Research on the Integration of Business Ethics into the "Business English" Curriculum of Higher Vocational Colleges from the Ideological and Political Perspective

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Abstract: Guidelines for College and University Teaching from the Ideological and Political Perspective issued by the Ministry of Education of the People's Republic of China have cleared teaching objectives and focuses on the ideological and political dimension. In this context, this paper integrates business ethics into the "Business English" curriculum and discusses ideological and political system construction and implementation suggestions on the higher vocational college's "Business English" curriculum under the guidance of the "talent development" model. By providing ideological theory guidance and teaching practice advice, the paper aims to cultivate more compound talents in the field of business English. The author adopts the empirical research method by designing the questionnaire and quantifying the practice results. Consequently, it is proved that the integration of business ethics into the "Business English" curriculum of higher vocational colleges is feasible and has a significant outcome. This research innovates the framework of "Business English" teaching from the ideological and political perspective and provides specific operation procedures and effect analysis on the level of teaching practice.

Keywords: business English curriculum, business ethics, ideological and political construction, higher vocational education, teaching practice

1.   Introduction

"Teaching from the ideological and political perspective" refers to a combination of all kinds of curricula and ideological and political theory in the form of constructing the all-faculty, whole-course, and well-rounded-curriculum education pattern, thus generating a synergistic effect. It is a comprehensive education concept that takes "fostering virtue through education" as the fundamental task. In May 2020, the Ministry of Education of the People's Republic of China issued *Guidelines for College and University Teaching from the Ideological and Political Perspective*. According to the guidelines, when designing the professional curriculum, there is a need to conduct an in-depth study on the educational goal, extract the ideological value and spiritual connotation in the professional knowledge education system, and expand the width, depth, and temperature of professional curriculum education scientifically and reasonably based on the characteristics and advantages of different curricula [1].

Under the background of economic globalization, China has been more widely integrated into various international business activities, and there is an increasing social demand for foreign language talents. In this context, it is necessary to cultivate foreign language talents who have a sense of patriotism, global vision, and professional skills (hereinafter referred to as "compound foreign language talents") through a deepening of teaching from the ideological and political perspective, thereby contributing to the construction of a human community with a shared future, telling China's stories well, and making the voice of China heard.

The author takes the core professional course "Business English" as the starting point, extracts the ideological and political elements contained in this course, and regards the construction of correct business ethics as an important goal. By creatively applying the theoretical framework of teaching "Business English" from the ideological and political perspective [2], the author organically integrates business ethics into the classroom teaching of "Business English" in higher vocational colleges, enriching the theoretical framework and connotation of "Business English" teaching on the ideological and political dimension.

2. Literature Review

The professional course of business English is an important carrier of teaching from the ideological and political perspective [3]. "Business English" is one of the core courses of business English major in higher vocational colleges. Students need to master the basic international business professional knowledge as well as English language skills. The language training is emphasized, and the collection of basic information through students' background knowledge and listening, speaking, reading, and writing skills is exercised [4], however, there is a lack of corresponding language thinking training and related ideological value guide. In spite of the active guidance of national policies and guidelines in recent year, the research of teaching "Business English" from the ideological and political perspective in higher vocational colleges is still lacking focuses and emphases. It is not representative enough compared with other courses and one of the reasons is the generalization of the topics involved in the course.

The education of business ethics also has a strong ideological and political attribute, and the establishment of correct business ethics is an important goal of "Business English" teaching on the ideological and political dimension. Business ethics is a code of conduct for organizations or individuals to deal with mutual relations in business activities [5]. It also works as a moral constraint on the enterprise behavior.

Taking "business ethics and Business English" as keywords, the author searched in the database of China National Knowledge Infrastructure (CNKI) and found only 2 related articles. Of these two articles, Li Dan studied the cultivation of business ethics awareness of students majoring in business English [6]; Qu Hong and Liu Fuli took "Business English Reading" as an example to explore how to effectively guide students to establish correct business ethics based on the construction model theory of "Internet +" and "ideological and political courses" [7]. However, there is still a research gap in the study of integrating business ethics into the "Business English" teaching in higher vocational colleges from the ideological and political perspective, as well as constructing a systematic teaching on the ideological and political dimension.

