

Cultivation of Business Students Under the Background of Ideological and Political Education: Optimization Strategies for Project-based Learning

Haiwen Long*

School of Business, Yuxi Normal University, Yuxi 653100, Yunnan Province, China

*Corresponding author: Haiwen Long, Lhw@yxnu.edu.cn

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Abstract: The paper explores the strategy of optimizing the cultivation of new business-applied talents through project-based teaching innovation under the background of curriculum ideological and political education. The paper emphasizes that the core socialist values should be integrated into business education. Improving students' moral literacy and social responsibility is an important goal of cultivating new business talents. The study pointed out that in the process of project-based learning, innovative methods such as virtual reality technology, cross-cultural cooperation and diversified evaluation systems can effectively cultivate applied talents that meet the development needs of the new era. The paper also proposed specific strategies in the project implementation and reflection links to promote students' self-reflection and internalization of values.

Keywords: Business education; Ideological and political education; Project-based learning

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1. Introduction

Under the current political background in China, ideological and political education in courses has been established as an important strategy for education reform, aiming to improve the quality of talent training and integrate the core socialist values. The government regards "moral education" as the fundamental task of education and promotes the coordinated development of college courses and ideological and political theory courses. New business education needs to comply with policies and improve students' moral literacy and social responsibility through project-based learning. Project-based learning originates from constructivism, emphasizes the implementation of practical projects, integrates ideological and political education into professional learning, and cultivates students' comprehensive quality and innovation ability. The implementation of ideological and political education in courses has accelerated due to the country's

economic transformation and intensified global competition, requiring the cultivation of comprehensive talents with professional skills and social responsibility. In recent years, the release of relevant policy documents has gradually institutionalized ideological and political education in courses, emphasizing the ideological and political functions of disciplines. By integrating ideological and political elements, innovating teaching design, and improving education quality, new business education helps the country cultivate applied talents that meet the development needs of the new era and promotes the realization of the strategic goals of a strong country in education and science and technology.

2. The goal of cultivating new business application-oriented talents under the background of curriculum ideological and political education

2.1. To cultivate talents that meet market demand and have practical application ability

The dynamic and diversity of market demand requires talents to have the ability to adapt flexibly. This involves not only a deep understanding of business theory but also a keen insight into the latest trends in the industry. Practical application ability is the key to transforming theoretical knowledge into practical operation skills. This goal emphasizes the close integration of education and market demand and requires that the curriculum design can respond to changes and needs in the industry in a timely manner. First, the curriculum setting should conduct in-depth research on market trends to ensure that students master the most needed professional skills at present. Secondly, practical teaching is a key link in achieving this goal. Through laboratory practice, corporate internships and project cooperation, students' hands-on ability and practical operation level can be enhanced^[1-3]. In addition, schools should strengthen cooperation with the industry, invite corporate experts to participate in teaching, provide real cases, and help students better understand and apply what they have learned. Through these measures, students can not only master business knowledge in theory but also use this knowledge in practice to solve practical problems to be competitive in the job market.

2.2. To cultivate talents with good comprehensive quality and continuous innovation ability

In the context of globalization and informatization, business education should not only impart professional knowledge but also focus on the comprehensive quality cultivation of students. First, comprehensive quality education includes critical thinking ability, communication and coordination ability, and teamwork spirit, which can be improved through interdisciplinary courses and team projects. Second, the cultivation of innovative ability requires educators to provide students with an open learning environment and encourage them to conduct independent exploration and innovative experiments^[4]. By setting up innovation laboratories and holding innovation and entrepreneurship competitions and other activities, students have the opportunity to transform ideas into actual projects and cultivate their innovative thinking and practical ability. Ultimately, these measures will help students continue to innovate and create value in a rapidly changing business environment.

2.3. To cultivate talents with moral literacy and social responsibility

In the modern business society, moral literacy and social responsibility are particularly important. It is required that talent cultivation should integrate ideological and political education into business education, and attach equal importance to shaping students' professional skills and moral qualities. Specifically, this

goal requires students to not only master business knowledge, management skills and innovation ability, but also deeply understand and practice the core socialist values, and form a correct world outlook, outlook on life and values ^[5,6]. Students need to learn to adhere to the principles of integrity, fairness and the rule of law in business practice and have a deep understanding and positive actions for social development and environmental protection. In addition, these talents should also have an international perspective, understand business ethics and social responsibilities in the context of globalization, and be able to represent Chinese companies on the international stage to show a good social image. Through such education, it aims to cultivate a new generation of business talents who can not only succeed in the business field but also contribute to the sustainable development of society, and contribute to building a harmonious society and promoting global sustainable development.

3. The impact of project-based learning on the cultivation of new business application talents

3.1. It is conducive to enhancing practical ability and self-management ability

Project-based learning puts students in a real or simulated business environment so that they face practical problems and requires them to comprehensively apply the knowledge they have learned to analyze and solve them. This teaching method emphasizes interdisciplinary cooperation and critical thinking, which encourages students to evaluate and innovate from multiple perspectives when dealing with complex problems. Through repeated practice and feedback, students gradually master the ability of systematic thinking and effective decision-making, which is particularly critical to improving their ability to solve practical business problems. In addition, the practical opportunities provided by project-based learning enable students to try and optimize strategies in a safe learning environment to better cope with real-world challenges. At the same time, in a simulated entrepreneurial project, students need to independently make plans, set goals and manage time ^[7]. This autonomy requires them to organize and arrange tasks without strict supervision and cultivate the ability of time management and priority setting. In addition, students need to constantly evaluate progress and adjust strategies in the project. This process of reflection and adaptation improves self-regulation ability. Through regular team meetings and task assignments, they also learned how to effectively express opinions and coordinate resources in the group, further improving their comprehensive self-management ability. This self-management training helps to improve their autonomy and sense of responsibility at work.

