

Exploration of the Integration Path of Ideological and Political Education in the "World Economics" Course under the Digital Economy Context

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ABSTRACT

The rapid development of the digital economy has brought about continuous changes in the global economic governance system, which, in turn, imposes new demands on higher education. As a course that integrates various disciplines, including economics, political science, and others, and is closely related to national economic development, "World Economics" has inherent advantages for ideological and political education (IPE). However, there are still considerable obstacles in IPE development in the 'World Economics' course, such as lack of coordination in teaching content, traditional teaching tools with slow content iteration, and obsolete teaching methods. Taking the 'World Economics' course as an example, this paper analyzes the difficulties and opportunities in dealing with IPE integration from the perspective of the digital economy. It analyzes the integration of IPE and 'World Economics' in terms of teaching content and methods, with a view to providing some reference for the existing research of IPE.

KEYWORDS

Digital Economy; World Economics; Ideological and Political Education in Courses

1 Introduction

In the context of the construction of new liberal arts, guiding ideological values is a top priority. As a core course analyzing the operation laws of the global economy, "World Economics" not only plays a role in professional knowledge transfer but also covers multiple disciplines such as economics and political science. It is closely related to national economic development and policy formulation, which gives it an inherent advantage in ideological and political education. Meanwhile, with the deepening development of economic globalization and the rapid rise of the digital economy, intertwined with unprecedented global changes, they are profoundly shaping the new operational rules of the global economy. Therefore, emphasizing the integration of ideological and political education in the "World Economics" course, and cultivating professionals with international perspectives, national pride, and a sense of social responsibility, has become an important mission for higher education.

As an independent field of economics, "World Economics" is gradually constructing a theoretical teaching framework guided by Marxism and based on economic globalization. The theoretical framework encompasses various aspects, including the formation and development of the world economy, national and regional economies, international economic links, global issues, and the relationship between China's economy and the global economy.^[1] The course is characterized by its distinct theoretical and macroeconomic focus, especially on the most fundamental and significant economic issues in world development, such as economic patterns, economic globalization, regional economic integration, international trade, international finance, international investment, and the imbalances in world economic development.

The content is vast and systematic. However, due to time constraints, students often only scratch the surface and are unable to delve deeper. Currently, the restructuring of international trade rules is accelerating, and new topics, such as digital trade and green barriers, are emerging. The "World Economics" course faces a rapidly changing and dynamic global economic landscape. The key challenge is how to promptly update the course content to reflect new trends and materials, while also identifying and preventing potential value infiltration risks. The representative of the New Cambridge School, Joan Robinson, once pointed out: "Ideology always exists within the cognitive framework of social practice."^[2] In the field of international economics and trade, the interpretation of international trade rules, the assessment of economic globalization trends, and other teaching content contain specific value orientations. However, the current "World Economics" course in Chinese universities is overly theoretical, neglecting the timeliness and lacking value guidance, which makes it difficult to meet the demand for cultivating high-quality professional talent.

Currently, research on the "World Economics" course tends to focus more on improving teaching strategies, with a significant gap in analyzing IPE under the current digital economy context. The development and prosperity of the digital economy have opened up many new topics for IPE and filled a lot of material for an IPE course called 'World Economics.'

^[3]In addition, ongoing developments and uses of digital teaching tools provide new technologies and methods for IPE integration within the course. Hence, this work attempts to study the way of infiltrating IPE into the 'World Economics' course under the digital economy background, which would contribute to the present IPE development.

2 Challenges and Opportunities in the Integration of Ideological and Political Education in the "World Economics" Course under the Digital Economy Context

2.1 Existing Challenges in the Integration of Ideological and Political Education in the "World Economics" Course under the Digital Economy Context

With the rapid development of the digital economy, the integration of IPE into the 'World Economics' course still follows traditional teaching concepts. A systematic reform that reflects current frontier developments, while preparing students for the challenges of IPE, is inevitable, as IPE is fundamentally different in nature.^[4]

