

Research on the Effectiveness of Empowering Ideological and Political Education Teaching in Universities With Artificial Intelligence Technology

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Against the backdrop of the rapid development of artificial intelligence (AI) technology, the teaching mode of ideological and political courses in universities is also facing new opportunities. Artificial intelligence technology can not only enhance the effectiveness of classroom teaching for ideological and political course teachers in universities, but also demonstrate unique value in the cultivation and growth of ideological and political course teachers in universities. However, the development of artificial intelligence technology not only brings these benefits, but also poses practical challenges for ideological and political teachers in universities, such as role substitution and role identification. To overcome difficulties, it is necessary to clarify development goals, strengthen policy support, respect the status of students as the main body, enhance the value recognition of ideological and political course teachers in universities through the joint efforts of the whole society, and strengthen the connection between ideological and political courses in universities and the integration of artificial intelligence advantages, in order to ultimately achieve the goal of empowering the effectiveness of ideological and political course teaching in universities with artificial intelligence technology.

Keywords: artificial intelligence technology, college ideological and political courses, teaching effectiveness

An important teaching objective of ideological and political courses in universities is to help college students establish a scientific, reasonable, and positive outlook on life, the world, and values as soon as possible. From this perspective, ideological and political courses can be said to be the core curriculum for implementing the fundamental task of cultivating morality and talents. Artificial intelligence (AI) plays an important leading and driving role in the new round of technological revolution, profoundly changing the learning and lifestyle of people, including university teachers and students. Under the new era and development concept, leading students to seize the opportunities of artificial intelligence technology, exploring new teaching modes and contents that can be brought by the development of artificial intelligence technology in ideological and political courses, these have a supportive role in improving the teaching effectiveness of ideological and political courses in universities and accelerating the construction of an educational powerhouse.

The Realistic Dilemma Faced by Ideological and Political Courses in Universities

The teaching process of ideological and political courses in universities faces complex and multidimensional challenges, mainly reflected in the following aspects:

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Low Student Participation in Classroom Teaching

Some ideological and political education teachers place too much emphasis on the explanation of theoretical knowledge in their teaching content, without fully combining real-life examples and the characteristics of the new era, resulting in classroom teaching content appearing somewhat monotonous, hollow, and boring. In the rapidly developing information age, traditional output based teaching methods is no longer able to meet the learning needs of modern college students. The teaching content of ideological and political courses sometimes involves abstract and profound fields such as politics, history, philosophy, etc. These teaching contents are difficult for students who lack relevant backgrounds and interests to generate strong learning interest. In addition, the lack of interactive, discussion, and practical teaching methods not only makes the classroom atmosphere dull, but also makes students easily bored. Due to issues with teaching content and methods, students are prone to develop a bias in their understanding of the value of ideological and political courses, leading some students to believe that the teaching content of ideological and political courses is unrelated to their profession and future career development, thereby invisibly reducing their enthusiasm and initiative in learning ideological and political courses.

Ideological and Political Teachers Face Identity Dilemma

Ideological and political education is a key course in implementing the fundamental task of cultivating morality and talents. The importance of ideological and political education teachers has been emphasized multiple times in various occasions, and the teaching status and corresponding rights of ideological and political education teachers have been given considerable attention and policy tilt by various regions and units. However, in the specific field of higher education, ideological and political education teachers still face “widespread misunderstandings” from different levels such as students and professional course teachers. Especially in the eyes of some professional course teachers, ideological and political education teachers may be seen as mechanical laborers who only follow the textbook in the classroom. Some people in society often base their understanding and evaluation of ideological and political education teachers on unrealistic expectations. For example, once college students encounter any problems in terms of ideological awareness, moral qualities, political literacy, etc., this group completely denies the labor of ideological and political education teachers. This viewpoint and approach seriously undermine the social identity and professional dignity of ideological and political education teachers. This misunderstanding not only exacerbates the gap between ideological and political education teachers and other professional course teachers, but also leads to the failure to reflect and respect the social status and teaching subject status of ideological and political education teachers in universities, resulting in a dilemma of identity recognition.

In addition, some ideological and political education teachers have unclear roles and lack clear teaching objectives and methods in the classroom teaching process. They may focus too much on imparting knowledge and neglect guiding students’ ideological concepts and shaping their values. At the same time, some ideological and political education teachers lack professional competence and teaching ability. They may lack in-depth theoretical research on course content and rich classroom teaching practice experience, which can lead to their inability to effectively guide students to engage in in-depth thinking and discussion in the classroom.

Classroom Evaluation and External Resources

The current era is an era of high popularity of the Internet and high development of information technology. As the fast receivers and users of various new information and new technologies, college students can access

more information and views. However, there are also some negative information and erroneous remarks on the Internet, which have a negative impact on the ideological concepts of college students. At the same time, various ideological trends and diverse values have also had an impact on the thinking of college students, leading to some students spontaneously blocking the dissemination of mainstream ideological discourse and affecting their understanding of ideological and political courses.

