iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 13 **Issue:** I **Month of publication:** January 2025

DOI: https://doi.org/10.22214/ijraset.2025.66417

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International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 13 Issue I Jan 2025- Available at www.ijraset.com

Integration of Ideological and Political Education into "Financial Management" Curriculum: Teaching Reform and Practice Research

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Abstract: ***With the continuous deepening of higher education reform, integrating ideological and political education with professional course teaching has become an important direction for educational innovation. This paper takes the "Financial Management" course as an example to explore the integration strategies, implementation paths of ideological and political education in professional teaching, and its impact on improving teaching quality and students' comprehensive qualities. This paper employs literature analysis, case study, and teaching experimentation methods to construct a teaching model for ideological and political education in financial management courses, proposes specific integration strategies, and validates the effectiveness of these strategies through empirical research. The research results show that the effective integration of ideological and political education can significantly enhance students' professional ethics and social responsibility, while also promoting students' in-depth understanding and application ability of professional knowledge. This paper has certain theoretical and practical significance for promoting higher education curriculum reform and achieving the organic unity of knowledge impartation and value guidance.***

Keywords: Ideological and Political Education in Curriculum; Financial Management; Teaching Reform; Practice Research

I. INTRODUCTION

A. Research Background and Significance

With the advancement of socialist modernization, higher education bears the important mission of cultivating high-quality talents with both moral character and professional abilities. Against this backdrop, integrating ideological and political education into professional course teaching, known as ideological and political education in curriculum (IPEC), has become an important part of higher education teaching reform. Financial Management, as one of the core courses in economic management majors, not only involves a rich professional knowledge system but also contains profound moral ethics and social responsibility education connotations. Therefore, exploring how to effectively integrate IPEC into the teaching of Financial Management courses is of great significance for improving students' comprehensive qualities and cultivating financial management talents that meet the needs of the times.

B. Domestic and International Research Status

There is less research on IPEC abroad, but related professional ethics education and social responsibility education have been integrated into the higher education systems of many countries. Since the concept of "IPEC" was proposed in China, related research has gradually increased, especially in teaching methods and practical applications, where certain progress has been made. However, research on IPEC for specific courses such as Financial Management is not deep enough and lacks systematic theoretical research and extensive practical exploration.

C. Research Content and Methods

The main content of this study includes: constructing a teaching model for IPEC in Financial Management courses, proposing specific integration strategies, and validating the effectiveness of these strategies through empirical research. The research methods used are literature analysis, case study, and teaching experimentation. By sorting out relevant literature, the connotation and characteristics of IPEC are clarified; by case study, the actual integration of IPEC in Financial Management courses is deeply analyzed; by teaching experimentation, the effectiveness of integration strategies in actual teaching is tested, and the results are analyzed and evaluated.

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D. Innovation Points and Thesis Structure

The innovation of this study lies in constructing a teaching model suitable for IPEC in Financial Management courses and proposing a series of feasible integration strategies. At the same time, this paper verifies the actual effects of these strategies through empirical research, providing a reference for the teaching reform of similar courses. The thesis structure is arranged as follows: Chapter 2 elaborates on the theoretical basis of IPEC; Chapter 3 analyzes the current situation and problems of the "Financial Management" course; Chapter 4 proposes strategies and paths for integrating IPEC; Chapter 5 conducts practical research on teaching reform; Chapter 6 summarizes the full text and proposes suggestions.

II. THEORETICAL BASIS AND DEVELOPMENT OVERVIEW OF IPEC

A. Connotation and Characteristics of IPEC

IPEC refers to the integration of ideological and political education elements in various courses, enabling students to receive ideological and political education while learning professional knowledge, and cultivating students' social responsibility, historical mission, and good professional ethics. Its core lies in achieving the organic unity of knowledge impartation, ability cultivation, and value guidance, characterized by universality, permeability, and practicality. Universality reflects that all courses should undertake the responsibility of educating people; permeability means that ideological and political education should be integrated into all aspects of course content; practicality emphasizes strengthening students' experiential learning through practical activities.

