

Research on the Exploration and Practice of Integrating Ideological and Political Education into the "Statistics" Course under the Background of New Business Discipline

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Abstract: With the revolutionary development of new information technologies and industries, the world has entered the "Internet+" era. New technologies represented by artificial intelligence and big data, as well as new business forms represented by new manufacturing, new retail, and new finance, have put forward new requirements for the cultivation of business talents. It is of great significance to explore and practice the integration of ideological and political education into courses under the background of new business discipline. Based on analyzing the current teaching situation and problems of the "Statistics" course, this article elaborates on the foundation for integrating ideological and political education into the "Statistics" course, sorts out the integration points, and discusses effective methods to incorporate ideological and political elements into professional teaching. Taking the content of the "Statistical Survey" chapter as an example, this article specifically studies the exploration and practice of integrating ideological and political education into the "Statistics" course from three aspects: teaching objectives, teaching content, and teaching evaluation, providing a practical plan for achieving the integration of professional knowledge and value-leading ideological and political education.

Keywords: New Business Discipline; Statistics; Ideological and Political Education in Courses.

1. Introduction

The report to the 20th National Congress of the Communist Party of China proposes that "equipping the whole Party with its innovative theories is the fundamental task of the Party's ideological development." It emphasizes the need to adhere to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as the guiding principle, comprehensively implement the Party's educational policies, and fulfill the fundamental task of cultivating people with virtue. In May 2024, General Secretary Xi Jinping provided important instructions on the development of ideological and political education courses, stressing that "in the new era and on the new journey, the development of ideological and political education courses faces new situations and tasks, and must exhibit a new atmosphere and new achievements." The ideological and political development of higher education institutions is crucial for addressing the fundamental question of "who to cultivate, how to cultivate, and for whom to cultivate." In May 2020, the Ministry of Education issued the "Guiding Outline for the Development of Ideological and Political Education in Courses in Higher Education Institutions," elevating "cultivating people with virtue" to the strategic requirement of "people-oriented development." Universities across the country have embarked on exploration and practice related to ideological and political education in courses, conducting deep research on its concepts, connotations, characteristics, implementation pathways, and the construction of teaching staff [1]. Research on ideological and political education in courses has become an important topic in the reform of ideological and political education in universities. The revolutionary development of new information technology and industries, along with the global

entry into the "Internet +" era, with new technologies represented by artificial intelligence and big data, and new business formats represented by new manufacturing, new retail, and new finance, have posed new requirements for the cultivation of business talents [2]. New business education is no longer limited to the traditional teaching of business knowledge and skills; it also emphasizes cultivating students' comprehensive qualities, including ideological and moral standards, professional ethics, and social responsibility. Under the background of new business education, exploring and practicing ideological and political education in courses is of great significance. As an important component of new business education, ideological and political education in courses can help students establish correct values and professional outlooks, guiding them to closely integrate personal development with social progress. Through the implementation of ideological and political education in courses, students can gain a deeper understanding of the social value and ethical requirements of business activities, cultivating their awareness of considering society, the environment, and sustainable development in business decision-making. Ideological and political education in courses also helps enhance students' innovative consciousness and practical abilities, stimulates their innovative thinking, and cultivates their courage and ability to continuously explore and experiment in practice. Statistics is a science concerning the theories and methods of statistical investigation, organization, and analysis, with strong theoretical foundations and wide applicability [3]. Statistical analysis has become an important tool for people to understand society, interpret phenomena, and make production and business decisions [4]. In recent years, the vigorous development of the digital economy has driven the discipline of statistics to develop in depth. The report to the

19th National Congress of the Communist Party of China explicitly points out that "statistics are an indispensable and very important component of the national governance system." Both macroeconomic management and micro-level business decision-making require accurate understanding of various data and information related to economic operations. As a powerful tool for understanding quantitative laws in the objective world, statistics will inevitably play a greater role under the new situation [3]. Statistics is a compulsory course for economic and management majors and a key component of "new business education." Through the study of statistics courses, students learn and master the basic theories and methods of statistical design, statistical investigation, statistical organization, and statistical analysis, cultivating their ability to apply statistical theories to analyze and solve practical problems and manage comprehensively. Against this background, there is a significant responsibility to carry out ideological and political education in the "Statistics" course. This paper, under the background of new business education, takes the teaching activities of the "Statistics" course in undergraduate programs of application-oriented universities as an example, to explore and practice the integration of ideological and political education into the "Statistics" course.

