

# Research on the Integration of Ideological and Political Education in the Teaching of Cross-Border E-commerce Practice

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**Abstract:** The study of higher education stage is not only for students to master professional knowledge, and consolidate professional skills, but also need to have good professional ethics, with a sense of social responsibility and innovative thinking, which is needed in all fields. Global economic integration and the development of information technology, speed up the development of cross-border e-commerce, combined with social needs and higher education needs, to make the field of cross-border e-commerce in the new social background, it is important to pay attention to the effectiveness of ideological and political education. Especially with the proposal and construction of the current curriculum ideology and politics, colleges and universities are required to reform the professional courses of cross-border e-commerce to meet the actual needs of talents. Based on colleges and universities, this paper studies the integration of Cross-Border E-commerce Practice courses and ideological and political education and discusses the teaching mode, teaching content, teacher team, and teaching evaluation respectively for reference.

**Keywords:** Ideological and political education; Colleges and universities; Cross-Border E-commerce Practice; Integration path

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## 1. Introduction

In June 2020, the Ministry of Education issued the “Guiding Outline of Ideological and Political Construction of Curriculum in Colleges and Universities” which mentioned that it is necessary to understand the significance of ideological and political construction of curriculum in colleges and universities. Teachers of specialized courses should play their roles and take classroom teaching as the main channel to penetrate the ideological and political construction of the curriculum so that specialized courses and ideological and political courses can maintain two-way cooperation. This shows the importance of ideological and political education in higher education. In the traditional teaching process of professional courses, most teachers mainly focus on the content of the course itself and rarely explore the ideological and political elements, which leads to a disconnect between ideological

and political education and professional course teaching. With the rapid development of the field of cross-border e-commerce, high-quality talents urgently need to be continuously supplemented to achieve the coherence of the development of the industry. "Cross-Border E-commerce Practice" is one of the basic courses of cross-border e-commerce major in colleges and universities, which mainly teaches students some practical skills in this industry. Since cross-border e-commerce involves not only domestic but also foreign counterparts, the deepening of communication between China and foreign countries makes it extremely critical to ensure that relevant personnel have high-quality and moral literacy. This paper actively implements the spirit of the Outline and chooses the course "Cross-Border E-commerce Practice" as an example to study the integration of ideological and political education and this course. After a brief analysis of the existing problems, the paper puts forward specific integration paths.

## **2. The current situation of ideological and political education integrated into the teaching of Cross-Border E-commerce Practice course**

### **2.1. Lack of ideological and political elements in the teaching content**

At this stage, some teachers emphasized the cultivation of students' technical and business abilities when formulating the teaching plan for Cross-Border E-commerce Practice, which causes students to also focus on the improvement of skills, ignoring the cultivation of personal comprehensive ability. This situation reflects that the current course teaching content is not rich enough, under the guidance of the course teaching, students will spend more time practicing the operation of the e-commerce platform and tracking the logistics of goods and seldom take the cultivation of students' sense of social responsibility as one of the key contents, or even if it is reflected in the teaching design, it is just a formality. Therefore, students will miss the opportunity to have an in-depth discussion on cross-border e-commerce, let alone think about whether the global trading system is fair<sup>[1-3]</sup>.

### **2.2. Teaching practice is not effective enough in educating students**

According to the current teaching objectives of Cross-Border E-commerce Practice, the course requires students to have certain practical abilities, so the teaching focuses more on the improvement of their skills. From the actual observation, most students are more interested in sand table simulation or platform practical operation, etc. Although the proportion of practical teaching has increased, the integration of ideology and politics in it is still rarely seen, which indicates that teachers do not dig enough practical ideological and political cases, and cannot really mobilize the enthusiasm of students. In addition, innovation and entrepreneurship education in students' practical training also has certain deficiencies, and the effect of practice education is insufficient, which makes it difficult to effectively play the role of the main channel of Cross-Border E-commerce Practice course<sup>[4]</sup>.

### **2.3. Professional teachers lack the ability for ideological and political integration**

Considering the actual situation, although some professional teachers also believe that ideological and political education is very important, they will try to integrate it into professional teaching. In the classroom, because their understanding of ideological and political education is not deep enough, the effect of integration is not good, and naturally, it is difficult to show practical results when explaining to students<sup>[5]</sup>. In addition, some teachers think that they have to tell students about professional knowledge, whether to integrate ideological and political education content their teaching tasks must be completed. In this case, it is difficult to maximize the effectiveness of the integration of Cross-Border E-commerce Practice courses and ideological and political education<sup>[6]</sup>.

