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Research on Ideological and Political Education Teaching Reform and Smart Curriculum Construction of Business English from the Perspective of AI Collaborative Coupling

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Abstract

From the perspective of teaching reform for high-order thinking practical training courses based on AI collaborative coupling, this study conducts teaching exploration on the integration of ideological and political education into Business English courses and the construction of smart curriculums. Based on the core coupling logic of coordinated integration between ideological and political education teaching reform and smart curriculum construction, this paper analyzes the design scheme, implementation process and teaching path mechanism of the ideological and political education integration paradigm for high-order thinking Business English courses under AI collaboration. Taking the agent-based ideological and political education knowledge graph on the Guangdong-Hong Kong-Macao Greater Bay Area Universities Online Open Course Alliance platform as an example, this paper summarizes and analyzes the action mechanism and teaching path of digital intelligent AI integration into Business English ideological and political teaching, and finally proposes the corresponding "two-way empowerment" three-integration three-stage progressive model for smart ideological and political education, as well as the new practical teaching path for Business English featuring "AI technology empowerment + value guidance of ideological and political education".

Keywords

Ideological and Political Education in Courses; Smart Curriculum; Business English; AI Collaborative Coupling

1. Introduction

Currently, in the "Internet Plus" era, AI technologies empowered by new quality productive forces are reshaping the paradigm of Business English language education, integrating into the supply-side reform of education. The paradigm of "high-order thinking practical training under AI collaboration" has become one of

the key research focuses and reform objectives in the academic circle.

The Outline of the Construction Plan for an Education Power puts forward the requirement to "promote the in-depth integration of ideological and political work and information technology". This policy guideline points out the new-era technical integration direction and the high-quality development path driven by new quality productive forces featuring AI collaborative innovation for the ideological and political education integration construction in application-oriented universities in China. Further developed on the basis of "Internet Plus", artificial intelligence has evolved into a technological innovation leading the new round of global scientific and technological revolution. The paradigm of "ideological and political education integration" for high-order thinking practical training under AI collaboration is exactly a smart curriculum teaching reform driven by new quality productive forces based on artificial intelligence.

Against this backdrop, Business English, as a practical training course for the international trade major in application-oriented undergraduate colleges, is also in urgent need of the smart curriculum reform under the paradigm of "high-order thinking practical training under AI collaboration". The reform objective of this smart curriculum reform plan is to gradually upgrade the traditional practical training and experimental teaching mode of Business English from single-skill training (such as language skills) to the "thinking-skill" double-helix smart curriculum structure under the "high-order thinking practical training" paradigm with the help of AI collaboration.

This course is mainly built on the Chaoxing platform and serves as a demonstration course for ideological and political education. Through the agents on the Chaoxing platform, the paradigm of "high-order thinking practical training under AI collaboration" can construct nearly real business application scenarios. Students taking the Business English practical training course can take the Chaoxing platform agents as AI collaborative tools, realize the role transformation from PBL project executors to decision-makers in business application scenarios during the collaborative evolution of high-order thinking (such as business critical evaluation, business creativity and resource integration) and practical skills. In this process, teachers also become the instructional designers of business application scenarios.

2. Literature References

2.1. Literatures

Recent studies have found that the outcome-based education (OBE) concept, which centers on students' expected learning outcomes, competitions and innovative achievements, is highly complementary to ideological and political education in courses. In view of the practical dilemmas in the application-oriented "ideological and political education" teaching in universities, such as the asymmetry between outcome-oriented teaching objectives and ideological and political education

objectives, the lack of precise matching between teaching content and ideological and political elements, the fragmentation of curriculum resource integration, the imperfect evaluation system standards, and the insufficient empowerment of modern educational technology, existing literature has generally constructed a multi-dimensional, three-dimensional linked theoretical framework for outcome-based ideological and political education, namely "ideological and political education objectives - ideological and political education content - ideological and political education methods - ideological and political education evaluation" (Cheng Jinliang, 2026; Jianing Feng, Fanyan Meng, 2026; Xin Ye, Hang Xu, Man Zhang, 2026). Against the background of the new-era education supply-side reform that comprehensively and systematically promotes the construction of "ideological and political education in courses" in the whole process, the ideological and political education of college students is undergoing a dynamic transformation from traditional classroom teaching to an all-process, all-round and all-participation ideological and political education pattern (Jianing Feng, Fanyan Meng, 2026), which provides certain theoretical references for the innovation of ideological and political education models in application-oriented universities.

