

Implementation Status and Optimization of Ideological & Political Education in International Trade Practice Course—Based on the Case of Ningbo Polytechnic

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Abstract: *Effectively improving students' political awareness and ideological realm in international trade is of great practical significance for promoting the rapid development of import and export trade. The international trade practice course is one of the main courses to cultivate students' foreign trade business knowledge and skills. The survey shows that the current situation of the ideological and political education implementation of this course is not optimistic. By transforming the concept of educating people, optimizing curriculum design, innovating teaching methods, strengthening teacher team construction, and enhancing ideological and political elements in international trade practice classrooms, students can accept the influence of mainstream values, shape a correct outlook on life, values and world, laying a solid foundation for cultivating socialist builders and successors and developing students' comprehensive quality of morality, intelligence, physique, beauty, and labor.*

Keywords: *International Trade, Ideological & Political Education, Innovation, Course Optimization*

1. Introduction

Universities should take moral education as the center, penetrate ideological and political education into the whole process, create a new situation of all-staff and all-round education, adapt to the new situation of current ideological and political education, and promote the development of China's higher education. Only by receiving good ideological and political education can international trade professionals avoid confusing with foreign values. Therefore, ideological and political elements should be integrated into the international trade practice curriculum to help students form the correct outlook on life and values [1]. This study selects students majoring in relevant majors of Ningbo Polytechnic as the research objects to investigate the ideological and political teaching implementation of students in this course and put forward improvement suggestions.

2. Research Design on the Implementation Status of Ideological and Political Education in International Trade Practice Curriculum

2.1. Research Objects and Objectives

The research objects of this study are students majoring in International Economics and Trade, Business English and Business Japanese from Ningbo Polytechnic, with a total of 956 students in 24 classes. By distributing questionnaires through Questionnaire Star, we analyze and investigate the implementation of ideological and political education in the international trade practice curriculum of Ningbo Polytechnic, find out deficiencies, improve experience, optimize the way of integrating ideological and political education into professional teaching, meet the requirements of international trade practice curriculum, and improve students' ideological and political education level. Through the research, we explore the methods of ideological and political education in international trade practice curriculum, cultivate students' comprehensive quality ability, applied basic professional ability, English application professional ability, foreign trade post ability, etc. In addition, it can also improve students' cognitive ability, skill practice ability, innovation and entrepreneurship ability, interpersonal communication ability and other comprehensive ideological and political literacy [2].

2.2. Questionnaire Design and Preparation

The purpose of the questionnaire is to investigate the implementation of ideological and political education in international trade practice curriculum of relevant majors in Ningbo Polytechnic, evaluate the survey data statistically, summarize the current situation of ideological and political education in this course, understand the current situation, find out problems, and provide data support for optimizing the course. The preparation content of the questionnaire mainly involves students' cognition, attitude towards ideological and political education and the implementation status of ideological and political education in international trade practice curriculum.

2.3. Data Collection and Collation

The survey questionnaire was released in the form of Questionnaire Star. With the urging of class teachers and course teachers, students completed data collection. A total of 918 questionnaires were recovered, 89 invalid questionnaires were discarded, and finally 829 valid questionnaires were recovered, with an effective rate of 90%. The survey questionnaire has a high effective rate, the survey data is complete and valid, and can clearly reflect the implementation of ideological and political education in international trade practice curriculum of Ningbo Polytechnic.

3. Implementation Analysis of Ideological and Political education in International Trade Practice Curriculum

3.1. Sample Description

The gender, grade and major distribution of students in the 829 valid samples are shown in Table 1. When selecting samples, the core teaching objects of international trade practice curriculum were considered. Representative majors of International Economics and Trade, Business English and Business Japanese were selected from the surveyed school. In terms of schooling system, higher vocational colleges are usually three-year system. Most third-year students have been in off-campus internships, so they were not included in the survey scope to ensure the accuracy of the survey data. From the data in Table 1, the ratio of male to female students in the survey sample conforms to the objective situation of the major, and the proportion of male students is lower (15%); with the increase of grades, the willingness to participate in survey activities decreased slightly, which conforms to the psychological development characteristics of college students; the number of students in each major is different, and the proportion of sample data basically corresponds to the current situation of the number of students in each major in the school. This questionnaire survey can objectively reflect the actual situation of integrating ideological and political elements into the teaching implementation of international trade practice curriculum in the school.