In addition, there is a problem of loose management in some ideological and political courses. Some ideological and political education teachers may lack effective constraints and guidance on certain classroom behaviors of students, such as playing with mobile phones, chatting, etc., resulting in students not paying attention to the teacher's teaching content in the classroom, which has a significant impact on the overall classroom order and teaching effectiveness. At the same time, the evaluation mechanism for ideological and political courses in some universities is not yet perfect, and the evaluation criteria for ideological and political courses in some universities may only focus on students' various grades, while neglecting the comprehensive evaluation of students' ideological and political qualities. This leads to some students conducting surprise reviews before exams, while lacking the enthusiasm and initiative to learn in class on a regular basis.

The Value Implications of Empowering Ideological and Political Courses in Universities With Artificial Intelligence Technology

In the classroom teaching process of ideological and political courses, teachers mainly start from three aspects: knowledge imparting, value guidance, and ability cultivation. That is to say, using knowledge as a carrier, emphasizing value orientation in the transmission of knowledge, guiding students to learn how to use the knowledge and theory learned in class to discover, think about, and solve problems on the basis of understanding the Marxist worldview, helping students build a strong sense of patriotism, determination to become a strong country, and choose to serve the country, and then enabling students to deeply understand that only in the practice of serving the country and the people can they truly realize their own life value.

Artificial Intelligence Technology Empowers Innovation in Teaching Models

The teaching of ideological and political courses in universities cannot be separated from teaching resources closely related to real life, such as cases and data. Nowadays, the popular generative artificial intelligence tools can use their powerful algorithm programs to use massive data on the Internet according to different themes of ideological and political courses. Ideological and political teachers can use artificial intelligence technology to "deeply process" and "refine" massive knowledge points, quickly generating various types of resources and materials closely related to the teaching theme and "accurately matching with the teaching content" for ideological and political courses. These can serve as powerful supplements to the presentation of textbook content and classroom teaching viewpoints, making teaching content more diversified and vivid, and helping students better understand and master ideological and political knowledge. Artificial intelligence tools can analyze various data of students in the process of learning ideological and political courses, understand the learning situation of each student, and provide more personalized learning content for students. For example, some students have a strong interest in certain knowledge points, while others have doubts and difficulties in grasping certain knowledge points. At this time, artificial intelligence can generate targeted exercises, instructional videos, and expanded reading materials based on these knowledge points to meet the learning needs of different students.

Artificial intelligence technology can also create immersive ideological and political education scenarios through the shaping and construction of virtual spaces. This immersive teaching method not only helps students better understand and experience ideological and political knowledge, but also enhances their interest and participation in learning. This teaching method immerses students in vivid scenes, and the immersive experience helps to strengthen their ideals and beliefs, enhance their patriotism, and further explore the ideological and political education value of important revolutionary anniversaries, thereby improving their ideological and moral literacy and legal literacy. It also helps to transform students' emotional resonance and intuitive cognition into rational cognition and practical action.

Artificial Intelligence Technology Empowers Students to Enhance Their Participation and Interest

Artificial intelligence technology can assist college ideological and political education teachers in designing and completing interactive teaching activities, such as timely classroom discussions, group cooperation research, etc., to stimulate students' interest and participation in learning. For ideological and political education teachers, artificial intelligence technology can collect real-time feedback and opinions from students, and teachers can adjust teaching strategies based on these feedbacks. Artificial intelligence technology can create interactive methods such as knowledge Q&A, classroom surveys, and mini games. Students can ask various questions they are interested in through relevant links, and AI will provide answers. Through gamified learning methods, students' interest in learning can be stimulated, allowing them to learn and master relevant knowledge in games. More specific related cases and network links can also be provided. This interactive method can deepen students' understanding of theoretical knowledge, and better transform students' rational cognition into emotional identification, beliefs, and practical actions.

Strengthening the Role and Literacy of Teachers Empowered by Artificial Intelligence Technology

College ideological and political education teachers need to handle a large number of teaching and research tasks, which leads to a tight schedule of time and energy. Artificial intelligence technology can serve as a teaching assistant for teachers, assisting them in teaching management, homework grading, and other tasks, thereby reducing their workload. By collecting and analyzing students' learning data, artificial intelligence technology can generate detailed learning reports and evaluation results, providing objective and accurate evaluation basis for ideological and political teachers. This evaluation method can help teachers better understand students' learning situation and provide targeted guidance for subsequent teaching. At the same time, artificial intelligence technology can provide teaching suggestions and resource recommendations for teachers, identify better teaching methods and strategies that students are more likely to accept, and provide teachers with more guiding possibilities. Artificial intelligence technology can integrate information resources from multiple locations, build network platforms related to teaching content, select current affairs hotspots, policy dynamics, and other information related to students' actual lives, and provide more abundant teaching resources for ideological and political education workers. According to the different needs and interests of ideological and political education teachers in universities, artificial intelligence technology can provide more personalized and customized training resources and courses, help teachers continuously update their knowledge structure, improve their teaching level, enhance their professional competence and teaching ability, and help teachers improve teaching effectiveness.

In summary, the application of artificial intelligence in the classroom teaching of ideological and political courses in universities has a very broad prospect and potential. Through efforts to innovate teaching models, enhance student participation and interest, and improve student engagement and interest, artificial intelligence

technology can change and innovate the form and content of ideological and political courses in universities, effectively assisting in solving the practical difficulties faced by ideological and political courses in universities. This will make ideological and political course teaching in universities more in line with the value driven teaching objectives and enhance the effectiveness of our course teaching.

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