

The logical framework through which new-type productive forces empower the high-quality development of ideological and political education

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Abstract

As a strategic force driven by technological revolution, factor allocation innovation and industrial paradigm upgrading, new quality productive forces are reshaping social modernization landscapes, enabling ideological and political education to realize dual breakthroughs in practical deepening and theoretical advancement, and ushering in its new high-quality development era. The proposition that new quality productive forces empower the high-quality development of ideological and political education originates from the latest Marxist productive force theories, the CPC's ideological and political education experience and the objective needs of the digital-intelligent era, bearing profound connotations amid theoretical, historical and practical contexts. Taking full-factor iteration, visualized process and model intellectualization as starting points, this paper elaborates its empowerment logic in detail. On this basis, it analyzes such logic from the perspective of upholding fundamentals while pursuing innovation, laying a sound foundation for the formation and operation of the empowerment logic.

Keywords

New Quality Productivity; Ideological and Political Education; High-Quality Development; Logic.

1. Introduction

The 2024 Government Work Report explicitly states: "We must adhere to prioritizing high-quality development as the lifeline of all types and levels of education", establishing this principle as the strategic guideline for the high-quality development of ideological and political education. Ideological and political education has positioned high-quality development as its overarching objective in the new stage of development, and has identified "strengthening its core, expanding its scope, and enhancing its effectiveness" as key measures—reflecting its innovative development intent of "adapting to specific circumstances, advancing with the times, and innovating in response to emerging trends." Against the backdrop of the convergence of a new round of technological revolution and profound transformations unseen in a century, the introduction and development of "new-type productive forces" hold great significance for the high-quality development of ideological and political education. During his speech at the 11th collective study session of the Political Bureau of the CPC Central Committee, General Secretary Xi Jinping emphasized: "High-quality development necessitates theoretical guidance from a renovated productive force doctrine. In practice, new quality productive forces have already taken shape and delivered robust impetus and underpinning for high-quality growth, demanding theoretical induction and generalization to steer subsequent developmental practices." Against the backdrop of the continuous formation of new quality productive forces, exploring their empowerment logic for ideological and political education's high-quality advancement and unpacking the internal mechanism whereby the theory of new quality

productive forces steers its practical progress has emerged as a core research proposition for advancing high-standard ideological and political education.

2. Organization of the Text

2.1. Section Headings **The contextual logic behind how new-type productive forces empower the high-quality development of ideological and political education**

Education, science and technology, and talent constitute the core elements of the integrated advancement of Chinese modernization, representing an inevitable choice for "pioneering new fields and tracks of development and continuously shaping new drivers and advantages for development". The notions of new quality productive forces and high-quality development break the confines of economic research, endowing ideological and political education with unique strengths and creating innovative room for cross-field interdisciplinary integration. The logic whereby new quality productive forces fuel its high-standard advancement originates from cutting-edge Marxist productive force theories, encapsulates the CPC's century-long accumulated experience in ideological and political work, and conforms to the trajectory of digital-intelligent social transformation.

2.1.1. The theoretical grounding of new-quality productive forces in empowering the high-quality development of ideological and political education

From a theoretical perspective, this concept stems from the latest achievements in the Marxist theory of productive forces. Advanced productive forces serve as the key engine driving the development of human society; empowering high-quality development through new qualitative productive forces not only inherits Marx's fundamental views on the development of productive forces but also elevates the theory that "science and technology are the primary productive forces," emphasizes the integration of technological innovation with various elements of labor, expands the connotation and extension of labor means, enriches the range of labor objects, and exhibits strong innovativeness. "The total sum of productive forces attained by humanity determines the social conditions." Every leap forward in productive forces gives rise to new relations of production and new social structures, thereby leading the trends of social transformation and political change. "When the material productive forces of society reach a certain stage, they come into conflict with the existing relations of production or property relations within which they have always operated." Supported by technological innovation and guided by high-tech industries, new qualitative productive forces significantly enhance the educational effectiveness of ideological and political education, achieve revolutionary changes in educational concepts, teaching methods, and student management models, effectively expand the scope of development for ideological and political education, greatly elevate its level and sophistication, and demonstrate that the transformation of productive forces "possesses strong vitality and broad application prospects in practice."