Teaching from the ideological and political perspective is a product of socialism with Chinese characteristics. First, it ideologically guides and restrains people's behavior and values. A large number of scholars have made in-depth discussions on the theoretical background, core essence, as well as the implementation and specific operation procedures of foreign language teaching from the ideological and political perspective. Liu Chongxiao and Lin Tian proposed the ideological and political theoretical framework for the course of "Business English" from two perspectives of "cultivating talents through ideological and political teaching" and "cultivating talents through

professional knowledge and skill teaching", as well as five aspects of "ethical people", "Chinese people", "modern people", "basic ability", and "professional ability" (hereinafter referred to as the "talent development" model). Their study provides a reference for the theoretical framework construction and the implementation procedure exploration in terms of teaching on the ideological and political dimension in this paper.

Compared with the "talent development" model proposed by Liu Chongxiao and Lin Tian, the model (see Figure 1) proposed by the author of this paper differs in three aspects:

First, the model in this paper details the value referred by "ethical people". The connotation of "ethical people" guides students to form a practical and serious learning attitude and a healthy and optimistic attitude towards life. It leads students to form positive values, world views, and outlook on life, laying a solid foundation for students to grow into talents. In the implementation of "Business English" teaching, the author detailed the connotation of "ethical people", specially making it into the cultivation of business ethics such as honoring commitments, abiding by the discipline and law, benefiting people's lives, and protecting environment.

Second, the model in this paper combines the connotation of "modern people" with the development needs of the current era and the talent training goals of vocational colleges. To be specific, cultivating the talents who have a spirit of innovation and entrepreneurship, a sense of social responsibility, and strong faith in the high-quality and sustainable development of China. In the implementation of the curriculum, cultivating talents through ideological and political teaching is achieved through the logic system of "ethical people", "Chinese people", and "modern people".

Third, from the perspective of cultivating talents through professional knowledge and skill teaching, the model in this paper adds business skill teaching in professional skill teaching according to the requirements of business English teaching, reflecting the characteristics of the business English major. Through the enhancement of basic ability and professional ability, students' professional quality, professional ethics, and professional norms are strengthened.

In conclusion, the "talent development" model in this paper mainly aims to explore how to combine business English teaching with business ethics education with a strong ideological and political attribute, thus achieving the goal of higher vocational colleges in cultivating compound foreign language talents.
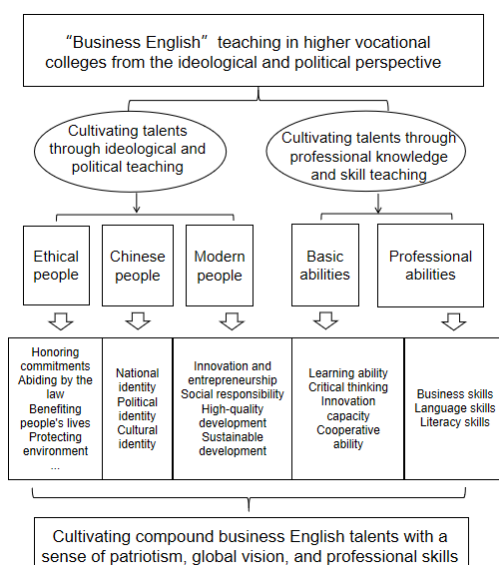

Figure 1: The "talent development" model of "Business English" teaching in higher vocational colleges on the ideological and political dimension.

3. Practice in the "Business English" Teaching from the Ideological and Political Perspective

"Business English" is a core compulsory course in the training program of business English professionals in a higher vocational college in Foshan. "The Comprehensive Business English Course" is selected as the teaching material. The specific procedures of integrating ideological and political elements in teaching can be seen in Table 1.

