

The Role Crisis and Reshaping of Ideological and Political Course Teachers in Colleges and Universities in the Era of Artificial Intelligence

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Abstract

The information explosion brought about by the era of artificial intelligence has exposed college students to a vast amount of information, among which there are many negative ideas and values. This poses a severe challenge to the teaching content of ideological and political courses in colleges and universities, requiring ideological and political course teachers to be able to screen and integrate information in a timely manner and guide students to establish correct values. The application of artificial intelligence technology in the field of education, such as intelligent teaching systems and personalized learning recommendations, has also put forward new requirements for the teaching methods of ideological and political courses. Teachers need to master these technologies to enhance teaching effectiveness. In addition, in the era of artificial intelligence, the way of thinking and learning habits of college students have changed. They pay more attention to personalized and interactive learning experiences. This requires teachers to innovate teaching models to meet the needs of college students.

Keywords

Artificial intelligence; Teacher of ideological and political courses; Role crisis Reshaping.

1. Introduction

In today's era, the new generation of information technologies represented by artificial intelligence, big data and cloud computing are booming and reshaping all fields of society with unprecedented depth and breadth. The era of artificial intelligence has fully arrived. Against this grand backdrop of The Times, the field of education has also been deeply embroiled in the wave of change. General Secretary Xi Jinping pointed out: "We must further implement the strategies of rejuvenating the country through science and education, strengthening the country with talent, and driving development through innovation" [1]. As the organizers and implementers of teaching, ideological and political course teachers occupy a core position and play a key role in the transformation of ideological and political education in the era of artificial intelligence. They are not only disseminators of knowledge, but also guides of students' thoughts and shapers of their values. The era of artificial intelligence demands that ideological and political course teachers actively adapt to the requirements of The Times' development, constantly enhance their own qualities and capabilities, so as to better cope with challenges, seize opportunities, and earnestly shoulder the sacred mission of cultivating people for the Party and talents for the country. Therefore, it is of great practical significance and theoretical value to deeply explore the challenges faced by ideological and political course teachers in the era of artificial intelligence and the corresponding strategies.

2. The Impact and Challenges Brought by Artificial Intelligence to Ideological and Political Course Teachers

2.1. Role Transformation: From single lecturing to multi-faceted guidance

2.1.1. From a knowledge transmitter to a thinker

In traditional ideological and political course teaching in colleges and universities, ideological and political course teachers often play the role of knowledge transmitters. The teaching process is mainly based on the lectures of ideological and political course teachers, and college students mainly passively accept knowledge. Teachers of ideological and political courses systematically impart ideological and political theoretical knowledge to college students based on the content of the textbooks. The main task of college students is to understand and memorize the knowledge in order to cope with academic evaluations such as exams. This teaching mode can to some extent ensure that college students master the basic theories of the course, but in the era of artificial intelligence, its limitations are becoming increasingly prominent.

In the era of artificial intelligence, the popularization of Internet technology and smart devices has made the channels for college students to acquire knowledge extremely rich. College students can easily access a vast amount of ideological and political knowledge simply by using mobile phones, computers and other devices, and with the help of various search engines, learning apps, online course platforms, etc. From electronic versions of classic Marxist works to interpretation articles and videos by domestic and foreign experts and scholars on hot issues in ideological and political education, as well as various vivid case materials, college students can conduct self-study anytime and anywhere. This makes ideological and political course teachers no longer the sole source of knowledge for college students, and the traditional role of knowledge transmitters is facing huge challenges.

