

Opportunities, Risks and Countermeasures of Artificial Intelligence Empowering College Ideological and Political Courses

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Abstract: Artificial intelligence has brought profound changes to the teaching of college ideological and political courses, and has put forward new topics for the reform and innovation of ideological and political education. The empowerment of technology provides new possibilities for problem response, situation construction and teaching extension, but at the same time, it also leads to a series of problems such as weakened value guidance, superficial teaching and blurred responsibility boundaries. Based on the fundamental task of fostering morality and cultivating people, this paper systematically analyzes the practical opportunities, potential risks and promotion paths of artificial intelligence empowering college ideological and political courses. It holds that only by adhering to value guidance, deepening classroom teaching and standardizing the application of technology can artificial intelligence truly play a positive role in improving the quality and effect of ideological and political courses.

Keywords: Artificial Intelligence; College Ideological and Political Courses; Risks; Countermeasures

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With the rapid development and wide application of artificial intelligence technology, the intelligent process of higher education teaching has been significantly accelerated. As a key course to implement the fundamental task of fostering morality and cultivating people, college ideological and political courses have ushered in important development opportunities in resource integration, classroom interaction, personalized learning and precise teaching evaluation. However, with the deep integration of artificial intelligence into the whole process of ideological and political course teaching, new risks and challenges have also emerged, such as the weakening of teachers' leading role, the deviation of value guidance, the risk of data security and the alienation of teaching forms. Ideological and political courses are special disciplines with dual attributes of knowledge imparting and value shaping. Therefore, scientifically grasping the opportunities brought by artificial intelligence, accurately identifying potential risks and putting forward targeted countermeasures are of great theoretical value and practical significance for promoting the high-quality development of college ideological and political courses and enhancing the effectiveness of ideological and political education.

1. Practical Opportunities of Artificial Intelligence Empowering College Ideological and Political Courses

The rapid development of artificial intelligence has created a new era for the reform of college ideological and political course teaching. It not only enriches teaching methods and technical means, but also provides a new path for solving the difficulties in traditional ideological and political teaching, such as slow response to realistic problems, abstract theoretical content and limited educational influence. Specifically, the practical opportunities brought by artificial intelligence to the teaching of college ideological and political courses are mainly reflected in the following three aspects.

1.1 Helping to Improve the Timeliness of Problem Response in Ideological and Political Courses

College ideological and political courses undertake the important mission of clarifying doubts, unifying thinking and casting the soul. The ideological and theoretical problems faced by contemporary college students are increasingly characterized by reality, immediacy, complexity and networking. Traditional ideological and political teaching often has problems such as slow update of teaching content, insufficient response to realistic hotspots and difficulty in accurately grasping students' ideological dynamics, which makes it difficult for teaching to keep up with the pace of social development and truly enter students' real ideological world. The intervention of artificial intelligence technology provides an effective way to improve the timeliness of problem response in ideological and

political courses. On the one hand, artificial intelligence can quickly collect, sort out and analyze policy documents, social hotspots, public opinion trends and network topics, helping teachers efficiently capture the focus, doubts and confusion that students really care about. On the other hand, teachers can use artificial intelligence tools to screen, refine and logically sort out materials related to social hotspots, so as to transform realistic problems into standardized teaching problems more quickly, and turn social concerns into an important starting point for theoretical interpretation. In this way, ideological and political courses can not only closely focus on the realistic problems that students pay attention to daily, but also respond to these problems in a timely and targeted manner, so that theoretical explanation has a stronger realistic foundation and persuasion.

1.2 Helping to Enhance the Situational Transformation Ability of Teaching Content in Ideological and Political Courses

One of the prominent difficulties in the teaching of ideological and political courses is that some theoretical contents are too macro and abstract. Although students can memorize relevant concepts and propositions mechanically, it is difficult for them to truly understand the internal logic and practical significance of theories, resulting in the disconnection between theoretical learning and practical perception. The root cause of this problem is that there is a certain distance between abstract theories and students' daily life and practical experience. Artificial intelligence provides an effective technical means to narrow this distance. With the help of virtual simulation, digital narrative, image generation, scene restoration and other technologies, artificial intelligence can transform abstract, obscure and macro theoretical content into vivid, intuitive and experiential teaching resources with scene sense. At the same time, artificial intelligence can assist teachers in designing and planning targeted teaching situations according to teaching objectives and key contents, transforming simple text-based theoretical expression into concrete scenes that students can perceive, experience and participate in. This transformation not only helps students understand theoretical knowledge more deeply and accurately, but also significantly enhances the appeal, affinity and sense of reality of ideological and political course teaching. It can be seen that artificial intelligence does not change the value objectives and fundamental attributes of ideological and political courses, but brings new possibilities for the situational transformation, expression optimization and effect improvement of theoretical content.

