Pathways and Practices of Ideological and Political Education Reform in University English Courses Empowered by Digital Intelligence

Xiaomei Li

Institute of Vocational and Technical Education, Heilongjiang Agricultural Economy Vocational College, Mudanjiang City, 157041, China

Abstract: At present, the digital intelligence technology is widely used in the field of education, and the ideological and political education (IPE) reform of University English course is imminent. In this context, the research aims to explore effective reform paths and practical strategies. This article discusses the IPE reform of University English under the background of digital intelligence empowerment. Through the method of literature research, this article combs the theoretical basis of the empowerment of digital intelligence and curriculum IPE, explores the reform path from three aspects: teaching content, methods and assessment, and puts forward practical strategies such as improving teachers' quality, integrating teaching resources and creating teaching environment. The research shows that the empowerment of digital intelligence brings innovative opportunities for ideological and political teaching in University English, and appropriate reform paths and practical strategies can promote the deep integration of the two. This study provides a useful reference for improving the quality of ideological and political teaching in University English course and cultivating all-round talents, and helps to solve the theoretical and practical problems faced in the current reform.

1. Introduction

In today's era of rapid development of digitalization and intelligence, digital intelligence technology has penetrated into every corner of the education field at an unprecedented speed. As a key link in cultivating high-quality talents, higher education is facing profound changes [1]. University English, as a basic course in colleges and universities, not only undertakes the important task of cultivating students' language ability, but also shoulders the mission of educating people [2]. In this context, how to organically combine the empowerment of digital intelligence with the IPE of University English course has become an important issue that educators need to solve urgently.

With the continuous progress of information technology, the application of digital intelligence empowerment in education is increasingly extensive [3]. It breaks the limitation of traditional teaching in time and space, enriches teaching resources and teaching means, and provides the possibility for personalized learning [4]. At the same time, as an important way of IPE in colleges and universities, curriculum IPE aims to integrate the elements of IPE into the whole process of various courses, and realize the education of all staff, the whole process and all-round education [5]. For University English course, it is helpful to cultivate students' cultural self-confidence, international vision and social responsibility by excavating the ideological elements and passing them on to students through appropriate ways [6]. However, at present, the IPE reform of University English course under the background of digital intelligence empowerment is still in the exploratory stage. On the one hand, some teachers do not know enough about the application of digital intelligence technology in curriculum IPE, and fail to give full play to the advantages of digital intelligence technology. On the other hand, there is still a lack of systematic theoretical guidance and practical experience on how to deeply integrate the digital intelligence technology with the IPE content of the curriculum [7]. Therefore, it is of great significance to study the path and practice of IPE reform in University English under the background of digital intelligence empowerment.

The purpose of this study is to explore how digital intelligence empowerment can effectively help the IPE reform of University English course, and put forward practical reform paths and practical strategies through theoretical analysis and practical exploration.

2. Related theory

The concept of digital intelligence empowerment stems from the integration of digital and intelligent technologies. Digital technology enables information to be stored, transmitted and processed in digital form, while intelligent technology gives the system the ability of autonomous learning, analysis and decision-making [8]. Digital intelligence empowerment education has the characteristics of rich resources, instant interaction and personalized learning, which can provide students with diversified learning experiences and meet the learning needs of different students.

University English course IPE aims to skillfully integrate IPE through English teaching. Its connotation not only includes cultivating students' language skills, but also emphasizes guiding students to establish a correct world outlook, outlook on life and values, and enhancing their cultural self-confidence and national pride. The goal of IPE course is to cultivate students' good moral quality, international communication ability and sense of social responsibility, so that students can master English knowledge and become comprehensive talents with family feelings and global vision.

There is a solid theoretical basis for the combination of digital intelligence empowerment and University English course IPE. From the perspective of pedagogy theory, constructivist learning theory emphasizes that learners actively construct new knowledge on the basis of existing knowledge and experience. The rich resources and interactive environment provided by the empowerment of digital intelligence help students to better construct knowledge in independent exploration and cooperative communication, and at the same time integrate the elements of IPE to promote students' all-round development [9]. From the perspective of psychological theory, cognitive load theory holds that rational use of multimedia and other intellectual means can optimize the way of information presentation, reduce students' cognitive burden and improve learning effect. In the ideological and political teaching of University English course, the application of digital intelligence technology can present the IPE content in a more vivid and intuitive form, and enhance students' acceptance of IPE.