In the face of this change, ideological and political course teachers need to transform into thinkers. Teachers of ideological and political courses should guide college students to learn to think and cultivate their critical thinking and innovative thinking abilities. During the teaching process, ideological and political course teachers can introduce some controversial ideological and political topics, such as moral responsibility in the Internet age and ethical issues brought about by the development of artificial intelligence, and organize college students to discuss them. During the discussion, ideological and political course teachers do not directly provide answers. Instead, they guide college students to analyze problems from different perspectives, encourage them to express their own opinions, and enable college students to deepen their understanding of ideological and political theories through the collision of ideas. Teachers of ideological and political courses can also guide college students to apply the positions, viewpoints and methods of Marxism to analyze and judge the information they obtain, improve their ability to distinguish right from wrong, and prevent them from being influenced by bad ideas. For instance, when explaining the core socialist values, ideological and political course teachers can have college students combine current hot social events to explore how to practice the core socialist values in real life, guide college students to think about the conflicts and coordination of different values, and thereby inspire college students' thinking.

2.1.2. From a classroom leader to a learning guide

In traditional classrooms, ideological and political course teachers hold a dominant position, controlling the pace and progress of the class. Teachers of ideological and political courses conduct teaching activities according to the pre-designed lesson plans. They explain knowledge on the podium, while college students listen attentively and take notes. Teachers of ideological and political courses determine the selection of teaching content, the application of teaching

methods and the allocation of teaching time. College students have relatively weak learning autonomy.

In the era of artificial intelligence, the emergence of intelligent educational tools and platforms has provided college students with more opportunities and resources for autonomous learning, significantly enhancing their learning autonomy. College students can independently choose their learning content and methods based on their own interests and needs. They can independently choose the ideological and political course modules they are interested in on the intelligent learning platform for in-depth study, use the intelligent tutoring system to solve the problems they encounter in their studies, and also exchange learning experiences with other classmates through the online discussion community. This enhancement of learning autonomy requires ideological and political course teachers to transform from classroom leaders to learning guides.

Teachers of ideological and political courses should organize diverse classroom discussion activities to encourage college students to actively participate. Such as group discussions. During the discussion, teachers should guide college students to consult relevant materials, encourage them to express their opinions based on actual cases, and finally, teachers should summarize and comment to help college students deepen their understanding of knowledge. Teachers should also provide targeted answers and explanations based on the problems and confusions that college students feedback during the learning process, and offer personalized learning guidance. In these ways, teachers become guides in the learning process of college students, better promoting their learning and growth.

2.2. Competency Challenges: Digital Literacy and Educational Skills

2.2.1. There is a shortcoming in digital teaching capabilities

In the era of artificial intelligence, the application of digital technology in the field of education is becoming increasingly widespread, which puts forward higher requirements for the digital teaching ability of ideological and political course teachers. However, some ideological and political course teachers have the problem of insufficient digital literacy. In terms of the use of intelligent teaching tools, some ideological and political course teachers have limited understanding of the functions of intelligent whiteboards, intelligent recording and broadcasting devices, etc., and are unable to fully leverage the advantages of these devices to enhance teaching effectiveness. For instance, the smart whiteboard is equipped with a wealth of interactive functions, such as touch annotation and resource sharing. However, some ideological and political course teachers merely use it as a regular blackboard without taking advantage of its interactivity to enhance the interest of the class and the participation of college students.

In terms of online teaching platforms, many ideological and political course teachers are not proficient in operating common online teaching platforms such as Chaoxing Learning Pass and Yuketang. When encountering problems such as course creation, live streaming setup, assignment release and correction, I often feel overwhelmed.

Effectively integrating digital technology with ideological and political teaching is also a major challenge. Although some ideological and political course teachers are aware of the significance of digital technology, in actual teaching, they merely move traditional teaching content online without fully exploring the unique advantages of digital technology in ideological and political teaching. There is no utilization of big data to analyze college students' learning behaviors and learning needs, thereby achieving precise teaching. Nor have technologies such as virtual reality (VR) and augmented reality (AR) been utilized to create immersive learning experiences for college students, making ideological and political teaching lack appeal and influence.

2.2.2. Challenge of personalized education capabilities

In the era of artificial intelligence, there are differences among college students in terms of learning styles, interests, knowledge bases and ideological conditions. This requires ideological and political course teachers to accurately grasp the characteristics and needs of each college student and provide personalized education.