1.3 Helping to Expand the Sustained Influence of Ideological and Political Courses

The influence of traditional ideological and political course teaching is mostly limited to the classroom space and teaching time, and the continuity and extensibility of education after class are relatively insufficient. It is difficult to form a closed-loop education system covering pre-class, in-class and after-class. An important opportunity brought by artificial intelligence to ideological and political course teaching is to break through the time and space constraints of classroom teaching and enhance the sustained and extended effect of education. On the one hand, through intelligent Q&A, precise resource push, personalized learning reminders, online interactive communication and other ways, artificial intelligence can extend the education of ideological and political courses from classroom to after-class, from offline to online, so that students can continue to receive ideological and political education and deepen their understanding of knowledge after class. On the other hand, teachers can use the intelligent platform to track and grasp students' learning dynamics, feedback information and mastery degree in real time, so as to timely understand the problems existing in students' after-class learning and carry out continuous and targeted teaching guidance. The formation of students' ideological and political literacy and the internalization of values are not completed overnight, but a gradual process of continuous learning, thinking, identification and practice. The application of artificial intelligence makes the connection between pre-class preparation, in-class participation and after-class consolidation of ideological and political course teaching closer, which helps to enhance the sustained influence of teaching and better play the role of value guidance.

2. Main Risks Faced by Artificial Intelligence Empowering College Ideological and Political Courses

The application of artificial intelligence in college ideological and political courses has significantly improved teaching efficiency and enriched teaching forms, but it also brings potential risks that cannot be ignored. Different from general professional courses, the fundamental goal of ideological and political courses is to foster morality and cultivate people, with distinct political attributes and value orientation. Therefore, in the process of artificial intelligence empowering ideological and political teaching, we must not only recognize the advantages of technology, but also always be vigilant against the possible negative impacts on value guidance, education laws, teaching depth and responsibility boundaries.

2.1 Risk of Value Guidance Function Being Diluted by Technological Logic

Artificial intelligence has obvious advantages in efficient information processing, intelligent content generation and fast resource integration, but it is easy to make ideological and political teaching unconsciously controlled and dominated by technological logic. First, artificial intelligence pays more attention to generation efficiency, language fluency and formal perfection, while ideological and political courses pay more attention to the accuracy of argumentation, the correctness of direction and the effectiveness of value guidance. If teachers rely too much on the content generated by artificial intelligence for lesson preparation and teaching, ideological and political courses are likely to gradually shift from “value-led” to “technology-led”, weakening their essential attributes. Second, although artificial intelligence can provide massive information resources, it does not have the political judgment, value screening and ideological discrimination ability required by ideological and political courses. If teachers lack strict review, screening and correction of AI-generated content, problems such as inaccurate expression, vague orientation and even position deviation may occur, which will affect the political nature and ideological nature of teaching. Once technological logic replaces value logic, the key role of ideological and political courses in ideological guidance and value shaping will be seriously weakened.

2.2 Risk of Teaching Depth Being Replaced by Superficial Interaction

The advantage of artificial intelligence in teaching is mainly reflected in enhancing classroom interaction and improving students' participation, but the increase of superficial interaction does not mean the improvement of teaching quality. The essence of ideological and political course teaching is not only to let students “participate in the classroom”, but more importantly to guide students to “think deeply”, “understand rationally” and “internalize values”. The instant Q&A, quick feedback, scene simulation and other functions brought by artificial intelligence can activate the classroom atmosphere, but they may also make students stay in shallow participation, perceptual experience and quick response, lacking in-depth thinking and rational analysis. Ideological and political courses are highly theoretical courses that need to rely on theoretical analysis, problem exploration, value judgment and ideological collision. If the classroom relies too much on technical display, situational rendering and fast interaction, it is easy to replace ideological depth with lively forms and theoretical persuasion with sensory freshness, resulting in the phenomenon that students “participate more, answer quickly and think shallowly”. For abstract theoretical problems and complex value judgment problems, technology can only play an auxiliary role in presentation and display, and cannot replace teachers' in-depth explanation and students' independent rational thinking. Therefore, avoiding superficial interaction covering up deep teaching is an important issue that must be faced in the application of artificial intelligence.

