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Research on the Teaching Reform of Brand Management Course Based on Curriculum Ideology and Politics

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Abstract: President Xi pointed out that "The foundation of establishing a university lies in cultivating morality and cultivating talents." This article uses literature research and logical reasoning methods to analyze the problems in the ideological and political aspects of brand management courses, such as difficulty in mining ideological and political elements, shallow depth of ideological and political content, and deviation in teachers' cognition. In response to these issues, this article proposes the reform goals and plans for brand management courses based on curriculum ideology and politics.

Keywords: Curriculum Ideological and Political; Brand Management; Teaching Reform; Guiding Ideology; Teaching Objective

1. BACKGROUND OF PROPOSING IDEOLOGICAL AND POLITICAL COURSES

From 2004 to 2016, under the guidance of relevant central documents, Shanghai first embarked on the exploration of the reform of school ideological and political education (moral education) curriculum. The focus of the reform gradually shifted from the construction of moral education curriculum in primary and secondary schools to the integration of major moral education curriculum in primary and secondary schools. During the exploration process, the proposition of "curriculum ideology and politics" was creatively proposed, and the reform path of integrating ideological and political elements into various courses was initially initiated in pilot universities in Shanghai, and courses with Chinese characteristics such as "National Strategy" were opened, marking the beginning of "curriculum ideological and political education".

In 2016 President Xi pointed out that "ideological and political theory courses should be strengthened through improvement, enhance

the affinity and pertinence of ideological and political education, meet the needs and expectations of students' growth and development, and other courses should maintain a good channel and cultivate a good field of responsibility, so that various courses and ideological and political theory courses can go hand in hand and form a synergistic effect." [1] As a result, curriculum ideological and political education has attracted attention and discussion in the academic community, Attempting to open up a broad road from theory and practice, in order to construct a scientific theoretical system and practical model. The planning of methods and methods has pointed out the overall thinking and direction of future curriculum ideological and political construction, and has established a new starting point for the research of curriculum ideological and political propositions.

2. OVERVIEW OF COURSE IDEOLOGICAL AND POLITICAL EDUCATION

(1) Connotation

There has been a lot of discussion in the academic community about the connotation of ideological and political education in the curriculum, with inconsistent views. Curriculum ideological and political education is literally understood as "all courses in universities should play a role in ideological and political education" [2], which blurs the boundary between ideological and political courses and professional courses, and fails to grasp the relationship between universality and particularity. On this basis, scholars propose that ideological and political education in the curriculum should not be understood solely as a curriculum, but rather as a concept known as a curriculum perspective. Under the guidance of this concept, "curriculum ideological and political education is to integrate ideological and political education in universities into various links and aspects of curriculum teaching and

reform, achieving the goal of cultivating morality, nurturing people, and moistening things silently" [3]. This is of great benefit to "breaking through the bottleneck of ideological and political theory education focusing on ideological and political theory courses, and alleviating the practical dilemma of 'islanding' ideological and political theory courses" [4]. However, practice is the purpose of understanding, and ideas must be implemented into actions. Therefore, some scholars have proposed that "it is necessary to take a clear stance and implement 'curriculum ideology and politics' as a method, while viewing 'curriculum ideology and politics' as a curriculum or just a concept, which may lead to 'curriculum ideology and politics' going astray or at a loss.[5]

From this, it can be seen that the curriculum of ideological and political education has a very rich connotation. The essence of ideological and political education in curriculum should be the unity of ideas, methods, and objectives. Firstly, a strict distinction should be made between ideological and political courses and other courses. Under the guidance of ideological and political concepts in courses, various courses should be aligned with ideological and political courses, and explicit and implicit education should be unified. Secondly, we should play the role of the "main force" of the teaching team, the "main battlefield" of curriculum construction, and the "main channel" of classroom teaching, and strengthen the construction of ideological and political methods in the curriculum. Finally, the goal is to integrate values into knowledge impartation and ability development, help students shape correct worldviews, outlooks on life, and values, implement the fundamental task of cultivating morality and talents, and build a curriculum of ideological and political education for all staff, all aspects, and all aspects.