B. Role and Importance of IPEC in Higher Education

Higher education is an important base for cultivating high-quality professional talents, and the implementation of IPEC plays an irreplaceable role in improving students' ideological and political quality and promoting students' comprehensive development. It helps guide students to form correct worldviews, outlooks on life, and values, enhance national consciousness and national pride, and cultivate students' innovative spirit and practical ability. In the current context of globalization and informatization, IPEC is an inevitable choice for higher education to adapt to the requirements of the new era.

C. Development Overview of IPEC Domestically and Internationally

Although there is no concept of "IPEC" internationally, related professional ethics education and social responsibility education have been widely integrated into the higher education systems. For example, Service-Learning in the United States and Moral Education in the United Kingdom. In China, with the release of the "Guiding Outline for the Construction of Ideological and Political Education in Higher Education Courses," IPEC has become an important part of higher education reform. Colleges and universities actively explore IPEC implementation paths suitable for their own characteristics, forming a variety of teaching models and methods.

However, how to effectively integrate ideological and political elements in different disciplines and courses still requires further research and practice.

III. ANALYSIS AND PROBLEM DIAGNOSIS OF THE CURRENT "FINANCIAL MANAGEMENT" COURSE

A. Overview of the "Financial Management" Course

"Financial Management" is one of the core courses in financial and economic colleges and related majors, mainly studying the patterns, principles, and methods of corporate financial activities, as well as the allocation and operation efficiency of capital. The course not only requires students to master professional skills such as financial decision-making, capital budgeting, and risk management but also involves understanding and understanding corporate social responsibility and ethical morals.

B. Existing Problems in the Current Teaching of "Financial Management" Courses

The current teaching of "Financial Management" courses generally has the following problems: First, the teaching content focuses too much on the impartation of theoretical knowledge, neglecting the cultivation of practical abilities and professional qualities; second, the teaching methods are single, mostly using traditional lecture methods, lacking interactivity and participation; third, the evaluation system is not perfect, overly dependent on exam results, and neglecting the evaluation of students' comprehensive qualities; finally, the integration of IPEC elements is insufficient, failing to give full play to the potential role of Financial Management courses in cultivating students' social responsibility and professional ethics.

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C. Necessity and Feasibility Analysis of Integrating IPEC into "Financial Management" Courses

It is very necessary to integrate IPEC into the teaching of "Financial Management" courses. Financial management activities are not only related to the economic benefits of enterprises but also to the healthy development of the social economy and the maintenance of ethical and moral standards. By integrating IPEC, students' understanding of financial management professional responsibilities and ethical norms can be strengthened, and students' sense of social responsibility and critical thinking abilities can be cultivated. In addition, the Financial Management course itself contains rich IPEC educational resources, such as corporate social responsibility and honest business operations, which provide a natural carrier and broad space for the integration of IPEC. Therefore, exploring effective integration strategies and methods to achieve an organic combination of IPEC and Financial Management course teaching has important practical significance and feasibility.

IV. STRATEGIES AND PATHS FOR INTEGRATING IPEC INTO "FINANCIAL MANAGEMENT"

A. Optimize Teaching Content and Integrate IPEC Elements

To effectively integrate IPEC into "Financial Management" courses, the primary task is to optimize teaching content. This includes selecting cases closely related to financial management practices, such as corporate social responsibility practices and the importance of honest business operations, as teaching materials. At the same time, update textbook content to include the latest financial management concepts, principles, and regulations to ensure that students can access the most cutting-edge knowledge. In addition, pay attention to hot issues in current economic and social development, such as sustainable development and environmental protection, to guide students to think about the role and impact of financial management in these areas.

B. Innovate Teaching Methods and Activate IPEC Classrooms

Traditional teaching methods often fail to stimulate students' interest and participation. Therefore, it is necessary to innovate teaching methods and adopt interactive and participatory teaching models such as case teaching, simulated training, and group discussions. For example, by analyzing real financial scandal cases, students are encouraged to discuss the ethical issues and legal consequences, thereby deepening their understanding of professional ethics and social responsibility. Utilizing modern information technology means, such as online courses and virtual simulation, can also enrich teaching forms and improve teaching effectiveness.

