

Exploration of Ideological & Political Education in "Business English " Course Module of School Enterprise Collaborative Education with Background of Deep Integration of Industry & Education: Taking Negotiation of Foreign Trade Correspondence Business as An Example

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Abstract

With the background of the overlapping themes of "curriculum ideology and politics" and "deep integration of industry and education" in new era, this paper aims to study how to effectively penetrate and consolidate the ideological and political education of higher education courses through the deep integration of industry and college. Both methods of logical reasoning and case analysis are comprehensively applied. This paper first regards "Business English+Foreign Trade English Correspondence" as a professional course module based on exist-ing literature, analyzing its logical connection with ideological and political education in the curriculum. Subsequently, based on "problem orientation", this paper analyzes the practical teaching problems that need to be solved in the in-filtration of ideological and political education in the course module. Based on the analysis of learning situation and teaching reality, it is found that the insufficient combination of theory and practice is a major "pain point". Therefore, model of school enterprise collaborative education is an effective way to solve this problem of insufficient combination of theory and practice. On this basis, this article further analyzes the implementation strategies of ideological and political infiltration in the "Business English+Foreign Trade English Correspondence" course module, and specifically analyzes the implementation of ideological and political cases in the course. It takes into account its "practicality" and "experience", integrating the "Foreign Trade Correspondence Business Consultation Steps" for case analysis. It is concluded that the ideological and political infiltration in the course module requires deep integration of industry and education, joint efforts from all parties, with collaborative innovation, so as to continuously explore and innovate new paths and paradigms for the integration of ideological and political education in school enterprise collaborative education courses.

Keywords

Business English; Negotiation of Foreign Trade Correspondence; Curriculum Ideology and Politics; Deep Integration; Industry and Education

1. Introduction

As an important component and carrier of China's education supply side reform in the new era, applied undergraduate higher education shoulders the mission of cultivating high-quality skilled and innovative applied undergraduate composite talents in the new era. In the context of the deep integration of industry and education in the new era, with the continuous promotion of the supply side reform of university courses, the "dual empowerment" of ideological and political courses and ideological and political education has become one of the key measures to cultivate application-oriented undergraduate students to form a correct worldview and values. The deep integration of industry and education has become an important lever and link to enhance the comprehensive quality and innovation and entrepreneurship ability of applied undergraduate students. It can be seen that under the overlapping of the two new themes of education in the era of "curriculum ideology and politics" and "deep integration of industry and education", how to further effectively penetrate and consolidate the ideological and political education of applied undergraduate higher education courses through the deep integration of industry and education on the basis of the innovation driven model of school enterprise collaborative education, and explore new paths for ideological and political education in school enterprise collaborative education courses, has become an important practical issue for the deepening of the supply side reform of applied undergraduate higher education. Therefore, exploring the innovation driven curriculum of ideological and political education through school enterprise collaboration in the context of deep integration of industry and education has important theoretical and practical research significance.

2. Literatures Reviews

2.1. Literatures

Currently, curriculum ideological and political education is an important teaching innovation measure for applied undergraduate universities in China to truly implement the fundamental task of "cultivating morality and nurturing talents". The prominent role of Business English in international and global business activities and cultural trade exchanges determines the important position of integrating ideological and political education into Business English courses in applied undergraduate education. Therefore, the academic community has conducted extensive research on the theoretical mechanisms, models, and practical paths of integrating ideological and political education into business English courses.