Some literature, based on the vocational education domain and technological innovation domain, puts forward the dynamic multi-dimensional cross-border correlation research between ideological and political education in courses and the social domain. Such literature mainly focuses on ideological and political education in the vocational education field, and analyzes the empowerment effect of ideological and political education in vocational education courses on improving the citizenization ability of migrant workers from the education supply side (Zhang Taiyu, 2026; Shixiaoqi Liu, 2026). In recent years, under the general background of the digital transformation and upgrading of education and teaching research empowered by artificial intelligence for smart curriculums, artificial intelligence technology, as a new quality productive force, provides new technical possibilities based on new quality productive force empowerment for the teaching reform and practical innovation of ideological and political education in various university courses. Based on the theoretical framework of artificial intelligence technology empowering higher education and vocational education, existing literature systematically and dynamically analyzes the main mechanism and realization path evolution of artificial intelligence technology empowering various ideological and political education courses. Studies generally believe that the core essence of artificial intelligence empowering ideological and political education in colleges and universities lies in that artificial intelligence, as a new type of new quality productive force technical tool, has a dialectical unity between its tool assistance function and the ideological and political education objectives of new quality productive forces. That is, by constructing value guidance, artificial intelligence empowerment technical support and mechanism guarantee, a trinity integrated

development model of artificial intelligence-empowered smart ideological and political education teaching reform is formed, so as to realize the connotative improvement of ideological and political education based on technological innovation (Zhang Ying, Xue Peiqiong, 2026; Xin Ye, Hang Xu, Man Zhang, Shixiaoqi Liu, 2026).

Some literature also analyzes that under the background of the comprehensive promotion of ideological and political education teaching reform in universities, the teaching of college public English courses not only undertakes the responsibility of cultivating students' English language ability, but also shoulders the ideological and political education mission of guiding values. Existing literature holds that Lingnan culture is an important part of China's excellent traditional Chinese culture, which has very distinctive characteristics of openness, inclusiveness, innovation, pragmatism, especially the pioneering spirit of reform and opening up. These provide extremely rich and era-significant local cultural integration resources for ideological and political education in college public English courses. Existing literature points out that only by reconstructing the ideological and political education content of college public English courses, innovating the ideological and political education teaching methods, optimizing the ideological and political education evaluation mechanism, improving the professional ideological and political education literacy of college public English teachers and strengthening the development of ideological and political education resources, can the in-depth integration of college public English language teaching and excellent Chinese culture education be realized (Xiao Min, Song Sheng, Wang Xin, 2026; Wang Xiya, Feng Yang, 2026; Zhang Qiyu, Jiang Chunying, 2026), so as to enhance the cultural confidence and patriotism of college students. From the perspective of foreign language teaching, these studies provide a referable practical exploration model for the ideological and political education construction of foreign language courses in local application-oriented universities.

The academic community has begun to explore teaching reform based on self-built smart curriculums. Scholars generally carry out the overall smart curriculum construction teaching design for blended teaching from multiple dimensions such as optimizing smart curriculum teaching objectives, reconstructing the smart curriculum content system, optimizing the smart curriculum teaching mode and establishing a smart curriculum evaluation system. At present, a new teaching paradigm of smart curriculum construction featuring "student-oriented, platform-based and AI technology-empowered" has been widely recognized. Relevant empirical studies have proved that this smart curriculum construction paradigm plays a positive and significant guiding role in improving the abilities of college students, especially their application-oriented abilities. Some studies have also found that the teaching reform of smart curriculum construction can significantly stimulate and steadily maintain the endogenous learning motivation of

college students. AI technology empowerment improves students' learning enthusiasm and initiative, and promotes students to carry out in-depth learning based on various application platforms in the smart curriculum construction process (Liu Yang, 2026; Zhang Ying, Xue Peiqiong, 2026; Xin Ye, Hang Xu, Man Zhang, Shixiaoqi Liu, 2026). Such literature has important reference and theoretical guiding significance for effectively carrying out blended smart curriculum construction teaching.