Table 1: "Business Ethics and Corporate Social Responsibility" teaching on the ideological and political dimension.

Unit	Chapter	Teaching from the ideological and political perspective	Teaching methods	Teaching effects
1	Trade Fairs	Thinking on the relationship between Chinese traditional Confucian values and modern corporate social responsibility practice	Classroom teaching, video playback, online learning, and case analysis	Enhance students' understanding of the definition and standards of business ethics, and improve their confidence in Chinese culture
2	Negotiations	Reflection of the mutual benefit and win-win principle in business negotiations	Classroom teaching, video playback, online learning, and case analysis	Enhance students' concept and awareness of win-win cooperation in business negotiations
3	Signing Contracts	Integrate the concept of environmental protection and sustainable development in the thinking of the difference between paper contract and electronic contract	Classroom teaching, video playback, online learning, case analysis, and personal sharing	Enhance students' understanding of the environmental protection concept of "gold and silver mountains are not as good as clear water and green mountains"
4	Market Analysis	Integrate the embodiment and thinking of respecting cultural diversity in the PEST analysis	Classroom teaching, video playback, online learning, case analysis, and personal sharing	Enhance students' understanding of cultural diversity and uphold an open and inclusive attitude

Table 1: (continued).

5	Brand Building	Combine Chinese corporates' culture and brand values with innovation and entrepreneurship	Classroom teaching, video playback, case analysis, personal sharing, enterprise mobile class	Enhance students' awareness of Chinese brand and cultural confidence, and stimulate the spirit of innovation and entrepreneurship
6	Marketing Modes	Integrate China's corporate governance mechanism and model	Classroom teaching, video playback, online learning, case analysis, and personal sharing	Let the students master the concept and basic mode of corporate governance, master the modern corporate governance methods and moral hazard prevention measures
7	Payment	Integrate integrity values and law-abiding concepts into the corporate governance practice	Classroom teaching, video playback, online learning, case analysis, and personal sharing	Enhance students' awareness and quality of commitment, and enhance the concept of obeying the law
8	Budgeting	Integrate the practice and achievements of China's corporate social responsibility rules and regulations	Classroom teaching, video playback, online learning, case analysis, and personal sharing	Let students understand the social responsibility regulations and standards, enhance students' confidence in the system of socialist rule of law with Chinese characteristics
9	Corporate Finance	Integrate the practice and achievements of China's corporate social responsibility rules and regulations	Classroom teaching, video playback, online learning, case analysis, and personal sharing	Let the students master the social responsibility laws and regulations and standards, and enhance their confidence in the system of socialist rule of law with Chinese characteristics

4. Result Analysis and Reflection

At the end of the semester, the author investigated the evaluation and feedback from 60 students who participated in the course in the form of questionnaire survey. The questionnaire is divided into three parts, which are the classroom content (see Table 2), classroom teaching (see Table 3), and other questions related to the teaching on the ideological and political dimension (see Table 4).

From Table 2, it can be seen that the overall performance is excellent in the design and effect of ideological and political content of the course. Eight of the eleven questions are related to the integration of business ethics into teaching from the ideological and political perspective. The excellent rate is over 70%, but there is still room for improvements. For example, the integration of teaching on the ideological and political dimension is usually implicit. Further exploration is still needed in strengthening students' ideological and political awareness in the process of implicit infiltration, so that their ideological and political accomplishments can be shown. For example, in the teaching units of integrating ideological and political elements of corporate social responsibility and respecting cultural diversity, teachers select the cases that attract students' attention and design classroom training related to teaching from the ideological and political perspective. Moreover, in

terms of the content arrangement of the textbook, more ideologically and politically related cases should be designed, giving priority to the cases of Chinese excellent corporate culture, thereby highlighting the ideological and political characteristics and the guiding power of the course.