From the perspective of learning styles, some college students have a high acceptance of visual information such as images and videos. Some college students prefer to learn by listening to explanations and audio. Some college students also like to acquire knowledge through practical activities. At present, some ideological and political course teachers adopt a "one-size-fits-all" teaching method in their instruction, without fully considering the differences in learning styles among college students, which leads to poor learning outcomes for some college students.

In the era of artificial intelligence, college students are exposed to diverse cultures and values, and their thoughts are more active and complex. Some college students may be influenced by negative ideas such as Western individualism and money worship, while others have unique insights and confusion about social hot issues. Teachers of ideological and political courses need to keep abreast of the ideological trends of college students in a timely manner and provide personalized guidance based on the ideological problems of different college students. However, in actual teaching, ideological and political course teachers often find it difficult to fully understand the ideological conditions of each college student and thus fail to teach students in accordance with their aptitudes. Due to the large number of college students, ideological and political course teachers find it difficult to have in-depth communication and exchanges with each college student within the limited teaching time, resulting in an inaccurate grasp of the individualized needs of college students and making it hard to provide effective personalized education.

2.3. The Confusion of Value: Technological Impact and Humanistic Persistence

2.3.1. Deviation from the essence of education due to technological dependence

In the era of artificial intelligence, various intelligent technologies such as intelligent teaching platforms, online education tools, and intelligent tutoring software have provided convenience for ideological and political course teachers in their teaching. This has led some ideological and political course teachers to overly rely on intelligent technologies, thereby reducing emotional communication between teachers and students and deviating from the essence of ideological and political education in nurturing people.

Take the intelligent teaching platform as an example. Some ideological and political course teachers overly rely on the ready-made teaching resources on the platform, such as courseware, lesson plans, and cases, lacking in-depth thinking and personalized design of the teaching content. During the lesson preparation process, resources were simply downloaded from the platform, slightly modified and then used in classroom teaching without making targeted adjustments based on the actual situation of college students. This makes the teaching content lack resonance with college students and it is difficult to truly meet their learning needs. In classroom teaching, some ideological and political course teachers overly rely on multimedia presentations, presenting a large amount of teaching content in the form of PPTS, which reduces face-to-face communication and interaction with college students. Although multimedia presentations can make teaching content more vivid and visual, if ideological and political course teachers merely mechanically play PPTS without paying attention to eye contact and emotional communication with college students, the classroom will become dull and boring, and the enthusiasm of college students for learning will also be affected.

Similar problems also exist in the use of intelligent tutoring software. Some ideological and political course teachers completely entrust the learning problems of college students to intelligent tutoring software to solve, neglecting their own guiding role. Although intelligent

tutoring software can quickly provide answers to questions, it cannot conduct in-depth analysis and guidance based on the specific circumstances of college students like ideological and political course teachers do, nor can it offer emotional support and encouragement to college students. If this continues for a long time, college students may become overly dependent on intelligent tutoring software, lack the ability to think independently and solve problems, and the emotional bond between teachers and students will also become increasingly weak.

2.3.2. Predicament of complex information and value guidance

The era of artificial intelligence is an era of information explosion. College students can easily access a vast amount of complex information from all over the world through various smart devices such as mobile phones and computers. Among these pieces of information, there are both positive and uplifted contents that conform to the core socialist values and some negative ones, such as the infiltration of Western ideology, false news, and vulgar culture. College students are easily misled by such information and find it difficult to form correct values.

Some Western countries spread values such as individualism, money worship and hedonism through online media, social platforms and other channels, which have an impact on the thoughts of college students in our country. Some college students, influenced by these negative ideas, overly pursue personal interests while neglecting collective interests and social responsibilities. Blindly worshipping money and believing that it is the standard for measuring everything; Pursuing material comforts while neglecting spiritual pursuits. There are still a large amount of false information and rumors on the Internet. These pieces of information spread rapidly and widely, and college students often find it difficult to distinguish their authenticity. Some college students blindly believe and spread such false information without in-depth thinking and verification. This not only affects their own cognitive and judgment abilities, but may also have a negative impact on society.

