Design and Implementation of "Integrated" Curriculum Thinking and Politics -- A Case Study of "Commercial Bank Business Management" Course

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Abstract: *With the gradual improvement of the teaching system, how to improve students' ideological and political awareness of the curriculum and strengthen teaching concepts has become a hot topic of concern for teachers. This article took the course "Commercial Bank Business Management" as an example. In the teaching, an "integrated" course is added to simulate the banking business scenario under the ideological and political mode, allowing students to perform in groups; it organizes "cash counting competitions", "computer shorthand competitions", and other financial skills competitions; Additionally, it also invites management personnel and business backbones from banks and other financial institutions to give lectures at the school. The average score of students' job practical ability before adopting the "integrated" ideological and political curriculum method in this article was 5.3 points, and after adopting the method in this article, the average score of students' job practical ability was 7.3 points. This article helps guide students to understand and construct the content of ideological and political knowledge.*

Keywords: *Course Ideological and Political Education (IPEC), Integrated Teaching, Commercial Banking Business Management, Practical Ability, Teaching Philosophy*

1. Introduction

Ideological and political education (IPE) workers in universities are guides and guides for the spiritual growth of college students, shouldering the responsibility of reshaping spiritual beliefs and guiding value orientation. Administrative personnel and teaching assistants from other departments are auxiliary forces for IPE in universities. The fundamental purpose of implementing integrated teaching is not to obtain knowledge growth and experience accumulation materials through learning, but to promote the cultivation of students' core competencies in high school ideological and political disciplines, and promote students' comprehensive self-development, which is in line with the humanistic learning concept. In addition, in the process of promoting integrated teaching, it is necessary to fully respect the subjectivity of students, combine it with the integration content that students are interested in and easily resonate with in real life, and create a good integration environment atmosphere to stimulate students' internal learning motivation, which is also consistent with the humanistic teaching concept.

In the field of IPE, many scholars have conducted extensive research on IPE in school curricula. Qin Jie believes that the implementation of the IPEC of Biochemistry is of great significance to enhance students' Value judgment, improve professional cognition and guide students' healthy growth [1]. Agbaria Ayman K focuses on Israel's IPE policies, explores how racial segregation was established, and reveals the latest developments in IPEC that emphasize Jewish identity [2]. Zou Qi believes that since Socialism with Chinese characteristics has entered a new era, the concept of "ideological and political curriculum" has become one of the innovative achievements of IPE curriculum reform in colleges and universities [3]. In order for ideological and political theory courses in universities to truly play their due role, it is necessary to have the support and cooperation of other disciplines. Not only should we attach importance to the teaching of ideological and political theory courses, but we should also leverage the educational functions of other courses in order to improve the quality of IPE.

Many scholars have conducted in-depth research on this issue from different perspectives, with the aim of laying a solid theoretical foundation for the construction of IPE in university courses and promoting the smooth development of IPE in university courses. From multiple perspectives such as

the needs of national development and the mission of talent cultivation in universities, this article focuses on studying how to fully implement the mission of IPE in courses, which to some extent improves the level of coordinated development between IPEC and courses, laying a foundation for promoting the development of IPE in courses.

2. Exploration Methods for the Course of Commercial Bank Business Management

2.1 Commercial Banking Business Management

In the context of global economic integration, the production efficiency and quality of Chinese enterprises have increasingly high requirements for informatization, and the degree of informatization is also increasing. When production and service related industries continue to optimize, it is necessary to continue to provide safe and stable services to the outside world. Therefore, in abnormal circumstances, the losses caused by a series of disasters such as business interruption and natural disasters would have a serious impact on social harmony and stability. How to effectively ensure the smooth and smooth operation of the production system, reduce the impact of emergencies on the production system, reduce personal and property losses caused by disasters, and quickly restore normal production and living order is a major issue faced by the government and enterprises. Both the enterprise business continuity management team and senior managers cannot avoid this practical issue and should carefully consider it. The management of business continuity has shifted from data backup and disaster recovery of information systems to maintaining business continuity and enterprise resilience. Continuous operation is considered a necessary condition for security and emergency response, especially in countries where industry, information, and intelligence are at the forefront.