### **3. Countermeasures for the integration of ideological and political education in the teaching of Cross-Border E-commerce Practice**

#### **3.1. Diversified teaching modes to attract students' attention**

##### **3.1.1. Case teaching method**

The case teaching method refers to the teaching mode that uses typical events related to the content to analyze the students so that they can understand the teaching key points, master professional skills, and finally achieve the teaching goals. The massive reality in the field of cross-border e-commerce provides teachers with more materials. Teachers can explain cases related to business ethics, social responsibility and international law to students in class. Students can combine ideological and political concepts with practical problems and truly realize the importance of social responsibility to cultivate students' comprehensive literacy. Teachers can simulate real situations for students in teaching, enhance students' personal experience, and enable students to learn to weigh multiple factors in actual decision-making <sup>[7]</sup>. For example, the development of China's logistics industry is extremely rapid. As the "two links and one delivery" YTO logistics, it has firmly seized the circulation points of goods and continued to launch cross-border e-commerce logistics services. In October 2023, driven by the "One Belt, One Road" strategy, YTO rapidly laid out in Kazakhstan and established a nationwide distribution network, which promoted the cross-border express business volume between China and Kazakhstan to gradually increase. After YTO entered Kazakhstan, the first step was to "connect", opening up the full link of Chinese goods export to the local area; The second step was "fast," laying out automation infrastructure to speed up the market layout; The third step is "good," focusing on building end networks and improving express delivery services. Teachers can collect this information in advance, make it into a video, and show it to students in class. Through the development and success of YTO Logistics, students will realize that the reason why YTO has achieved such results is inseparable from the success of China's "One Belt, One Road" strategy, and more inseparable from the growing strength of China's comprehensive national strength, thus enhancing students' national pride <sup>[8-10]</sup>.

##### **3.1.2. Problem-oriented method**

The teaching of Cross-Border E-commerce Practice integrates ideological and political elements in a problem-oriented way. With the effective guidance of teachers, students are encouraged to think actively, which plays an important role in the teaching of the course. For example, when the teacher explains the relevant content of "cross-border payment" to the students, the unit is only TV, which requires the students to understand the concept of cross-border e-commerce payment, and payment methods, and learn to choose different payment and settlement methods. Seemingly ordinary payment and settlement, but it is easy to make people ignore the ideological and political concepts. Payment installation is a solid rock for the development of network economy. If there is a credit crisis in payment, it will affect the economic and property security of individuals related to cross-border e-commerce at the micro level, and affect the economic development of the country at the macro level. Therefore, teachers should explain to students how to pay security, avoid risks as much as possible, and avoid students from harming others in improper ways <sup>[11]</sup>. Before class, teachers can assign flipped tasks to students, and upload videos made in advance to the network platform, the subject of the content is payment pre-settlement. At the same time, students are asked questions such as "What changes does the Internet bring to us?" "How to ensure the security of online transactions?" and "How to avoid online fraud?" Students can solve the pre-class problems through preview. After in-depth explanation of this in class, the teacher can also ask the students "What

factors should be considered in the choice of network payment?” and “What are the prevention methods of network fraud?” If students want to answer the questions raised by the teacher in the preview stage correctly, they need to find relevant information by themselves and put forward their views after summarizing them, which can improve their ability to analyze and solve problems. By asking questions before and during the class, students will master the skills of using the Internet properly and know how to protect their privacy. In addition, students’ awareness of preventing online fraud can be effectively enhanced, and the security performance of different payment methods can be deeply discussed, thus penetrating ideological and political elements <sup>[12]</sup>.