2. Current Teaching Situation and Ideological and Political Foundation

2.1. Current Teaching Situation

The course of "Statistics" involves a considerable amount of mathematical knowledge, numerous formulas, and is relatively challenging. If students lack knowledge of mathematical statistics, it is difficult for them to understand the principles behind statistical formulas. Especially for students admitted to liberal arts programs with a weaker foundation in mathematics, the teaching difficulty is relatively greater compared to other economics courses [2]. Some students have unclear learning objectives and lack initiative. Teaching is an interactive process between teaching and learning. If students lack enthusiasm and do not preview or review, it is difficult for them to grasp statistical knowledge solely through weekly classroom learning. The difficulty in teaching and learning is prominently manifested in three aspects during the teaching process. First, the overall coherence of the teaching content is weak. Although the content of the "Statistics" course is challenging, it has a systematic and scientific knowledge system. Each time of learning is a process of acquiring new knowledge and understanding and mastering new knowledge while activating existing knowledge. In the teaching practice of "Statistics," there is a lack of overall coherence in the teaching content, with significant jumps between knowledge points and low connectivity between different chapters or disciplines. The fragmentation of teaching content has led to students artificially segmenting knowledge points and being unable to combine multi-disciplinary knowledge to construct a knowledge system. There is also a phenomenon in the teaching of the "Statistics" course where theory is emphasized while social practice is neglected, with more introduction to statistical principles and a lack of explanation of specific statistical practices or field research activities. Second, the teaching methods are monotonous. The classroom teaching of "Statistics" mainly adopts passive traditional teaching methods and rarely adopts interactive teaching methods based on specific cases or real-world scenarios. Teachers mainly use

blackboards or multimedia to teach students, and the teaching process may result in a phenomenon of overloading students with information. There is little interaction between teachers and students, and the classroom atmosphere is not active enough to mobilize students' enthusiasm for participating in classroom teaching. In the process of knowledge transmission, students are passive recipients and may find the classroom teaching process boring. Third, the teaching evaluation is inadequate. Currently, the evaluation indicator for students' learning outcomes in the "Statistics" course is the final exam score. Although the final exam score reflects students' understanding of the basic principles and formulas of the "Statistics" course to some extent, a closed-book exam is difficult to comprehensively evaluate students' overall abilities. More importantly, in the current teaching evaluation system, student evaluations of teachers are an important part of the evaluation of teachers' teaching work. However, most students mainly evaluate teachers' teaching activities based on whether teachers designate the scope of the final exam. Teachers who designate the exam scope are considered good teachers, and their student evaluation scores are generally high. This phenomenon, on the one hand, leads to teaching evaluations becoming a mere formality, and on the other hand, it also dampens the teaching enthusiasm of some teachers.

2.2. Ideological and Political Foundation

Incorporating ideological and political education into the teaching of "Statistics" can help alleviate the difficulty for students in grasping the mathematical derivation process and enable them to understand the basic concepts from a higher dimension. Whether in high school or in specialized ideological and political courses in universities, students have received rigorous and systematic ideological and political education and have a certain foundation in such courses. As the methodology of economics, "Statistics" is a subject aimed at helping people understand the world. The Marxist philosophy that students learn in their first year of university provides them with a macro perspective and offers theoretical guidance for exploring ideological and political elements in the "Statistics" course. If students fail to integrate Marxist philosophy with new knowledge in their subsequent course studies, they may merely view philosophy as a subject required for exams. Once the exams are over, much of what they have learned may be forgotten, and the speculative abilities of philosophy may not be applied and strengthened in the subsequent learning process. This situation leads to a disconnect between ideological and political courses and professional courses in the cultivation of students' overall quality. Therefore, teachers can integrate ideological and political elements into the teaching of "Statistics" and design their teaching according to the characteristics of the major, organically incorporating professional-related ideological and political elements into the teaching content to help students understand the professional knowledge of "Statistics" and also benefit them in terms of ideology and politics [5].