In terms of mode evaluation, scholars such as Chen Jialiang and Liu Ping (2025) have studied the practical path of integrating ideological and political education into business English courses from the perspective of multiple evaluation modes. Their Outcome Based Education (OBE) orientation aims to analyze how to use the integration of ideological and political education into business English courses to enhance the relevant quality and ability of English majors in the field of business ideological and political education. This type of research takes the core element of "cross-cultural communication" in the "Business English" course as a case study of integrating ideological and political education into teaching. It revolves around three steps: classroom presentation and discussion, relevant questionnaire surveys after class, and feedback on integrating ideological and political education into teaching obtained from in-depth interviews. The research also evaluates the performance of the practical path of integrating ideological and political education into Business English courses (Guo Ni, Ou Qiuzhong, Wu Jing, et al., 2025). The research results found that at the micro individual student level, cross-cultural communication theory and language skills in Business English courses can effectively enhance the main differences between Chinese and Western communication in various aspects of business activities among Business English majors, and improve their critical and analytical abilities; At the meso level, guided by the concept of ideological and political education in courses and driven by PBL tasks, its teaching innovation can cultivate cross-cultural awareness among students majoring in Business English, while gaining a broad global perspective. Based on the characteristics of Business English courses, relevant ideological and political course elements can be further selected to construct a three-dimensional integration system and matrix of ideological and political education in Business English courses (Hu Wenrui, 2024), ultimately achieving the ideological and political goals of Business English courses and enhancing the cultural confidence of Business English majors.

The Cauchy model is one of the important evaluation models widely used by scholars in recent years to evaluate the effectiveness of integrating ideological and political education into business English courses. Huang Qi (2025) innovatively reconstructed the OMO teaching method for Business English courses based on the four level evaluation function of the Kirkpatrick model, and integrated it with the integration of ideological and political education in Business English courses, forming a new evaluation index and related system for the effectiveness of integrating "Business English course ideological and political education" into teaching. Explored a new evaluation index system for integrating ideological and political education into business English courses (including evaluation content, evaluation objectives, evaluation methods, and evaluation subjects), providing theoretical reference for objective evaluation, feedback, and improvement of the teaching quality of integrating ideological and political education into business English courses. At the same time, this exploration also provides reference for the integration of ideological and politi-

cal education into the teaching path from three levels: language ability, curriculum ideological and political literacy, and business professional knowledge. The evaluation indicators for the effectiveness have also been reconstructed and improved, and the process and final evaluation of the integration of ideological and political education into business English courses has been innovatively proposed, with the addition of the "exploratory value-added" evaluation indicator. Some scholars have also applied this concept to the "Business English" course in graduate education, further expanding the practical and innovative application of the "ideological and political+professional+foreign language" integrated teaching model (Wang Wenjun, 2024)

On the one hand, curriculum ideological and political education is an important teaching innovation measure for applied undergraduate universities in China to truly implement the fundamental task of "cultivating morality and nurturing talents". On the other hand, with the acceleration of globalization and the deepening of reform and opening up, the role of Business English in international business activities and cultural trade exchanges at the global level has become more prominent. These two factors jointly determine the important position of integrating ideological and political education into Business English courses in applied undergraduate education. Many scholars mainly explore the innovative teaching integration path of ideological and political education in the teaching of business English courses in applied undergraduate universities based on the OBE educational concept. The integration of ideological and political education in business English courses often focuses on how to cultivate the patriotism, professional ethics, and international business perspective of business English majors through the course ideological and political model (Jin Yabo, 2025; Ruan Youjing, Ding Lei, Huang Chunmei, 2024; Lin Yongcheng, 2024).

Many scholars have also started from the teaching materials of "red resources" in ideological and political courses, providing teaching materials of "red resources" for the integration of ideological and political education in business English courses. This path provides an innovative idea for the deep development of ideological and political education in business English courses from the professional perspective of ideological and political courses. Some scholars have also started from the translation stage of business English courses, incorporating the local red culture of the "red resources" of ideological and political courses into the translation stage of business English from the perspective of Chinese English translation (Yu Qing, Liu Ying, 2025; Tang Huili, Yang Xia, Wang Haizhen, 2024). This type of research has also innovated the teaching mode of ideological and political education in business English courses from the development and application of "red resources", as well as the integration of ideological and political education into the teaching effectiveness evaluation of business English translation. This model not only effectively and flexibly utilizes the "practical operability" of business English translation, but also combines the "expe-