3. Exploration on the path of IPE reform in University English course

3.1. Teaching content reform path

The era of digital intelligence has provided a great deal of materials for University English teaching. Teachers should actively explore the materials of digital intelligence and skillfully integrate them into the ideological elements of the curriculum. Figure 1 shows an example of intellectualized ideological and political materials in different subject teaching units of University English. In the teaching process, teachers can design corresponding classroom activities based on these materials, guide students to discuss and think, and organically combine language learning with IPE.
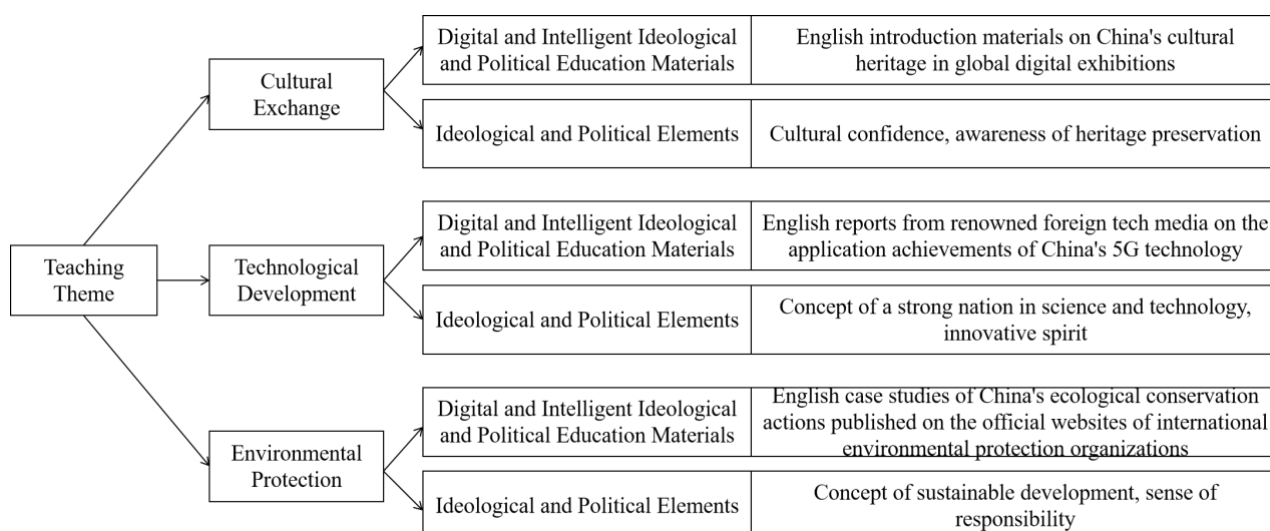
Figure 1 Digital intelligence IPE materials

3.2. Innovation path of teaching methods

Digital intelligence technology provides strong support for the innovation of ideological and political teaching methods in University English course [10]. Teachers can use the intelligent teaching platform to carry out mixed teaching, and publish learning materials containing ideological elements online, such as short videos and articles, so that students can preview in advance. Offline classes deepen students' understanding of IPE content through group discussions, role-playing and other activities. Virtual reality (VR) and augmented reality (AR) technology can also be applied to teaching. For example, when explaining historical and cultural related content, VR technology is used to make students feel the historical scene personally, and describe what they have seen and heard in English, so as to enhance their sense of identity with their own history and culture and enhance their ability to spread China culture in English.

3.3. Optimization path of teaching assessment

Traditional University English teaching assessment focuses on the assessment of language knowledge and skills. Under the background of IPE courses, it is needed to build a teaching assessment system that adapts to the empowerment of digital and intelligence. The new assessment system should include process assessment and summative assessment. Procedural assessment records students' learning process with the help of digital intelligence platform, including their enthusiasm for participating in online discussions and their ability to analyze ideological and political materials. In addition to the traditional examination, summative assessment can also add project-based assessment, for example, let students complete an English project planning on the international spread of China culture in a group form, and assess students' understanding and application ability of ideological and political ideas.