3. Integration Points of Ideological and Political Education into Courses

"Statistics" is a discipline that closely connects theory with reality, integrating knowledge from multiple fields such as economic theory, mathematics, and sociology. It is not only a methodological course in economics but also a science that helps people understand the world. In the context of new

business studies, the goal of talent cultivation for the "Statistics" course revolves around the fundamental task of fostering virtue and cultivating talents, integrating ideological and political education into the entire teaching process of "Statistics." The aim is to cultivate applied statistical talents with a firm political direction, who practice socialist core values, possess noble professional ethics and a strong sense of social responsibility, and have solid humanities, science, and artistic literacy. Establishing a Marxist philosophical perspective and political identification with the Chinese government are essential ideological and political cores of the course. On one hand, the integration of Marxist philosophical worldview and methodology provides an overall perspective for exploring ideological and political elements in the "Statistics" course. On the other hand, the practice of socialism with Chinese characteristics provides abundant material for the localization of Marxism in China. New business studies focus on constructing a discourse system

with Chinese characteristics, using Chinese cases to form Chinese theories, interpret Chinese phenomena, solve Chinese problems, and guide the practice of China's economic development. The practical activities of economic construction in socialism with Chinese characteristics serve as important sources of cases in "Statistics" teaching. Incorporating Chinese-themed classroom cases can help students objectively understand the development of China's economy and deeply comprehend the localization of Marxism in China. Classroom cases utilize real data to analyze the current development status of China's economy, allowing students to not only see China's development achievements but also identify problems. Such a teaching method is more persuasive. Statistical investigation, statistical organization, and statistical analysis are the core modules of the statistics course, and the specific integration points of ideological and political elements in each part of the course are shown in the table below.

Table 1. Integration points of ideological and political education in the "Statistics" course

Teaching content	Integration points
Introduction to Statistics	(1) Taking the population census as an example, enhance students' understanding of national governance systems and governance capacity building. (2) With data authenticity as the starting point, strengthen students' legal awareness, carry out education on professional ethics and sentiments, and emphasize adhering to the scientific spirit of seeking truth from facts. (3) Guide students to pay attention to financial news and economic data released by statistical bureaus, understand the current state of the national macro-economy, develop statistical thinking, and comprehend relevant statistical reports.
Statistical Survey	(1) Combining classic literature such as "Report on an Investigation of the Peasant Movement in Hunan", "Against Bookishness", "An Inquiry into Xunwu", and "The Economy of a Chinese Village", emphasize the importance of field investigation, help students master scientific field investigation methods and procedures, promote the scientific spirit of seeking truth from facts and being rigorous and meticulous, and respect the values of practice. (2) Combine the "Rural Revitalization Strategy" to guide students in conducting field investigations and providing related investigation reports or specific countermeasures. (3) Based on the trade-off relationship between data accuracy and sampling survey costs, emphasize Marxist philosophical thoughts such as analyzing specific issues on their own merits, seeking truth from facts, and grasping the main contradiction.
Statistical Organization	(1) Cultivate students' ability to speak with data and promote the scientific spirit of seeking truth from facts and being rigorous and meticulous. (2) Through a comparison of China's GDP data with other countries over the past forty years of reform and opening up, stimulate students' patriotic feelings and highlight the superiority of the socialist system. (3) Guide students to see the essence beyond the phenomena, to view internet-related discourse rationally, and to develop critical thinking. They should be able to see both the differences and the similarities.
Statistical Analysis	(1) Construct a comprehensive indicator system for high-quality economic development based on the "Five Development Concepts", measure China's economic development level, cultivate students' rational and scientific attitude, and foster an academic spirit of speaking with facts. (2) Combine economic data to help students deeply understand the important assertion that "China's economic growth has shifted from a stage of high-speed growth to a stage of high-quality development", and guide students to establish a dialectical unity consciousness of "quality and quantity", recognizing both the growth of economic aggregate and the improvement of economic quality.