C. Strengthening Teacher Team Building and Enhancing Ideological and Political Education Teaching Abilities

Teachers are the key executors in integrating ideological and political education into the curriculum. Therefore, it is crucial to strengthen teacher team building and enhance their abilities in teaching ideological and political education. This requires higher education institutions to regularly organize training and discussion activities for teachers to share and exchange experiences and methods in teaching ideological and political education. At the same time, teachers are encouraged to innovate in teaching and explore more teaching methods and means suitable for financial management courses. In addition, establishing incentive mechanisms to recognize and reward teachers who stand out in teaching ideological and political education can increase teachers' enthusiasm and creativity.

D. Improving Evaluation Mechanisms to Ensure the Effectiveness of Ideological and Political Education Teaching

Establishing and improving evaluation mechanisms is an important part of ensuring the effectiveness of ideological and political education teaching. In addition to traditional exam evaluation methods, diversified evaluation methods such as project assignments, peer reviews, and self-reflection reports should be introduced to comprehensively assess students' knowledge acquisition, skill application, and value shaping. At the same time, the teaching effectiveness of teachers should also be regularly evaluated, with timely feedback on teaching adjustments to ensure continuous improvement and quality enhancement of ideological and political education teaching.

V. "FINANCIAL MANAGEMENT" COURSE TEACHING REFORM AND PRACTICE RESEARCH

A. Reform Plan Design

The "Financial Management" course teaching reform plan proposed in this study aims to integrate elements of ideological and political education to enhance students' professional abilities and moral literacy. The reform plan mainly includes three aspects: First, updating teaching content by combining the latest theories and practices of financial management and integrating the education of socialist core values; second, innovating teaching methods by using case analysis, role-playing, group discussions, and other interactive teaching methods to increase student participation and critical thinking abilities; third, improving the evaluation system by introducing diversified evaluation methods to comprehensively assess students' learning outcomes and value formation.

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B. Practice Process and Methods

In the practice process, the first step is to organize a teacher team for special training to ensure that teachers fully understand the concepts and requirements of ideological and political education in the curriculum. Subsequently, representative financial management cases are selected, and course content closely integrated with them is designed. During the teaching implementation phase, the primary status of students is emphasized, and students are encouraged to actively participate in classroom discussions and practical activities. At the same time, regular teaching observations and feedback meetings are conducted to continuously optimize the teaching plan.

C. Practice Effect Analysis and Evaluation

To evaluate the effectiveness of the teaching reform, this study employed various data collection methods such as questionnaires, interviews, and classroom observations. The questionnaire survey results show that the vast majority of students believe that teaching content integrated with elements of ideological and political education is more practical and helps to enhance their professional ethics and social responsibility. Teacher interviews also reflect a positive attitude and satisfaction with the reform plan. Classroom observation results indicate a significant increase in student participation and interactivity. Overall, the practice study shows that the effective integration of ideological and political education can promote the comprehensive development of students and improve teaching quality.

VI. CONCLUSION AND SUGGESTIONS

A. Research Summary

This paper, through in-depth analysis of the teaching reform and practice research of the "Financial Management" course, explores the integration strategies and implementation paths of ideological and political education in the course. The study shows that by optimizing teaching content, innovating teaching methods, strengthening teacher team building, and improving evaluation mechanisms, ideological and political education can be effectively integrated into the teaching of "Financial Management." Practice has proven that these strategies help to enhance students' professional abilities, strengthen moral awareness and social responsibility, and promote the comprehensive improvement of students' overall qualities.

B. Limitations and Insufficiencies of the Study

Although this study has achieved certain results, there are still some limitations and insufficiencies. First, the scope of the practical study is limited and may not fully represent the situation of all higher education institutions. Second, long-term tracking evaluation is lacking, and the durability of the integration effect of ideological and political education needs further observation. In addition, individual teacher differences may lead to differences in teaching methods and effects, which need more attention in future research.