Firstly, there is insufficient integration of teaching content, and the ideological and political elements have not been organically combined with the academic logic. Due to the theoretical, macroeconomic, and open nature of the "World Economics" course, it focuses more on combining professional theoretical knowledge with research capabilities, fostering students' scientific spirit, and guiding them to use economic theories and related disciplines to explore the operational laws and structural changes in the world economy. However, students taking the course are required to analyze the national and regional economies, economic phenomena and policies, which allow to identify economic laws. Yet, a slight inertia still exists between classical economic theory and the tendencies of the digital economy. As a result, conventional ideological and political education in the course relying on classical theories, is incapable of accomplishing the aim of cultivating students' scientific spirit. In addition, New issues arise in the digital economy such as data sovereignty and digital currency competition, but traditional ideological and political education remains focused on isolated case studies and has failed to deeply integrate national strategies with professional knowledge such as international trade theory and international financial rules.

Secondly, the slow iteration of traditional teaching tools and the untimely update of course materials hinder the effective integration of IPE. As a result, the objective of IPE in the 'World Economics' course is to develop students' awareness of real-life problems and improve their critical thinking skills, which requires new teaching devices. With the evolving digital economy and fast-paced digital technology development, the economic policy landscape and framework are constantly changing. But the traditional innovative practice education materials and tools of the 'World Economics' course have been unable to satisfy the needs for novelty. As digital technology further permeates industries, there are risks around data breaches, privacy, and new forms of compromise in the information ecosystem as well. Thus, students need to not only be proficient in professional theoretical knowledge, but they also need to be able to engage with practical problems critically and develop a sense of responsibility in the new era. Moreover, most classes still rely on traditional lectures, and only a few instructors use immersive teaching tools. As a result, students often lack sufficient experiential learning, which diminishes their engagement and sense of identification with the course.

Thirdly, the teaching methods are outdated, and there is a lack of new technology applications. In the context of the digital economy, the "World Economics" course requires a higher level of teaching methods. In order to cultivate high-quality talent with national pride, global vision, digital literacy, and ethical responsibility, teachers need to be proficient in interdisciplinary theories and technologies, such as data algorithms, and actively engage students through high-level classroom interactions and discussions to vividly demonstrate the digital features of the current world economy. However, currently, teachers in the "World Economics" course lack proficiency in the use of advanced teaching methods and smart devices in areas such as green economics and international finance. As a result, they struggle to apply cutting-edge teaching methods flexibly and fail to fully motivate students to actively analyze and solve economic problems in the context of the digital economy.

2.2 Opportunities for the Integration of Ideological and Political Education into the "World Economics" Course in the Context of Digital Economy

The digital economy provides new opportunities for the integration of IPE in the "World Economics" course, which not only deepens students' understanding of how the digital economy reshapes the global economic operating rules but also provides strong support for them to face future challenges.

Firstly, the digital economy deepens the study of world economics, with distinct characteristics of the times. Digital knowledge, including digital trade, regulation of digital platforms, digital finance, and digital industries, greatly broadens students' perspectives. In analyzing such case studies, it helps shape their global outlook and awareness of broader issues. Secondly, the fast-paced growth of the digital economy has raised, at least to some extent, concerns about digital governance. Issues like competition in digital technologies, data privacy violations, and the widening global wealth gap caused by the digital divide can stimulate students' critical thinking, making them more analytical, fostering national confidence, and instilling a sense of social responsibility.

In addition, the digital economy, as the new engine of global economic growth, has introduced new phenomena and issues in world economic development. In another, the scope of "World Economics" is as bounded as ever. Teaching has

been greatly stimulated by the complexity of digital industries, digital trade, digital finance, and the effects of digital economic development on resources and the environment. In contrast to the past, when students had to "sit behind a desk in the classroom" to learn, they can now "put the knowledge of 'World Economics' in their pocket," and access related knowledge whenever they are in the presence of others through online videos and live broadcasts. Teachers should emphasize on developing students' global mindset as well as empowering their cross-cultural communication skills in the process, improving their critical thinking skills. While students can comprehensively grasp the latest economic dynamics in various countries or regions, they can also subtly develop national confidence and a sense of responsibility.

