

# *Research on Curriculum Ideological and Political Teaching Mode for Specialty in Electronic Commerce*

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**Abstract:** In order to organically combine professional courses with ideological and political education (IPE), achieve the synergy effect of educating college students in the whole process and in all directions, this paper explores a new way to integrate IPE elements into *Electronic Commerce* professional courses, taking the course of *Electronic Payment Theory and Practice* as an example. It mainly includes the following contents. (1) Based on the talent training program, the overall goal of curriculum ideological and political education(CIPE) is defined; (2) Around the core task of CIPE, the decomposition of CIPE objectives are realized; (3) Combined the specific practice of the course, IPE elements contained in the curriculum are deeply mined; (4)The teaching methods and integration methods are actively explored through diversified means; (5)The teaching experience is summarized, and the teaching cases of CIPE is formed. Then, the important value of the scheme is discussed. Finally, the full text of paper is summarized and the significance of the study in the future is explained.

## 1. Introduction

In 2020, the Guiding Outline for *Ideological and Political Construction of Colleges and Universities Curriculum* (hereinafter referred to as the *Outline*) issued by the Ministry of Education of China pointed out that: to implement the fundamental task of establishing morality and cultivating college students, value shaping, knowledge teaching and ability training must be integrated and inseparable. To comprehensively promote the ideological and political education(IPE) construction of the curriculum is to integrate values into knowledge teaching and ability training, and help college students shape a correct outlook on the world, life and values, that is the proper meaning and essential content of talent training [1,2]. The *Outline* points out new directions, new ideas and new requirements for the development of college courses.

IPE has become the focus and hot spot of current teaching reform [3]. The value of IPE in professional courses lies in giving full play to the role of professional courses in IPE, refining the IPE elements in professional courses, and vividly and intuitively mixing and transferring the core ideology of IPE in the classroom, so as to strengthen the influence and guidance of values while learning professional knowledge [4]. At present, it has become a consensus to organically combine professional courses with IPE, which is called curriculum ideological and political education

(CIPE). It is generally believed in the educational circles that professional courses should inject the ideas of the state, the principles of life and the standards of conduct into the classroom. On the other hand, CIPE should enter the hearts of college students and become a new bridge and link for IPE. Most teachers can basically realize that CIPE will not interfere with or weaken the teaching effect, but will deepen the connotation of teaching. At the same time, colleges and universities have successively established CIPE research centers or teaching reform steering committees, set up CIPE reform topics, and carried out CIPE teaching competitions [3, 4].

However, from the perspective of the implementation of CIPE in colleges and universities, the construction of CIPE is still in its infancy. Although some work is reflected in the implementation of CIPE, the teaching links are not systematic enough to reflect the overall goal of CIPE for the time being. Due to the lack of systematic top-level design in the early stage, IPE courses and courses of other disciplines are still obviously separated in terms of teaching design, teaching and knowledge integration, and the real synergistic effect is difficult to reflect for the time being [5,6].

At the same time, there are few practical examples of CIPE in many professional courses, lack of detailed and systematic teaching integration cases, and lack of an effective starting point for CIPE. As a result, although they can be recognized ideologically, college students do not know how to solve the problem, which objectively leads to the dilemma of "two skins" between moral education and professional curriculum teaching [7, 8].

Therefore, how to train qualified builders and excellent successors for the country and improve the CIPE ability of non IPE teachers in colleges and universities? How to effectively tap the IPE elements contained in professional courses, and explore new ways to integrate the IPE elements of professional courses? How to solve the problem of "the last mile" of IPE courses, and realize that professional courses and IPE courses go hand in hand? How to realize the synergy effect of the whole process education and all-round education? These are the top priorities and priorities that universities must consider, explore, reform and practice at present [9, 10].

*Electronic Payment Theory and Practice* is an important professional core course for specialty in *Electronic Commerce*, which attaches great importance to practical ability. This course is a long-term practice, understanding, upgrading and tamping skill course for students majoring in *Electronic Commerce*. It has a strong coupling relationship with student team projects, internships and student employment, and it is an ideal starting point for CIPE.

This paper takes the course *Electronic Payment Theory and Practice* as an example to explore a new way to integrate IPE elements of *Electronic Commerce* into professional course. It puts forward the scheme of CIPE mainly from the overall goal of CIPE, goal decomposition, CIPE elements mining, teaching methods, teaching cases, etc.

