

From "Integration" to "Symbiosis": a Practical Exploration and Model Innovation of Curriculum-based Ideological and Political Education in the "International Marketing" Course for Vocational Undergraduate Programs in the AI Era

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Abstract: The rapid development of artificial intelligence technology is changing the requirements of professional competence. This study takes the "International Marketing" course as an example. Based on existing ideological and political model of the "One-thread, Dual-integration, Three-stage, Full chain", combined with the new requirements for the training of business talents in the AI era, the study proposes a conceptual transformation from "integration of ideological and political education into teaching" to "symbiosis of ideological and political education and professional teaching".

The study explores the adaptive adjustment path of ideological and political education in the context of AI from the following three dimensions: course content reconstruction, teaching method reform, and evaluation mechanism innovation. Combined with the positioning of vocational undergraduate education, the study proposes a four-in-one ideological and political course implementation framework of "value guidance-capability reconstruction-technical empowerment-evaluation-driven", with a view to providing practical reference for the iterative upgrading of ideological and political education in business majors.

Keywords: Ideological and Political Education; Vocational Undergraduate; International Marketing; Artificial Intelligence; Business Education

Ideological and political education is an important measure for higher education in the new era to implement the fundamental task of

cultivating talents with morality. In the field of vocational education, ideological and political education has been given the special mission of serving the cultivation of technical and skilled talents and strengthening the cultivation of professional qualities, and has become a key point to promote high-quality development of vocational education. However, in recent couple of years, new technologies represented by artificial intelligence have had a substantial impact on the teaching philosophy, teaching content and teaching methods of business courses.

The "International Marketing" course is a highly practical course, and various AI-driven tools are rapidly changing the traditional professional competence structures in marketing. From the perspective of competence structure, traditional marketing talent training attaches great importance to cultivate the competence in market research, consumer behavior analysis and marketing plan writing, and these basic and repetitive tasks are being replaced by AI tools. At the same time, some professional competences that cannot be replaced by AI - such as cross-cultural understanding and communication, strategic thinking and value judgment, ethical decision-making, and compliance awareness - have become more important. This also provides new space for ideological and political education: the core competences cultivated in the AI era largely overlap with the value judgment, social responsibility and cultural confidence emphasized in ideological and political education. Based on the changes by AI, we take "value guidance" as the core, "capacity reconstruction" as the direction, "technical empowerment" as the means, and

"evaluation-driven" as the guarantee in the ideological and political education to build an ideological and political curriculum implementation system that adapts to the AI era and the positioning of vocational undergraduate schools.

1. The Practical Basis of the "One-Thread, Dual-Integration, Three-Stage, Full Chain" Model

1.1 the Establishment of the Ideological and Political Education Core Thread of the Course

In the early stages, the "International Marketing" course has formed the ideological and political education theme of "promoting Chinese manufacturing and promoting Chinese brands". This ideological and political theme runs through the four major projects: insight into the international environment; identification of international marketing opportunities; selection of international marketing strategies; design of integrated marketing plans. As the core course of the international business, "International Marketing" is aimed at technical talents who will engage in foreign economic and trade work in the future. Such talents must not only have the professional ability in the international market, but also be able to spread China's brand image in a cross-cultural environment and safeguard national interests and cultural dignity. Therefore, "Tell the story of 'Made in China'" cultivates students' national brand pride and quality awareness, while "Promoting Chinese Brands" cultivates students' cultural confidence and international communication capabilities.

1.2 the Connotation of the "One-Thread, Dual-Integration, Three-Stage, Full Chain" Model

Based on many years of teaching practice, we have gradually formed an ideological and political education model of "One-thread, Dual-integration, Three-stage, Full chain". "One-thread" refers to the ideological and political core thread of "promoting Chinese manufacturing and promoting Chinese brands"; "Dual-integration" refers to the integration of course project practice and ideological and political education - students have to complete a comprehensive marketing plan from research to analysis to planning in a real company, and get

ideological and political education in practice; "Three-stage" refers to the design of the teaching process of "introduction and discussion before class, identification and clarification in class, and thinking in action after class". Before class, students are guided to initially contact ideological and political materials. During class, students are deepened in ideological and political identification through case analysis, debate analysis, and value clarification. After class, value cognition is transformed into behavioral habits through practical activities and reflective writing. "Full-chain" means that ideological and political education runs through the complete education process from curriculum standard formulation, teaching material compilation, resource construction, classroom teaching to practical training, assessment and evaluation, which is a systematic closed loop of ideological and political education and a gradual "permeation" of ideological and political education. At the same time, online courses, supplementary teaching materials and digital resources on platform offer an important support for "one lesson, one book, one platform" digital resources and blended teaching.

2. Adaptive Adjustment of Ideological and Political Education in the AI Era

The above model has achieved good teaching results. However, the rapid development of AI technology has posed new challenges to this model and also brought opportunities.