4. Curricular Ideological and Political Education Teaching Design

In each chapter of "Statistics", there are integration points for ideological and political elements, with the chapter on statistical survey being the most typical example. The application of statistical survey in curricular ideological and political education is multifaceted. It not only helps to cultivate students' professional skills but also integrates ideological and political education subtly, achieving the goal of fostering virtue and cultivating talents. Taking the teaching

of the statistical survey chapter as an example, the following demonstrates the integration of ideological and political elements.

4.1. Teaching Objectives

This chapter introduces the basic content of statistical survey schemes through classroom instruction, case analysis, classic literature reading, and thematic discussions. It combines key literature such as "Report on an Investigation of the Peasant Movement in Hunan", "Against Bookishness", "An Inquiry into Xunwu", as well as examples like "COVID-

19 Epidemiological Investigation" to make students understand the significance of statistical surveys and grasp the content of survey schemes, enabling them to write statistical survey schemes based on research tasks. The teaching objectives are centered around two aspects: professional knowledge and ideological and political education, aiming to cultivate students' comprehensive qualities. The first is the professional knowledge objective. It mainly includes grasping the basic principles, methods, and steps of statistical surveys, being able to independently complete the entire process of statistical survey scheme design, questionnaire design, data collection, data organization, and analysis; proficiently using statistical software or tools for data processing and analysis to improve problem-solving abilities. The second is the ideological and political education objective. It mainly aims to cultivate students' rigorous scientific attitude, spirit of seeking truth from facts, and social responsibility; guide students to understand the authenticity and importance of data, establish reverence for data, emphasize statistical professional ethics such as being loyal to statistics and not producing false numbers, and cultivate students' integrity; make students recognize the importance of statistical surveys in economic and social policy formulation, stimulate their patriotic enthusiasm and professional confidence, and cultivate statistical talents with a sense of social responsibility and mission.

4.2. Teaching Content

The teaching content mainly revolves around the basic concepts, principles, methods, and practical applications of statistical surveys. Incorporating the requirements of ideological and political education in courses, the teaching content can be summarized as follows. Firstly, introduce the basic concepts and principles of statistical surveys to enable students to understand the importance of statistical surveys in data analysis. Through case studies, showcase the extensive applications of statistical surveys in socioeconomic fields to enhance students' professional identity. Secondly, focus on explaining the methods of statistical surveys, including questionnaire design, data collection, data organization, and analysis. During this process, integrate ideological and political elements, emphasizing the scientific spirit of seeking truth from facts and being rigorous and truth-seeking, cultivating students' patient and meticulous work style and serious and earnest scientific attitude. Simultaneously, guide students to pay attention to the social significance and value orientation behind statistical surveys. By participating in actual survey projects or simulated survey activities, students can understand the national and social conditions, stimulating patriotic enthusiasm and social responsibility. Lastly, summarize the teaching content of the statistical survey chapter, emphasizing that statistical surveys are not only the study of professional skills but also an effective carrier of ideological and political education. Through the study and practice of statistical surveys, students' comprehensive qualities are cultivated, laying a solid foundation for their future careers and social development. This article uses "Report on an Investigation of the Peasant Movement in Hunan" as an example to introduce specific teaching content. Teachers can assign course assignments ahead of time, requiring students to carefully read the work and write post-reading reflections after deep thinking around a series of questions. "Report on an Investigation of the Peasant Movement in Hunan" was written by Mao Zedong to respond