## 2. Research Methodology

The overall framework of the research is shown in Figure 1. The first step is to put forward the overall goal of CIPE. Second, according to the degree of difficulty and importance, the goal of CIPE is refined and decomposed. The third step is to mine IPE elements corresponding to the course and form the information table of CIPE elements corresponding to each chapter. The fourth step is to put forward the way of integrating CIPE into professional courses, as well as the teaching methods of CIPE. The fifth step is to form CIPE teaching cases, combined with CIPE element table of each chapter.

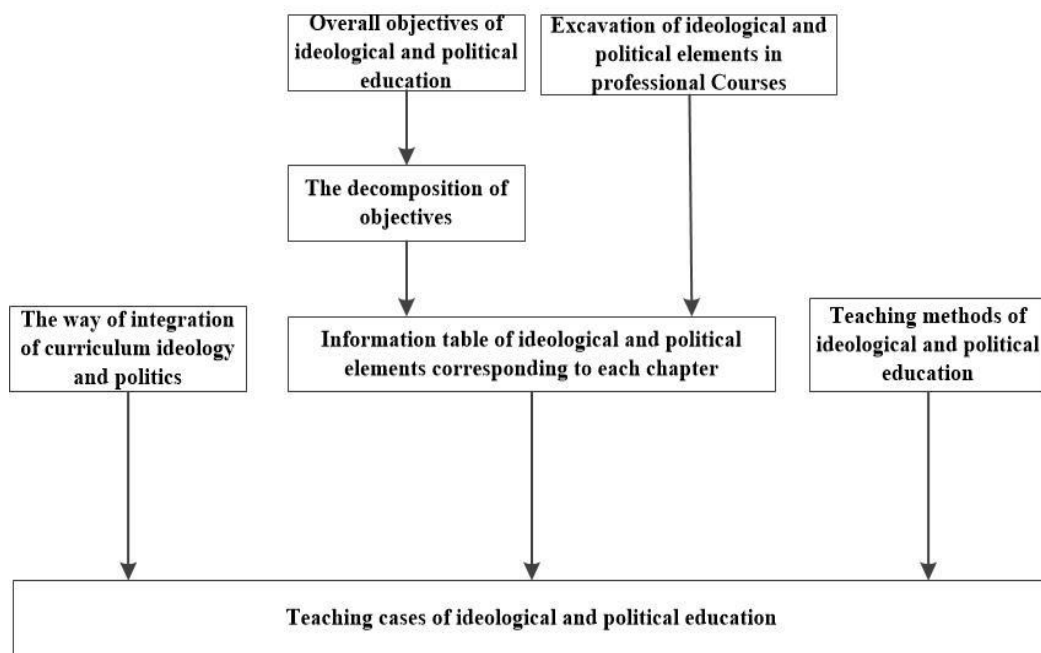


Figure 1: Overall framework of the scheme

## 2.1. Based on the Talent Training Program, the Overall Goal of CIPE is Defined

In order to achieve the goal that professional courses and go hand in hand, we need to sort out a series of training objectives in CIPE knowledge system. On the one hand, the principles for sorting out these objectives should be based on the core training requirements of traditional IPE courses. On the other hand, the training requirements of professional courses should also be taken into account. If IPE course wants to be organically and cooperatively integrated with the professional courses, the design of the overall goal is a very important part. Based on the characteristics of *Electronic Commerce* major, we designed five kinds of CIPE goals: the concept of family and country in the new era, the concept of scientific development, the concept of fine traditional culture, the concept of modern rule of law, and the concept of professional accomplishment. We should strengthen the goal of cultivating and educating college students from five perspectives: family, society, science and culture, rule of law and profession.

## 2.2. Around the Core Task of CIPE, the Decomposition of CIPE Objectives is Realized

Starting from the overall goal, further refine and decompose the overall goal, describe the refined goal, supplemented by difficulty level. In these sub items, the difficulty level is divided into three levels (L1, L2 and L3), corresponding to the training difficulty. L1 focuses on concept transmission and understanding, L2 focuses on cognition and thinking, while L3 corresponds to the practice, internalization and cognitive sublimation of ideas. L3 is the highest level of value cultivation and the most difficult part of CIPE.

For example, the concept of family and country in the new era is divided into family and country public opinion (L1), family and country identity (L2), family and country self-confidence (L3), and family and country dream (L3).

### 2.3. Combined the Specific Practice of the Course, CIPE Elements Contained in the Course are Deeply Mined

Table 1: Relationship between knowledge points and CIPE goals (part).