Table 1: Sample Description

	Gender		Grade		Major		
	Male	Female	1	2	International Economics and Trade	Business English	Business Japanese
Sample Size	124	705	417	412	415	265	149
Percentage	15.0%	85.0%	50.3%	49.7%	50.0%	32.0%	18.0%

3.2. Cognition Analysis on Implementation of Curriculum Ideological and Political Education

For the cognition of curriculum ideological and political implementation, the survey involves two questions, see Table 2. It can be seen that only 7.1% of students have a good understanding of the required professional ethics in the future, 30% of students know little about it, and most of the 62.9% students do not have a good understanding of the professional ethics and requirements of international trade major. It can be seen that integrating ideological and political education into international trade professional courses is indispensable and very important. 65.5% of students in three majors of the school did not know much about the ideological and political education in international trade practice curriculum, and 20% of students knew something about it. This shows that the curriculum design of international trade practice lacks explicit ideological and political elements, resulting in most students

lack of recognition. In addition, it is necessary to strengthen the popularization and promotion of ideological and political education for teachers in schools, and further improve the breadth and depth of ideological and political education in schools.

Table 2: Cognition Analysis on Ideological and Political Implementation in International Trade Practice Curriculum

Survey Questions	Very Familiar	Know Something	Know Little
Do you understand the professional ethics requirements of your major?	7.1%	30.0%	62.9%
Do you understand the ideological and political education carried out in international trade practice courses?	14.5%	20.0%	65.5%

3.3. Attitudes Analysis on Implementation of Curriculum Ideological and Political Education

Regarding the attitude towards the ideological and political implementation of international trade practice curriculum, the survey involves 4 questions, as shown in Table 3. 79.3% of students believe that it is necessary to integrate ideological and political elements into international trade practice professional courses, hoping to deepen their understanding of ideological and moral knowledge content to enrich the development needs of future careers [3]. The vast majority of students believe that the ideological and political penetration in international trade courses is conducive to improving their professionalism, moral level and career development. In addition, 85.1% of students agree with incorporating ideological and political elements into international trade practice courses, hoping that more ideological and political education will be added in the teaching process of professional courses to improve knowledge and skills related to international business and trade. It should not be ignored that 70% of students cannot (8.1%) or are not sure (61.9%) whether they can adhere to their principles in the face of difficulties in learning or life. This shows that when students encounter difficulties in life and learning, they lack a high degree of self-discipline and introspection, ignore principles, and often fail to adjust their mentality in time, showing confusion in the face of difficulties and setbacks. Therefore, it is urgent to infiltrate and internalize ideological and political content in professional course teaching, strengthen students' psychological awareness in the face of difficulties, and the survey results also reflect the separation of theory and practice of ideological and political teaching in the course.

Table 3: Attitudes Analysis on International Trade Practice Curriculum Ideological and Political Implementation

Survey Questions	Yes	No	Uncertain
Is it necessary to integrate ideological and political elements into the teaching of international trade professional courses?	79.3%	4.5%	16.2%
Is ideological and political education beneficial to students' professional development and comprehensive quality improvement?	81.7%	3.3%	15.0%
Do you want to gain knowledge and ability to combine ideology and profession?	85.1%	3.2%	11.7%
Can you adhere to your own principles in the face of difficulties in learning or life?	30.0%	8.1%	61.9%