Existing literature also analyzes the main mechanism and realization path evolution of artificial intelligence technology empowering ideological and political education based on the supply-side reform of artificial intelligence technology empowering higher education, and emphasizes the technical support and mechanism guarantee of artificial intelligence empowerment, so as to form a trinity integrated development model of artificial intelligence-empowered smart ideological and political education teaching reform (Zhang Ying, Xue Peiqiong, 2026; Fangfang DA, Baiyu DONG, Xiangpei WANG, Kequn HE, 2026). The teaching reform of smart curriculum construction promoted by educational digital transformation is a long-term important direction for the integrated development of current higher education reform and new quality productive forces. In recent years, a large number of literature focuses on the new quality productive force era background of "digital intelligent empowerment", guided by the high-quality development concept, sorts out the characteristics of the knowledge system of various university courses and the practical teaching dilemmas faced by educational digital transformation and smart curriculum construction teaching reform. Combined with the concept and progress of smart classroom construction, such studies mainly explore the path of "smart curriculum" construction from aspects such as curriculum resource construction of smart curriculum teaching reform, reconstruction of smart curriculum teaching mode, especially the innovative integration of the practical links of smart curriculums with application-oriented practical experimental courses (Sai Zhang, Wenzheng Jiang, 2026; Zhang Qiyu, Jiang Chunying, 2026; FeiXin Chen, 2025). In recent years, the academic community has generally concluded that the teaching reform of smart curriculum construction comprehensively and systematically promotes the construction of AI-assisted smart curriculum teaching, especially the smart curriculum construction mode with virtual simulation experiments as the core, by constructing knowledge graphs combined with other types of graphs such as ability graphs and problem graphs (Sai Zhang, Wenzheng Jiang, 2026; FeiXin Chen, 2025). These practices help to solve the problems of disconnection between theory and practice and low student participation in traditional teaching, and provide theoretical guidance and practical research references for smart curriculum construction to improve the training quality of application-oriented talents.

2.2. Reviews

A comprehensive review of existing literature shows that current research still has three obvious shortcomings. First, most studies focus on the practical exploration of a single course, and the interdisciplinary universal integration framework is relatively scarce. The smart ideological and political education construction of different disciplines generally lacks a replicable systematic guidance, and there are few studies on the ideological and political education teaching reform and smart curriculum construction of Business English courses. Second, existing literature has insufficient discussion on the collaborative improvement path of college teachers' digital literacy, AI collaborative coupling knowledge graph literacy and ideological and political education ability. In particular, most practices simply focus on AI technology and online platform construction, and lack the long-term operation mechanism design for the cultivation of college teachers' abilities. Third, the evaluation system of integration effectiveness is still imperfect. Most evaluations are dominated by outcome indicators, and long-term tracking studies on the formation of students' values relying on AI collaborative coupling knowledge graphs, ability graphs and problem graphs are relatively rare.

Therefore, this study further expands from three directions. First, based on the perspective of AI collaborative coupling, this study constructs a standardized system for the smart ideological and political education construction of Business English, and develops differentiated integration templates of Business English knowledge graphs and ideological and political resources according to the characteristics of the Business English discipline. Second, this study explores a teacher training path with multiple improvements of "Business English + AI technical ability + ideological and political education ability", and builds a teaching team with both digital teaching ability and Business English ideological and political education design ability through collaborative teaching research and typical case demonstration. Third, this study establishes a long-term dynamic evaluation mechanism for the integration effectiveness of Business English. Relying on the whole-process data of the Business English smart teaching platform, this study constructs a comprehensive evaluation model covering three dimensions: Business English knowledge mastery, Business English ability improvement and ideological and political value shaping. Starting from the ideological and political education teaching reform and smart curriculum construction of Business English from the perspective of AI collaborative coupling, this study provides theoretical and practical references for the high-quality development of Business English ideological and political education in the era of intelligent digital empowerment.

3. The Core Coupling Logic of Coordinated Integration between Ideological and Political Education Teaching Reform and Smart Curriculum Construction

3.1. Definition of Core Concepts

Definition of Smart Curriculum Construction: Smart curriculum construction refers to a student development-centered approach that primarily relies on smart teaching environments and digital technologies and resources. It integrates technologies such as AI and big data to reconstruct teaching activities, creating a new "teacher-student-machine" collaborative teaching ecology. It aims to achieve intelligent upgrading of the entire teaching process, provide personalized learning experiences for students' learning processes, and assist in cultivating high-order thinking skills.

