

Research on the Ideological and Political Teaching Mode of College English Courses Empowered by Digital Technology

Fangrui Lu

College of Humanities, Liaoning Communication University, Shenyang, 110136, China

Keywords: Digital Technology; College English; Curriculum-Based Ideological and Political Education; Teaching Mode

Abstract: This paper discusses the application and development of digital technology in ideological and political teaching of college English courses. Firstly, the popularization of digital technology in English teaching and its potential and challenges in ideological and political education were analyzed. Subsequently, this paper expounds the trend of digital technology promoting intelligent teaching and facilitating the synchronous development of language ability and ideological and political education. Then, in view of the existing problems, improvement strategies were proposed. Through these strategies, the deep integration of ideological and political education with English subject knowledge is achieved so as to promote the reform of ideological and political teaching in college English courses empowered by digital technology.

1. The Current Application Status of Digital Technology in Ideological and Political Teaching of College English Courses

The rapid development of digital technology has brought profound changes to college English teaching. Especially the application of technologies such as artificial intelligence, big data and cloud computing has promoted the diversification and personalization of teaching methods and enhanced students' autonomous learning ability. However, the application of technology in some colleges and universities still faces problems such as uneven facilities and insufficient digital literacy of teachers. On basis of this background, ideological and political education in college English courses has gradually received attention, but its implementation effect is limited. It often remains at theoretical indoctrination and lacks an effective combination with the actual needs of students. Digital technology offers innovative possibilities for ideological and political teaching. Through technologies such as virtual reality (VR) and augmented reality (AR), the interactivity and practicality of the classroom can be enhanced, and the appeal of ideological and political education can be improved. "However, excessive reliance on technology may weaken the emotional connection between teachers and students and lead to entertainment-oriented problems, affecting the seriousness of ideological and political education. Therefore, how to balance the application of digital technology and the depth of ideological and political education has become a major challenge in the current educational reform." [1]

2. The Development Trend of Digital Technology Empowering Ideological and Political Teaching in College English courses

The empowerment of digital technology is leading the diversified development of ideological and political teaching in college English courses. In particular, the application of artificial intelligence and big data technology is promoting the realization of intelligent teaching. Artificial intelligence not only provides personalized teaching support for teachers through data analysis and natural language processing, but also plays an auxiliary role in ideological and political education, promoting students' in-depth understanding of the core socialist values through simulated scenarios and interactive learning. Big data technology helps educators accurately grasp students' learning progress and ideological trends, promoting the scientific and immediate nature of educational decision-making. Meanwhile, the synchronous development of ideological and political education

in courses and language proficiency presents a new design trend, that is, integrating ideological and political content with language teaching through digital technology, enhancing students' language proficiency while deepening the effectiveness of their ideological and political education. The cooperation among industry, academia and research institutions has also brought powerful social influence to the development of ideological and political education in courses. The deep integration of education, research and industry not only promotes the innovation of teaching content, but also strengthens the practical application of ideological and political education in society.

3. The Innovative Path of Digital Technology Empowering Ideological and Political Teaching in College English Courses

First, big data and artificial intelligence promote personalized teaching. The combination of big data and artificial intelligence provides unprecedented personalized teaching opportunities for ideological and political education in college English courses. Through real-time analysis of students' learning data, AI can accurately identify students' knowledge weaknesses and thinking characteristics, thereby enabling the design of customized learning plans. For instance, "intelligent learning platforms offer tailor-made learning resources and exercises based on students' language proficiency, learning progress, and ideological and political education needs, helping students improve simultaneously in both language skills and ideological and political education." [2]

Second, digital platforms promote the interactivity of ideological and political education. The wide application of digital platforms has significantly enhanced the interactivity of ideological and political education. Through online platforms, teachers can promptly release learning materials and discussion tasks related to ideological and political education, while students can participate in classroom discussions, case analyses, and thematic interactions anytime and anywhere, breaking the time and space limitations of traditional classrooms. Especially in college English courses, teachers can not only deepen students' ideological and political education through textual content, but also guide students to conduct multi-angle thinking and communication through various forms such as videos, audios, and forums, enabling them to naturally integrate ideological and political education content into their English learning.