Knowledge Points	CIPE Case Design	Teaching method	IPE objectives	Difficulty level
Evolution of traditional payment methods	Chinese characters related to wealth are based on "shell" (wealth, purchase, etc.)	literature description	Stimulate students' national pride and patriotism.	L1
Characteristics of electronic cash	Easy to use, separated from the physical carrier	language teaching	Increase students' determination to study hard.	L3
Security technology of electronic payment	Common identity authentication technologies: digital certificate, fingerprint encryption.	multimedia teaching, Q&A	Increase students' awareness of financial security.	L2
Internet banking	Real name system for bank account opening.	interaction	Enable students to fully understand banking business and the latest financial regulations.	L2
Electronic payment risk prevention	The thunder explosion of online financial management platform has occurred frequently in the past few years, it has attracted deposits at high interest rates.	multimedia teaching, Q&A	Strengthen students' professional ethics of honesty and trustworthiness	L3

*Electronic Payment Theory and Practice* is a professional basic course with strong practicality, which contains rich CIPE elements, and has a unique basis for exerting implicit CIPE. While imparting knowledge and cultivating ability, we should promote dialectical materialism world outlook, epistemology, theory of practice, pursue truth, be good at thinking, and be brave in exploration. And we should enhance cultural confidence, institutional confidence, cultivate collectivism, patriotism, safeguard national rights and interests. According to the professional talent training program and teaching syllabus, the corresponding IPE elements of each chapter are mined, the corresponding table of IPE elements of chapter contents is formed by combining the decomposition of IPE objectives of the course, as shown in Table 1.

### 2.4. The Teaching Methods and Integration Methods are Actively Explored through Diversified Means

As a supplement to IPE, CIPE has both similarities and particularity. Similarity refers to the need to talk about IPE in professional courses, while particularity refers to the fact that the essence of professional courses is still professional courses, which cannot replace the status of traditional IPE courses. Under the combined effect of these two factors, it is necessary to design unique teaching methods to educate students, so that students can accept the education content imperceptibly, otherwise it is very easy to produce rebellious psychology and bring adverse effects.

CIPE is integrated into the teaching of professional courses by means of tracing the source, tracing the theory, being profound, leading by nature, and moistening things silently. The CIPE is

carried out by means of teaching methods such as example demonstration method, emotional cultivation method, persuasion education method, problem oriented method, research teaching method, and practical exercise method. At the same time, the integration of CIPE with professional courses is based on the following principles: 1) The integration point of CIPE needs to be speculative, which can stimulate students' desire to explore and fully mobilize students' subjective initiative. 2) The integration point of CIPE must contain or reflect the core concepts, principles and methods related to professional courses. 3) The integration point of CIPE should be open and real, and the closer to life, the more dynamic. 4) The integration point of CIPE is matched with the professional objectives and curriculum objectives.

## 2.5. The Teaching Experience is Summarized, the Teaching Cases of CIPE is Formed

After completing the integration of the previous professional courses and IPE, a teaching example will be formed. In the course of *Electronic Payment Theory and Practice*, we mainly select knowledge points such as network economy, digital authentication, electronic currency and mobile payment as examples to form multiple CIPE teaching cases.

## 3. Discuss

The scheme is feasible in combination with the actual development of the country, society and individuals, and it is specifically shown in the following aspects:

(1) This study has realized the whole process of CIPE integration. For example, from the overall goal and goal decomposition to CIPE element mining; from integration methods to teaching methods; from chapter corresponding table designing to teaching case sorting. So it is an organic whole.

(2) It meets the actual needs of the current development of higher education. How to organically integrate IPE content into professional courses to achieve the goal of "moistening things and educating college students silently" is an urgent need to think about and long-term construction of current higher education.

(3) This study is in line with the needs of college students. At present, college students have felt that the improvement of personal comprehensive quality is an important part of talent training. This scheme can effectively improve the humanistic quality of students, improve their self-confidence and self-consciousness in learning, which is of great help to the growth of talents. So it meets the needs of current college students.

## 4. Conclusion

This study is helpful to realize the integration of IPE elements and professional education, realize the same direction of IPE and professional courses, and realize the synergy teaching college students effect of the whole process and all-round education. This study has reference value not only for *Electronic Commerce* majors, but also for other majors. It is hoped that this study can provide some reference for the cultivation of innovative and entrepreneurial talents, professional construction in colleges and universities.

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