2.1 the Impact of AI on Teaching Content and the New Space for Ideological and Political Integration

The substitution effect of AI tools on traditional jobs in marketing is obvious. For example, the jobs as writing market research reports, the generation of user portraits, competitor analysis, etc., AI can complete in a few minutes. In this way, teachers must change the traditional teaching content, and the teaching concept must shift from "how to do" to "how to judge" and "how to make decisions." The core professional competences that students need to grasp have changed to: the ability to ask critical questions, judgment ability of the reliability of AI output, the ability to conduct value trade-offs and ethical reviews among multiple AI-generated solutions, and the ability to organically integrate marketing planning with brand culture, social responsibility, and cross-cultural communication etc. These

also provide new thoughts for ideological and political education, which is to cultivate students' abilities in value judgment, cultural sensitivity, and social responsibility awareness.

2.2 Design of Ideological and Political Education Functions of AI as a Teaching Tool

AI brings not only challenges, but also opportunities for ideological and political education. AI can become a powerful tool. Our teaching team made this experiment in the task of "Designing a Digital Promotion Plan": students first used AI tools to generate a first draft of an overseas social media marketing plan, and then discussed it in groups. Teachers asked a series of questions, such as "whether the plan complies with local laws and regulations" and "whether it reflects the brand's social responsibility" etc. to critically evaluate and optimize the AI plan. This kind of design, firstly, allows students to maintain a critical awareness in the process of using AI tools and avoid blind reliance on AI and instrumental rationality; secondly, the training in ethics review can strengthen students' compliance awareness and cultural sensitivity; finally, in the process of comparing AI solutions and manual optimization solutions, students can experience the irreplaceability of personal value judgments in marketing decisions and enhance students' confidence in their professions and value identity.

At the same time, we are also exploring the use of AI technology to optimize the "three-stage" teaching process. In the "introduction and discussion before class" stage, the analysis function of AI is used to identify students' cognitive biases or blind spots in understanding, providing a basis for teachers to adjust the focus of classroom teaching; in the "identification and clarification in class" stage, AI can generate debate materials to help students examine the ethical connotation of the same marketing decision from multiple angles; in the "thinking in action after class" stage, AI can further conduct compliance and cultural adaptability assessments based on the plans submitted by students, and then provide feedback and suggestions for students' further reflection and improvement. AI can help realize personalized ideological and political guidance, making ideological and political education more accurate and efficient.

2.3 Empowering Value-Added Evaluation with AI

The combination of process evaluation and value-added evaluation is an existing evaluation feature of the course. The introduction of AI technology can make this evaluation mechanism more sophisticated and objective. Our teaching team are trying to build an "international marketing ideological and political literacy evaluation index system", covering dimensions as "family and country sentiments and brand responsibility", "cross-cultural understanding and tolerance", "compliance awareness and ethical judgment", "innovative thinking and critical reflection", etc. AI tools can generate each student's ideological and political development report based on students' performance in different learning periods, providing students with visual growth feedback, hence enhancing their self-awareness and self-motivation.

3. Deepening Path of Ideological and Political Education for Vocational Undergraduates

The orientation of vocational undergraduate courses puts forward higher requirements for ideological and political education. Compared with vocational colleges, vocational undergraduate programs must not only cultivate "technical skills talents" but also "high-level technical skills talents", which means that students need to have more sound theoretical foundations, a broader international vision and higher innovation and creativity capabilities. Correspondingly, the goal of ideological and political education should also be upgraded from "cultivation of professional ethics" to "cultivation of value leadership".

3.1 Ideological and Political Education Depth: from "Unity of Knowledge and Action" to "Value Guidance"

The ideological and political education at vocational college level focus on the "unity of knowledge and action" - helping students master professional norms and establish basic awareness of integrity and the concept of the rule of law. At the vocational undergraduate level, it is necessary to achieve a leap in the depth of "knowledge" and the height of "action". For the course of "International Marketing", this means that students must not only "know" that they should tell stories of "Made in China" and promote Chinese brands, but also be able to

deeply understand the opportunities and challenges faced by Chinese brands going overseas from multiple perspectives: economics, culture, and international political environments, the establishment of the image of "Made in China", and how to balance the complex relationships between commercial interests and national interests, corporate interests and social interests in international marketing practice.

3.2 Technology Empowerment: Value Judgment in Human-Computer Collaboration

Vocational undergraduate education should cultivate students' ability to think independently with the development of AI. In "International Marketing" course, the use of AI tools is not only to "use AI to improve efficiency", but also to "make responsible marketing decisions in human-computer collaboration." Students not only have to master the use of AI tools, but also understand thoroughly the irreplaceable value of "human being" in marketing decisions.

3.3 Evaluation Reform: from Outcome-Oriented Evaluation to Development-Oriented Evaluation

The ideological and political evaluation of courses at the vocational undergraduate level needs to further strengthen its developmental orientation. Value-added evaluation not only pays attention to the extent of students' changes, but also pays attention to the internal logic and dynamic mechanism of students' value development. AI technology provides the possibility, therefore providing precise guidance for personalized ideological and political education.

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