

Exploration of Curriculum Civics for Cultivating International Business Talents in Global Perspective

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Abstract: Driven by the globalized economy, trade links between countries and enterprises have become increasingly frequent, and the global political and economic landscape is undergoing a major transformation. The factors of instability and uncertainty have risen significantly in the international environment, which has led to an urgent demand for professionals with international business skills, and at the same time put forward stricter standards for their abilities and qualities. In order to actively explore the construction of course ideology, this paper puts forward the thinking of course ideology education in colleges and universities based on the theory of course ideology education, and innovates the course content, teaching methods and evaluation system to explore how colleges and universities can organically combine the international business course with ideology and politics, and cultivate talents with a more global outlook, high quality, high emotional quotient, and all-round development.

Keywords: International Business, Curriculum Ideology, Global Perspective, Talent Cultivation.

1. Introduction

Colleges and universities are important bases for talent cultivation, and bear the important responsibility of educating people for the Party and talents for the country^[1]. In 2020, the Ministry of Education issued the Guideline for the Construction of Civic and Political Construction in Higher Education Programs (hereinafter referred to as "the Outline"), which clearly requires colleges and universities to comprehensively promote the construction of curriculum civic and political construction, and points out that "It is necessary to put value guidance in the teaching of knowledge and ability cultivation, and help students shape a correct worldview, outlook on life and values, which is the proper meaning of talent cultivation, but also the necessary content". Therefore, teachers of professional courses must integrate value shaping, knowledge transmission and ability cultivation to give full play to the nurturing role of professional courses. However, according to the statistics of Fu Wenjun^[2], 83.77% of the research results are focused on education, and the research on other disciplines' curriculum is relatively lacking, and the instrumental tendency is obvious, which is an obvious gap with the target requirements of the Outline. Therefore, colleges and universities and educational institutions should focus on the design and implementation of curriculum Civics, integrating the teaching of specialized knowledge and the cultivation of students' comprehensive ability. Moreover, in today's era of globalization, the importance of international trade is becoming more and more prominent. With the advancement of science and technology and the convenience of transportation, commercial exchanges between enterprises have become more and more frequent, and the competition in the international market has become extremely fierce^[3]. In such a background, it is particularly important to cultivate international business talents with a global perspective. These talents need to have cross-cultural communication ability, global market insight and international cooperation consciousness to cope with the rapid changes and challenges of the global business environment. In this paper, the exploration and practice of curriculum Civics in international

business courses will be elaborated in the context of global vision.

2. The Necessity of Civics in Curriculum to Cultivate Global Perspective of International Business Talents

With the in-depth development of globalization, global vision in the field of international business has become increasingly important for colleges and universities to cultivate international business talents. Global vision refers to an in-depth understanding of and insight into many aspects of global economy, politics, culture and society^[4]. In the field of international business, global vision is a comprehensive ability that involves sensitivity and comprehension of international markets, global supply chains, cross-cultural communication and global economic trends.

2.1. Adaptation to the Development of and Competition in International Business

Globalization has brought about complexity and uncertainty in the global market, and business contacts and exchanges between enterprises have become more frequent and complex. International business talents need to have a global vision and the ability to analyze the market, understand the business environment, laws and regulations, cultural practices and consumer behavior in different countries and regions, and predict and respond to global economic trends and market changes^[5]. There are cultural differences and differences in business practices between different countries and regions. International business talents need to have the ability of cross-cultural communication and cooperation, understand and respect partners with different cultural backgrounds, and establish mutual trust and cooperation^[6]. Only through in-depth understanding and grasping of the global market can they stand out in the fierce international competition.

2.2. Values Adapted to the International Business Environment

In a globalized business environment, international business not only connects different countries and regions, but also integrates diverse cultures and values. Civics can guide students to explore and understand the business practices, values and social norms of different cultures, so that they can communicate and collaborate effectively in a multicultural context and build solid and fruitful business connections^[7]. At the same time, through the study of international business laws, business ethics and moral codes in the Civics program, students are not only able to enhance their own legal awareness and moral judgment, but also able to conduct business in the global marketplace in a responsible and ethical manner. Such education is crucial to the development of business professionals with an international outlook and a sense of social responsibility.

2.3. Internal Drive to Adapt to Future Career Development

In the field of international business, students with a global perspective demonstrate a significant competitive advantage in the job market. Companies value candidates' values, cross-cultural communication skills, and understanding of international regulations and market dynamics. Curriculum Civics enhances students' market competitiveness by developing their professionalism in these key areas^[8-10]. These outstanding competencies not only help students grasp career opportunities and adapt to changes in the international business environment, but also inspire them to demonstrate responsibility, leadership, and innovation in the workplace, which in turn facilitates career advancement and success, and serves as an important internal driver for future growth.

