

# Integration of ideological education into professional courses for international students in China

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**Abstract.** In this paper, we provide the formal definition about the so called “Ideological Curriculum (IC)” in the universities of China, namely, integrating ideological education in the professional courses and curriculum. The significance, current trend and situation of IC are introduced. The different of ideological education between international and local students are analysed. With a specific case, we further introduce how to integrate the ideological education into a professional course for international students in China.

## 1 Introduction

In the past five years, the universities in China have been paying more and more attention to the development of ideological education in the curriculum and courses. Comprehensively promoting ideological and political education of curriculum is a strategic measure to implement the fundamental task of establishing morality and cultivating people. It is the proper meaning of cultivating talents to do a good job in the ideological and political education of the curriculum and help students establish a correct outlook on the world, life and values, which affects and even determines the long-term stability and national rejuvenation of the country.

### 1.1 Ideological education in the professional courses

In China, we call it “Ideological Curriculum”. Actually, it means the ideological education embedded in the regular and professional courses. Therefore, it is not a specific course, but an educational and teaching concept. Its basic meaning is that all courses in universities have the ability to impart knowledge. The dual functions of ability and ideological education bear the role of cultivating college students’ outlook on world, life and values. “Ideological Curriculum” is also a way of thinking. Teachers should consciously, organically and effectively carry out ideological education for students in the teaching process.

In the top-level design of teaching, we should put the ideological training of people as the goal of curriculum teaching in the first place, and combine it with professional development education. “Ideological Curriculum” is not to change the original attribute of professional

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courses, nor to transform professional courses into ideological curriculum models or to treat all courses as ideological courses, but to give full play to the moral education function of the curriculum, use the disciplinary thinking of moral education, refine the cultural genes and value paradigms contained in professional courses.

## **1.2 Ideological education for the international students**

In the past few years, as the ideological education of curriculum has been comprehensively promoted and spread in China, teachers in colleges and universities have carried out comprehensive reform and practice of ideological education of curriculum. In terms of public basic courses, professional education courses and practical courses, the teaching system of ideological education has begun or been undergoing in-depth reform.

However, with the change of the current international situation, China has become a major country attracting worldwide attention. A new international pattern, mainly represented by China-US relations, has taken shape. However, foreign people's understanding of China is relatively lagging behind, and there are relatively few channels of understanding, and some foreign media have one-sided influence. Taking advantage of the international construction of colleges and universities, courses for international students are a good small window for cultural output. It is of far-reaching significance to promote ideological education in the curriculum of international students (for example, to help students establish a correct view of values, to understand the national view, to understand China's great power diplomacy, etc.). And under the current momentum of the rise of China's great powers, it is particularly necessary and urgent to develop ideological education in the professional course and curriculum for international students.

There are both connections and differences between the ideological education of international students and the general local student ideological education. The connection is that both of them need to emphasize and help students establish a correct outlook on world, life and values. The main refined ideological elements can include professional quality, professional ethics, professionalism, and dedication, etc. In addition, in the design of the teaching system of ideological education for international students, special attention should be paid to the refinement of national outlook, national pride, national security, major country diplomacy and other ideological and political elements.

More specifically, for local students' ideological education, we should focus on cultivating patriotism and the great traditional culture of the Chinese nation. The purpose is to cultivate outstanding young people in the construction of socialist modernization, let students understand that they are the future of the country, and encourage students to integrate their personal study and struggle into the great cause of rejuvenation of the Chinese nation. However, for international students, their role is to act as international propagandists for China's achievements and plans. Since their understanding of Chinese history is not very much, not in-depth, or relatively one-sided, we first tell them a true and accurate story about Chinese history and culture. Then, we introduce them an objective view of the major breakthroughs China has made in its hard power, and so many great projects leading the world are examples. For instance, representing the advanced level of China's high-speed railway, the Beijing-Zhangjiakou Railway has provided world-class transportation services for the Beijing Winter Olympics. What is more, Shenzhen Port as a terminal with the world's fourth largest container throughput boasts a world-class level of automation and operational efficiency. In addition, Chinese stories about the ideals and beliefs of the Chinese people should also be spread. For example, Poverty Alleviation has completely eliminated absolute poverty in China, which is a feat never achieved by any country in the world and human history. In this way, China's diplomacy, including the concepts of peaceful coexistence, multilateralism and a community with a shared future for mankind, as well as China's

development and rejuvenation promoting world development and safeguarding world peace will also be better understood by international students and help them tell China's story in the world.

## 2 Literature review

Jiang and Liu (2022) examined and discussed ideological education from three dimensions of value, history and practice, and put forward the importance of curriculum politics [1]. By analyzing the nature of curriculum and practice, Ji (2022) put forward the path of ideological construction of curriculum [2]. Feng (2022) adopted precise thinking to promote the practice process of ideological education through precise subjects, precise elements, precise needs, precise courses, precise assessment, etc [3]. In combination with the practice of organic chemistry courses, Wang et al., (2022) elaborated the basic measures of ideological education in professional courses [4]. Zhang and Shi (2022) logically connected the spillover theory in the new functionalism with the ideological education, analyzed the actual performance of the ideological and political education spillover and the barrier factors of the spillover, and finally proposed the practical path to deepen the spillover [5]. Through interviews with college teachers, Li (2022) used data analysis to build a model of influencing factors in the implementation of ideological education in colleges and universities. The results show that the implementation status, capacity building, students, management and classroom effect are the main influencing factors [6].