Definition of Ideological and Political Education Teaching Reform: Ideological and political education teaching reform refers to the integration of ideological and political work throughout the entire teaching process, promoting the deep integration of professional knowledge and educational elements. It breaks through the traditional "indoctrination" model to achieve the organic unity of value shaping, knowledge imparting, and ability cultivation, thereby fulfilling the core goal of educating people for the Party and the nation.

3.2. Core Logic of Coordinated Integration between Ideological and Political Education Teaching Reform and Smart Curriculum Construction

The integration of ideological and political education teaching reform and smart curriculum construction is not a simple superposition but an upgrade of educational effectiveness through technology as the link. For the subject of this study—the Business English practical training course—the digital and intelligent attributes of the smart curriculum can address the pain points of traditional Business English practical training ideological and political education, such as "awkward integration, incomplete coverage, and vague evaluation." Conversely, ideological and political education anchors the educational direction for the Business English practical training smart curriculum, preventing technology from falling into the trap of "emphasizing tools over values." Ultimately, this forms a collaborative educational system for the Business English practical training course characterized by "technology empowerment + value guidance."

Key Anchor Point Path Connection for the "Three Integrations" AI Collaborative Coupling in the Business English Practical Training Course is as follows.

(1) Integration of Practical Training Course Objectives and Resources

Form an interdisciplinary Business English practical training teaching and research team to construct an associated knowledge graph linking "Business English professional knowledge points - Business English competency points - ideological and political elements." Relying on AI, achieve precise matching of "Three Integrations" elements for the Business English practical training course. Process ideological and political materials into granular, reusable standardized micro-resources to build a school-based characteristic Business English practical training "Ideological and Political Resource Library" and various knowledge graphs,

dynamically iterating and optimizing content.

(2) Integration of Practical Training Course Teaching Scenarios

Rely on smart teaching platforms such as Chaoxing and the Guangdong-Hong Kong-Macao Greater Bay Area Universities Alliance platform to expand dedicated ideological and political modules. Construct a whole-process smart educational scenario for the Business English practical training course covering "pre-class, in-class, and post-class": push preview resources integrating ideological and political elements before class; conduct immersive ideological and political teaching in class through interactive discussions, virtual simulations, etc.; provide personalized ideological and political guidance after class relying on AI teaching assistants. Achieve the integration of online and offline educational activities for the Business English practical training course.

(3) Integration of Practical Training Course Evaluation System

Break through the traditional outcome-oriented evaluation, integrate multi-channel Business English practical training teaching data, analyze multi-dimensional indicators such as students' learning attitudes, value tendencies, and practical performance through AI, generate personalized educational diagnostic reports for the Business English practical training course, achieve accompanying, all-element smart ideological and political evaluation for the Business English practical training course, and dynamically adjust teaching strategies for the Business English practical training course.

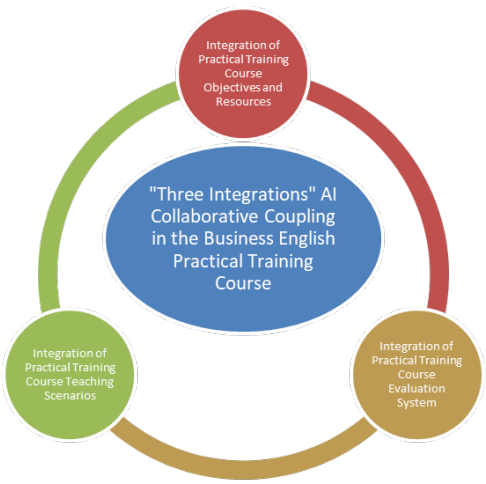


Figure 1. Key Anchor Point Path Connection Diagram for the "Three Integrations" AI Collaborative Coupling in the Business English Practical Training Course

4. "High-Order Thinking Practical Training under AI Collaboration" Paradigm Smart Curriculum Reform for the Business English Practical Training Course

4.1. Objectives of Smart Curriculum Reform

Specifically, the core objectives of the "high-order thinking practical training under AI collaboration" paradigm smart curriculum reform for the Business English practical training course include: strengthening the logic and rigor of Business English cross-cultural international communication; enhancing the strategic execution and innovation ability in using English for business negotiations; accurately applying professional core Business English terminology for oral and written reporting expression; cultivating students' habit of data-driven business decision-making; based on knowledge graphs, competency graphs, and problem graphs, with the ideological and political education graph as the core thread running through, ultimately forming a collaborative learning ecology for the Business English practical training course characterized by "machine AI intelligent assistance + human wisdom leading."