Courses in culture and beliefs can enable students to appreciate the traditional culture of a nation and understand the beliefs of different regions and ethnic groups. And its international and social courses mainly analyze the problems faced in various fields such as economy, politics, culture, etc., in the current complex national and international environment. It is not difficult to see that although the concept of "IPE in courses" has not been widely applied in universities, IPE has been integrated with university courses, and is a deeply integrated and highly coordinated teaching method. It is not a single teaching method, but a teaching method that directly faces the basic issues of politics and philosophy involved in the growth of students. It enables students to think about problems from a personal perspective, make correct judgments, and make correct choices, so as to improve their sense of responsibility for the times and historical mission [4-5].

2.2 Integrating into Teaching

The IPEC is an important course with the mission of "cultivating morality and cultivating talents", and its teaching content has the characteristic of "comprehensive" [6]. However, due to limitations in the length of textbooks, the textbooks for IPEC cannot cover various aspects of social life [7-8]; At the same time, due to the constraints of "uniformity", there is also a certain lag in the content of IPEC textbooks [9]. In order to implement the requirements of the nature of the curriculum into practice, teachers should combine IPE with current affairs and politics, integrate important issues, matters, and spirits that are closely related to students in social life, and implement integrated teaching. At the same time, in various documents formulated by the Party and the state, as well as in speeches by national leaders, it is also proposed to integrate different specific contents into IPEC [10-11].

Through the IPEC, the infiltration of Party history education, red culture, excellent traditional Chinese culture, Core Socialist Values and other contents can help students broaden their horizons, expand their knowledge and establish the correct political direction. This can help students establish a correct worldview, outlook on life, and values, cultivate their scientific spirit and legal concept, improve their social cognition and participation ability [12]. From this perspective, this article discusses the specific application principles and effective application strategies of integrated teaching in middle school IPEC, which is of great significance.

As a core course of cultivating morality and cultivating talents, simply mastering textbook knowledge is not enough. IPEC also shoulder the responsibility of conveying the latest topics, events, and spirits in social life to students. One feasible way to achieve this mission is to adopt integrated teaching. This study aims to explore the application of "integrated" teaching from both theoretical and empirical perspectives, providing new ideas and methods for the implementation of IPEC in schools, thereby improving the application of "integrated" teaching in IPEC, providing certain reference for the

teaching practice of IPEC teachers in schools, and promoting the realization of the goal of "cultivating morality and cultivating talents" in IPE in schools [13].

To explore the application of integrated teaching in IPEC, it is first necessary to clarify the connotation and theoretical basis of integrated teaching, and on this basis, conduct a thorough analysis of the application principles of integrated teaching [14-15]. In college English classrooms, "integrated" teaching should adhere to the "four principles": educational principle, flexibility principle, diversity principle, and subjectivity principle. At the same time, integrated teaching has also received widespread attention from relevant national departments and the education community. Its effective application in IPEC is of great significance and value in promoting integrated content, expanding textbook content, improving teaching effectiveness, and achieving the goal of cultivating morality and talent.

The integrated teaching discussed in this article refers to an educational and teaching method that is guided by the teaching objectives of IPEC, based on teaching content, supported by teaching methods, selects content related to students' physical and mental development in social life, and adapts to IPEC teaching. These contents are integrated and orderly placed throughout the entire teaching process, thereby improving the effectiveness of IPEC teaching. Its connotation mainly includes: from the perspective of the premise of integrated teaching implementation, we should take the teaching goal of IPEC as the guide, select the important content in social life that is closely related to the physical and mental development of students, integrate them, and select the essence that is suitable for IPEC; From the perspective of integrated teaching overall planning, it is necessary to base oneself on the teaching content of IPEC, follow the narrative structure and logical order of the original textbook content, find the intersection and integration point between the new integrated content and the old teaching content, and make the new content harmoniously integrate with it; Finally, in the implementation of integrated teaching, it is necessary to use teaching methods as support, choose various methods that are suitable for integrating content, place new content reasonably in the teaching process, improve students' understanding of integrated content, thereby improving the effectiveness of teaching, and promoting the moral education of IPEC [16].