2.1.2. The historical emergence of new-quality productive forces in empowering the high-quality development of ideological and political education

From a historical perspective, this stems from the century-long experience of the Communist Party of China in ideological and political education. In its practice of mobilizing, arming, and uniting the masses, the Communist Party of China has integrated the basic tenets of Marxism with China's specific realities, creatively proposing a series of theoretical frameworks that have laid an important theoretical foundation for the scientific development of ideological and political education. Since the 18th National Congress of the Communist Party of China, Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era has added new elements to the scientific content of ideological and political education and set forth new

requirements for it. In the new era marked by the accelerated formation of new productive forces—where technological innovation serves as the core driving force—the General Secretary Xi Jinping emphasized: "We must leverage new media and new technologies to invigorate our work, promote the deep integration of the traditional strengths of ideological and political work with information technology, and enhance its contemporary relevance and appeal." In May 2023, during the fifth collective study session of the Political Bureau of the Central Committee, he further pointed out: "The transition from a country with a strong education system to a leading education nation represents a systematic leap and qualitative transformation, which must be driven by reform and innovation. We must adhere to a systemic approach, advance reforms in educational approaches, school-running models, management systems, and support mechanisms, resolutely eliminate all ideological constraints and institutional shortcomings that hinder high-quality educational development, and comprehensively elevate the modernization level of the education governance system and governance capacity." Under the guidance of the theoretical innovations of the Communist Party of China, the discipline of ideological and political education has deepened its understanding of the underlying principles governing such education and further advanced its academic rigor and scientific development.

2.1.3. The practical context in which new-quality productive forces empower the high-quality development of ideological and political education

From a practical perspective, the pursuit of high-quality development in ideological and political education stems from the objective needs arising in the era of digital-intelligent transformation. The new quality productive forces represent the core hallmark of economic development in the intelligent era; empowering high-quality development through these new quality productive forces reflects an insightful understanding and grasp of the prevailing trends of our time. Currently, the wave of the Fourth Industrial Revolution is surging among major global powers; characterized by advancements in computer vision, machine learning, natural language processing, robotics, biometrics, and other fields, This revolution leads human society into a brand-new intelligent era and spawns novel teaching methodologies and educational paradigms with digital-intelligent features. New quality productive forces prioritize innovation-driven development. They integrate emerging technologies and industries via technological innovation and intelligent transformation, cultivate new business forms, fuel high-quality economic growth, and lay a solid foundation for ideological and political education to adapt to the environment brought by technological competition and industrial shifts.

The high-quality development of ideological and political education covers multiple targets including structural optimization and improved teaching effectiveness, and empowerment from new quality productive forces acts as the core engine for its structural upgrading. Digital transformation and intelligent technology application help reshape education frameworks, push traditional ideological and political education toward high-end, intelligent and digital modes, speed up the replacement of old educational growth drivers, and realize the shift from quantitative expansion to qualitative improvement.

Mastering new quality productive forces equals grasping the "key lever" of high-quality development. Only by following the general trends of the digital-intelligent era and speeding up its empowerment process can ideological and political education gain developmental initiative, lift competitiveness and realize sustainable progress.

2.2. The logical deduction of how new-type productive forces empower the high-quality development of ideological and political education

2.2.1. Full-factor Iteration: The transformation of ideological and political education elements and their relationships through new-quality productive forces

According to Marx's theory of productive forces, "purposeful activity or labor itself, the objects of labor, and the means of labor" constitute the three elements of productive forces. Marx argued that "the social relations through which individual persons engage in production—namely, the social relations of production—evolve and transform alongside changes and developments in material production means and productive forces", thereby revealing the dialectical unity between productive forces and production relations. As a type of advanced productive force, new-quality productive forces trigger iterative transformations in laborers, means of labor, and objects of labor, necessitating the "improvement of production relations that are more compatible with these new-quality productive forces". In the process of high-quality development of ideological and political education, with the emergence of new educational subjects, educational methods, and educational objects, the dialectical relationship between productive forces and production relations has gradually evolved from a transition from "brain-computer integration" to "mental labor-based models," and the relationship between "teaching and learning" and "teacher and curriculum" has been fundamentally rewritten.

The core technological characteristic of new-quality productive forces is "brain-computer integration," which achieves the fusion of human cognitive intelligence and computer technology through brain-computer interfaces. The iterative advancement of technologies such as artificial intelligence and big data has catalyzed a transformation in productive forces and driven the emergence of a new paradigm in ideological and political education. On one hand, there is the "brain-computer integration" shift in core elements: educators transition from being mere transmitters of knowledge to becoming innovative "facilitators" empowered by technology, leveraging intelligent technologies to iteratively upgrade educational tools and scenarios; educational tools achieve multidimensional breakthroughs in learning duration, depth, and spatial dimensions, thereby constructing a comprehensive educational ecosystem where virtual and real domains are seamlessly integrated; educational approaches utilize artificial intelligence to enable the visualization of resources, the measurable assessment of outcomes, and the quantification of effects, thereby fulfilling the demands of "precision ideological and political education"; and educational resources leverage intelligent computing power to facilitate digital reproduction and re-creation.