Thirdly, the application of virtual reality technology in ideological and political teaching. The application of virtual reality (VR) technology provides an immersive learning experience for ideological and political education, breaking the limitations of traditional education, especially in the ideological and political teaching of college English courses. Through VR technology, students can experience ideological and political content such as historical events, social changes or cultural conflicts as if they were on the spot, thereby enhancing the perceptiveness and emotional resonance of ideological and political education. For instance, students can visually experience ideological and political themes in different historical periods and cultural backgrounds through virtual visits to historical sites or participation in simulated social activities, thereby enhancing their understanding and recognition of the core socialist values.

4. Problems Faced by Digital Technology Empowering Ideological and Political Teaching in College English Courses

4.1 The limitations of the application effect of digital technology

In the process of digital technology empowering ideological and political teaching in college English courses, although its potential is huge, the limitations of its application effect cannot be ignored. First of all, the imbalance of technical facilities is the main factor restricting its wide application. In some regions and universities, due to insufficient hardware equipment or limited network resources, the application of digital technology fails to truly achieve the expected effect, resulting in its inability to fully support the innovative demands of ideological and political teaching. Secondly, excessive reliance on digital technology may lead to the weakening of teachers' educational functions, especially in terms of high-quality interaction and emotional resonance.

Although digital platforms can offer abundant teaching resources and immediate feedback, they cannot fully replace the guiding role of teachers in the classroom, especially in the field of ideological and political education, which is about shaping emotions and values. Digital tools are difficult to provide emotional interaction and ideological communication with students. Thirdly, there are still deficiencies in the digital expression forms of ideological and political education content. “Many digital resources lack pertinence and depth in content design, and fail to fully explore the intrinsic connection between ideological and political education and English teaching, resulting in the application of digital technology in teaching appearing fragmented and superficial.” [3]

4.2 The ideological content and the combination of English teaching difficulties

The difficulty in organically integrating ideological and political content with English teaching is one of the significant challenges currently faced by digital technology empowering ideological and political teaching in college English courses. First of all, English teaching essentially focuses on the cultivation of language skills, and its teaching goals usually concentrate on the improvement of language abilities such as listening, speaking, reading and writing, while ideological and political education emphasizes the shaping of ideological concepts and values. This essential difference in teaching objectives, contents and methods leads to the difficulty of combining the two. There is often a contradiction between the functionality of the language and the ideological and political nature in English classrooms. When teachers design the curriculum, it is difficult for them to take into account both the depth and breadth of language teaching and ideological and political education simultaneously, resulting in the fragmentation and dispersion of the curriculum content. Secondly, the content of ideological and political education itself is highly theoretical and normative, and the core values and social concepts involved are often difficult to integrate with the actual situations in English language teaching. Especially when it comes to complex political and social issues, students’ comprehension and acceptance abilities are limited by factors such as language proficiency and cultural background, which leads to the inability to convey ideological and political content in depth in the classroom and may even cause students’ identification predicaments. Furthermore, although the application of digital technology provides more teaching methods for ideological and political education in courses, when it comes to solving the problem of content integration, it often shows the characteristics of being tool-oriented and superficial, making it difficult to break through the traditional barriers between language teaching and ideological and political education.

4.3 Low student participation affects the realization of ideological and political goals

Low student participation is a key issue that affects the realization of the teaching goals of ideological and political education in college English courses empowered by digital technology. First of all, although the current application of digital technology has broadened the dissemination channels of ideological and political education, over-reliance on technological tools may make education mechanized and formulaic, lacking true interactivity and emotional communication. In the traditional classroom model, teachers can mobilize students’ emotional participation through face-to-face communication. However, on digital platforms, students are often passive recipients of information, lacking in-depth thinking and interaction. This “technological distance” makes it difficult for students to resonate emotionally with ideological and political content, resulting in a decrease in their participation. Secondly, ideological and political education itself involves the shaping of values, worldviews and outlooks on life, which requires students to form an identification deep in their hearts rather than simply accepting external indoctrination. However, digital technologies, especially online learning platforms and automated tools, usually emphasize the rapid transmission of knowledge and standardized assessment, while neglecting the profound connotations and ideological collisions of ideological and political education. This makes it easy for students to focus on improving language skills during the teaching process and develop a “superficial” attitude towards ideological and political content, thereby affecting the implementation of ideological and political goals. Secondly, the differences among student groups

have exacerbated the problem of low participation. Students with different backgrounds, interests and learning motivations have varying degrees of adaptability and utilization of digital teaching platforms. Some students may develop a resistant attitude towards technology-assisted teaching methods and lack the willingness to actively participate.

