

Design of Ideological and Political Elements in Case-Based Teaching of Bilingual Courses “Marketing Management”

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Abstract: This article delves into the integration of ideological and political education within the bilingual course "Marketing Management" through the establishment of relevant case studies. By incorporating ideological and political objectives into the curriculum design, the study identifies nine key ideological and political elements that enhance the educational experience. A variety of teaching methods are employed to effectively deliver the course content, enabling the dual achievement of theoretical education and ideological and political cultivation. This approach not only enriches students' understanding of marketing management but also fosters their social responsibility and ethical awareness, illustrating the effective merging of professional knowledge with ideological and political education.

Keywords: Ideological and Political Elements, Case Study, Bilingual Teaching, Marketing Management.

1. Introduction

As a fundamental core course in business schools, the Marketing Management involves not only theoretical knowledge of marketing but also includes content related to brand strategy, marketing planning, and more, making it highly practical and applicable. In recent years, with the advancement of "Curriculum Ideological and Political Education," an increasing number of higher education institutions have begun to focus on integrating elements of ideological and political education into professional courses, aiming to enhance students' comprehensive qualities and social responsibility[1].

Establishing a case library for the ideological and political education of the Marketing Management course is of great significance. In teaching, it helps to improve the effectiveness of instruction, allowing students to receive ideological and political education while learning professional knowledge. At the same time, it fosters students' correct values, worldview, and outlook on life, enhancing their sense of social responsibility and professional ethics. Additionally, it enriches teaching resources, providing educators with diverse teaching materials to improve the quality of instruction.

2. Course Objectives

The course objectives of the Marketing Management can be divided into two categories: one is the traditional knowledge and skill objectives, and the other is the increasingly important ideological and political education objectives[2].

2.1. Knowledge and Ability Objectives

First, in terms of knowledge, this course aims to provide students with a comprehensive understanding of the content structure and system of marketing planning; to develop a deep understanding of the theoretical background and strategic basis of marketing planning; to firmly grasp the fundamental principles and methods of marketing planning; and to stay updated with the theoretical frontiers and international developments in marketing planning.

Second, with respect to abilities, this course combines theory with practice, fostering students' ability to identify problems in marketing planning, as well as their practical operational capability to apply marketing theories and tools in international marketing planning. Students will develop strong organizational and communication skills, along with exploratory and critical thinking abilities. The course encourages continual attempts at theoretical or practical innovation, laying a solid foundation for students to engage in marketing planning-related work in the future.

2.2. Ideological and Political Education Objectives

First, the course adheres to Marxism as its guiding principle, helping students understand the meaning of the socialist core values and fostering ideals, beliefs, and a scientific spirit. It guides students to deeply comprehend the reflection of the series of socialist core values in the new era—such as “prosperity, democracy, civilization, harmony, freedom, equality, justice, rule of law, dedication, professionalism, integrity, and kindness”—within the field of marketing. It aims to construct a marketing theoretical system with Chinese characteristics, promote Chinese enterprises, and tell compelling stories about Chinese marketing.

Second, the course helps students understand national strategies, laws and regulations, and related policies relevant to the marketing profession and industry, instilling a sense of patriotism, constitutional awareness, national security consciousness, and cultural confidence. It emphasizes understanding how Chinese enterprises are going global, developing advanced products, building well-known brands, and capturing international markets.

Third, the course guides students to understand and master social norms, engage in social practice, and pay attention to real-world issues, nurturing students' vocational qualities of serving society and the public with integrity, and balancing ethics and law. It promotes a deep understanding of business ethics in marketing and illustrates how Chinese enterprises fulfill their corporate social responsibilities.

3. Exploring Ideological and Political Elements

The ideological and political elements in the bilingual Marketing Management course can be explored and integrated from various aspects. By incorporating ideological and political objectives into the curriculum design, the study identifies nine key ideological and political elements that enhance the educational experience.