Faced with such a complex amount of information, teachers of ideological and political courses in colleges and universities are under greater pressure in guiding college students to establish correct values. Teachers of ideological and political courses need to spend a great deal of time and energy screening and discriminating information to provide college students with true, accurate and valuable information. Teachers of ideological and political courses also need to guide college students to learn to analyze and judge information correctly, and improve their information literacy and ability to distinguish right from wrong. However, in actual teaching, due to the rapid and large volume of information updates, ideological and political course teachers often find it difficult to fully grasp and respond promptly. Moreover, different college students have varying degrees of acceptance and understanding of information. Teachers of ideological and political courses need to provide personalized guidance based on the characteristics of each college student, which undoubtedly increases the difficulty of their work.

3. Measures for Ideological and Political Course Teachers to Address Challenges in the Era of Artificial Intelligence

The Outline of the Plan for Building an Education Powerhouse (2024-2035) issued by the Central Committee of the Communist Party of China and The State Council. It was clearly pointed out: "Formulate and improve the digital literacy standards for teachers and students, and deepen the promotion of artificial intelligence in the construction of the teaching staff." [2] [Teachers of ideological and political courses should actively respond to the challenges of the era of artificial intelligence and constantly improve themselves. Specifically, there are the following measures:

3.1. Enhance digital literacy and master intelligent tools

Enhancing digital literacy and mastering intelligent tools are key measures for ideological and political course teachers to adapt to the era of artificial intelligence. Teachers of ideological and political courses should actively participate in digital technology training, systematically study digital technology knowledge, including the basic principles and application scenarios of cutting-edge technologies such as artificial intelligence, big data, and cloud computing, and understand their potential value and application methods in the field of education. Learn to use intelligent teaching tools, master the operation skills of intelligent whiteboards, intelligent recording and broadcasting equipment, online teaching platforms, etc., and give full play to the advantages of these tools in teaching. By taking advantage of the interactive functions of the smart whiteboard, interesting teaching activities such as knowledge competitions and group discussions can be designed to enhance college students' classroom participation. With the help of intelligent recording and broadcasting equipment, high-quality teaching videos can be recorded, which is convenient for college students to review and study independently after class. Through the online teaching platform, the sharing of course resources, the assignment and correction of homework, and the interactive communication with college students can be achieved, improving the convenience and efficiency of teaching.

Teachers of ideological and political courses should also make use of artificial intelligence to assist in lesson preparation. By leveraging intelligent lesson preparation tools, they can quickly obtain rich teaching resources such as cases, courseware, and videos, and screen and integrate them based on teaching objectives and the characteristics of college students to enhance the efficiency and quality of lesson preparation. By analyzing college students' learning data through big data, including their learning progress, learning habits, and knowledge mastery, we can understand their learning needs and problems, provide a basis for personalized teaching, and achieve precise teaching. For instance, by analyzing the answering data of college students on online learning platforms, ideological and political course teachers can understand the degree to which college students have mastered different knowledge points, and provide targeted guidance and intensive training for the weak links of college students.

3.2. Innovate teaching methods to stimulate college students' interest

In the era of artificial intelligence, innovating teaching methods and stimulating college students' interest are important ways to improve the quality of ideological and political courses in colleges and universities. Teachers of ideological and political courses can adopt the case teaching method, selecting cases that are contemporary and typical, such as social hot events, current news, and enterprise development cases, to guide college students to analyze and discuss using ideological and political theoretical knowledge.

