HiLL PUBLISHING

The Educational Review, USA, 2025, 9(3), 340-345
https://www.hillpublisher.com/Journals/er/
ISSN Online: 2575-7946
ISSN Print: 2575-7938

Research on Integrating Ideological and Political Education into College English Course Under the Background of Teaching Digital Transformation

Yiting Fu

School of Foreign Languages, Chengdu University of Information Technology, Chengdu 610030, Sichuan, China.

How to cite this paper: Yiting Fu. (2025). Research on Integrating Ideological and Political Education into College English Course Under the Background of Teaching Digital Transformation. *The Educational Review, USA*, 9(3), 340-345.
DOI: 10.26855/er.2025.03.010

Received: February 17, 2025
Accepted: March 15, 2025
Published: April 11, 2025

Corresponding author: Yiting Fu, School of Foreign Languages, Chengdu University of Information Technology, Chengdu 610030, Sichuan, China.

Abstract

With the rapid development of digital and intelligent technologies, traditional teaching models are facing profound changes. This study explores the innovative pathways and practical explorations of college English course ideological and political education from the perspective of digital transformation. Based on the characteristics of educational digital transformation and the exploration of the connotation of course ideological and political education. This study explores the symbiotic relationship between language ability and ideological and political literacy and identifies the current challenges and proposes a digital technology-driven teaching framework, including enhancing teachers' digital literacy, building a multimodal teaching corpus, innovating teaching methods, and reforming the evaluation system. Through these pathways, this study aims to construct a more scientific and effective teaching system for ideological and political education in college English courses, providing theoretical support and practical guidance for cultivating high-quality talents with national sentiment, international vision, and cross-cultural communication skills.

Keywords

Digital transformation; College English course; Ideological and political education

1. Introduction

With the rapid development of digital and intelligent technologies, traditional teaching models are undergoing profound changes. According to the requirements of the Ministry of Education's "Education Informatization 2.0 Action Plan", China's overall level of educational informatization needs to be shifted from application-driven to innovation-led, building a new ecosystem featuring Internet plus education. The application of technologies such as artificial intelligence (AI), big data, and cloud computing has propelled educational information digitalization to a new level, driving the rise of personalized and intelligent teaching models. In humanities and social sciences, for example, a college English course requires the implementation of moral education and the integration of knowledge transmission with value guidance. Adapting to technological trends, the innovative achievements of digital and intelligent technologies should be adopted to improve teaching quality and deepen ideological and political education. The application of digital and intelligent technologies has not only changed the way college English is taught but also expanded the channels for obtaining educational resources, promoting a shift in students' learning styles from passive to active. This transformation demands teachers' continuous learning and exploring, applying new tools and platforms to achieve more efficient classroom management and personalized teaching. How to effectively integrate digital and intelligent technologies into college English

courses' ideological and political education, leveraging their strengths while minimizing limitations, is a core issue in the current reform of college English teaching. Therefore, exploring innovative pathways for college English course ideological and political education in the background of digital and intelligent integration and constructing a digital ideological and political teaching framework has important theoretical and practical significance.

2. Mechanism of Digital Empowerment in Ideological and Political Education

2.1 Characteristics of Educational Digital Transformation

Educational digital transformation emphasizes the use of artificial intelligence, big data, and other technologies to achieve intelligent delivery of educational resources, intelligent tutoring of the learning process, and intelligent decision-making in educational management. Through intelligent algorithms analyzing students' learning behaviors and outcomes, personalized learning suggestions are provided for each student to improve learning efficiency. Education in the digital transformation era focuses more on meeting students' individual needs. By analyzing data to understand students' interests, abilities, and learning progress, customized learning content and methods are provided to ensure that each student receives the most suitable education. Additionally, in the digital context, the ubiquity of educational resources can be realized, meaning that learning is no longer limited by time and space. Through cloud computing, the Internet of Things, and other technologies, educational resources can be accessed anytime and anywhere, achieving seamless learning connections and allowing students to learn at any time and place. Moreover, educational digital transformation also encourages collaborative cooperation between teachers and students. By sharing educational resources through online platforms, educational equity is promoted; at the same time, through project-based learning and online discussions, students' interaction and collaboration are enhanced, thus team cooperation skills are cultivated.

2.2 Connotation of Course Ideological and Political Education in the New Era

Course ideological and political education, in the context of digitalization and networking, has further developed and deepened its educational philosophy. It has realized a shift from unidirectional teaching to multi-directional interaction. In the new era, ideological and political education is no longer limited to traditional one-way knowledge transmission but combines online and offline methods to achieve multi-directional interaction between teachers and students and among students, promoting in-depth exchanges and discussions on values. It can realize a shift from standardized education to personalized cultivation, providing more customized value guidance and educational content based on students' individual characteristics and needs, making ideological and political education more relevant to students' realities, enhancing its attractiveness and persuasiveness. It can also realize a shift from classroom-based education to life integration, emphasizing extending ideological and political education from the classroom to students' daily lives through diversified pathways such as practical activities and online culture, integrating core socialist values into students' behavioral habits and lifestyles. Therefore, it can realize a shift from educational guidance to practical cultivation, encouraging students to practice core socialist values in social practice and to reflect the outcomes of ideological and political education through concrete actions. Using digital technology, the new era of ideological and political education can break through the geographical and resource limitations of traditional education, achieving open sharing of high-quality educational resources, promoting balanced development of ideological and political educational resources, and enhancing the overall level of ideological and political education.