3.1. Patriotism and Cultural Confidence

In the Marketing Management course, students can be cultivated with a sense of national pride and cultural confidence by introducing cases of Chinese brands and trendy marketing, such as MEIXUE ICE-CITY. For example, by analyzing trendy marketing cases, we can emphasize Chinese manufacturing and the spirit of craftsmanship, helping students establish correct values and a sense of cultural identity.

3.2. Social Responsibility and Professional Ethics

The course can emphasize the social responsibilities that businesses must undertake in their marketing activities, such as integrity in operations, fair trade, and protecting consumer rights. Through case-based teaching methods, such as analyzing legal awareness and social responsibility in promotional activities, students can be guided to understand the impact of corporate behavior on society and cultivate their professional ethics and sense of social mission.

3.3. Innovative Spirit and Craftsmanship

Course content can incorporate the cultivation of innovative spirit and craftsmanship, for example, by emphasizing innovation awareness and a commitment to excellence through cases related to the "Belt and Road" initiative and "Made in China 2025." Additionally, by discussing how companies can embody innovation in marketing, students can be encouraged to pursue excellence.

3.4. Team Cooperation and Collectivism

The Marketing Management can develop students' team spirit and collectivist awareness through team projects and case analyses. For instance, in planning promotional activities or conducting market research, students can be grouped to complete tasks, emphasizing the importance of unity and collaboration.

3.5. Legal Awareness and Rule Awareness

The course should focus on cultivating legal awareness, such as by explaining laws and regulations related to promotional activities, like price fraud and false advertising, to help students establish correct legal concepts. Additionally, by examining the stability of China's political environment and the positive impact of legal system construction on corporate development, students' awareness of rules can be enhanced.

3.6. Core Socialist Values

Course design can revolve around core socialist values, for example, by discussing core values like "customer first" and "operating with integrity" to shape students' professional ethics and social responsibility. Furthermore, by analyzing the international performance of Chinese enterprises, students

can gain insight into the country's situations and enhance their sense of national identity.

3.7. International Perspective and Cross-Cultural Communication

In the bilingual course, international marketing cases and cross-cultural communication topics can be introduced to cultivate students' international perspectives and cross-cultural communication skills. For instance, in the "International Marketing" module, analyzing market strategies and cultural differences across different countries can help students understand the marketing challenges in a globalized context.

3.8. Practical Skills and Professional Quality

The teaching of the course should focus on cultivating practical skills, such as through simulated market research and promotional planning activities that allow students to apply theoretical knowledge in real-life situations. Additionally, discussions on topics related to professional qualities (e.g., dedication, initiative) can enhance students' overall professional capabilities.

3.9. Traditional Culture and Value Guidance

Rich case studies can infuse traditional Chinese culture into the teaching content of the course. For example, when introducing the Double Eleven shopping festival, the traditional virtues of thrift and frugality can be promoted to reduce extravagant waste. In discussions of consumer behavior, integrating excellent traditional Chinese culture and socialist core values can guide students in forming correct worldviews, outlooks on life, and values; when introducing the silver economy, traditional thoughts on respecting the elderly and caring for the young can be incorporated.

4. Implementation of Ideological and Political Case Teaching

The ideological and political education in bilingual courses requires the use of various teaching methods, including task-driven methods, flipped classrooms, group discussions, and so on [3]. For example, the task-driven method involves assigning specific tasks, such as market research or promotional planning, allowing students to work in groups to complete and present their results, thus achieving a combination of theory and practice. The flipped classroom approach utilizes multimedia resources (such as videos and PPTs) to assist teaching, encouraging students to self-study before class and engage in classroom discussions to assess their learning outcomes, thereby enhancing classroom interactivity. Group discussion methods can select classic cases from both domestic and international contexts for group analysis, such as analyzing the international market positioning of Li Ziqi's videos, where each group discusses internally with a focus on cultural confidence and international perspectives, and group representatives present their analysis in class.

The audience for the bilingual course mainly includes international students and students from joint programs between domestic and foreign institutions. For these students, the teaching should not only cover the theoretical knowledge of marketing management but also effectively convey Chinese marketing theories and values within the teaching content. This approach aims to cultivate students who are

familiar with both the Chinese and international markets and can integrate both Eastern and Western cultures.

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