On the assessment subject, realize diversification. In addition to teacher assessment, students' self-assessment and mutual assessment are introduced. Students can assess their own and group students' performance in the course of ideological and political study through the platform of digital intelligence, and cultivate students' self-management and teamwork ability. By optimizing teaching assessment, students' performance in University English IPE courses can be comprehensively and objectively reflected, promoting the improvement of teaching quality.

4. Practical strategy of IPE reform in University English course

4.1. Teachers' literacy promotion strategy

Teachers are the key promoters of teaching reform, and the ideological and political teaching of University English under the background of digital intelligence empowerment puts forward higher requirements for teachers' quality. Teachers should improve the application ability of digital

intelligence technology. For example, mastering the functions of online teaching platform skillfully can make high-quality teaching resources by using multimedia production software. Teachers need to strengthen ideological and political literacy, deeply understand the connotation and objectives of IPE, and accurately tap the ideological elements in English textbooks. In order to help teachers improve their literacy, schools can formulate targeted training plans (see Table 1). The plan covers two parts: the training of digital intelligence technology and the special training of IPE. The training of digital intelligence technology includes the operation of online teaching platform and the use of intelligent teaching tools. The special training of IPE focuses on the study of ideological and political theory, the excavation and integration skills of ideological elements. Through systematic training, help teachers better adapt to the ideological and political teaching of the course of digital intelligence empowerment.

Table 1 Teacher Training Program

Training Category	Training Content	Training Method	Training Schedule
Digital Intelligence Technology Training	Detailed explanation and practical operation of online teaching platform functions	Combination of centralized lectures and hands-on exercises	Once a month, 4 hours each time
Digital Intelligence Technology Training	Application of intelligent teaching tools such as AI-assisted translation and speech recognition software	Online tutorial learning and offline Q&A sessions	Once a quarter, 6 hours each time
Ideological-Political Education Training	In-depth interpretation of ideological-political theories	Expert lectures and group discussions	Twice per semester, 6 hours each time
Ideological-Political Education Training	Case analysis on exploring and integrating ideological-political elements in English teaching materials	Case sharing sessions and experience exchanges	Three times per semester, 4 hours each time

4.2. Teaching resources integration strategy

The rich teaching resources in the era of digital intelligence provide a broad space for the ideological and political teaching of University English. Teachers should integrate digital intelligence resources with curriculum ideological and political resources and build a multi-teaching resource pool. Teachers need to collect high-quality online English learning resources, such as open courses in famous foreign universities and featured contents in English learning apps, and screen out some of them that can be integrated into IPE. Teachers should tap local IPE resources, such as excellent traditional cultural stories in China and English reports on the development achievements of modern China, and turn them into teaching materials.

In teaching, teachers can introduce English documentaries on the development of China's space industry into the classroom, so that students can feel the spirit of struggle and patriotism of China astronauts while learning English. At the same time, using the resource sharing function of the online education platform, teachers are encouraged to share high-quality teaching resources, and the content of the resource pool is continuously enriched to provide strong support for the ideological and political teaching of the course.

4.3. Strategies for creating teaching environment

Creating an ideological and political teaching environment for the course of number intelligence is an important link to promote teaching reform. Schools should strengthen the construction of hardware facilities, ensure the stability of campus network, and equip them with advanced multimedia teaching equipment to provide guarantee for teachers and students to use digital

intelligence technology to carry out teaching activities. Schools can use digital intelligence technology to build a virtual learning community and encourage students to exchange and discuss around the theme of IPE in the community.

Schools can create a forum for ideological and political learning of English courses, where students can share their understanding of ideological elements or publish their English learning experiences related to the course. Teachers can guide the discussion direction in the forum, answer students' questions and create a positive learning atmosphere. By creating a good intellectual teaching environment, the effectiveness of ideological and political teaching in University English course can be improved.