3. The Application of Curriculum Civics in the Cultivation of International Business Talents

The relationship between the Civics and the curriculum is not two separate entities, but more like a combination of one and the other. In order to ensure a more efficient classroom, improve teaching effectiveness, and promote the construction of Civics in the curriculum, it is possible to dig deeper into the elements of Civics in the course and adopt a variety of teaching methods.

3.1. Enrichment of the Curriculum

In the course content teaching, it is necessary to dig deeper into the embodiment of the common value of Civics and professional knowledge in the following ways:

First, case studies on current events. Through carefully selected and designed international business cases that closely follow the current social hotspots, students can understand and apply the principles of ethics in practical problems. By debating and thinking about ethical issues in international business and discussing reasonable ways to deal with these issues, students can cultivate their ability to make value judgments and moral consciousness. Students are guided to analyze the ethical issues in the cases^[11].

Second, field trips and internships. Field trips and internships are organized for students to experience first-hand the ethical and moral challenges in the international business environment and competition in the global market. Through

practice, students can understand and think more deeply about ethical issues in international business and develop their global vision and values^[12].

3.2. Diversification of Teaching Methods

The teacher, as a guide in the teaching classroom, needs to innovate teaching methods so that students can absorb specialized knowledge more easily, which can be used as follows:

First, simulated international negotiations. By allowing students to play the role of representatives of different countries or enterprises and experience the actual international business negotiation process, in which students can better understand and feel the challenges and decisions faced by different roles in the international business environment, students' cross-cultural communication skills, negotiation skills and problem-solving abilities are enhanced, and students' global vision and values are also cultivated^[13].

Second, teamwork projects. By organizing students to participate in teamwork projects, such as cross-cultural teamwork and international market research, students can develop their teamwork ability and innovative thinking ability. In these projects, some ethical and moral considerations can be set up, so that students can think about and solve the corresponding ethical problems in teamwork, and cultivate their values and moral consciousness^[14].

3.3. Multi-dimensional Evaluation System

In order to measure the implementation effect of curriculum Civics in a more refined way and to understand the students' adaptation, it is necessary to establish a perfect evaluation system, and the contents included are as follows:

First, comprehensive evaluation. Construct a comprehensive evaluation system that combines students' professional skills and civic and political literacy for evaluation. The evaluation indexes can include academic performance, practical ability, ethical awareness and other aspects. In addition, there may be differences in the development of each student's civic and political literacy and professional skills, so teachers can also evaluate each student's characteristics and needs through personalized evaluation^[15].

Second, feedback mechanism. An effective feedback mechanism is established to provide students with evaluation results and personal growth suggestions in a timely manner. Through regular evaluation and feedback, students can understand their strengths and weaknesses, and further improve and enhance their intellectual and political literacy and professional skills.

4. Conclusion and Implications

The application of curriculum Civics and Politics in the cultivation of international business talents has achieved remarkable results. Through the integration of Civics and Politics elements and ethical and moral education, the students' global vision and values have been cultivated, and the innovative teaching methods have stimulated the students' interest in learning and their ability to think creatively^[16]. Through practical activities, students have better understood and applied their knowledge of international business and improved their problem-solving and practical abilities. However, there are still challenges in the implementation process, including the quality of teachers and teaching

resources, as well as the construction of the evaluation system^[17]. In order to further optimize the application of course Civics, it is recommended to strengthen the construction of faculty, improve teachers' Civics literacy and teaching ability, and universities can regularly evaluate and improve the courses, combining practical needs and student feedback to continuously optimize the teaching content and teaching methods, and to provide a more targeted and practical learning experience^[18]. In addition, it is necessary to establish a scientific and reasonable evaluation system, including comprehensive evaluation and personalized evaluation, to provide students with accurate feedback and guidance, and promote their overall development^[19]. Meanwhile, in order to cultivate more globally competitive international business talents, colleges and universities should strengthen cooperation with enterprises and industries, provide practice opportunities and international exchange platforms, and encourage students to participate in social practice and public welfare activities^[20]. These initiatives will further enhance the effectiveness of the application of Curriculum Civics in international business education and cultivate more globally competitive international business talents.

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Public Disclaimer

The authors declare that there is no conflict of interest.

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