4.2. Core Upgrade Path for Smart Curriculum Reform

(1) Construction of Intelligent Application Scenarios: Virtual-Real Integration, Online-Offline Blended Business English Practical Training Environment

Cross-cultural Business English Negotiation Simulation: Utilize Chaoxing platform agent AI technology to build a knowledge base and business negotiation case library, thereby providing the premise for constructing dynamic business scenarios (such as transnational product promotion conferences). Problems encountered by students in simulated scenarios can be addressed with the help of Chaoxing platform AI agents or AI teaching assistants for autonomous learning and analytical thinking. For example, when students encounter cultural conflicts in cross-cultural Business English negotiations, they can use the "AI prompt words" in the Business English practical training knowledge base to query and analyze the impact of the cultural conflict and propose alternative solutions based on the AI agent.

Enterprise (Industry) Case Sandbox Simulation: Build a Business English case library or information database to simulate Business English activity-related projects (such as bidding negotiations, sales negotiations). The Chaoxing platform agent AI pushes multimodal tasks (such as email drafting, contract clause debates, etc.). Students of the Business English practical training course can conduct strategic simulations through the "SWOT-PESTEL Hybrid Model" to strengthen the explicit expression of business thinking.

The PESTEL+SWOT Composite Decision-Making Hybrid Framework/Model is a three-dimensional decision-making tool that combines external macro-environmental factors with the internal capabilities of a business enterprise. The "SWOT-PESTEL Hybrid Model" can help business enterprises penetrate superficial phenomena and discover opportunities. The PESTEL analysis model (foreign name: PESTEL) is an analytical tool used to assess the macro-environment, also known as the macro-environment analysis. This model systematically identifies the impact of the external macro-environment on the self-organization of a business

enterprise through six dimensions: Political, Economic, Sociocultural, Technological, Environmental, and Legal. The core function of the PESTEL analysis model lies in investigating external influencing factors and comprehensively analyzing their impact on business organizations. The PESTEL+SWOT composite framework transforms environmental variables of business activities and the internal capabilities of a business enterprise into a calculable "strategic coordinate system," planning the optimal path for business activities.

Real-Time Feedback System: AI tools (such as Grammarly) dynamically capture language errors (like redundant expressions such as "Due to the fact that") and push optimization suggestions (revising it to "Because"). You can also use the intelligent agent AI on the Chaoxing platform to make revisions, and simultaneously generate a "Competency Heat Map" to clarify students' learning status in the process of learning Business English and practical training. This allows practical training teachers to pinpoint students' weak links in Business English learning, and further provide targeted suggestions and real-time improvement feedback for students' practical training reports.

(2) Thinking Training System: Three-Stage Cognitive High-Order Thinking Practical Training Leap

Condition Activation Stage: The intelligent agent AI on the Chaoxing platform, based on documents provided by the knowledge base (such as Business English Handouts, Business English Terminology Database, Cross-Cultural Communication Case Library, etc.), provides 7/24 intelligent agent AI answers powered by large models or self-built models for learning problems encountered by students during their learning process. Meanwhile, based on the knowledge graph, competency graph, problem graph, and the ideological and political education graph as the core thread, students can further break down the implicit logic of cross-cultural communication in Business English cases (such as the correlation between policy risks and technology trends), completing the paradigm leap of the "High-Order Thinking Practical Training under AI Collaboration" smart curriculum reform in the Business English practical training course from "data extraction" to "problem reconstruction".

Path Exploration Stage: In the business cross-cultural virtual negotiation, students can try multi-strategy responses (such as price concession vs. service upgrade). The intelligent agent AI on the Chaoxing platform records the decision-making trajectory and guides the writing of reflection logs.