riential" attributes of "business English" as an applied discipline, such as dialogue, writing, and communication. When integrating into the curriculum, it can better implement "whole process, all-round" education. The effectiveness of such teaching reforms shows that adhering to the experiential and practical aspects of ideological and political education in business English courses can better and efficiently enhance the professional competence of business English majors. At the same time, through team collaboration in the integration of ideological and political education in business English courses, it can also inherit the red gene and cultivate modern business English composite skilled talents with firm socialist ideals and beliefs, as well as noble patriotism. In recent years, with the advancement of digital empowerment in education, especially artificial intelligence empowerment, the integration of ideological and political education into business English courses and the reform of intelligent empowerment teaching models have also sparked extensive discussions in academia. The academic community generally agrees that the "digital transformation of higher education" can provide new quality productivity for the integration of ideological and political education into various courses in universities through digital empowerment (Ren Qing, 2024). Therefore, driven by the integration of the concepts of "digital+artificial intelligence+ideological and political education", more and more teaching reforms are using big data mining and digitization, especially emerging digital technologies such as artificial intelligence that have emerged in recent years, to innovate the integration of ideological and political education into smart teaching reform models for business English courses that empower education with new quality productivity.

2.2. Reviews

From the above literature, it can be found that in recent years, the academic community has conducted a large amount of research on the ideological and political teaching mode of Business English courses, including evaluation indicators, evaluation models, exploration from the perspective of digital technology empowerment, and comprehensive research on the integration of language and curriculum ideology in various aspects such as translation and foreign trade correspondence. However, there is limited literature analyzing the integration of these links into modules of professional course groups. Although there are currently references to foreign trade English correspondence in the Business English course, there are few studies analyzing the logical connection between the modules of the Business English+Foreign Trade English Correspondence professional course group and the ideological and political education of the course. The exploration of the ideological and political education of the "Business English" course in the context of the deep integration of industry and education is also limited. Specifically, based on the practical analysis of foreign trade correspondence business negotiations, there is a scarcity of literature that deeply explores the "practicality" and "experience" of the ideological and polit-

ical education of the "Business English" course. Therefore, this study first regards "Business English+Foreign Trade English Correspondence" as a professional course module based on the existing literature ideas. Analyze its logical connection with ideological and political education in the curriculum, and then, based on the "problem oriented" approach Analyze the practical teaching problems that need to be solved in the integration of ideological and political education into the courses of Business English+Foreign Trade English Correspondence. This is an innovative theoretical and research paradigm.

3. Logical Connection between Courses of “Business English+Foreign Trade English Correspondence” and Ideological & Political Education

The course of Business English+Foreign Trade English Correspondence is a compulsory major for students majoring in Business English and International Trade in applied undergraduate higher education. It is an important way for these students to learn Business English and International Trade professional skills. The two have many similarities, so studying them together has certain research significance. On the other hand, the inherent requirement of ideological and political education in applied undergraduate higher education focuses on cultivating the moral qualities and professional qualities of professional students in applied undergraduate higher education. The courses of Business English+Foreign Trade English Correspondence and Communication have a logical connection between theory and practice and ideological and political education in the curriculum. Therefore, in the context of the deep integration of industry and education in the new era, school enterprise cooperation, as the most direct carrier of deep integration of industry and education, provides feasible and broad space for the integration of business English+foreign trade English correspondence courses and ideological and political education courses. Practicality is the "link" between professional courses and ideological and political courses, which is reflected in the deep integration of industry and education. The enterprise side (or industry side) can not only provide the necessary practical application places for the Business English+Foreign Trade English Correspondence professional courses, but also provide the most intuitive and practical materials for the "silent" practical teaching classroom of ideological and political courses. For example, the practical part of foreign trade correspondence business negotiation, which is common in the courses of Business English+Foreign Trade English Correspondence, can be integrated with ideological and political points such as "craftsman spirit" and "contract spirit" in the comprehensive design. The foreign trade correspondence business negotiation course emphasizes business integrity awareness, cultivates salespersons' sense of social responsibility and contract spirit, etc. Through school enterprise cooperation, integrating ideological and political education into the courses of Business English+Foreign Trade English Correspondence

can enhance students' sense of social and professional responsibility, contractual spirit, and business negotiation and communication skills. In this process, it can also shape the spirit of teamwork and improve the comprehensive quality of students in the professional courses.

