telling Chinese business stories enhance students' Four Consciousnesses and bolster Four-sphere Confidence. Thirdly, systematically integrate teaching objectives with ideological and political education elements, and summarize their commonalities from the formation of values, promotion of professional spirit, improvement of moral literacy, and learning of critical thinking, to better improve the international business management talent cultivation system. Finally, by combining ideological and political education elements along with domain-specific knowledge and skill training through teaching case studies, scenario simulation teaching, and school enterprise cooperation discussions, we can achieve deep integration and comprehensive coverage of multidimensional ideological and political education.

#### ***4.3 Integrating diversified teaching methods and innovating teaching modes to promote the deep integration of ideological and political education elements with teaching plans***

In the digital economy era, there's a pressing need to continually probe, innovate, and broaden approaches for ideological and political education. The current teaching of International Business Management mainly follows the traditional "teacher-centered, student-passive learning" model. This "exam-oriented education" methodology fails to adequately foster students' independent initiative and enthusiasm for learning. It is urgent to build a new teaching model that can stimulate students' interest and enthusiasm for active learning, which is "student-centered, problem-based, and teacher-guided". Intensify the infusion of implicit education in explicit education, introduce new topics that are in sync with the development of the times by updating teaching content, and absorb successful experiences of domestic and foreign curriculum reforms to promote innovation and improvement of teaching models.

Based on the educational philosophy of "student-centered" and combined with the actual situation of course teaching activities, fully utilizing digital media facilities and resources, exploring a course teaching plan that deeply integrates ideological and political education elements from multiple dimensions, making good use of the mixed teaching ways of "online classroom+offline classroom" and "first classroom+second classroom" throughout the entire teaching process, and comprehensively using a case study, scenario teaching simulation, and school-enterprise co-operation cultivating to carry out teaching activities in an orderly manner, namely the "One Center, Two Uses, and Three Methods" teaching mode. Specifically speaking, "One Center" is a student-centered teaching model<sup>[8]</sup> that encourages active learning enthusiasm among students and emphasizes their active participation and practical operation, promoting their deep understanding and effective application of knowledge. At the same time, the role of teachers has shifted from a traditional one-way knowledge transmitter to a guide and promoter, avoiding the teacher's "one talk" problem. One of the "Two Uses" refers to actively using online educational tools in classroom teaching organization, such as MOOC, Tencent Meeting, Rain Classroom, etc. The specific approach includes uploading relevant cases or scenario simulation topics that have already introduced ideological and political education elements to online education tools before classes, requiring students to preview the relevant materials; and then, in the classroom, guiding students to engage in group discussions on these topics, and before the discussion ends, have students focus on evaluating ideological and political education content related to socialist core values, "four consciousnesses," and "four confidences," to comprehensively strengthen the education of "Training Men With Morality" education for students. The second aspect of "Two uses" refers to the collaborative enterprise experts conducting a second classroom online or on campus, interpreting and analyzing the latest trade policies, corporate business activity cases, etc., helping students more easily understand and master professional basic knowledge and theories, encouraging students to apply their acquired knowledge to identify issues within their professional domains, cultivating innovative thinking, patriotism, and social responsibility. The "Three Methods" refer to the diversified use of three teaching methods in the teaching process, including case study and discussion, scenario teaching simulation, and school-enterprise joint training, in addition to adhering to traditional classroom teaching methods. Through the on-site explanation of enterprise experts, student participation in case studies, and scenario simulations, students are encouraged to firmly believe in the principles of "Only when there is a country, can there be a home" "Only when there is a powerful country, can there be well-off people", and "A prosperous country leads to a prosperous nation".

#### ***4.4 Improve the comprehensive curriculum assessment system, focus on guiding and shaping the socialist values with Chinese characteristics for students***

To improve the quality of courses, a curriculum assessment system should be constructed at multiple levels and dimensions. While emphasizing the acquisition of professional knowledge, more attention should be paid to the value guidance and shaping role of the curriculum, effectively addressing the challenges in the implementation of "curriculum ideological and political education", and ultimately improve its effectiveness. In the construction of the comprehensive assessment system for courses, students are an important link in the construction of ideological and political education in the curriculum. The course assessment should not only cover academic knowledge and technical proficiency in international business management, but also include an examination of students' outlook on life, values, and the world, ensuring that the guidance and shaping of socialist core values are fully reflected in the assessment process.

Firstly, enhancing the significance of ideological and political education in daily studies, increase its proportion in the overall score evaluation, and implement the full process of ideological and political

education. The daily performance assessment mainly includes aspects such as student attendance, classroom interaction, group discussions, case analysis, scenario simulation debates, and homework completion, aiming to comprehensively evaluate students' sense of responsibility, leadership, and teamwork ability. This whole process assessment system helps to increase students' attention to "ideological and political education learning", encourage students to devote greater focus to the cultivation of socialist core values and beliefs in their daily routines and achieve comprehensive educational goals.

Secondly, the course performance assessment includes both oral and written assessments. Under the teacher's guidance, targeted thematic discussions, business simulations, case analyses, and situational debates are conducted to improve the comprehensive abilities of students in expression, reasoning, and teamwork. At the same time, it also silently guides the correct outlook on life and values of students.

Finally, the final exam of the course should adopt a combination of "course paper or case analysis report" and "classroom final written test", which can effectively test students' mastery and application ability of basic knowledge of international business management, ability to combine theory and practice, innovative thinking and problem-solving ability, as well as their worldview, outlook on life, values, legal and regulatory awareness.

## 5. Conclusions

Through the study of the cultivation model of international business management talents based on the perspective of ideological and political education, we have deeply explored the importance, existing problems, reform ideas, and implementation paths of ideological and political education in the cultivation of international business management talents. In the context of globalization, the cultivation of international business management talents should not only focus on imparting professional skills and knowledge, but also strengthen ideological and political education, and cultivate international business management talents with socialist moral qualities and strong social responsibility.

This paper constructs a reform framework and path for talent cultivation models based on the integration of multi-dimensional ideological and political education curriculum system, integration and updating of textbook content, establishment of diversified teaching methods, and improvement of comprehensive assessment system. The implementation of this cultivation model is planned to cultivate international business management talents with both professional skills and good ideological and political literacy, positively contributing to promoting sustainable development of the global economy.

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