(2) Guiding ideology

Adhere to Marxism as the guidance. Marx clearly rejected the bourgeois educational concept of "training people into machines for the vast majority of people"[6] in the Communist Manifesto, which contains the proletarian's requirements for the development of human freedom and individuality, and is in line with the fundamental principles of ideological and political education and moral education in the new era curriculum. Fully leverage the role of the teaching team as the "main force", curriculum construction as the "main battlefield",

and classroom teaching as the "main channel", vigorously promote classroom teaching reform with the goal of "curriculum ideological and political education", comprehensively promote the high-quality construction of curriculum ideological and political education, integrate the ideological and political work system into the entire process of talent cultivation system, and construct a pattern of educating people in all aspects throughout the entire process.

(3) Significance

In an important speech at the National Education Conference, President Xi emphasized that "to accelerate the modernization of education, build a strong education country, and run education that satisfies the people, we must adhere to the socialist direction of running schools".[7] The curriculum of ideological and political education permeates ideological and political education into various professional courses. By educating the educated in patriotism, collectivism and other aspects, it promotes the educated to form a correct political stance and maintain the correct political direction, thus cultivating socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor for China, and creating a distinctive Chinese education cause. President Xi pointed that, "Ideological work is an extremely important task of our country".[8] Utilizing ideological and political courses to help students establish a correct political ideology in various majors and courses, learning to apply the basic positions, viewpoints, and methods of Marxism to analyze phenomena, recognize the essence, adhere to the core value system, consolidate the common ideological foundation of unity and struggle of the people of all ethnic groups in the country, has profound significance for building a solid ideological position in China.

The ideological and political courses in universities are the main battlefield and channel for educating students on Marxist theory and ideological and political education, and students are the objects of ideological and political education. The curriculum of ideological and political education explores the resources of ideological and political education in various disciplines, and enhances students' ability to discern, select, and accept the received information, thereby enhancing their sense of identification with mainstream values. Different from the phenomenon of "aphasia" in traditional

ideological and political education in other disciplines, "disappearance" in textbooks, and "silence" in communication, curriculum ideological and political education emphasizes the guiding role of ideological and political theory courses in other disciplines and courses, promotes the unity of teacher teaching and education, helps students establish correct worldviews, and values, and shapes their value system, In order to improve students' ideological and moral levels to varying degrees.

3. THE PROBLEMS OF IDEOLOGICAL AND POLITICAL EDUCATION IN THE COURSE OF BRAND MANAGEMENT

(1) Difficulty in mining ideological and political elements

In the ideological and political aspects of the "Brand Management" course, most of the ideological and political elements come from Marxist perspectives and methods, socialist core values, ideological and moral cultivation, etc., which far fall short of the requirements of ideological and political construction in terms of depth and breadth. Exploring the elements of ideological and political education is a process that cannot be achieved overnight. It is necessary to help students solve their doubts and doubts based on the problems they encounter in their learning, thinking, and daily life, and achieve a "tailored approach"; At the same time, it is necessary to combine the development requirements of the new era, the "Two Centenary Goals" and the lofty ideals of the great rejuvenation dream of the Chinese nation, to achieve "advancing with the times" and "adapting to the situation", so as to continuously keep up with the times in the ideological and political elements of "Brand Management" and inject a source of vitality into the ideological and political aspects of "Brand Management" course.

(2) Shallow depth of course integration

The traditional curriculum concept and teaching objectives of "Brand Management" focus on imparting professional knowledge and improving students' abilities, and the guidance and emphasis on shaping students' values are far from sufficient. This has led to the tendency of professional course teachers to promote ideological and political education in the curriculum, which is arbitrary, fragmented, and subjective. In order to accurately integrate ideological and political elements into professional courses, we can first excavate the ideological and political elements in the course,

sort out the relationships between ideological and political elements, form an ideological and political section, and determine ideological and political goals. Focusing on the fundamental task of "cultivating morality and cultivating talents", we aim to find the connection between these ideological and political elements and professional theoretical knowledge. Finally, from multiple levels and perspectives, we will integrate ideological and political education with professional education in theory and practice, enhancing the depth and thickness of ideological and political integration in the "Brand Management" course.