Logic Verification Stage: Based on PBL groups, students conduct thematic debates in the offline class or the AI practice area on the online Chaoxing platform. AI generates mind maps to integrate arguments, and students verify the commercial feasibility of the proposed solutions through analysis and discussion, so as to strengthen the rigor of demonstration.

(3) Evaluation System Innovation: Process-Oriented Multi-Dimensional Assessment

Dynamic Competency Graph: Tracking "thinking decision-making quality" (such as

the innovation of business marketing strategies) and "operation standardization" (such as email format and English accuracy in written report writing). The AI on the Chaoxing platform generates a "Learning Trajectory Map" or learning map graph, providing a visualized thinking evolution path, learning progress, and knowledge point mastery progress. With the help of the competency graph connected to the knowledge graph, it dynamically identifies students' mastery of Business English to facilitate timely adjustment of teaching strategies.

Cross-Cultural Sensitivity Test: Design "cultural conflict response" scenarios (such as the differences in Chinese and Western banquet etiquette). AI evaluates students' cross-cultural coping and adaptation capabilities, sets weights on the Chaoxing platform, and forms a "AI + Human" two-dimensional score combined with feedback from real instructors.

Quantification of Outcome Output: During the process of learning Business English and practical training, students submit business English industry analysis reports and practical training reports, and give regular classroom presentations. The intelligent agent AI on the Chaoxing platform identifies their "logical faults" (such as ignoring necessary alternative solutions, overlooking cultural difference points, confusing business language terminology, etc.), while teachers focus on the "thinking depth" dimension (such as critical thinking and innovation, logical rigor of business reports, etc.).

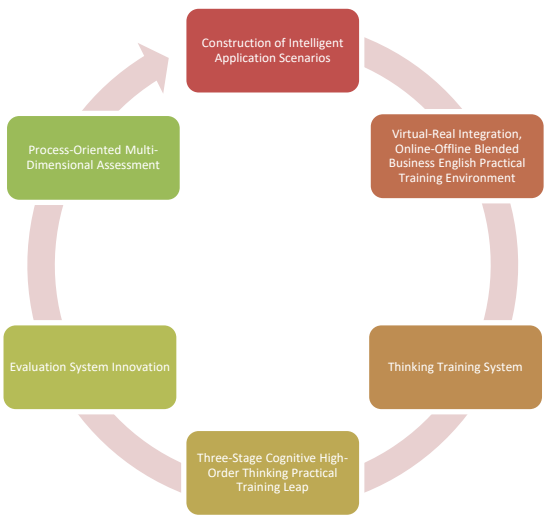


Figure 2. Core Upgrade Path of Smart Curriculum Reform

4.3. Implementation Key Points

(I) Transformation of Teachers' Roles

In the entire process of the "High-Order Thinking Practical Training under AI Collaboration" paradigm smart curriculum reform for the Business English practical training course, teachers' roles have transformed from the traditional "knowledge imparters" to "cognitive designers" under AI collaboration. This requires teachers to

have the quality of applying AI technology, especially mastering the construction ability of "thinking topology maps" (for example, breaking down "business correspondence writing" into three thinking topology modules: "context analysis - logical chain construction - cultural adaptation"). They should take the lead in building the knowledge graph, competency graph and problem graph for AI tools, run ideological and political education through the whole process to form the ideological and political education graph, and be able to analyze learning situations and profile students in the data statistics module of the graphs.

(II) Technology Adaptation Principles

Tool Selection: Prioritize AI that supports natural language interaction (such as DEEPSEEK) to ensure technical transparency; integrate multi-modal platforms (such as Chaoxing platform AI intelligent agent + DEEPSEEK large model) to realize real-time interaction of "voice - text - data".

Human-Machine Collaboration Closed Loop: AI handles procedural tasks (such as updating the Business English terminology database and the business negotiation case library), while humans focus on high-order cognition (such as optimizing business negotiation strategies), establishing the decision-making chain of the Business English practical training course smart curriculum reform characterized by "AI suggestions - human verification - iterative upgrading".

(III) Expected Outcomes and Trends

Short-Term Outcomes: The logic and rigor of students' Business English practical training reports, as well as the grammatical accuracy of their writing, will be significantly improved. Their business cross-cultural awareness will be gradually enhanced, and they will form the decision-making habit of integrating "data - language - strategy" in Business English practical training reports.