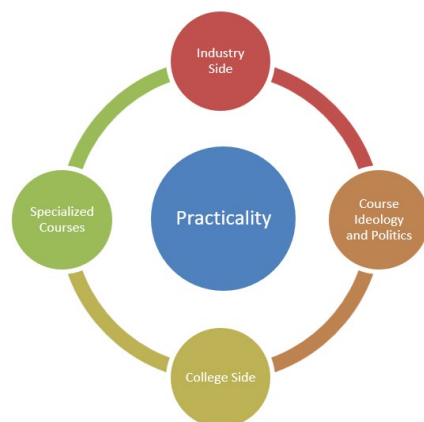


Figure 1. Logical Connection between Professional Courses and Course Ideology and Politics from the Perspective of Deep Integration of Industry and Education

4. Problem Analysis and Strategies

4.1. Problem Analysis

Based on the "problem oriented" approach, it is necessary to analyze the practical teaching problems that need to be solved in the integration of ideological and political education into the courses of Business English+Foreign Trade English Correspondence and Telecommunications. The first is "learning situation analysis". Business English+Business English Correspondence is mainly taught to sophomores and juniors. Some students will show weak willingness to learn professional knowledge, weak foundation of English grammar learning, weak self-discipline awareness of independent learning after class, timid to speak about business English, and vulnerable to the adverse external environment of the Internet, especially mobile games. Secondly, analyzing the "teaching methods", the traditional teaching methods for Business English and Foreign Trade English correspondence are relatively single, mainly using textbooks as content carriers, with teachers explaining grammar and vocabulary analysis, often lacking classroom teacher-student interaction and student interaction. In addition, as professional courses, some teachers in Business English and Foreign Trade English Correspondence majors have not been able to immediately integrate business and foreign trade theory with the actual needs of relevant enterprises or business and trade markets, which also affects the effectiveness of ideological and political education in the courses. Taking the practical part of foreign trade correspondence business negotiation, which is common in the courses of Business English+Foreign Trade English Correspondence, as an example, further analysis reveals that the lack of integration between theory and practice is a "pain

point". That is, students of business and foreign trade have limited time for on-the-job internships in enterprises. Therefore, during this limited time, enterprise mentors often focus on the skills of foreign trade correspondence business negotiation (such as business inquiry, quotation, delivery, counter-offer, etc.), while ideological education is often neglected. During the on-the-job internship in enterprises, school mentors are not in the enterprise, only providing remote guidance, reading their weekly journals, etc., which jointly leads to the limitation of students' ideological and political education in courses during the internship. The sentence is: Teachers have limited time and energy to guide both professional competence and professional ability. Based on the analysis of the "problem oriented" learning situation and teaching reality mentioned above, it can be found that the lack of integration between theory and practice is a major "pain point", and the model of school enterprise collaborative education under the background of deep integration of industry and education is an effective path to solve this lack of integration between theory and practice.

4.2. Implementation Strategies

Based on the analysis of the above issues, it can be found that under the background of deep integration of industry and education, it is necessary to strengthen the awareness and ability of teachers to cultivate morality and implement ideological and political infiltration in the courses of Business English+Foreign Trade English Correspondence. Specifically, schools can enhance teachers' internal ideological and political literacy through special lectures on integrating ideological and political education into the curriculum, seminars and exchange meetings on ideological and political education in the curriculum. At the same time, local enterprises or experts from regional industries can be invited to participate in training to enhance teachers' understanding of local industry market demand and better serve the local economy.