2.3 Risk of Blurred Teaching Responsibility Boundaries

With the deep integration of artificial intelligence into teaching links such as lesson preparation, content generation, academic situation analysis and learning feedback, teaching efficiency has been improved, but the boundary of teaching responsibility has also been blurred. If teachers rely too much on artificial intelligence in lesson preparation, case production and teaching implementation, they will unconsciously weaken their subjective

initiative and responsibility in controlling teaching content, political orientation, value expression and truth judgment. When students use artificial intelligence to complete learning tasks, search answers and obtain feedback, they will gradually form technical dependence, and their abilities of independent thinking, independent analysis and independent judgment will be weakened. At present, the influence of intelligent platforms and algorithms on the teaching process is increasing day by day, but once problems such as content errors, information misleading and value deviation occur, it is easy to cause responsibility ambiguity among teachers, students and technical platforms. Ideological and political teaching is a value-oriented educational practice with clear subject responsibility. If the intervention of technology leads to the break of the teaching responsibility chain and the virtualization of the teaching subject, it will damage the standardization, seriousness and effectiveness of ideological and political courses. Therefore, the deeper the empowerment of artificial intelligence, the more necessary it is to clarify that technology is only a tool, cannot replace teachers' leading responsibility, and cannot blur the clear responsibility boundary in the process of education.

3. Basic Countermeasures to Promote Artificial Intelligence Empowering College Ideological and Political Courses

Facing the opportunities and challenges brought by artificial intelligence to college ideological and political course teaching, the key is not to simply accept or reject technology, but to integrate technology into the educational logic and value system of ideological and political courses, so that technology can serve the fundamental goal of fostering morality and cultivating people. To this end, we should focus on the fundamental attributes of ideological and political courses and promote coordinated development from three dimensions: adhering to value guidance, deepening classroom teaching and standardizing technical application.

3.1 Adhere to Value Guidance as the Fundamental Principle

The primary problem in using artificial intelligence to empower ideological and political teaching is to clarify “why to use technology” and “for whom to use technology”. Ideological and political courses have distinct political attributes and educational orientation, so the application of technology must be guided by correct values and must not be separated from value objectives. We should adhere to the organic integration of value guidance and technological innovation, give full play to the technical advantages of artificial intelligence, and always maintain the correct political direction and educational position of ideological and political courses. First, take fostering morality and cultivating people as the fundamental goal, incorporate the application of artificial intelligence into the overall teaching objectives and educational system of ideological and political courses, so that technology truly serves value shaping and ideological guidance rather than merely staying at the level of tool convenience. Second, adhere to the teacher's dominant position in content review and value orientation, strictly screen, identify and correct the cases, viewpoints and materials generated by artificial intelligence, and ensure the correctness, accuracy and standardization of teaching content. Third, strengthen the leading role of theoretical explanation and value judgment in the classroom, and prevent ideological and political courses from being reduced to simple information display, content push and technical performance.

3.2 Deepen Classroom Teaching as the Core Support

The deep integration of artificial intelligence into ideological and political courses should not stay at the level of formal innovation and superficial interaction, but should focus on promoting the deepening of classroom teaching and the improvement of teaching quality. The vitality of ideological and political courses lies not only in activating the classroom atmosphere, but more importantly in explaining the truth thoroughly, making ideas stand firm and letting values be internalized. To achieve this goal, we must promote the deep integration of artificial intelligence and classroom teaching. First, use artificial intelligence to enhance classroom problem awareness, but not weaken the process of rational thinking and theoretical analysis. Teachers can use technology to integrate hot issues and design problem chains, but classroom teaching should focus on guiding students to analyze problems, distinguish

viewpoints and form correct judgments. Second, do not simply use artificial intelligence to replace teachers' theoretical explanation with situational display. The role of technical situations is only auxiliary, and teachers' theoretical accumulation, explanation ability and value guidance ability are the core factors that determine the depth of teaching. Third, use artificial intelligence to extend the influence of the classroom, but not weaken the main position of the classroom itself, so as to form a complete and coherent teaching chain of pre-class, in-class and after-class to support the realization of in-depth teaching.

3.3 Standardize Technology Application as the Important Guarantee

Although artificial intelligence has a significant empowering effect on ideological and political teaching, its wide and in-depth application must be accompanied by clear rules, strict norms and clear boundaries. The irregular use of technology will not only interfere with the normal teaching order, but also damage the seriousness and effectiveness of ideological and political courses. Therefore, it is necessary to form a standardized application mechanism based on teaching practice. First, clearly define the auxiliary position of artificial intelligence, always position it as a teaching tool, and never replace teachers' leading role and students' independent thinking. Second, standardize the use behavior of teachers and students, guide teachers to improve content review and technical discrimination ability, and guide students to avoid forming excessive technical dependence and neglecting independent learning. Third, strengthen institutional constraints, clarify the application scope, use norms and responsibility requirements of artificial intelligence in teaching links such as classroom teaching, resource generation, learning analysis and evaluation feedback, so as to promote the standardized, healthy and long-term development of artificial intelligence empowering college ideological and political course teaching.

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