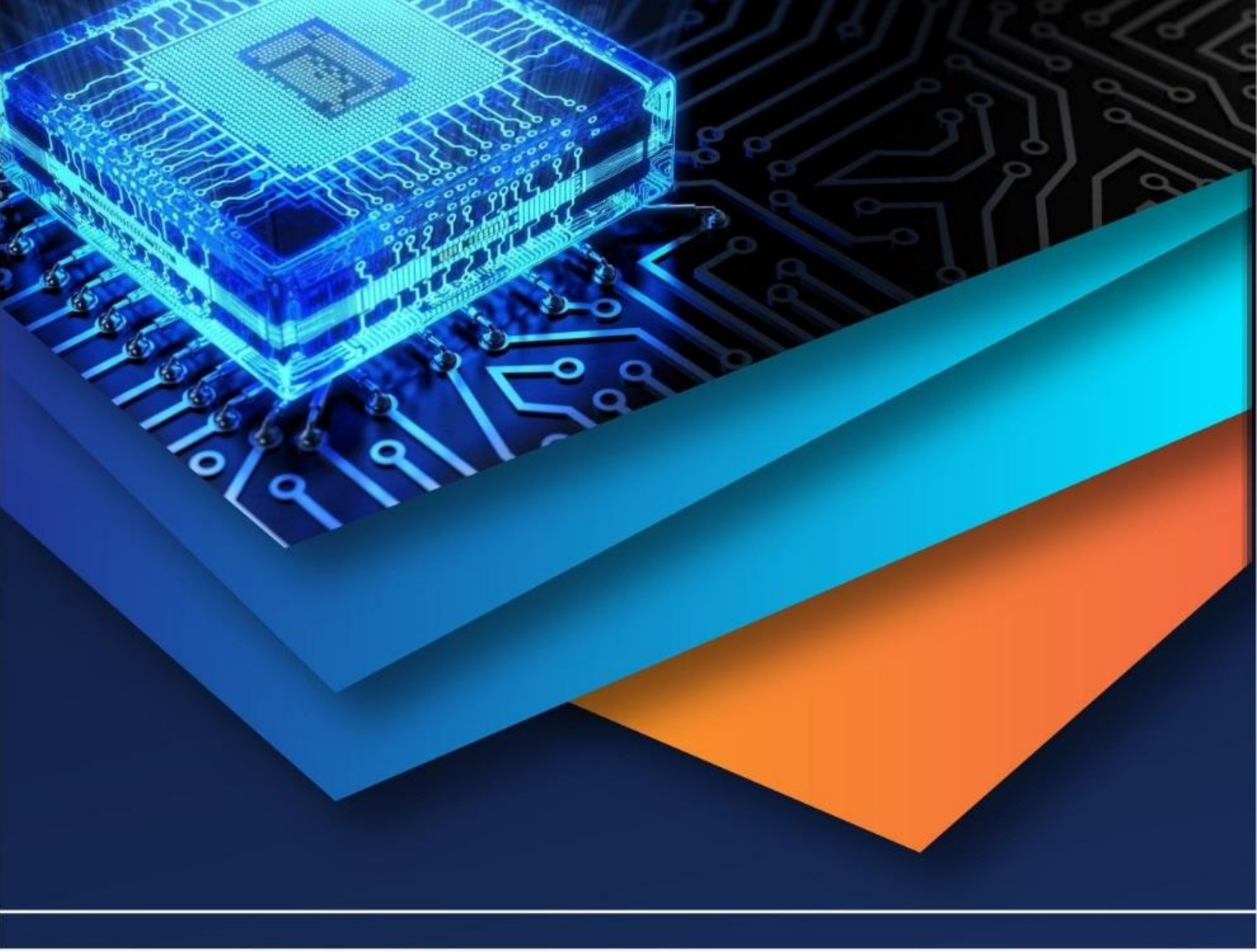
C. Suggestions for Future Research

Based on the findings and limitations of this study, the following suggestions are made for future research: First, expand the sample range and increase case studies of higher education institutions of different types to improve the universality and applicability of the research. Second, establish a long-term tracking evaluation mechanism to regularly assess the effect of integrating ideological and political education, in order to timely adjust and optimize teaching strategies. Lastly, strengthen research on individual teacher differences and explore more personalized teaching methods and strategies to meet the learning needs of different students. Through these efforts, the in-depth development of "Financial Management" course teaching reform can be further promoted, contributing to the cultivation of more high-quality financial management talents.

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