(3) Teacher's cognitive bias

The course 'Brand Management' is one of the mandatory courses for students majoring in marketing and management. During the survey, it was found that some teachers returned from overseas to teach, and their teaching style was free and open. Many of them simply understood the course of ideological and political education as turning professional courses into political courses, resulting in resistance. At the same time, university teachers bear the pressure of scientific research and cannot fully devote themselves to the construction of curriculum ideological and political education. The educational effect that curriculum ideological and political education aims to achieve has also significantly decreased, and many teachers have cognitive and practical behavioral barriers.

4. A Teaching Reform Plan for the Course "Brand Management" based on Ideology and Politics

(1) Teaching Reform Objectives

1) Curriculum concept

From the perspective of curriculum concept: change the traditional trend of "valuing intellectual education over moral education", "valuing knowledge transmission and ability cultivation over value shaping", and "valuing theoretical application over ideological and political education" in the course concept of "Brand Management". The construction of ideological and political education in the curriculum requires the integration of ideological and political education throughout the entire process of talent cultivation, and the establishment of a teaching goal that integrates knowledge transmission, ability cultivation, and value shaping. The "Brand Management" course based on ideological and political education should change traditional curriculum concepts,

fully explore the ideological and political education resources contained in the "Brand Management" course and teaching methods, adhere to the unity of knowledge transmission and value guidance, explicit education and implicit education, pay attention to all-round education for all employees throughout the entire process, and cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor.

2) Course content

In terms of course content, it is necessary to change the current situation where the traditional course content of "Brand Management" places too much emphasis on textbook theoretical knowledge. The traditional "Brand Management" course overemphasizes the connection between case analysis and practical application with theoretical knowledge in the course, neglecting the attention to students' ideological and political qualities and moral cultivation. The course "Brand Management" based on ideological and political education explores ideological and political elements from Marxist philosophy, excellent traditional Chinese culture, ideological and political qualities and moral cultivation, legal awareness and rule of law thinking, seeks entry points for ideological and political elements and theoretical knowledge, clarifies ideological and political goals, and ultimately implements the fundamental task of cultivating morality and talent.

3) Course assessment

From the course assessment: change the characteristics of the traditional "Brand Management" course assessment method being single and the assessment objectives being unclear. The traditional "Brand Management" course assessment is divided into two parts: regular performance and final exams, with a relatively single form and unclear assessment objectives and content. The assessment of the ideological and political "Brand Management" course has three major characteristics: distinct and outstanding assessment objectives, comprehensive assessment methods, and dynamically adjusted assessment content. Highlighting the comprehensive assessment of students' ideological status, moral behavior, ability performance, and other personal qualities in daily learning; Assessments are conducted through individual speeches, group discussions,

collective presentations, and activity competitions, and the assessment content for students is adjusted based on different teaching content, methods, and processes, in order to cultivate students with ideals, morality, culture, and discipline for comprehensive development.

4) Course examination

From the perspective of course evaluation, it is necessary to change the process of traditional "Brand Management" course evaluation that lacks formative evaluation of students' comprehensive abilities and quality development. The traditional evaluation of the "Brand Management" course is mainly a summative evaluation after the course is over. Students also evaluate the teacher's teaching performance, teaching process, and teaching effectiveness after the course is over, lacking a formative evaluation process. The evaluation of the "Brand Management" course based on ideological and political education includes both student self-evaluation and teacher self-evaluation after each course, and a two-way evaluation process involving the participation of students, teachers, and students. It also emphasizes the comprehensive evaluation of students' thoughts, abilities, and knowledge by teachers in multiple aspects during the evaluation process.

