

A Study on the Teaching Reform of Business English Majors Under the Background of Curriculum Ideology and Politics

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Abstract: The demand for business English professionals in China has increased sharply due to the country's increasing openness and economic development. This study examines the teaching reform of business English majors in the context of curriculum ideology and politics. It focuses on exploring the framework for integrating ideological and political education into the curriculum and examining its practical application in specific courses. This reform faces several challenges, such as limited teaching resources and the complexity of business English content. Strategies to address these challenges include integrating diverse resources, optimizing course design, enhancing teacher training, and promoting interdisciplinary collaboration. The goal is to effectively integrate ideological and political elements with business English education to cultivate students' professional skills and moral values.

Keywords: Business English; teaching reform; curriculum ideology and politics; theoretical studies

1. INTRODUCTION

In recent years, with the deepening of China's opening to the outside world, the continuous improvement of the scale and quality of foreign investment introduction and the optimization and upgrading of industrial structure, the demand for business English professionals is also increasing. This trend not only promotes the development of business English education, but also puts forward higher requirements for its curriculum design. At present, the research on business English curriculum thinking and politics is mainly concentrated in two aspects: one is to explore the reform framework of "curriculum thinking and politics" and the construction of curriculum system; the other is to study the teaching practice of "curriculum thinking and politics" in specific courses. However, the implementation of ideological and political teaching in college business English courses is still in the exploratory stage and faces many challenges. First of all, the current online and offline teaching resources are limited, and the teaching content of business English is varied and the class hours are short. Teachers need to excavate and determine ideological and political points by combining unit topics, article content and related exercises, which consumes a lot of human and material resources. In order to effectively integrate ideological and political elements, teachers need to arrange the content reasonably within the limited teaching time to ensure that students can be guided by values and influenced by ideological and political education while learning business English knowledge. In addition, the business English course itself has a strong comprehensiveness. The course content not only includes language knowledge, but also involves business practice, cross-cultural communication and other aspects of knowledge. In the teaching process, how to improve students' language ability and guide correct values under the premise of achieving business knowledge goals is a challenge for every teacher. This requires teachers not only to have solid professional knowledge, but also to have a high ideological and political education quality and innovative teaching methods.

To address these challenges, the following strategies can be adopted:

Integrate diversified resources: Use the Internet and multimedia technology to enrich the teaching resource library and provide more online learning materials and practical opportunities. For example, online ideological and political education resources related to business English courses are developed to help students learn independently after class and expand their knowledge. At the same time, teachers are encouraged to use open educational resources (OER), such as high-quality courses on Coursera, edX and other platforms, in conjunction with classroom teaching content.

Optimize the course design: In the course design, reasonable arrangement of ideological and political education content. Through case analysis, project learning and other methods, ideological and political elements are naturally integrated into business English teaching, so that students can receive value education imperceptibly while learning professional knowledge. For example, the design of projects involving topics such as international trade ethics and corporate social responsibility enables students to reflect on and discuss relevant ideological and political issues in the process of completing tasks.

Strengthen teacher training: improve teachers' ideological and political education ability and comprehensive quality. Regular teaching seminars and training courses are held to share excellent cases and experiences of ideological and political education, so as to enhance teachers' ability and level of integrating ideological and political elements into teaching. Education experts and outstanding teachers can be invited to give special lectures to introduce the latest theoretical and practical achievements of ideological and political education.

Encourage interdisciplinary collaboration: Collaborate with faculty from other disciplines to jointly develop interdisciplinary curricula and teaching activities. For example, in cooperation with teachers of sociology, political science and other disciplines, discussions on topics such as international business ethics and also the cross-cultural communication are conducted, so that students can understand

the social responsibility and ethics of business activities from multiple perspectives. Through interdisciplinary cooperation, courses can be enriched and students' horizons broadened.

2. THE NECESSITY OF CARRYING OUT IDEOLOGICAL AND POLITICAL CURRICULUM FOR BUSINESS ENGLISH MAJORS

School education is the external condition of students' moral development that can be influenced by moral education. Moral education is an educational activity that forms students' minds in a purposeful and planned way in accordance with certain ideological and political views, norms of moral conduct and the law of physical and mental development of students. The school realizes its influence on students in three ways: political, ideological and moral courses, integration of various disciplines and practical activities. First of all, the Code of Professional Ethics for Teachers clearly stipulates that teaching is the natural duty of teachers. This not only requires teachers to impart knowledge, but also makes them responsible for the ideological and political education of students. In the information age, although the Internet is rich in resources and students can obtain knowledge through various channels, the development of thought, the formation of moral character and the formation of the three views are still inseparable from the guidance and example of teachers. Through words and deeds in the classroom, teachers impart correct values to students and help them form a correct outlook on life, worldview, and values. Second, the university period is a key period for the establishment and stability of students' outlook on life. According to the psychological theory of higher education, the formation and development of the outlook on life must be based on the necessary psychological conditions. These conditions include the abstract generality of thought development, the differentiation of self-consciousness, the maturation of social needs and socialization. After college students enter the stage of higher education, these three psychological conditions have basically been fulfilled. Therefore, it is particularly important to conduct ideological and political education for students at this stage.