As seen in Table 3, from the effect of integrating business ethics into classroom teaching, 70% of the participants chose "outstanding", but the integration effect still needs to be strengthened; from the distribution of stimulating students' interest in and thinking of corporate social responsibility, 42 participants chose "outstanding", accounting for 70%. However, how to enable students to stimulate their thinking on business ethics in business English learning still needs to be further studied; from the perspective of guiding the correct values when teaching business ethics and analyzing corporate social responsibility issues, there is a relatively large number of "outstanding", with a proportion of 70%; from the effect of teachers teaching this course, more than 70% of the participants chose "outstanding".

The overall excellent rate of classroom teaching evaluation accounted for 70%, which means that 30% of the classroom teaching effect was not significant. The reason may lies in the less improved method of integrating business ethics into the course: more attention should be paid to the needs of students, and materials such as current affairs and political news should be added to attract students' attention and improve teaching methods. The next step will focus on how to construct a student-centered teaching on the ideological and political dimension, further implementing the teaching concept of "learning while practising, and practising while learning".

Table 2: Classroom contents.

Frequency analysis results				
name	option	frequency	percentage (%)	Cumulative percentage (%)
1. Your overall evaluation of the combination of business ethics teaching on the ideological and political dimension with the course	outstanding	43	71.67	71.67
	good	10	16.67	88.33
	average	7	11.67	100.00
2. The perspective of corporate social responsibility (CSR) provided in this course — Haitian Taste Industry	outstanding	38	63.33	63.33
	good	13	21.67	85.00
	average	9	15.00	100.00
3. In the teaching unit of business negotiation, the course shows that the principle of mutual benefit and win-win situation should be followed during the negotiation	outstanding	42	70.00	70.00
	good	11	18.33	88.33
	average	7	11.67	100.00
4. The course integrates the concept of environmental protection and sustainable development in the thinking of the difference between paper contract and electronic contract	outstanding	44	73.33	73.33
	good	8	13.33	86.67
	average	8	13.33	100.00
5. This course integrates the embodiment and thinking of respecting cultural diversity in the PEST analysis	outstanding	40	66.67	66.67
	good	12	20.00	86.67
	average	8	13.33	100.00

Table 2: (continued).

6. The content of ideological and political teaching materials is combined with business ethics (such as honoring commitments, abiding by the discipline and law, benefiting people's lives, environmental protection, etc.)	outstanding	44	73.33	73.33
	good	10	16.67	90.00
	average	6	10.00	100.00
7. Achievement of the teaching content's goal of cultivating talents through ideological and political teaching	outstanding	42	70.00	70.00
	good	9	15.00	85.00
	average	9	15.00	100.00
8. Cultivation of the basic abilities of the teaching content (learning ability, critical thinking ability, innovation ability, and cooperation ability)	outstanding	43	71.67	71.67
	good	9	15.00	86.67
	average	8	13.33	100.00
9. Cultivation of professional abilities (business skills, language skills, innovation skills, and literacy skills)	outstanding	40	66.67	66.67
	good	12	20.00	86.67
	average	8	13.33	100.00
10. Whether the content given in this course can stimulate your sense of social responsibility	outstanding	43	71.67	71.67
	good	7	11.67	83.33
	average	10	16.67	100.00
11. The connection between corporate social responsibility fulfillment and the enterprise's own development	outstanding	42	70.00	70.00
	good	10	16.67	86.67
	average	8	13.33	100.00
amount to		60	100.0	100.0

Table 3: Classroom teaching.

Frequency analysis results				
name	option	frequency	percentage (%)	Cumulative percentage (%)
1. Overall evaluation of teaching from the ideological and political perspective	outstanding	43	71.67	71.67
	good	12	20.00	91.67
	average	5	8.33	100.00
2. Methods of integrating business ethics into the classroom	outstanding	44	73.33	73.33
	good	8	13.33	86.67
	average	8	13.33	100.00
3. The effect of integrating business ethics into the classroom	outstanding	42	70.00	70.00
	good	10	16.67	86.67
	average	8	13.33	100.00
4. Stimulate students' interest in and thinking about their corporate social responsibility	outstanding	42	70.00	70.00
	good	10	16.67	86.67
	average	7	11.67	98.33
	range	1	1.67	100.00

Table 3: (continued).