## **3.2. Enrich the teaching content and broaden the student’s horizon**

### **3.2.1. Offline teaching resources**

Textbooks are the main reference for teachers to carry out teaching, and the primary channel for students to acquire professional knowledge is also textbooks. As mentioned in the above explanation, the ideological and political elements in the current teaching materials are not integrated enough, and the teachers are not deep enough to explore the ideological and political elements in the teaching materials, which is one of the factors that lead to the Cross-Border E-commerce Practice and the integration of ideology and politics failing to meet the expectations. Therefore, as the guide and mentor of students, teachers should first conduct an in-depth analysis of the content of the textbook and have a clear understanding of the content themes of different chapters. For example, when teachers explain the content of “Cross-border e-commerce product information operation and release” to students, they can introduce ideological and political content to students from two aspects: First, describe the process of product information editing, resource integration and product release, cultivate students’ craftsman spirit, and help them develop good habits of love, dedication and hard work in their future work; Second, explain the professional ethics education cases of cross-border e-commerce practitioners to students, and integrate the current socialist core values into them. These are invisible ideological and political elements in the textbook, which need to be supplemented and expanded by teachers. In general, the textbooks provide teaching references for both teachers and students. Combined with the professional teaching syllabus, teachers should dig deeper into the content, so that the original monotonous course content can become more abundant, and students can have a deeper understanding of ideological and political education <sup>[13]</sup>.

### **3.2.2. Build an online ideological and political case library**

With the help of rapidly developing Internet technology, the cross-border e-commerce major can build an ideological and political case database to serve the basic courses of the major. Specifically, schools can start from the following points:

- (1) Case selection. Teachers should select typical cases that are both representative and contemporary, which requires them to have sharp insight and extremely rich experience;
- (2) Strengthen the case base management. The construction of a case base involves many links, so it is difficult to complete quickly. This requires teachers to combine the teaching objectives and contents and classify them. At the same time, the school should strengthen the management mechanism, and regular database maintenance, to meet the teaching needs;
- (3) The application of teaching cases. Teachers need to guide students in conducting in-depth analyses of teaching cases, identifying ideological and political elements in them, and passing on correct values to them <sup>[14]</sup>.

### **3.3. Professionalize teachers and build quality teams**

Teachers should change their teaching concepts and realize the significance of ideological and political education. Schools should not only pay attention to the training of excellent teachers but also introduce industry experts, so that they can go deep into the classroom and participate in teaching, thus creating a “dual excellent” teaching team. “Double yuan” refers to the full-time teachers and part-time teachers in the school, and “double excellence” refers to the excellent full-time teachers and part-time teachers. “Double yuan and double excellent” teachers participate in the formulation of professional standards, the compilation of textbooks, and teaching, which runs through the whole process of talent training. Industry teachers can take the professional quality of cross-border e-commerce as a starting point, and enhance students’ professional identity and social responsibility through expert teaching and internship so that they can have professional quality. Full-time school teachers play an important role in the process of teaching professional knowledge and cultivating students’ comprehensive literacy and professional ethics by guiding and motivating them. The “dual” teacher team jointly cultivates students’ comprehensive literacy and helps students become high-quality skilled talents to meet the needs of social development in the new era.

### **3.4. Scientific teaching evaluation shall be comprehensively evaluated**

To comprehensively examine students’ ideological and political learning, teachers should also pay attention to the evaluation mechanism of students. The department is not perfect, but also needs to be adjusted from different aspects to cover the whole process of teaching. This kind of evaluation system includes knowledge understanding and application, emotional attitude and values. The evaluation methods can be diversified. For example, students’ ability to apply ideological and political elements can be cultivated through project reports or entrepreneurial plans <sup>[15]</sup>. In a diversified evaluation system, students’ personal development can be comprehensively measured to stimulate their interest in thought and politics. This kind of evaluation also helps teachers better understand students’ learning needs and progress, adjust and optimize the curriculum and ensure better results of ideological and political education in Cross-Border E-commerce Practice courses.

## **4. Conclusion**

To sum up, “Cross-Border E-commerce Practice” has become the main battlefield of ideological and political education and cross-border e-commerce professional integration, but also the school to implement the “three full education” of the last mile. Paying attention to the integration of Cross-Border E-commerce Practice courses and ideological and political education is not only the external demand for the development of college education but also the internal demand for talent training. This paper selects “Cross-Border E-commerce Practice” to discuss the integration of the course and ideological and political elements, first from the current situation, and finally puts forward suggestions on diversifying the teaching mode, enriching the teaching content, professionalizing the teachers and making the teaching evaluation scientific, to promote the integration of “Cross-Border E-commerce Practice” and ideological and political education.

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