to the criticisms of the peasant revolutionary struggle from both inside and outside the party at that time, and he specifically made a 32-day investigation trip to Hunan for this purpose. As a classic work of Mao Zedong, "Report on an Investigation of the Peasant Movement in Hunan" provides valuable material and inspiration for the design of statistical teaching content with its in-depth investigation methods and detailed data analysis. Firstly, by introducing the time background and significance of "Report on an Investigation of the Peasant Movement in Hunan," teachers guide students to recognize the importance of statistical surveys in social science research. Teachers emphasize how Mao Zedong revealed the true nature of the peasant movement in Hunan through field investigations and data analysis, thereby promoting the development of the Chinese revolution. Secondly, in the teaching of statistical survey methods, teachers can draw lessons from the investigation techniques and data analysis methods in "Report on an Investigation of the Peasant Movement in Hunan." For example, explain how to design effective questionnaires, how to collect and process data, and how to conduct statistical analysis, guiding students to think about the specific applications and effects of these methods in the report. Furthermore, teachers can organize students to simulate the investigation process of "Report on an Investigation of the Peasant Movement in Hunan" and choose a theme closely related to real life to conduct a statistical survey. Through practical operations, students can experience the entire process of statistical surveys, deepening their understanding and application of statistical survey principles and methods.

4.3. Teaching Evaluation

The ideological and political education effect of the "Statistics" course is mainly reflected in two aspects: internalization and externalization. Classroom ideological and political education is the focus, while after-class ideological and political education consolidates and enhances the teaching effectiveness of classroom ideological and political education. Firstly, there is the assessment of classroom ideological and political education. During classroom teaching, while explaining theories and methods, emphasis is placed on interacting with students, and process assessments are conducted based on content with ideological and political elements. Centering on students, the knowledge taught is internalized. At the beginning of each class, teachers can check students' preview of the course content, point out problems for targeted explanations, and use information-based teaching methods to quickly create questions to assess students' learning effectiveness. Secondly, there is the assessment of after-class ideological and political education. This assessment further checks and evaluates students' learning effectiveness in the classroom, representing the process of externalization. Teachers can evaluate students' understanding and mastery by assigning thought-provoking questions and short essays, avoiding students from merely completing tasks mechanically, thereby achieving knowledge internalization and application externalization. At the same time, teachers should guide students to actively collect relevant data, conduct thorough analysis and research, and ultimately draw research conclusions. Each step is a test and exercise of students' practical abilities, effectively achieving the goal of externalizing ideological and political education in the course from a practical perspective, cultivating their practical abilities and innovative thinking, and better realizing

the goals of ideological and political education. The basis for course assessment is the teaching syllabus of the "Statistics" course. The assessment content includes knowledge points and skill points of ideological and political elements, especially the organic integration of professional knowledge and ideological and political knowledge. The course assessment combines regular assignments and final exams. For regular grades, it is stipulated that a certain number of course assignments, case studies, and experiment reports must incorporate ideological and political education topics. For the final exam, if it is in the form of a test paper, a certain number of questions reflecting ideological and political elements of the course must be included; if it is in the form of a course paper, its content must embody ideological and political elements.

5. Conclusion

The revolutionary development of new information technology and industries has ushered in the era of "Internet+", with new technologies represented by artificial intelligence and big data, as well as new business formats represented by new manufacturing, new retail, and new finance, posing new requirements for the cultivation of business talents. Under the backdrop of new business studies, exploring and practicing the integration of ideological and political education into curriculum is of great significance. New business studies emphasize business education that focuses on Chinese theories and methods, and ideological and political education in curriculum is a concrete manifestation of the application of Chinese theories and methods. As an important carrier of ideological and political education, the "Statistics" course not only bears the task of imparting professional knowledge but also plays a role in value guidance, aiming to guide students in determining the correct direction in life and achieving their overall development. Based on the analysis of the current teaching situation and issues in the "Statistics" course, this paper expounds on the foundation for integrating ideological and political education into the "Statistics" course, sorts out the knowledge points for integrating ideological and political education into the "Statistics" course, and explores effective methods for integrating ideological and political elements into professional teaching in the "Statistics" course. Taking the content of the "Statistical Investigation" chapter as an example, this paper specifically studies the exploration and

practice of integrating ideological and political education into the "Statistics" course from three aspects: teaching objectives, teaching content, and teaching evaluation, providing a practical solution for achieving the integration of professional knowledge and value guidance in ideological and political education. By adopting a teaching method that integrates professional knowledge with ideological and political elements, this approach subtly teaches correct world views, outlooks on life, and values, guiding students to play an active and promotional role in social development.

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