2.3 Course Ideology and Politics

Undoubtedly, the disciplinary construction of IPE in Chinese universities has been pushed down the "fast forward button" and entered the "fast lane". Whether it is academic research or specific practice in universities, in-depth exploration of various courses in universities can better coordinate the problems that arise in the ideological and political practice process of university courses, integrate IPE in various courses, and actively respond to the new needs of the Party and the country for IPE [17-18]. This article demonstrates the importance of IPE in universities, explores the educational function of IPEC, enriches existing relevant theories, and better plays the important role of IPEC, promoting a coordinated and mutually beneficial relationship between IPE and professional education. To meet the new goals and requirements of IPE in universities in the new era. At the same time, it also provides new ideas and perspectives for the research of IPE in universities, provides reasonable reference basis for universities to better achieve the goal of IPE in curriculum, and provides theoretical support for the innovative development of IPE in curriculum.

The ideological and political work of college students is related to who to cultivate, how to cultivate them, and for whom to cultivate them. Therefore, exploring the effectiveness of IPE in university courses has both theoretical and practical value. The IPE curriculum has completed a significant transformation from the concept of "local work" to the theoretical category of "ideological and political work", and has become a hot topic in the education industry, attracting the attention of many scholars. Although the history of the discipline construction of IPE in universities is short, it has achieved fruitful results. At present, academic research on curriculum IPE mainly focuses on the rise, concept, importance, relationship with ideological and political courses, challenges and ways to improve IPE in universities. However, few scholars have taken it as the research object to explore the educational effectiveness of curriculum IPE. However, most scholars' research on the Hard problem of consciousness of IPE in university curriculum is still in the stage of theoretical analysis, and has not entered the stage of empirical research. Therefore, it is necessary to conduct empirical research on the effectiveness of IPE in university courses guided by this concept. The proposal of curriculum ideological and political views not only meets the requirements of the times but also the needs of reality. Its emergence is to break through the traditional "scattered sand" education model and improve the effectiveness of IPE for college students. Therefore, exploring the effectiveness of IPE in university courses is a novel and practical topic. Firstly, using empirical research methods, it is possible to have a comprehensive understanding of the implementation of IPE in university courses, identify the

shortcomings and problems that exist, and thus more targeted rectification can be carried out to improve the effectiveness of IPEC. Secondly, providing feedback on the results of effectiveness evaluation can to some extent help university teachers to be more proactive in investing more energy in IPE, thereby inspiring them to continuously improve their overall quality. Thirdly, successful experiences can be continued to be passed down and promoted, providing certain reference and reference for other universities.

The formula for moral evaluation indicators in curriculum ideological and political education [19]:

$$G_D = (G_P + S_Z + R) / 3 \tag{1}$$

Among them, G_D represents the citizen moral evaluation index, G_P represents the individual moral character score, and S_Z represents the social responsibility score.

Formula for Friendship and Cooperation:

$$y_h = \Sigma (h_d * B) / C \tag{2}$$

Among them, y_h represents the degree of friendship and cooperation, and h_d represents the number of interactions between students.

National consciousness formula:

$$G_Y = (G_M + G_M) / y_h \tag{3}$$

Among them, G_Y represents the economic development level of the country.

The Cultural Confidence Formula in Curriculum Ideological and Political Education [20]:

$$H = \Sigma (w_c * P) / T \tag{4}$$

Among them, w_c represents the degree of cultural inheritance, C represents the connotation of traditional culture, and P represents the degree of dissemination of traditional culture.