4.4 Teachers' abilities in digital teaching are insufficient

The insufficiency of teachers' ability in digital teaching has become a prominent problem restricting the effect of digital technology empowering ideological and political teaching in college English courses. First of all, although digital technology provides many innovative tools for teaching, many teachers still remain in the traditional teaching mode and fail to effectively transform into a technology-driven teaching mindset. Especially in the integration of ideological and political education into courses, teachers not only need to possess professional language teaching skills, but also have a profound foundation in ideological and political education and the ability to flexibly apply digital tools. However, at present, many teachers have significant shortcomings in the integration of interdisciplinary knowledge and the application of information technology. Especially in the innovative application that combines ideological and political content with English teaching, they often lack sufficient experience and methods. Therefore, the limitations of teachers' knowledge structure and technical adaptability directly affect the effective application of digital technology in ideological and political education in courses. Secondly, the implementation of digital teaching requires teachers to be proficient in various teaching platforms and tools and be able to optimize teaching strategies through data analysis and feedback. However, many teachers lack the ability in these fields, resulting in the failure to fully utilize the advantages of digital technology in the teaching process. For instance, intelligent learning systems can provide personalized recommendations based on students' learning progress. If teachers fail to master the methods of data analysis, they will be unable to make targeted adjustments and optimizations to the teaching content, ultimately affecting students' learning outcomes and the realization of ideological and political goals. "Furthermore, the teaching content of ideological and political education is highly subjective and emotional. Teachers must have a high ability to mobilize emotions and control the classroom in order to effectively stimulate students' thinking and recognition." [4]

5. Improvement Strategies for Digital Technology Empowering Ideological and Political Teaching in College English Courses

5.1 Enhance teachers' digital teaching capabilities and ideological and political teaching levels

Improving teachers' digital teaching ability and ideological and political teaching level is the core strategy for promoting the empowerment of ideological and political teaching in college English courses by digital technology. First of all, teachers not only need to master basic digital technology tools, but also have the ability to effectively integrate these technologies into English classrooms and ideological and political education. The focus should be on training teachers to utilize big data and artificial intelligence to analyze students' learning behaviors, provide personalized feedback, and optimize teaching content based on technical means to ensure the deep integration of language teaching and ideological and political education. In addition, the theoretical depth of teachers in ideological and political education also needs to be enhanced. Many teachers have shortcomings in the integration of interdisciplinary knowledge, especially in how to combine the core socialist values with English teaching. Therefore, teachers should systematically study ideological and political theories, enhance their ability to embed ideological and political content in teaching, and ensure that ideological and political education and language teaching advance simultaneously. Teachers' interdisciplinary teaching ability should also be enhanced. The ideological and political education of college English courses requires teachers to possess the dual qualities of language teaching and ideological and political education. Through interdisciplinary cooperation and discussion, teachers can deepen their understanding of ideological and political content and effectively integrate it into classroom teaching.

5.2 Build a diverse interactive platform to enhance students' sense of participation

Building a multi-interactive platform to enhance students' sense of participation is an important strategy to improve the effect of digital technology empowering ideological and political teaching in college English courses. At present, student participation in the traditional classroom mode is often limited by time, space and the interaction mode between teachers and students, making it difficult to stimulate students' initiative and in-depth thinking. By building a multi-interactive platform, these limitations can be broken, providing students with more flexible and diverse participation channels, and thereby enhancing their learning motivation and the practical effect of ideological and political education. Specifically, a multi-interactive platform should not only include real-time communication tools both inside and outside the classroom, but also integrate technologies such as virtual reality, online discussions, and scenario simulations. Through immersive learning experiences, it should prompt students to deeply reflect on ideological and political content in various scenarios, stimulating their inner emotional identification and intellectual collisions. The platform should have data tracking and feedback functions. By analyzing students' interactive behaviors, participation levels and learning outcomes, it can adjust teaching strategies in real time and provide personalized learning paths for students. On this basis, teachers can more accurately identify students' learning needs and the weak links in ideological and political education, thereby achieving targeted tutoring and guidance.