3 Exploring the Pathways for Integrating Ideological and Political Education in the "World Economics" Course under the Digital Economy Context

3.1 Reform of Teaching Content

First, promoting content innovation in IPE through new theories of the digital economy. From the perspective of the formation and development of the world economy, the "World Economics" course focuses on market economic systems. Its core content is an in-depth study of the decisive role of markets in resource allocation and explores how countries or regions can more efficiently use government resources. In the context of a digital economy, data, as a new element, has been integrated into traditional economic factors, requiring an updated perspective on resource allocation in traditional economics. When teaching the foundational content of "World Economics," instructors should emphasize how governments demonstrate their important role as a "visible hand" in the process of data participation. The integration of data factor theory ensures the novelty of the "World Economics" course content, fostering the development of students' scientific spirit and research capabilities.

On the other hand, the continuous evolution of digital technology, driven by the digital economy, is pushing the world economy to exhibit digital characteristics, thereby offering new strategies for social governance. Integrating theories related to the digital economy into IPE in the course can help students appreciate the rapid development of the Chinese economy in the world economic context, understand the significance of the new development concept, promote high-quality development, and facilitate new productive forces. Particularly in the section concerning the relationship between China and the world economy, the inclusion of intelligent government and digital economy case studies reinforces the connection between the development of the digital economy and national governance, cultivating students' national confidence and sense of responsibility in the contemporary era.

Second, enriching IPE elements and resource libraries with new digital economy materials. Case analysis related to the digital economy can run throughout the "World Economics" course. By integrating rich digital economy case studies into national or regional economic reforms, digital finance, and digital trade, students can experience China's modernization and high-level development, guiding them to understand the new changes in economic policies under the digital wave. This approach stimulates students' learning enthusiasm. Simultaneously, instructors should not only be familiar with new economic changes and policies in different countries or regions, but also understand the reasons behind them. During the teaching process, instructors should analyze and interpret these changes and policies, enhancing students' patriotism and social responsibility.

3.2 Reform of Teaching Methods

At present, there is considerable room for improvement in the application of IPE in the "World Economics" course. The IPE elements in this course have not been fully explored, and classroom interactions are insufficient, leading to relatively low student participation and a passive learning environment. In addition, the interaction of teachers and students in the classroom is not strong enough to stimulate the ability of students to explore independently. Because the IPE in the course of "World economics" consists of a systematic and comprehensive knowledge framework, it should explore a more scientific and practical teaching method that is more suitable for the teaching need of the IPE in the course.

The digital economy provides essential technical support for the implementation of IPE in the "World Economics" course. Digital technology has effectively addressed some of the limitations of traditional classroom teaching, enhancing both the appeal of the course and the sense of engagement. For example, teachers can quickly profile students using large language models, see their learning properties, and provide personalized teaching for them. In addition, digital means like "Learning Pass" and "Rain Classroom" can help make the teaching process more visual and interactive, enabling real-time insights into the attendance, discussion, question and comment on the same process. This not only boosts teaching efficiency but also facilitates timely review by students after class. Against this backdrop, platforms such as Tencent Meeting, DingTalk, etc., can promote communication and interaction that transcends traditional face-to-face contact, they can also realize real-time online communication between teachers and students, and feedback with each

other. Teachers can also expand their digital libraries to fill gaps in the students' knowledge, helping to diversify their own teaching. The application of digital technology not only enriches teaching methods but also fits well with the theoretical and abstract nature of the "World Economics" course, helping to improve student learning outcomes and engagement, while also fostering students' global perspectives and digital literacy.

4 Conclusion

Being one of the most influential fields, the digital economy is adjusting the world economic pattern and constantly impacting people's lifestyles and mentalities. Rather in this paper we are dealing only with the "World Economics" course and we are assessing the wide range of problems, risks and benefits, which can cause that integration, following the report on how to approach IPE in the conditions of digital economy. That means the new digital economy theory-based IPE content innovation can cultivate the national confidence and excellence of students. Furthermore, through the in-depth use of digital teaching platforms such as "Learning Pass" and "Rain Classroom", the paper fuels the development of digital teaching and fosters students' digital literacy, global awareness, and thus play a part in the development and progress of the country.

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