On this basis, the course group, especially the course ideological and political demonstration team, can carry out research on course ideological and political demonstration courses, and jointly explore the ideological and political elements in the courses of Business English+Foreign Trade English Correspondence. Sort out the ideological and political elements in the courses of Business English+Foreign Trade English Correspondence, and combine them with school enterprise cooperation projects to integrate the skills of craftsmanship, entrepreneurship, professional ethics, and contract spirit into the practical aspects of foreign trade correspondence business negotiation, such as business inquiry, quotation, delivery, and counter-offer. In terms of implementing teaching methods, it is possible to promote sufficient discussion and exchange of skills in the practical aspect of foreign trade correspondence business negotiation among students of the Business English+Foreign Trade English Correspondence major course through the analysis of actual business

cases in enterprises and the three terminal model of "Chaoxing Learning". By using these implementation strategies and blended online and offline teaching methods, combined with actual business negotiation cases in business and foreign trade enterprises, the integration of ideological and political education in the course can be achieved, realizing the practical teaching of ideological and political education in the "moistening material and silent" mode of school enterprise cooperation.

Strengthening school enterprise cooperation and promoting deep integration of industry and education, with the goal of optimizing ideological and political education in professional courses. The implementation strategy lies in the joint development of an "integrated" talent training program by higher education institutions, enterprises, and industries. This talent training program not only aligns the curriculum with market demand, but also clearly consolidates the important position of ideological and political education in the curriculum. In the deep integration of industry and education, enterprises can also select outstanding employees to serve as part-time ideological and political mentors, and universities can also select outstanding employees to enter the enterprise as "science and technology special envoys" to participate in student on-the-job internship guidance, facilitating direct implementation of ideological and political courses in this course. Another high-level strategy for the deep integration of industry and education is to jointly establish a curriculum ideological and political practice base between schools and enterprises. This base is different from previous professional internship bases, and focuses more on practical teaching of curriculum ideological and political education through enterprise visits, on-the-job internships, and certain hours of social volunteer service activities under the school enterprise cooperation model, allowing students to gain insights into ideological and political knowledge through practical experience in the curriculum ideological and political practice base.

In the specific implementation of the strategy, it is also necessary to innovate the specific teaching path, teaching methods, and techniques of ideological and political infiltration in the courses of Business English+Foreign Trade English Correspondence. Adopting diversified intelligent teaching methods: adopting the "Chaoxing Learning Platform" one platform three terminal mode of online and offline blended teaching, driving students to conduct group discussions through OBE-PBL projects, and using AI tools for role-playing of foreign trade English correspondence. For example, the dialogue between sellers and buyers in business inquiries, offers, deliveries, counteroffers, and other stages can enhance students' interest in learning foreign trade English correspondence and their full participation in the negotiation process. Emphasis should be placed on the practical aspects of consultation, allowing students of foreign trade English correspondence to experience ideological and political knowledge through consultation practice activities, volunteer services, and other means. Finally, innovative assessment methods should be developed to establish a distinctive evaluation system for the ideological and political education of the

"Business English+Foreign Trade English Correspondence" course under the background of deep integration of industry and education. A scientific evaluation system should be established to evaluate the professional skills acquisition of students in the "Business English+Foreign Trade English Correspondence" course based on practical effects, as well as the ideological and professional literacy of students in this process. At the same time, teaching evaluation and reflection should be used to enhance the ideological and political teaching ability of teachers in the "Business English+Foreign Trade English Correspondence" course and the demonstration effect of ideological and political education in the course. Practical forms such as open classes and observation classes can also be used to discover problems in the teaching process through a timely evaluation system, improve the ideological and political strategies of the curriculum, and further form a "curriculum ideological and political demonstration" case library to improve the effectiveness of the curriculum ideological and political demonstration.