3.4. Current Situation Analysis of the Curriculum Ideological and Political Implementation

Regarding the current situation of ideological and political implementation in international trade practice curriculum, 6 questions were mainly investigated, as shown in Table 4. From Table 4, it can be seen that 71.9% of students do not know whether their major has an ideological and political education teaching research institution or related teaching team. 62% of students pointed out that international trade practice courses do not have supporting ideological and political education teaching materials. It can be seen that ideological and political research is weak in the teaching research process of professional courses, lacking specialized research institutions and personnel for curriculum ideological and political courses, reflecting the insufficient emphasis on ideological and political education teaching reform in majors and lack of investment. Ideological and political education is not sufficiently

extensive and in-depth in professional courses, indicating that teachers do not highly value the role of ideological and political education in professional fields, reflecting the current lack of faculty strength in integrating ideological and political content into professional curriculum implementation. Professional courses do not use effective means and evaluation systems to comprehensively evaluate students' ideological and political literacy, reflecting defects in the curriculum teaching evaluation mechanism [4].

Table 4: Research of Implementation Status for Curriculum Ideological and Political Education

Survey Questions	Yes	No	No Idea
Does your major have an ideological and political education teaching research institution or team?	9.10%	19.00%	71.90%
Do international trade practice courses have supporting ideological and political education teaching materials?	8.20%	62.00%	29.80%
Have you selected ideological and political theory courses?	100.00%	0.00%	0.00%
Is ideological and political knowledge imparted in the teaching of international trade practice professional courses?	66.00%	20.00%	14.00%
Do professional courses evaluate and feedback students' ideological and political literacy?	12.10%	73.00%	14.90%

Regarding the dissemination channels of ideological and political education, 49% of students chose classroom teaching, 22% of students believed it was online classroom, others included second classroom, practical teaching, etc. These constitute the main positions of ideological and political education for college students.

4. Suggestions for Optimizing Implementation of Ideological and Political education in International Trade Practice Curriculum

In order to improve the effectiveness of curriculum ideological and political education in the teaching of international trade practice curriculum, it is necessary to analyze, summarize and reflect on some common problems in curriculum ideological and political teaching, and discuss effective strategies for integrating curriculum ideological and political education into professional teaching. Based on the above research and analysis, it is suggested to optimize and promote this work from the following aspects [5].

4.1. Deepen ideological understanding and transform educational concepts

To infiltrate ideological and political education in international trade practice courses, deepening ideological understanding and transforming educational concepts is the core of this work. Teachers need to take this as a guiding ideology, start from multiple angles, and carry out ideological and political education in depth through theoretical teaching, practical activities and other means. First, teachers should focus on vocational ethics education and let students recognize that in international trade practice, they must abide by vocational ethics norms and industry guidelines, adhere to the principles of integrity and confidentiality, and protect customer interests. For example, in 2022, a pharmaceutical company suffered serious reputational damage due to alleged fraud and counterfeiting. The general manager was dismissed due to unethical behavior. This case shows that professional ethics is a key element for the long-term development of enterprises. Carrying out professional ethics education in international trade practice courses can effectively improve students' professionalism and sense of social responsibility. Second, strengthen the cultivation of students' comprehensive qualities, focusing on the cultivation of thinking methods and innovative spirit. This requires teachers to combine knowledge with practice, guide students to master methods and skills to solve practical problems through practical activities, case analysis and other means, and stimulate their innovative consciousness and leadership. For example, in 2023, a Chinese international student successfully launched a smart home product suitable for the local market during his internship at a technology company in the United States, achieving good sales results. This case shows that through practical activities and improving comprehensive qualities, students can better cope with complex and changing market environments and industry competition. Finally, focus on cultivating students' international vision and cross-cultural communication skills. Teachers can organize internships, international conferences and other forms to let students contact different cultural backgrounds of business practices and management methods, and enhance their international competitiveness. Carrying out ideological and political education in international trade practice courses needs to focus on deepening ideological understanding,

transforming educational concepts, starting from vocational ethics education, comprehensive quality cultivation, international vision and cross-cultural communication, comprehensively improving students' innovative consciousness and leadership, and enhancing their international competitiveness and social responsibility [6].