5.3 Improve the content design and evaluation mechanism of ideological and political education in courses

Improving the content design and evaluation mechanism of ideological and political education in courses is one of the core ways to enhance the teaching quality of ideological and political education in college English courses empowered by digital technology. The design of ideological and political content in courses must break through the traditional framework of knowledge transmission and organically integrate ideological and political education with the cultivation of language skills. Firstly, in terms of content design, it is necessary to construct hierarchical and progressive teaching modules based on students' language proficiency and ideological and political cognition levels. Through diverse teaching materials such as case teaching, cross-cultural comparisons, and current hot topics, the timeliness and practicality of ideological and political education can be enhanced, enabling it to not only stimulate students' ideological collisions but also improve their language application abilities. Meanwhile, "when designing, the principles of systematicness and coherence of ideological and political education should be followed to ensure that the course content can progress layer by layer and be closely linked at different teaching stages, so as to achieve the synchronous advancement of ideological and political education and English learning." [5]

5.4 Strengthen the integration of ideological and political education with English subject knowledge

Strengthening the integration of ideological and political education with English subject knowledge is a key strategy to enhance the depth and breadth of ideological and political teaching in college English courses empowered by digital technology. The organic integration of ideological and political education and English subject knowledge requires not only innovation in curriculum design, but also in-depth integration in teaching concepts and methods. First of all, English teaching should go beyond the traditional imparting of language knowledge, focus on cultivating students' cross-cultural vision and sense of social responsibility, and by integrating ideological and political elements in English language materials, encourage students to internalize and identify with the core socialist values during the language learning process. For instance, teachers can conduct discussions on ideological and political themes by analyzing social and political issues, historical events or cultural conflicts in the original English texts, thereby cultivating students' critical thinking and global perspective. During this process, the application of digital technologies, especially online collaboration platforms, corpora and big data technologies, will provide students with more

abundant teaching resources and interactive Spaces, thereby stimulating students' independent exploration and in-depth thinking on ideological and political content. Secondly, the deepening of English subject knowledge is the basis for the infiltration of ideological and political education. Through carefully designed teaching cases and real contexts, teachers can guide students to think about how to showcase China's cultural confidence and values in a global context. In this process, digital technology can assist teachers in establishing language learning resource libraries closely related to ideological and political education, promoting seamless integration between language learning content and ideological and political education content.

6. Conclusion

The empowerment of ideological and political teaching in college English courses by digital technology represents the direction of educational innovation. Although technology brings many opportunities to teaching, it still faces challenges such as teachers' capabilities, resource sharing and student engagement in practice. To this end, enhancing teachers' digital capabilities, optimizing the design and evaluation mechanism of ideological and political content, and building an interactive platform will be the keys to promoting teaching reform. Digital technology is not only a teaching tool, but also an important force for promoting the renewal of educational concepts and achieving the cultivation of all-round qualities. In the future, with the continuous development of technology, digital teaching will provide strong support for cultivating new era talents with a sense of social responsibility and innovative spirit.

Acknowledgement

This paper is the research result of the key project of Liaoning Communication University: Research and Practice of Ideological and Political Construction of Applied University Curriculum.

References

- [1] Liu Zhao. Research on the Implementation Path and Strategies of Ideological and Political Education in College English Courses under the Concept of "All-Round Education" [J]. Campus English, 2024,(35):25-27.
- [2] Wen Wen. Teaching Practice of Education Digitalization Facilitating Ideological and Political Education in Higher Vocational English Courses [J] Henan Education (Higher Education), 2024,(08):92-94.
- [3] Liu Yuli Research on the Teaching Paradigm of Ideological and Political Education in College English Courses under the Background of Digitalization [J]. Journal of Jiamusi Vocational College, 2024,40(07):177-179.
- [4] Zhou Yu. Digital Empowerment of Ideological and Political Teaching Reform in Comprehensive English Curriculum [N]. Xinhua Daily, March 29,2024 (015).
- [5] Zhang Shuling, Xu Danling, Wen Hongli, et al. Research and Practice on the Construction of First-Class Demonstration Gold Courses for College English Education in Medical Colleges under the Background of Digitalization with "One Core, One Line, Six Transformations"[J] Journal of Multimedia and Network Teaching in China (Upper Ten-month issue),2023,(12):89-92.