On the other hand, the relationship between "teaching and learning" and "teacher and student" in ideological and political education has undergone a profound restructuring: first, the educational subjects have become "central actors"; within digital environments, the absence of physical presence breaks traditional constraints on expression, while the dissemination of diverse opinions highlights individual subjectivity, thereby establishing a spatial power dynamics interaction between educators and learners; second, the discourse relationship has become more egalitarian, breaking away from the traditional one-way communication model of "you speak, I listen"; the technological advantages of learners—as digital natives—drive the decentralization of the discourse system, and the flattened interactive space enables equal dialogue and shared perspectives between both parties in education, thereby emphasizing the value of interactive subjects.

2.2.2. Visualizing the Educational Process: New Quality Productivity Reshapes the Technology and Texts of Ideological and Political Education

Technological empowerment for ideological and political education focuses on accurately distinguishing individual disparities among recipients and allocating matched teaching

resources to consolidate mainstream values. First, within legal norms, digitally empowered colleges and universities can dynamically gather implicit data covering students' ideological dispositions and personalities, together with explicit behavioral signals including facial expressions and body movements to launch multi-dimensional fusion analysis. Such analysis can objectively restore students' genuine ideological status and avert biased subjective judgments from educators. Second, by utilizing data analytics and intelligent technologies, universities can tailor personalized educational schemes based on the distinct characteristics of individual students; furthermore, technologies such as [1] blockchain can facilitate precise and efficient allocation of resources and support for instructional decision-making; meanwhile, the immersive and interactive experiences provided by virtual scenarios can effectively stimulate emotional resonance and value identification among students, expand teaching methodologies, and construct practical cognitive frameworks. Third, by integrating the cultivation of moral character with personalized education, universities can identify communication channels and points of identification for mainstream values through techniques such as issue framing and emotion recognition. Digital issue framing combines diachronic and synchronic dimensions, enabling the consolidation of mainstream value issues across different eras, rapidly sparking student attention and discussion, and shortening the "time lag" in the expression of values; large-scale models can effectively integrate ideological data to achieve targeted focus in ideological management, foster consensus-building, and enhance ideological persuasion, ultimately achieving value resonance.

Educational texts constitute the pivotal carrier of knowledge and information transmission in ideological and political education, directly determining the normative orientation of the fundamental task of fostering virtue through education and the precision of ideological guidance. Against the backdrop of new quality productive forces, visual technologies expand the narrative dimension of ideological and political texts, shifting their expression carrier from written language to visual images. Educational content evolves from abstract, static two-dimensional texts into vivid, dynamic three-dimensional visuals, visualizing the whole teaching process, distinguishing right from wrong intuitively and underpinning the realization of educational goals.

Via data screening, cluster analysis and digital audio-video processing, the entire ideological and political education procedure can be quantified, perceived and modeled on visual terminals, converting intangible ideological theories into tangible perceptual materials and enlivening abstract principles. Visual scene reconstruction allows learners to comprehend educational connotations through intuitive experience and rational reflection, materializing complicated missions, abstract values and obscure texts, and advancing the transformation of ideological and political narrative from textual discourse to visual expression. Visualized storytelling matched with teaching content generates immersive authenticity for learners, promotes the internalization of cognition and externalization of conduct, and fosters value consensus and emotional resonance between educators and recipients.

2.2.3. The Intelligent Transformation of Educational Models: New Quality Productivity Driving the Spatio-temporal Integration of Ideological and Political Education

The development of the digital age has accelerated the transformation of the spatio-temporal structure of human life, simultaneously placing ideological and political education within a dynamic transition characterized by the interplay between spatio-temporal compression and extension, as well as the pervasive integration of virtual and real spaces. Under the framework of intelligent connectivity, subjects from diverse community cultural backgrounds are breaking away from the traditional state of isolation and exclusion among communities, thereby enabling emotional interaction and resonant dialogue. The methods of information

dissemination and reception in ideological and political education have undergone fundamental transformations, empowering such education to transcend geographical boundaries and achieve deep integration and seamless convergence between virtual and real spaces, thereby intensifying spatio-temporal compression.