Long-Term Trends: Combined with brain-computer interface technology, explore "consciousness-driven learning" (such as optimizing negotiation strategies through thinking instructions); build a global Business English collaborative practical training field relying on the metaverse, and realize the Business English lifelong learning mechanism of "practical training - reflection - advancement".

The essence of paradigm upgrading is the reconstruction of educational concepts: shifting from "technology empowering language" to "thinking symbiosis wisdom", and finally realizing the "co-evolution of the precision processed by machine AI and the creativity of human language".

5. Design of the "Climbing Staircase" Comprehensive Practical Training Project for the Business English Practical Training Course

The project adopts a "Three-Tier Progression" model, combined with core Business English skills, to construct a competency advancement path:

Basic Tier (Skill Foundation) of the "Three-Tier Progression" "Climbing Staircase"

Model

Tasks: Business English practical training course pronunciation and intonation training, Business terminology recognition and memorization, basic Business English correspondence writing.

Scenario Example: Students practice meeting minutes in simulated business meetings, refine pronunciation by shadowing recordings from Business English handouts, and master functional sentence patterns like "request-refusal".

Goal: Proficiently use basic Business English tools, Business English terminology, and standardized Business English writing and oral expression.

Advanced Tier (Ability Enhancement) of the "Three-Tier Progression" "Climbing Staircase" Model

Tasks: Business English practical training course theme-based business negotiation links, cross-cultural business scenario communication, case solution design.

Scenario Example: Complete role-playing of an "international interviewing team" based on PBL grouping, integrating cultural difference handling (e.g., interview etiquette), and optimizing the solution through user feedback.

Goal: Enhance business collaboration and cross-cultural business adaptation capabilities.

Comprehensive Tier (Practical Application) of the "Three-Tier Progression" "Climbing Staircase" Model

Tasks: Real industry project connection, solving societal needs, outcome presentation.

Scenario Example: Business English practical training course students participate in enterprise and industry collaborative projects (such as cross-border e-commerce promotion, cold chain standardization, service trade standardization, etc.) through school-enterprise cooperation base internships, innovation and entrepreneurship competitions, "Internet+" competitions, etc. They write industry reports combining SWOT-PESTEL analysis, completing the entire process from concept to delivery. For instance, starting from the case study "Dino Conti Ice Cream" in Unit 2: Companies, describing the company's business model and success factors. Discuss the product characteristics, market positioning, innovation strategies of this ice cream company, as well as its relationships with employees and environmental protection, to deeply explore the coordination between corporate business success and social values, and analyze and write enterprise and industry reports.

Goal: Strengthen comprehensive applied abilities in social adaptation and innovation.



Figure 3. "Three-Tier Progression" Model

6. Conclusion

Based on the above conclusions, this section proposes an implementation plan for the two-way empowerment of ideological and political teaching reform and smart curriculum construction in Business English practical training courses. Taking "fostering virtue through education" as the fundamental goal and task, the plan relies on smart teaching technologies to solve the three major pain points of ideological and political education in English courses: "rigid integration, uneven coverage, and vague evaluation". From the perspective of AI collaborative coupling, the teaching reform of ideological and political education and smart curriculum construction in Business English courses will build a new teaching ecosystem for Business English practical training characterized by "AI technology empowerment + ideological and political value guidance". This will promote the completion of smart ideological and political upgrading in Business English practical training courses, significantly enhance students' recognition of ideological and political content in the curriculum, increase the pass rate of students' Business English practical training application ability tests, and form a replicable and promotable "two-way empowerment" teaching paradigm for smart ideological and political education in Business English practical training.

(I) Path 1: Construction of a Dual-Integration Resource System for Ideological and Political Knowledge Graph

Construct ideological and political knowledge graphs and competency graphs for Business English practical training courses. Form a teaching research team composed of full-time Business English practical training teachers, ideological and political course teachers, and cross-cultural communication scholars. Sort out the knowledge points of core Business English courses, and bind ideological and political elements such as traditional Chinese stories, contemporary reform and opening-up development achievements, and Chinese and foreign cultural comparisons one-to-one with Business English practical training teaching modules

including vocabulary, grammar, reading, and writing, forming a connected knowledge graph covering the entire course to achieve precise matching between Business English practical training knowledge points and ideological and political points.