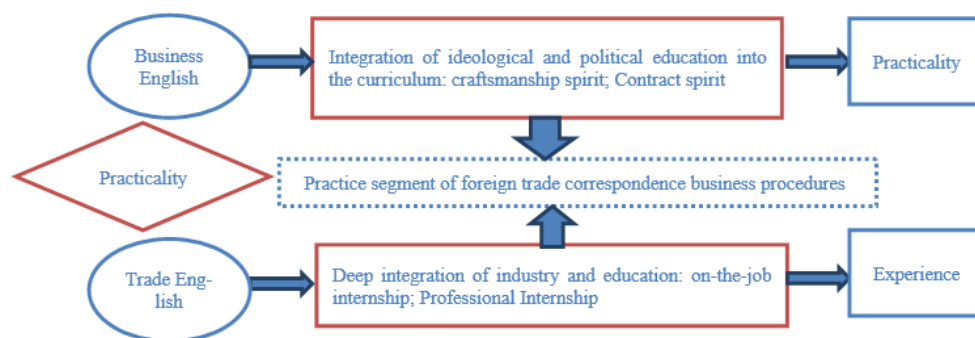


Figure 2. Implementation Strategy for the Deep Integration of Industry and Education in the Course of Business English+Foreign Trade English Correspondence and Communication

5. Case Analysis

5.1. Design ideas for curriculum reform

Business English is mainly based on the design concept of blended online and offline teaching reform on the Chaoxing platform, fully utilizing online ideological and political resources and offline teaching expansion, and introducing ideological and political elements throughout the course. The course of Business English+Foreign Trade English Correspondence is a compulsory major for students majoring in Business English and International Trade in applied undergraduate higher education. It is an important way for these students to learn Business English and International Trade professional skills. The two have many similarities. Therefore, the overall design concept

In the teaching and learning process of the "Business English" course, we will integrate the "Foreign Trade English Correspondence" course, especially the business negotiation of foreign trade correspondence, to form a "dual course group" of "Business English+Foreign Trade English Correspondence". Teachers mainly play a

guiding role, with students as the main body of business English learning. The main mode of implementing ideological and political education in the curriculum is guided by student tasks, based on OBE-PBL, integrating the establishment of correct views on money, basic principles of being a good person and doing things, business professional spirit, socialist core values, innovation of red financial culture, and the establishment of institutional confidence into the "dual curriculum group" classroom. While achieving the goal of business English language knowledge, the integration of ideological and political education into business English courses is achieved silently to cultivate the moral education goals of college students, ultimately achieving the cultivation of professional communication skills and business skills in business English.

5.2. Steps for curriculum reform

The core task of the construction of the "Dual Curriculum Group" course ideological and political demonstration course is mainly to "refine the course characteristics" around "cultivating morality and talents", and to focus on the teaching innovation concept of student-centered. To truly integrate ideological and political education into the construction of ideological and political demonstration courses in the "Dual Curriculum Group" curriculum, focusing on the knowledge points in the Business English chapter, and striving to achieve full coverage of ideological and political education in the knowledge point courses. This section selects the "letter of credit" for international trade in business payment methods and the "credit card" payment in business hospitality as the points of convergence for ideological and political cases. It can effectively integrate the ideological and political elements of the "dual curriculum group" course - "details determine the success or failure of problem-solving, the spirit of business payment contracts, and strengthening awareness of financial risk prevention" - into the teaching activities of the "dual curriculum group" course ideological and political demonstration course construction.

Step1 Preparation for ideological and political education in pre class courses

Before class, the teacher of the "Business English" course used the WeChat group of the class where the teaching students were located to send out a notice, synchronized with the pre class preview task on the Chaoxing Learning Platform, uploaded the introduction videos of "Letter of Credit" and "Credit Card" payment in the "Foreign Trade English Correspondence" course, and required students to use AI for self-learning. Before class, students were required to understand the concepts and meanings of "Letter of Credit" and "Credit Card" payment in international trade, compare the differences between the two, and form the most preliminary understanding of the concepts and meanings of "Letter of Credit" and "Credit Card" payment. During this process, in addition to cultivating students' habits of self-directed learning, it also enhances their ability to respond to team collaboration problems. Then, using the Chaoxing Learning Platform and Mooc Online Teaching Platform,

students are required to read international trade payment settlement cases of Chinese foreign trade enterprises before class, analyze the risks in the international settlement process and the risks in commercial "credit card" payments, in order to have a problem oriented understanding of the purpose of using commercial "letters of credit" and strengthen their awareness of financial risk prevention in "credit card" payments.