5. Lead the correct values when teaching business ethics and analyzing corporate social responsibility issues	outstanding	42	70.00	70.00
	good	12	20.00	90.00
	average	6	10.00	100.00
6. The effect of teachers teaching this course	outstanding	43	71.67	71.67
	good	11	18.33	90.00
	average	6	10.00	100.00
amount to		60	100.0	100.0

Table 4: Other questions.

Frequency analysis results				
name	option	frequency	percentage (%)	Cumulative percentage (%)
1. Do you think it is necessary for business ethics to be integrated into the "Business English" class?	YES	60	100.00	100.00
2. Do you think the cases of business ethics and corporate social responsibility need to be further deepened in the subsequent courses?	YES	58	96.67	96.67
	NO	2	3.33	100.00
3. Do you think you will react to the superior authorities when you encounter the problem that the enterprise fails to fulfill the corresponding social responsibilities in the future internship and work?	YES	56	93.33	93.33
	NO	4	6.67	100.00
amount to		60	100.0	100.0

It can be seen from Table 4 that 100% of participants chose "YES" when asking if it is necessary for business ethics to be integrated into the "Business English" class, indicating that business ethics has been recognized as the starting point of the "Business English" teaching from the ideological and political perspective. Besides, 93.33% of participants chose "YES" when asking if they will react to the superior authorities when they encounter the problem that the enterprise fails to fulfill the corresponding social responsibilities in the future internship and work, indicating that the explicit educational effect of teaching on the ideological and political dimension has a certain effect. In general, "Business English" taught from the ideological and political perspective and integrated with the values of business ethics has made professional knowledge find its value attribution, improved the students' value judgment, and ensured the direction of business talent training.

According to the questionnaire and the relevant analysis (see Figure 2), there is a significant positive correlation between the overall evaluation of teaching on the ideological and political dimension and the basic ability cultivation of the teaching content, and whether the classroom content can stimulate students' sense of social responsibility, the fulfillment of corporate social responsibility and the development of the enterprise itself.

It can be seen that integrating the values of business ethics into "Business English" teaching from the ideological and political perspective can improve the quality of professional business English talents. The relevant parameters of the ideological and political model and the "talent development" model set in this paper can be applied in practical teaching and have good feedback effect. However, the theoretical framework of "Business English" teaching on the ideological and political dimension

applied in this paper still needs to be further verified and applied in the teaching of other professional courses on the ideological and political dimension.

Figure 2: Correlation Analysis.

5. Conclusion

The theoretical framework and implementation procedures of this research provide ideological support and action guidance for "Business English" teaching from the ideological and political perspective, into which the business ethics is creatively integrated, thus forming a system of "Business English" teaching from the ideological and political perspective. The integration of business ethics into "Business English" teaching on the ideological and political dimension is the embodiment of ideological and political concepts into the teaching and practice of professional courses, making knowledge transmission and value guidance resonate in the same frequency, and students' professional ability and ethics develop together [8], so as to improve the training quality of business English professionals.

In the practice of "Business English" teaching from the ideological and political perspective, students' business ethics consciousness is more prominent, their sense of political identity, patriotism, and cultural confidence are stronger, and their basic abilities and professional abilities are more solid. These results verify the rationality of the setting of the theoretical framework of the "talent development" model [2], providing a reference for the future extraction of ideological and political elements in the foreign language courses as well as the construction of the teaching system from the ideological and political perspective. However, foreign language teaching on the ideological and political dimension is still in the exploratory period, and it is urgent to conduct an in-depth study in foreign language teaching from the ideological and political perspective in the aspects of mechanism guarantee, evaluation system, materials construction, educational ability of teachers, and classroom design.

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