3. Experiment and Result Analysis of Ideological and Political Design for "Integrated" Courses

In teaching, a simulation section of banking business scenarios would be added, allowing students to perform in groups, allowing them to learn by doing, thus cultivating their service awareness and professional qualities, and cultivating their teamwork spirit;

Organizing "cash counting competitions", "computer shorthand competitions", and other financial skills competitions not only enhances students' practical skills, but also cultivates their pursuit of perfection as craftsmen;

Invite management personnel and business backbones from banks and other financial institutions to give lectures at the school to help students better understand the development trends of the financial industry, and improve their analytical skills on hot issues, so that their behavior and thoughts can be reflected.

Table 1: Objectives of Commercial Banking Business Management Course

Target Number	Objective Description
1	The basic functions and roles of commercial banks
2	Basic knowledge and operational skills of various businesses in commercial banks
3	Students' ability to solve practical commercial banking business problems
4	Team spirit
5	Improvement of professional literacy and communication and collaboration abilities
6	Innovative thinking and problem-solving abilities
7	Understanding the Development Trends of Commercial Banking Business
8	Students' Lifelong learning ability

The objectives of the commercial banking business management course are shown in Table 1. Among them, students must master the basic functions and roles of commercial banks, and their ability to solve practical commercial banking business problems is also necessary for the design of

"integrated" course ideological and political education.

The evaluation projects for the commercial bank business management course are shown in Table 2. For commercial banking business management courses, more emphasis is placed on improving students' abilities. Professional literacy and communication and collaboration skills play a significant role in team spirit. The main purpose of this course is to master various commercial banking businesses, and ultimately to possess a certain level of professional ethics [21].

Table 2: Evaluation Project of Commercial Bank Business Management Course

Evaluation item number	Description of evaluation items
1	Understanding of the basic functions and roles of commercial banks
2	Mastery of various commercial banking businesses
3	Ability to analyze and propose solutions to practical commercial banking business problems
4	Understanding and practical abilities in risk management and compliance of commercial banking business
5	Professional competence and communication and collaboration skills
6	Innovative thinking and problem-solving abilities
7	Understanding and application ability of commercial banking business development trends and new technologies
8	Lifelong learning ability and adaptability
9	Moral and ethical concepts and professional ethics cultivation
10	Cultural quality and social responsibility awareness

For the 10 randomly selected students, the professional literacy and employment ability scores before using the "integrated" ideological and political curriculum method in this article are shown in Figure 1. The first student's professional literacy score is 4 points [22].
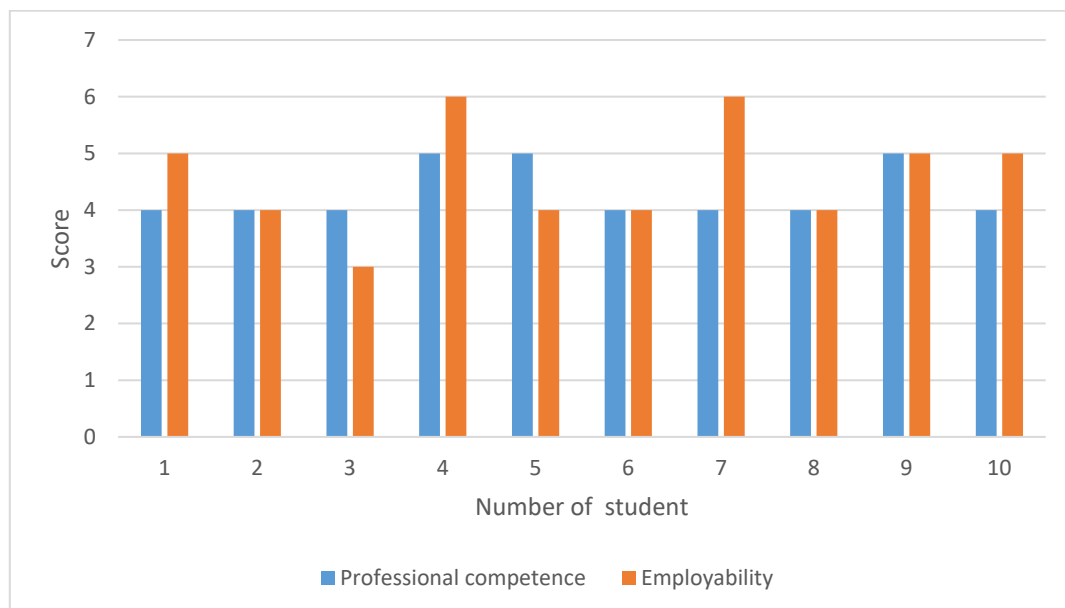