4.2. Optimize curriculum design and innovate educational methods

To carry out ideological and political education in international trade practice courses, it is necessary to optimize curriculum design and innovate educational methods to improve students' comprehensive qualities and professional skills. Teachers should adjust the curriculum content and form flexibly according to students' needs and interests, combined with industry trends and current events, to stimulate students' learning interest and initiative. First, in terms of curriculum design, teachers can introduce case teaching, project-driven and other methods to allow students to learn in practice and explore problems in practice, so as to better understand knowledge and laws. For example, some universities offer international trade case courses. By analyzing classic cases in the international market, students can understand market changes and industry trends, and cooperate to complete a real trade project. Such case courses can help students combine theoretical knowledge with practical operations, and cultivate students' practical skills and innovative thinking [7]. At the same time, we should focus on cutting-edge hotspots and practicality, combine current news and industry trends to design curriculum content, and enhance students' cognition and understanding of international trade practice. For example, in 2020, the global outbreak of the new coronary pneumonia epidemic has had a major impact on international trade. Teachers can guide students to understand the impact of the epidemic on international trade through case analysis, discussions and other means, and explore how to deal with trade changes under the epidemic. Second, innovative educational methods are also one of the necessary means to carry out ideological and political education. Teachers can use modern technology means such as online education platforms, virtual laboratories, etc., to create a digital and interactive teaching environment for students. For example, using virtual reality technology to build an international trade simulation platform allows students to simulate international trade operations in a virtual environment, thereby enhancing their practical skills and risk management skills. This innovative educational method can effectively stimulate students' interest and enthusiasm, improve the quality and effectiveness of courses. At the same time, teachers can stimulate students' learning interest and enthusiasm through various means such as online education, interactive discussions, and practical activities, and improve the quality and effectiveness of courses.

4.3. Strengthen teacher team building and improve ideological and political literacy

Improving the ideological and political literacy of the teaching staff is an important aspect to ensure education quality and promote students' growth and success. First, teachers can strengthen their learning of national laws and regulations, the spirit of the constitution, the party's line, principles and policies, etc., to understand the national development strategy and policies, so as to better guide students to master industry background knowledge and awareness. For example, when analyzing classic cases in the international market, teachers can combine national policies and industry norms to enable students to understand and comply with relevant laws and regulations, and enhance students' awareness and sense of responsibility. Second, schools can establish a sound assessment mechanism to make ideological and political literacy one of the important indicators for evaluating teachers' comprehensive abilities. Through regular assessment and evaluation, teachers are encouraged to continuously improve their ideological and political literacy, and integrate the theoretical knowledge they have learned into specific teaching practices [8]. This assessment mechanism can effectively promote teachers' ideological and political literacy and professional level. Third, the education department and schools can organize various ideological and political quality training to enable teachers to learn the latest educational theories and policies, improve their comprehensive qualities and professional levels. Finally, the education department and schools can also encourage teachers to participate in academic conferences, seminars and educational exchange activities to promote communication and mutual learning among teachers. In summary, improving the ideological and political literacy of teachers requires strengthening teachers' learning, training and assessment, encouraging teachers to participate in various academic conferences and seminars, and strengthening communication and mutual learning among teachers. Only by comprehensively improving teachers' ideological and political literacy can we better guide students to establish a correct world view and values, and promote students' growth and success.

5. Conclusion

Curriculum ideological and political education is not a simple replacement of ideological and political courses, but a further deepening of ideological education. The explicit content of ideological and political education is thoroughly implemented and promoted in all professional courses. Professional teachers work closely with ideological and political teachers to promote ideological education in the same direction, so as to achieve the educational goal of internalizing the mind and externalizing practice. The international trade practice curriculum is mainly aimed at foreign trade talents. In the future, when dealing with foreigners with different customs, different ethnic religions and different cultures, they will inevitably come into contact with the free ideas and declining culture of Western countries. Students with weak willpower and lack of critical thinking are easily confused by Western ideological thoughts. Incorrect theoretical ideas are contrary to the core ideas of China's new era of socialist society and contrary to the fundamental purpose of the party and the core socialist values. Incorporating ideological and political elements into international trade practice courses and guiding students to correctly understand Western ideological thoughts and follow the road of socialism with Chinese characteristics in the new era are the cornerstones of successful foreign trade.

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