5. Conclusions

In the era of rapid development of digital intelligence technology, the reform of IPE in University English course is imperative. In this article, the path and practice of teaching reform of this course under the background of digital intelligence empowerment are deeply discussed, and a series of instructive achievements have been achieved.

On the theoretical level, this study clarifies the theoretical basis of the empowerment of digital intelligence and the IPE course of University English. With the characteristics of the integration of digital and intelligent technologies, Digital Intelligence Empowerment brings rich resources and instant interaction to education. The IPE course of University English aims at cultivating students' correct values and cultural self-confidence. The combination of the two accords with the related theories of pedagogy and psychology and provides a solid support for the reform.

In the aspect of reform path, the teaching content should be integrated with ideological elements, such as different theme teaching units with corresponding ideological and political materials. In the teaching method, we use the intelligent teaching platform to carry out mixed teaching, and introduce VR, AR and other technologies to enhance the experience. The construction of teaching assessment includes process and summative assessment and multi-subject participation, which comprehensively and objectively reflects students' learning effectiveness.

In practical strategy, teachers' ability can be improved by making a training plan to improve teachers' digital intelligence and ideological and political literacy; Integrate the teaching resources of digital intelligence and IPE, and build a multi-resource library. At the same time, measures such as strengthening hardware construction, creating a digital intelligent teaching environment and building a virtual learning community provide a strong guarantee for teaching reform.

Empowering students with digital intelligence provides a new opportunity for the IPE reform of University English. The path and practical strategy explored in this article are feasible. However, the teaching reform is a continuous and dynamic process. In the future, it is needed to continuously pay attention to the new development of digital intelligence technology and continuously optimize teaching, so that University English can better realize the fundamental task of educating people while cultivating students' language ability.

References

[1] Gao Lina, Yao Zhiying, Zhou Wei. Exploration and Practice of Ideological and Political Education in the "Introduction to Linguistics" Course for English Majors in Universities [J]. Technology Enhanced Foreign Language Education, 2024, (05): 76-81+115. DOI: 10.20139/j.issn.1001-5795.20240511.

[2] Li Zheng. Research on the Reform of Ideological and Political Education in University English Courses in the New Era [J]. Teaching Reference of Middle School Politics, 2024, (20): 97-98.

[3] Liu Bingdong, Feng Lei. The Construction of Ideological and Political Education in English Major Courses: Realistic Dilemmas and Breakthrough Paths [J]. Technology Enhanced Foreign Language Education, 2022, (04): 23-28+112.

[4] Wang Ying. Research on the Implementation Path of Regional and Country Studies Courses in

the Ideological and Political Construction of English Majors [J]. Foreign Language Research, 2023, (04): 61-66. DOI: 10.16263/j.cnki.23-1071/h.2023.04.009.

[5] Cai Manyuan. The Creative Rationality and Practical Directions of High-Quality University English Courses from the Perspective of "Curriculum Ideology and Politics" [J]. Technology Enhanced Foreign Language Education, 2022, (01): 3-7+101.

[6] Liu Xiangling. Dilemmas and Countermeasures of Ideological and Political Education in University Courses During the Digital Transformation of Education [J]. China Educational Technology, 2022, (08): 100-105.

[7] Cao Xiying. The Intrinsic Requirements and Practical Approaches of Ideological and Political Education in Foreign Language Major Courses Under the Background of Digital Transformation in Education [J]. Foreign Languages in China, 2024, 21(04): 78-84. DOI: 10.13564/j.cnki.issn.1672-9382.2024.04.007.

[8] Li Xuan, Zheng Hongxia. Exploration of the Implementation Path of Ideological and Political Education in English Reading Courses for Undergraduate Universities in the Information Age [J]. China Sciencepaper, 2023, 18(09): 1055.

[9] Gu Lixing. Problems and Countermeasures of Implementing Ideological and Political Education in Vocational College English Teaching [J]. Theory and Practice of Education, 2022, 42(18): 45-47.

[10] Hu Baoju. Research on the Integration of Excellent Traditional Culture into Vocational College English Teaching from the Perspective of Curriculum Ideology and Politics [J]. Theory and Practice of Education, 2022, 42(06): 58-60.