In higher education, the implementation of moral education can be realized in the following ways:

Political, ideological and moral courses: Through the establishment of special ideological and political courses, systematic teaching of Marxist theory, socialist core values, and other contents to help students form a correct political attitude and moral concepts.

Integrating various disciplines: Ideological and political elements are integrated into the teaching of various disciplines. For example, by discussing corporate social responsibility in economics courses and analyzing ethical and moral issues in literature courses, students can receive implicit ideological and political education while learning professional knowledge.

Practical activities: Through the organization of the social practice, volunteer service and other activities, students' social responsibility and practical ability are enhanced. For example, to carry out community service and public welfare activities so that students can practice socialist core values in practical actions.

At the same time, the school should also provide a good educational environment and create a strong campus cultural

atmosphere. For example, theme lectures, cultural festivals, reading clubs and other activities will be held to enrich students' extracurricular life and promote their all-round development; through campus publicity, school newspaper and other media, positive values will be inculcated and students will be guided to form correct habits of thought and behavior. In today's society, ideological and political education is not only the responsibility of schools, but also the common task of the whole society. Families, communities and all sectors of society should work together to support and guarantee students' ideological and moral development. Only through multiparty cooperation and the resulting strength can we truly achieve the goal of educating people and cultivating outstanding talents with both virtue and talent.

3. THE SUGGESTIONS FOR BUSINESS ENGLISH MAJOR EDUCATION

Invite external cooperative enterprises to settle in the Business English comprehensive simulation training room, organize teachers of relevant majors to conduct targeted and centralized training by key employees of the enterprise, promote the two-way communication and interaction between lecturers and teachers of the enterprise, and jointly write project-driven practical training materials, formulate teaching objectives of practical training courses, and arrange practical training teaching plans according to job requirements. Promote the construction of modular curriculum system, and carry out the teaching and management of practical training courses. On the basis of consolidating individual practical operation skills, simulation and comprehensive practical training are carried out to give full play to the advantages of combining theoretical knowledge of full-time teachers with practical operation experience of business personnel. This school-enterprise cooperation model not only helps to improve the quality of teaching, but also ensures that students' learning content is closely integrated with actual work needs, and enhances students' employment competitiveness. By introducing enterprise resources, schools can make use of the advanced technology and rich practical experience of enterprises to provide students with a more real learning environment. Teachers can learn the latest industry dynamics and practical skills from enterprise employees, and in turn, enterprises can adjust their internal training and development programs by interacting with teachers to understand new trends in the education field and the actual needs of students.

The multi-literacy teaching method has four main elements: situational practice, explicit instruction, critical framing, and transformative practice. Specific guidance is as follows:

Situational practice: Teachers should combine real or simulated business situations to teach. This situational teaching method can help students better understand and apply the knowledge, and enhance their application ability in the real business environment. For example, teachers can design simulated situations, such as business negotiations and market research, so that students can practice and apply business English in realistic situations.

Explicit instruction: Teachers must explicitly guide students to use their knowledge to creatively construct meaning in a business context. Through specific case studies and assignments, teachers can help students translate theoretical knowledge into practical skills and cultivate their ability to solve practical problems.

Critical framing: Teachers should focus on cultivating students' dialectical analysis skills, especially the objective

and rational analysis of business discourse and its core concepts. By guiding students to think and discuss business cases critically, teachers can enhance students' critical thinking and analytical skills.

Transformational practice: Teachers should consider "appropriateness" and "innovation" when designing transformational practices so that students can creatively solve relevant problems. Teachers should encourage students to develop innovative solutions to practical problems and test their feasibility in practice.

4. CONCLUSIONS

Integrating ideological and political education into business English curricula is essential to meet the growing demand for well-rounded professionals in China. By inviting outside companies to collaborate, organizing targeted teacher training, and developing project-based practice materials, schools can bridge the gap between theoretical knowledge and practical application. The use of situational practice, explicit instruction, critical framing, and transformative practice methods enriches the teaching approach and promotes students' comprehensive skills. In addition, the use of online platforms for resource sharing and practice increases the flexibility and effectiveness of teaching. This multifaceted approach not only enhances the quality of education, but also prepares students to meet the evolving needs of the job market while instilling strong ethical and moral values.

5. REFERENCES

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