Through this process, students can largely transform from passive recipients of knowledge points in the Business English course to active learners of self-directed knowledge. Teachers of the "Dual Curriculum Group" course of Business English and Foreign Trade English Correspondence also transition from classroom leaders to organizers and guides.

Step 2. In class ideological and political guidance

In the smart classroom of Business English course, relevant case analysis is adopted. Firstly, the payment themes of "Letter of Credit" and "Credit Card" in Foreign Trade English Correspondence and Business English are introduced. Guided by various questions, students are led to think and connect the key and difficult points of this section. The main three pre class brainstorming questions are proposed: "What is a letter of credit? What are its characteristics? What are the differences from" credit card "payment? What are the differences between the two settlement methods of remittance and collection in a letter of credit? "Then, combined with students' usual shopping "credit card" payments, give a student speech, and visually demonstrate the process of the letter of credit through scenarios such as smart classroom exercises and speeches on the Learning Platform.

The combination of these innovative educational methods and teaching reform approaches aims to integrate ideological and political education into the Business English course, enabling students to perceive and establish a correct view of money in real international trade and business exchange scenarios. Understanding the significance of innovative red financial culture in the new era, as well as the importance of rigorous and meticulous professional ethics in business English. In addition, the simulation of the payment settlement process of "credit card" and "letter of credit" is actually designed with students as the center and the combination of practical theory. It not only combines education with entertainment, but also guides students to engage in dialectical and critical thinking discussions, improves their autonomy in learning Business English, and enables students and teachers to interact with each other in the process of integrating ideological and political education into the "Business English" course, maximizing their enthusiasm and subjective initiative in learning Business English. At the same time, integrating ideological and political elements into the course, guiding students to develop good habits of continuously improving their learning and work, and organically integrating "details determine the success or failure of problem-solving, the spirit of business payment contracts, and strengthening their awareness of financial risk prevention" into the "Business

English" course ideological and political demonstration course. During the construction of teaching activities, And establish confidence in institutional culture.

Step 3. Expansion of ideological and political education in after-school courses

In the post class expansion part, teachers rely on the use of Chaoxing Learning Platform and Mooc online teaching platform, as well as the online course platform of universities in the Guangdong Hong Kong Macao Greater Bay Area, to answer questions online with students who choose to study Business English, or discuss the key and difficult points of learning. In this process, they also carry out ideological and political expansion of the post class courses, and can also real-time understand the actual mastery level of students' knowledge points on "letter of credit" and "credit card" payment in the classroom teaching process of Business English, which is conducive to filling in the gaps in the next class. In addition, the construction of the "Business English" course's ideological and political demonstration course has also collaborated with the MOOC construction of Chinese universities to test the "Foreign Trade English Correspondence" smart course, organically integrating the "credit card" payment for business hospitality in the "Business English" course with the "letter of credit" payment settlement in the "Foreign Trade English Correspondence" course, which is conducive to the formation of a cross course knowledge graph construction. On this basis, the construction of the "Business English" course's ideological and political demonstration course is also open on the online platform of universities in the Guangdong Hong Kong Macao Greater Bay Area, providing high-quality resources such as "Business English" recorded courses, MOOCs, micro course recordings, etc., providing "Business English" cases, videos recorded on Chaoxing Learning Platform for each chapter, assigning online assignments, and students can also interact with each other in English to answer questions. Course ideological and political education Expand while consolidating and reviewing knowledge points related to letters of credit. During the on-the-job internship stage, students of the "Business English" course (mainly international trade students) will also be arranged to participate in on-the-job internships, cognitive internships, and professional internships at relevant "industry education integration" foreign trade enterprises outside of class. Some students will also participate in industry education integration with the Guangdong Trade Fair or other exhibitions, organizing students to conduct enterprise research activities. Students of the "Business English" course will also have in-depth face-to-face exchanges with the guiding teachers of enterprises and exhibitions, combining theory with practice to further deepen their understanding of the practical operation of letters of credit, establish a correct view of money, understand the significance of red financial culture innovation, and cultivate patriotism, especially in the Guangdong Hong Kong Macao Greater Bay Area, during visits to local enterprises.