Figure 1: Scoring of Professional Literacy and Employment Ability

The scoring of students' professional literacy and employment ability after adopting the "integrated" ideological and political curriculum method in this article is shown in Figure 2. The first student's professional literacy score is 7 points. Compared to before, both professional literacy and employability have improved.
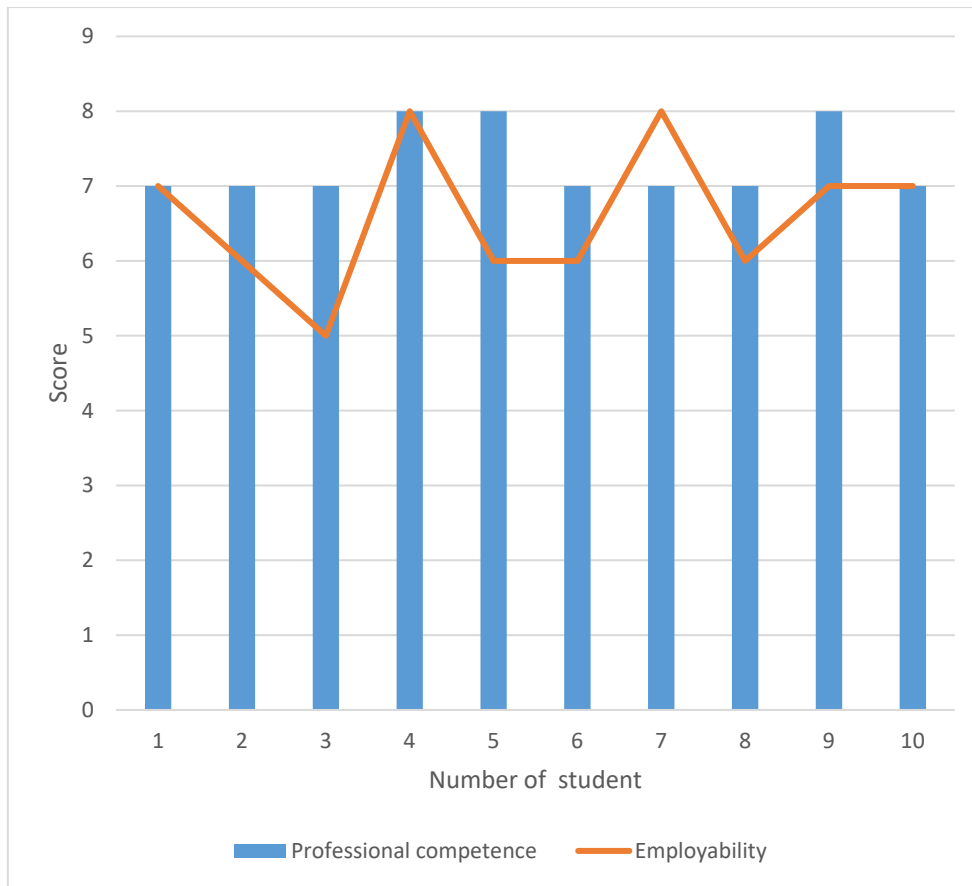
Figure 2: Scoring of students' professional literacy and employability after adopting the "integrated" ideological and political approach in this article
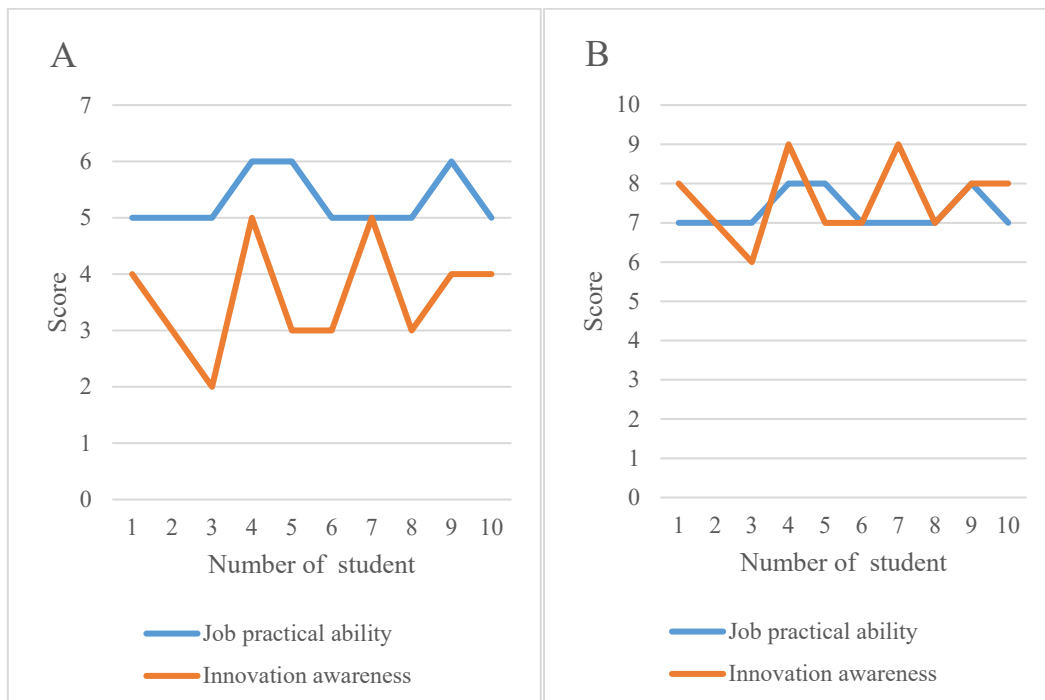