3.2. It is conducive to promoting teamwork and improving communication skills

Project-based learning simulates a real business project environment. In the project, students usually need to collaborate with their peers to complete tasks. Students are required to divide the work and cooperate in a team to solve complex problems together, thereby effectively promoting the improvement of students' teamwork and communication skills, so that they can cooperate with others more effectively in their future careers. In addition, during the completion of the project, students need to constantly exchange information, express opinions and adjust feedback, which not only strengthens their communication skills in a diverse context but also cultivates their ability to effectively coordinate and manage conflicts in the team. The presentation and reporting of the project allows students to exercise their written and oral expression skills, which is essential for cultivating their communication skills in a business environment.

3.3. It is conducive to improving innovative thinking and adapting to a changing environment

Project-based learning simulates a complex and dynamic business environment. When students face real problems, it encourages students to find innovative solutions when facing complex problems, which helps to stimulate students' creativity. In the project, students need to combine multidisciplinary knowledge and propose innovative strategies to deal with uncertainty and change, which not only exercises their creative thinking but also cultivates the ability to quickly adjust and adapt in a changing environment. In addition, the reflection and feedback of the project can prompt students to continuously improve their thinking patterns and methodologies, so that they have the advantages of innovative thinking in the business environment, thus laying a solid foundation for their flexible response and innovative development in future business practices.

4. Innovative optimization strategies of project-based learning in the context of curriculum ideological and political education in new business education

4.1. Project selection and design

In the context of curriculum ideological and political education, the project selection and design link of project-based learning in business majors can enhance students' learning experience and social responsibility through a series of innovative practices. First, virtual reality technology can be fully utilized to create a realistic simulated business environment, allowing students to understand market dynamics, customer needs, and ethical challenges in business operations. This immersive experience helps students understand the project background in depth and encourages them to pay attention to social responsibility and choose relevant topics for research^[8]. At the same time, project design can also encourage students to participate in social enterprise incubation projects, such as environmental entrepreneurship or community service projects, which not only allow students to apply what they have learned in the real world but also integrate ideological and political elements into the project conception stage. It helps students to cultivate innovative thinking at the beginning of the project, explore how to solve social problems through business means and enhance their sense of social mission and moral judgment. In this way, while improving students' professional abilities, their values are shaped, making them future business practitioners with a sense of social responsibility.

4.2. Project implementation

In the context of ideological and political education in courses, the project implementation link of project-based learning in business majors can enhance students' comprehensive abilities and international vision through a variety of innovative practices. First, it can cooperate with international institutions to carry out cross-border team projects online, providing students with opportunities to communicate and cooperate with global peers, share the business practices and cultural backgrounds of their respective countries, and work together to solve business problems with global impact. This cross-cultural cooperation not only enhances students' international vision but also enables them to understand and apply global business ethics in practice. In the process of project implementation, students need to flexibly use communication skills and coordination skills to learn to respect and tolerate diverse perspectives in the face of different cultures and diverse business environments. Such practical experience can help students improve their ability to solve complex problems and enable them to make responsible decisions in a changing international market. In addition, ideological and political elements such as social responsibility and sustainable development can be naturally integrated into the project, so that students can think about how to promote the overall progress of

society through business means in the context of globalization. This gives project-based learning a broader vision, not only cultivating students' professional skills but also shaping their sense of social responsibility and global citizenship.

4.3. Project results display and evaluation

In the context, of course, ideological and political education, the project results display an evaluation link of project-based learning in business majors that can comprehensively improve students' comprehensive literacy and value cultivation through a series of innovative practices. First of all, a diversified evaluation system is adopted, not limited to the display of project results^[9]. The evaluation criteria include the ethical decisions made by students during the project, their teamwork ability, and the potential impact of the project on society. Through this multi-dimensional evaluation method, students not only demonstrate their knowledge and skills but also reflect on how to consider social responsibility and ethical factors in practical applications. In addition, the presentation of results can be in various forms, such as video presentations, on-site simulations and interactive workshops, giving students the opportunity to express their thinking and innovation through different media. Invite industry experts, teachers and classmates to form a diverse jury to give feedback from multiple perspectives to help students see the impact of the project from different perspectives. In the evaluation process, special emphasis is placed on students' reflection ability and self-evaluation, and by guiding them to analyze the successes and shortcomings of the project, they can further deepen their understanding of ideological and political elements.

4.4. Project summary and reflection

In the context of ideological and political education in courses, the project summary and reflection link of project-based learning in business majors can deeply enhance students' self-reflection ability and social responsibility awareness through the following innovative practices. First, after the project is completed, a special reflection link is set up to encourage students to share the ethical dilemmas, challenges and their growth experiences encountered in the project in groups or individually^[10]. Through this sharing, students can examine their decision-making process from different perspectives and understand its social impact and moral significance. To make reflection more structured, teachers can introduce reflection logs or self-evaluation reports to allow students to record key decision points in the project and how they responded to these challenges. This written record helps students systematically review the entire project process and identify areas for improvement. At the same time, teachers provide constructive feedback in the reflection session to help students identify their strengths and weaknesses. During the feedback process, teachers can use guiding questions to encourage students to think deeply about how their choices reflect the values of ideological and political education. In addition, inviting classmates to evaluate each other and discuss in groups is also a beneficial practice, which not only promotes communication and understanding among teams, but also provides students with more reflective perspectives. Through these innovative methods, students can better internalize the concepts of ideological and political education, enhance their sense of social responsibility and moral judgment, and lay a solid foundation for future career development.

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