There are many problems in the ideological education of the curriculum. Some scholars pointed out that the existing elements of ideological curriculum were scattered, the subject was divided, and the practice was deviated [7]. Some scholars raised the issue of fragmentation of existing elements of ideological curriculum [8]. Wang et al. (2022) reviewed some problems existing in the practical reform of postgraduate curriculum ideological education in recent years, analyzed the reasons and propose countermeasures [9]. Wang (2022) proposed to achieve "three combinations" in classroom education and teaching, combining the characteristics of the curriculum, activities and teachers' expertise [10]. Huo et al. (2022) proposed that the ideological curriculum should not be copied mechanically, and the two should be deeply integrated [11]. Pang et al. (2022) used the "four body" theory to deconstruct the relationship between ideological and political education, analyze the construction difficulties, and propose that teachers should be the foothold to solve the difficulties [12].

Existing research on ideological education mainly focuses on the local-student-orientated courses. However, our paper contributes to the literature and initiates the ideological education in the international-student-orientated professional courses.

## 3 Case analysis

Ideological curriculum is to build a higher level of value and significance for the curriculum, and to give each course a higher mission and responsibility. It needs our teachers to endow and construct the ideological ideas in the professional concepts and contents of the courses. To achieve the perfect integration of ideological in the professional education, there are still problems and challenges in the integration methods, teacher team and evaluation system. We now use a specific course, named Logistics and Supply Chain Management, as a case to analyse how to integrate ideological education in to the courses for international students.

Take Logistics and Supply Chain Management as an example. As a professional basic course for the students in management schools, it is necessary to deeply study the education goal, deeply explore and refine the ideological value and spiritual connotation contained in

the professional knowledge system according to the characteristics and advantages of the major, increase the knowledge, humanity, and enhance the leading, epochal and open nature of the course from the perspective of the major, industry, country, international, cultural and historical aspects involved in the course.

### **3.1 Implementation plan**

Specifically, the scheme of ideological integration is designed from three aspects: scenario design, sublimation, and guidance of ideological points.

Scenario design: The essence of scenario design is to put knowledge into meaningful scenarios, and the key is application. It mainly includes real scenes (students can be arranged to practice online and offline, such as shopping experience of new retail with Chinese characteristics during the Double 11 Festival) and virtual scenes (design table games, such as beer game to guide students to think about professional quality).

Sublimation: to give meaning to knowledge, the key is to connect. Design a scheme to determine where and how to focus (such as embedding famous words or saying from famous people), and strengthen guidance and refinement.

Guidance: The essence of guidance is to allow students to build meaning independently, and the key is to ask questions. The heuristic teaching method is used to guide students to constantly raise, analyse and solve problems, and stimulate students' interest and motivation in learning. Design a progressive question system matching with cases and knowledge points to guide students to independently construct the ideological elements in the teaching goals.

### **3.2 Implementation method**

This course comprehensively uses theory teaching (theory and mathematical model) and case study (of famous Chinese enterprises logistics and supply chain management), special discussion (China's advanced maritime transport, Double 11 Festival logistics, smart cities, etc.), games, video presentations (showing new technologies in Chinese logistics industry), etc.

The specific integration of professional teaching and ideological education in different chapters of the Logistics and Supply Chain Management course for international students is as follows Table 1.

The method applied in Logistics and Supply Chain Management has great promotion and extension space in other professional courses to a variety of other departments. For example, world class port of Shanghai-Yangshan Port and Shenzhen Port, as well as world's leading Beijing-Zhangjiakou high-speed railway can be introduced into the professional teaching to international students who major in transportation. Control and overall planning of medical inventory in the Covid-19 epidemic will be popular in international students of management science, because their own countries are facing similar challenges. Relevant practices are in progress, and we believe that good results will be achieved.

**Table 1.** The integration of ideological points with professional contents.

Chapter title	The example of ideological integration	Ideological point
The introduction of logistics and supply chain management	History and current situation of logistics development in Shenzhen (Shenzhen Port and other cases), Pearl River Delta --- the manufacturing centre of the world	Historical view, national self-confidence, national pride
Logistics/supply chain strategy and planning	Relevant policies of the national logistics strategy, Logistics strategy of famous Chinese enterprises	Political awareness
Logistics/supply chain product and service	Made in China 2025, Chinese products	Ensuring and improving people's livelihood
Transportation decisions	Maritime Silk Road (a maritime power), World class port of Shanghai-Yangshan Port	National pride
Demand forecasting	Demand forecasting of China's Double 11 Festival	Professionalism, dedication
Inventory management	Control and overall planning of medical inventory in the Covid-19 epidemic	Social responsibility
Competition and cooperation in supply chain	Supply chain security issues	National security

## 4 Conclusions

In this paper, we firstly provide the formal definition about the so called “Ideological Curriculum” in the universities of China, namely, integrating ideological education in the professional courses and curriculum. Then, we describe the significance, current trend and situation of ideological education in China. At last, we use a specific course, named Logistics and Supply Chain Management, as a case to analyse how to integrate ideological education in to the courses for international students. The research of this paper could provide support for the ideological education of other similar courses in future.

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