Figure 3A: Before adopting the "integrated" ideological and political approach in this article's curriculum

Figure 3B: After adopting the "integrated" curriculum ideological and political approach in this article

Figure 3: Comparison of students' practical abilities and innovative awareness before and after adopting the "integrated" ideological and political approach in this article's curriculum

The comparison of students' practical ability and innovation awareness scores before and after adopting the "integrated" IPEC method in this article is shown in Figure 3 (A) before using the "integrated" IPEC method in this article, and the scores after using the "integrated" IPEC method in this article are shown in Figure 3 (B)). Before adopting the "integrated" ideological and political approach in this article, the average score for students' practical ability in their positions was 5.3 points, and the score for innovation awareness was 3.6 points. After adopting the "integrated" ideological and political approach in this article, the average score for students' practical ability in their positions is 7.3 points, and the score for innovation awareness is 7.6 points.

4. Conclusions

The various aspects of higher education and teaching, in order to truly improve their educational effectiveness, provide the correct path and direction for the development of ideological and political education in universities. At the same time, we can also solve the problems and difficulties faced in current development and construction. This article analyzes the problems in the construction of ideological and political education in university courses, sorts out the reasons for the problems, and proposes practical and feasible solutions, such as a lack of research on the personalized system of ideological and political education in courses and an analysis of the academic status quo. As an emerging discipline, its research scope and content need to be expanded, and attention needs to be paid to adjustments in various aspects.

Acknowledgement

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