Develop granular smart ideological and political resources. Focusing on the core theme of "telling Chinese stories well", produce bilingual micro-videos and bilingual audio materials of about 3 minutes in length, supporting corresponding exercises, discussion topics, and extended reading materials. All resources will be uploaded to the smart teaching platform for Business English practical training courses and the Online Alliance Platform for University Courses in the Guangdong-Hong Kong-Macao Greater Bay Area, forming a dynamically updatable Business English ideological and political resource library that can be accessed at any time.

Upgrade the intelligent question bank and test paper bank. On the basis of the original Business English exercise bank, add more than 30% of questions integrated with ideological and political elements, covering question types such as Chinese culture translation, Chinese-themed reading comprehension, and English writing of Chinese stories, realizing the coverage of ideological and political content in all links of daily practice, unit tests, and final exams.

(II) Path 2: Full-Process Smart Teaching Integration

Pre-class Preview Session: Teachers of Business English practical training courses push preview tasks integrated with ideological and political elements to students through the smart teaching platform and the Online Alliance Platform for University Courses in the Guangdong-Hong Kong-Macao Greater Bay Area, including Chinese-themed vocabulary learning, bilingual short passage reading, and pre-discussion topics. After students of Business English practical training courses complete the tasks, the online alliance platform automatically counts the preview data. Teachers will adjust the ideological and political integration priorities of in-class teaching in a targeted manner based on the error-prone points and high-frequency questions fed back by the system, realizing targeted lesson preparation for Business English practical training.

In-class Interaction Session: Rely on the Online Alliance Platform for University Courses in the Guangdong-Hong Kong-Macao Greater Bay Area and the Chaoxing Smart Classroom Platform to set up three progressive Business English practical training teaching activities: In the independent learning session, push ideological and political themed quizzes, and the system displays the answers of the whole class in real time. Teachers will focus on explaining the error-prone points; in the paired learning session, arrange students to work in pairs to complete English dialogue practice on Chinese cultural themes, and upload their voice works after completion; in the group learning session, carry out group discussions on themes such as "Introducing hometown intangible cultural heritage in English" and "Telling Chinese technological innovation stories in English". Group outcomes will be uploaded to the

platform in the form of photos or screen recordings, and Business English practical training teachers will provide on-site guidance during the practical training in real time.

After-class Expansion Session: Rely on the Online Alliance Platform for University Courses in the Guangdong-Hong Kong-Macao Greater Bay Area and the Chaoxing Smart Classroom Platform to set up AI teaching assistants or intelligent agents, pushing personalized ideological and political learning tasks to students of Business English practical training courses with different learning statuses: students with weak foundations focus on consolidating core vocabulary of Chinese culture, students at the intermediate level complete short Chinese story translation exercises, and students with spare capacity participate in expansion tasks such as Chinese-themed English speeches and short video creation. The Online Alliance Platform for University Courses in the Guangdong-Hong Kong-Macao Greater Bay Area and the Chaoxing Smart Classroom Platform automatically record full-dimensional data such as students' homework completion duration, interaction frequency, and work quality.

(III) Path 3: Construction of a Multi-Dimensional Smart Evaluation System

Reconstruct process evaluation standards: Include ideological and political performance in the total score of the Business English practical training course, accounting for no less than 40%. The evaluation dimensions cover ideological and political themed in-class participation, the completion quality of Chinese culture-related assignments, and the contribution to group collaboration.

Establish a multi-subject collaborative evaluation mechanism: Integrate three types of evaluation subjects: Business English practical training teachers complete a comprehensive evaluation of students' language application and value cognition; students complete peer evaluation for ideological and political themed presentations; rely on the AI system to automatically complete the statistics of students' Business English practical training learning behavior data, oral pronunciation correction, and automatic grading of objective questions, forming a multi-dimensional evaluation closed loop of "Teachers + Students + AI".

Generate dynamic learning status portraits: Rely on the big data functions of the Online Alliance Platform for University Courses in the Guangdong-Hong Kong-Macao Greater Bay Area and the Chaoxing Smart Classroom Platform to automatically generate each student's English learning and ideological and political growth portrait, intuitively showing the changes in students' English expression ability of Chinese culture and the trajectory of value cognition improvement, providing data support for Business English practical training teachers to adjust subsequent teaching strategies.

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