Project-based learning is also an effective teaching method. Teachers of ideological and political courses can design projects related to ideological and political courses and have college students complete them in groups. The group discussion method can promote the exchange and collision of ideas among college students. Teachers of ideological and political courses can raise some controversial or inspiring questions and organize college students to have group discussions. During the discussion, college students can express their own viewpoints and opinions, listen to others' opinions, broaden their thinking horizons, and deepen their understanding of ideological and political theories. Creating scenarios by integrating intelligent technologies is also an important means of innovating teaching methods. Teachers of ideological and political courses can utilize technologies such as virtual reality (VR) and augmented reality (AR) to create immersive learning environments for college students.

3.3. Strengthen value guidance and return to the original intention of nurturing people

Strengthening value guidance and returning to the original intention of nurturing people is the core mission of ideological and political course teachers. "What is more important for the professional development of ideological and political course teachers is to apply professional theories to teaching practice" [3]. Teachers of ideological and political courses should always keep in mind the value guidance mission of ideological and political education, integrate the basic principles of Marxism and the core socialist values into teaching content, and guide college students to establish correct worldviews, outlooks on life and values. By explaining the dialectical materialism and historical materialism of Marxism, it helps college students master scientific thinking methods and correctly understand and transform the world. By imparting the core socialist values, we aim to cultivate college students' patriotic feelings, sense of social responsibility, moral qualities and legal concepts, enabling them to become socialist builders and successors with ideals, morality, culture and discipline.

Teachers of ideological and political courses should pay attention to the ideological trends and emotional needs of college students, promptly understand the confusion and problems they encounter in their studies and lives, and offer care and guidance. Through classroom interaction, post-class communication, questionnaire surveys and other means, establish good communication channels with college students, listen to their voices and grasp their ideological pulse. When college students are confused about social hot issues, ideological and political course teachers should use the Marxist position, viewpoint and method to analyze and answer for them, guide students to view the problems correctly and avoid being influenced by bad ideas. When college students encounter difficulties in their studies, ideological and political course teachers should offer encouragement and assistance to stimulate their motivation and confidence in learning.

Teachers of ideological and political courses should also convey correct values through their words and deeds. The words and deeds of ideological and political course teachers have a subtle influence on college students. Ideological and political course teachers should set a good example, be consistent in words and deeds, and interpret and practice the core socialist values with their own practical actions. In teaching, ideological and political course teachers should demonstrate a rigorous academic attitude, professional dedication and noble moral qualities, setting an example for college students. In daily life, ideological and political course teachers should actively participate in social public welfare activities, care for others, contribute to society, convey positive energy through practical actions, and guide college students to develop good moral behavior habits.

4. Conclusion

In conclusion, the era of artificial intelligence has brought unprecedented challenges to ideological and political course teachers. From the transformation of roles, the test of abilities to the predicament of adhering to values, every aspect has put forward new requirements for ideological and political course teachers. But we should also recognize that behind these challenges lie huge opportunities. Intelligent technology provides abundant resources and diverse teaching methods for ideological and political course teaching, creating conditions for ideological and political course teachers to innovate teaching models and enhance teaching effectiveness.

Teachers of ideological and political courses should actively respond to the challenges of the era of artificial intelligence, continuously enhance their digital literacy and educational capabilities, innovate teaching methods, and strengthen value guidance. By mastering intelligent tools, achieve precise and personalized teaching. Employ diverse teaching methods

to stimulate college students' interest and initiative in learning; Adhere to the original aspiration of educating people, guide college students to establish correct values, and cultivate their sense of social responsibility and patriotism.

In the future era of artificial intelligence, teachers of ideological and political courses shoulder an important historical mission. They will become the guides on the path of college students' growth, igniting the sparks of their thoughts with wisdom and love, guiding them to firmly hold onto their ideals and beliefs in the complex world of information, and contributing to the cultivation of socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics and labor. It is believed that with the joint efforts of all ideological and political course teachers, ideological and political education in colleges and universities in the era of artificial intelligence will surely create a brand-new situation, providing a powerful spiritual impetus and talent support for realizing the Chinese Dream of the great rejuvenation of the Chinese nation.

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