Amid the spatio-temporal transformation of the digital age, ideological and political education empowered by new-quality productive forces will establish a comprehensive educational process characterized by full-staff interaction, scenario-based experiences, and the interweaving of virtual and physical realms. This approach effectively transcends the spatio-temporal constraints inherent in traditional ideological and political education, extending its spatial and temporal dimensions beyond the conventional "physical presence" model. In terms of the temporal dimension, new-quality productive forces empower ideological and political education by facilitating virtual communication and simulated participation—specifically through "cross-temporal ubiquitous" methods—enabling learners to engage in ideological and political education activities. Educators utilize techniques such as tracing historical contexts or dramatizing future scenarios to integrate the past, present, and future within the present moment, allowing learners to study and reflect on the discourse content through immersive virtual experiences, thereby achieving the digitization of self-awareness and providing them with opportunities to reshape themselves; this expands the practical domain of cloud-based ideological and political education and drives its evolution toward intelligent forms of innovation. Consequently, the traditional "human-to-human" educational model is replaced by a "human-machine-human" educational model, where learners participate in ideological and political education activities via virtual presence, enabling them to access the "fluid space" of ideological and political education anytime and anywhere through high-tech devices. In terms of the spatial dimension, new-quality productive forces empower ideological and political education by continuously reconfiguring narrative contexts through flexible transitions between multiple spatial dimensions, thereby extending the scope from the "classroom" to various "scenarios," where real-world spaces, simulated spaces, and metaverse spaces coexist in "presence," enabling learners to achieve dynamic perception within multi-dimensional spaces that transcend flat narratives.

2.3. A Logical Examination of How New-Quality Productivity Empowers the High-Quality Development of Ideological and Political Education

Against the backdrop of globalization and the technological revolution, new quality productive forces are profoundly reshaping social production, daily life, and modes of thinking. To usher in a new era for the development of ideological and political education in higher education institutions, it is imperative to align such efforts effectively with these new quality productive forces. The empowerment of ideological and political education through new quality productive forces is by no means a simple matter of technical accumulation or formal innovation; rather, it represents a profound transformation rooted in the underlying principle of "upholding fundamental principles while embracing innovation." Conducting a logical examination from both theoretical and practical perspectives, as well as from the dimensions of educational orientation and methodology, holds great significance for grasping the patterns of this empowerment process and advancing the qualitative enhancement and upgrading of ideological and political education in the new era.

2.3.1. Upholding the sound foundations of theory while pioneering new cross-disciplinary paradigms

The theory of new quality productive forces realizes inheritance and innovation of Marxist productive force theory. Firstly, the developmental stage of productive forces fundamentally shapes the progression of human society. As the foundation of living conditions, material production delivers material supplies and guarantees to satisfy human innate demands.

Marking a qualitative leap in Marxist productive force theories, new quality productive forces take technological innovation as the core engine, instead of simply depending on individual labor capacity or labor quantity accumulation. In essence, they fall under advanced productive forces. Original and disruptive technological innovations reshape social production modes, lifestyles and thinking paradigms, which in turn reconstruct ideological and political education's philosophies, technologies and time dimensions and drive its qualitative upgrading. Secondly, the emancipation of productive forces is inherently consistent with human emancipation. Marxism scientifically clarifies the path to human freedom: on the basis of highly developed productive forces and elevated material and spiritual wellbeing, individuals can fully realize their potentials and achieve distribution according to needs to attain all-round free development. New quality productive forces forge high-efficiency, high-impact educational momentum for ideological and political education. Adopting era-oriented, talent-centered pedagogies, prioritizing personalized learning and cultivating outstanding teachers and practitioners organically unifies social and individual values.

2.3.2. Upholding the correct educational orientation and innovating empowerment approaches

How does the logic through which new-quality productive forces empower the quality development of ideological and political education operate? The foundation of this logic lies in upholding the educational orientation of ideological and political education, while its innovative aspect resides in its multi-dimensional empowerment approach.

What kind of people to cultivate, how to cultivate them, and for whom to cultivate them constitute the fundamental questions of education and also represent the central thread of the empowerment logic between these two domains. Driven by the empowering potential of new-quality productive forces, the process of high-quality development of ideological and political education has accelerated significantly. Under scenario-based teaching approaches, instructional time has been extended and educational space has evolved, giving rise to synchronous and virtual educational spatiotemporal dimensions; a production model featuring information-generated knowledge and network-generated knowledge has emerged, thereby reshaping both the educational technologies and pedagogical texts. However, the multi-dimensional empowerment logic involves leveraging empowerment benefits to serve the educational needs of ideological and political education—ultimately aiming to meet the developmental needs of both society and individuals. This dual empowerment approach is comprehensive and multi-layered, employing a combination of strategies to open up new prospects for ideological and political education in the new era. "However, regardless of how these strategies are implemented, the ultimate goal must be to make ideological and political courses more approachable and inspiring, more targeted and effective, thereby achieving the unity of knowledge, emotion, intention, and action—essentially realizing 'public acceptance coupled with heartfelt conviction.'"

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