6. Conclusion

Based on the above discussion and analysis, we can explore and summarize the innovative driving path of collaborative education between schools and enterprises, that is, in the context of deep integration of industry and education in the new era, collaborative education between schools and enterprises is a key to improving the quality of talent cultivation in applied undergraduate higher education. Through school enterprise cooperation in education, we aim to build a resource sharing platform for industries, enterprises, and schools through deep integration of industry and education. Based on the practical experience of enterprises, we optimize the allocation of educational resources for deep integration of industry and education. In addition, we adopt the "Chaoxing Learning Platform" one platform three terminal mode of online and offline mixed teaching, drive students to conduct group discussions with OBE-PBL projects, and use AI tools for role-playing of foreign trade English correspondence. This can provide students in the "Business English+Foreign Trade English Correspondence" course with a comprehensive and open environment for foreign language learning and practical knowledge application in foreign trade English correspondence negotiation. Establish and improve a comprehensive talent cultivation mechanism that integrates curriculum and current affairs, ensuring that the cultivation of applied undergraduate higher education talents not only has theoretical depth, but also closely meets the practical needs of "Business English+Foreign Trade English Correspondence". Only by establishing a long-term mechanism of "resource sharing, talent coeducation, and standardized assessment" advocated by the deep integration of industry and education, and strengthening the "dual system" position of higher education institutions and enterprises in the deep integration alliance of industry and education, can we fully leverage the professional, theoretical, and practical advantages of both schools and enterprises in the implementation of ideological and political courses. On the basis of previous school enterprise cooperation, we will further deepen the cooperation content of deep integration of industry and education. Starting from the goal of cultivating applied undergraduate higher education talents, we will take the construction of the "Business English+Foreign Trade English Correspondence" course teacher team as the starting point, and focus on the fundamental task of cultivating morality and talents. We will create a demonstration course of ideological and political education in the course, fully leveraging the advantages of the "Chaoxing Learning Pass" one platform three terminal mode online and offline mixed teaching and AI tools and other smart classrooms. In the process of teaching and practice, we can further look forward to using the knowledge graph of AI tools to more accurately integrate ideological and political elements throughout the "Business English+Foreign Trade English Correspondence" course, ensuring the effective implementation of the concept of educating all staff, all aspects, and all processes in practice. This series of reform measures belongs to the education supply side reform, which not only improves the quality and literacy of applied undergraduate higher education talents from the education

supply side, but also exports more high-quality business and foreign trade composite talents with innovative and entrepreneurial spirit and practical ability to local enterprises and industries from the perspective of the function of applied undergraduate higher education serving the local regional economy.

In the context of the deep integration of industry and education, the ideological and political infiltration of the "Business English+Foreign Trade English Correspondence" course in applied undergraduate higher education requires the joint efforts of all parties involved in the deep integration of industry and education, collaborative innovation, in order to continuously explore and innovate new paths and paradigms for the ideological and political education of the "Business English+Foreign Trade English Correspondence" course in school enterprise cooperation. By strengthening teachers' awareness and ability to cultivate morality, exploring the ideological and political elements in the "Business English+Foreign Trade English Correspondence" professional course, innovating the practical skills of foreign trade correspondence business negotiation (such as business inquiry, quotation, delivery, counter-offer, etc.), and accumulating a case library for a long time, a course ideological and political evaluation system can be constructed, which is conducive to deepening the long-term integration of school enterprise industry education and collaborative education mode strategy. It can also effectively enhance the ideological and political literacy and business professional ability of college students from the supply side, lay a solid foundation for their future business career development, and improve the demonstration effect of course ideological and political education.

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