(2) Teaching reform mode

1) Revolving around the fundamental task of cultivating morality and talent

Compared with the traditional "Brand Management" course, the "Brand Management" course based on ideological and political education emphasizes more on integrating elements of ideological and political education into professional courses, achieving the goal of ideological and political education through subject infiltration, and achieving the goal of cultivating morality and cultivating people "moistening things silently". This requires the "Brand Management" course to change its previous teaching objectives, teaching system, teaching content, teaching methods, etc. In terms of teaching objectives, add educational objectives on the basis of knowledge and ability objectives; Exploring, analyzing, and synthesizing the ideological and political elements in the teaching material in terms of teaching content, and finding suitable points to integrate into the teaching process; In terms of teaching methods, keep up with the times, explore and innovate, and adopt a mixed teaching method of "online and offline", "on

campus and off campus", and "in and out of the classroom"; In terms of teaching mode, closely focusing on the fundamental task of cultivating morality and cultivating talents, we will permeate the connotation of ideological and political education into the "first classroom", "second classroom", and "third classroom" three classrooms, promoting the entire process and all-round education of students.

2) Leveraging the collaborative efforts of all parties in educating people

At the Conference on Ideological and Political Work in Higher Education Institutions President Xi pointed out, "To run higher education in China well, it is necessary to adhere to the leadership of the country, firmly grasp country's leadership over university work, and make universities a strong position to adhere to the leadership." [9] Specifically, this requires that the ideological and political construction of the "Brand Management" course should be guided by the top-level design of the university committee, the university should implement implementation plans and reform and innovation, establish and support the development of ideological and political research projects in the course, and hold relevant ideological and political education activities and competitions. Professional course teachers use the "main battlefield" of the classroom to play the role of ideological and political education in the "Brand Management" course during the teaching process, walking in line with the ideological and political courses, thus implementing the fundamental task of cultivating morality and cultivating people, and forming a joint force of all parties in educating people.

3) Paying more attention to the subject status of students

The traditional "Brand Management" course teaching is more about teachers imparting knowledge. If students have a low interest in the knowledge content, it will lead to many students not paying attention to the class and only listening to the exam key points, with the goal of not failing the course. In 2019 at the symposium of ideological and political theory course teachers, President Xi proposed that "the teaching of ideological and political courses cannot be separated from the leadership of teachers, and at the same time, it is necessary to adhere to student-centered, increase research on students' cognitive laws and acceptance characteristics, and play the role of students as

the main body". [10] The "Brand Management" course based on ideological and political education must pay more attention to the subject status of students. Firstly, students are the objects of curriculum ideological and political construction, which is aimed at promoting students' comprehensive development. When excavating the ideological and political elements of Brand Management, teachers should fully consider students' future development and individual differences, in order to develop corresponding teaching content and carry out teaching activities. Secondly, students are the main body of classroom teaching and also the main body of teaching practice activities. The teaching process is a two-way interaction between teachers and students, in which the teacher plays a leading role. Whether students participate in classroom discussions, group activities, or various competitions, they are student-centered and permeate the content of ideological and political education based on the problems they encounter. Thirdly, the requirements of ideological and political education in the curriculum for students' autonomous learning are further improved. If students' initiative in pre class learning and active teaching evaluation and feedback are fully utilized, teachers can smoothly carry out ideological and political courses. Based on students' evaluations and feedback, teachers continuously adjust teaching methods and content after reflection to better adapt to students, and the ideological and political effects of the curriculum can also be better utilized.

5. CONCLUSION

From the perspective of curriculum ideological and political education, this article proposes educational reform goals and plans based on curriculum ideological and political education to address the issues of difficulty in integrating ideological and political elements, shallow integration depth, and biased teacher cognition in the ideological and political aspects of the "Brand Management" curriculum. This is of great significance for improving the educational effectiveness of brand management courses. In the future, we can further improve the ideological and political reform plan of the brand management course from the aspects of course content, practical links, and assessment methods based on the reform goals.

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