2.3 Symbiotic Relationship Between Language Competence and Ideological and Political Literacy

Language competence plays an important role in enhancing ideological and political (IP) literacy, while IP literacy is key to promoting language ability. Language is the shell of thought; certain language ability helps students express their ideas and viewpoints accurately and vividly, especially when discussing IP topics, enabling effective communication and enhancing the persuasiveness of their views (Wen, 2022). Through language acquisition, evaluation, and creative thinking about IP issues, students can develop independent thinking skills, reasonably question controversial viewpoints, and engage in in-depth discussions. Language is also an important carrier of culture; by improving language ability, students can better understand and inherit excellent traditional Chinese culture, thereby enhancing national pride and cultural confidence, which are important components of IP literacy. The cultivation of IP literacy emphasizes correct value orientation, which helps students follow core socialist values in language expression and elevate the moral standards of their language. IP education often involves logical reasoning and argumentation, which helps students improve the logic and coherence of their language expression, enhancing its persuasiveness. It also emphasizes emotional identification and resonance, which can inspire students to express emotions through language, enhancing its expressiveness and infectiousness. When

conducting IP education, social practice is often combined with, where students use language to solve problems, enhancing their practical language skills. In a nutshell, language competence and IP literacy are interdependent; without good language ability, IP literacy cannot be effectively expressed and disseminated, and without deep IP literacy, language ability loses its directional guidance for value.

Based on this symbiotic relationship, college English course IP education that meets the characteristics of the times can more effectively achieve dual improvements in language ability and IP literacy, cultivating high-quality talents.

3. Current Challenges in College English Course Ideological and Political Education

3.1 Ideological Ambiguity Under the Impact of Multiculturalism

Under globalization, different cultures interact and collide, causing uncertainties or ambiguity in individuals' and groups' value systems, belief systems, and identity recognition. This is especially true for college students, whose values are still in formation. They can access various types of information from around the world through the Internet. However, their ability to discern the authenticity of information is limited. The values and lifestyles they encounter online inevitably impact and challenge their existing ideologies. Faced with multiple cultural value systems, students may experience difficulty in making choices, leading to the shaking or restructuring of their existing value systems. As a result, in a multicultural context, students may feel lost and confused regarding ethnic and cultural identity, making it difficult for them to make clear value judgments. This not only affects the inheritance and development of culture but also potentially impacts social stability in the near future.

3.2 Lack of Value Guidance in Human-Computer Interaction

With the rapid development of artificial intelligence (AI) technology, new products and services are emerging continuously. However, the corresponding ethical norms and legal regulations are lagging behind the pace of technological progress. During human-computer interaction, this lag may lead to the neglect of users' value systems and ethical needs in the application of technology. At the same time, some intelligent devices and applications collect and use users' data without fully informing users, ignoring their value demands for privacy protection. Some AI products may overly pursue commercial interests while neglecting social responsibilities such as social equity and environmental protection. AI technology may also exacerbate social inequality, for example, through algorithmic discrimination against certain groups, which can further intensify social stratification. Additionally, inappropriate human-computer interaction can lead to psychological issues such as dependence and anxiety among users. Teachers in the process of digital teaching should be fully aware of this issue and consciously guide students to compensate for the lack of value guidance in human-computer interaction, thereby promoting the better application of AI technology in teaching.

3.3 Resource Piling and Ideological and Political Labeling

In current college English teaching, there is an imbalance in the effective integration of English language knowledge transmission, skill development, and IP education (Zhou, 2024). On one hand, a large amount of IP content is piled up in teaching materials and resources such as college English textbooks and courseware, making the course content overly complicated and affecting the transmission of English language knowledge and the development of skills. Moreover, some English teachers use monotonous teaching methods and rely on rote teaching, ignoring the students' principal role and interactivity. This makes it difficult to appropriately integrate IP elements into teaching, resulting in poor teaching outcomes. On the other hand, excessive IP content can cause students to lose interest in English courses, reduce their enthusiasm for learning, and consequently affect their academic and professional development. The overemphasis on IP education also restricts the development of students' English listening, speaking, reading, and writing skills. To avoid the phenomenon of "IP labeling", college English teaching should reasonably integrate IP elements, focus on the balance of course content, improve teacher quality, innovate teaching methods, and pay attention to students' interests and needs, thereby enhancing the quality of English teaching and the effectiveness of IP education.

4. Construction of the Curriculum Ideological and Political Teaching Framework Driven by Digital Technology

4.1 Teachers' Digital Literacy Improvement

Teachers are the key force in promoting teaching reform. The improvement of teachers' digital literacy is the basic

guarantee for the implementation of curriculum IP education in the digital era, and it is a prerequisite for improving the quality of teaching and education (Gao & Zhang, 2022). Only teachers with high digital literacy can skillfully use information technology means, innovate teaching methods, enrich teaching content, stimulate students' learning interests, improve teaching effectiveness, guide students to use information technology to carry out inquiry-based and project-based learning, and cultivate students' innovative thinking and problem-solving abilities. Specifically in terms of curriculum ideological and political education, a digital IP workshop can be established to train teachers to use some corpus analysis tools, such as AntConc, for text mining and to analyze the IP elements in teaching materials so as to make selections. On the basis of software tool training, teachers are encouraged to widely apply information technology in teaching and carry out subject research to promote the improvement of digital literacy through practice. For example, use semantic analysis tools to analyze the ideology in students' written expressions, so that teachers can pay attention to students' thinking development and changes in stance, adjust teaching strategies in a timely manner, lay a good foundation for further targeted and personalized ideological and political education, and improve the effectiveness and pertinence of digital education.

4.2 Multi-modal Teaching Corpus Building

There are many IP elements inherent in college English course textbooks and relevant teaching materials (Ye, 2025). However, these IP elements need in-depth excavation and careful teaching design, and can only achieve the expected teaching results of curriculum IP education when they are effectively integrated with the course content. According to the call for young talents to take on responsibilities in the new era: telling real Chinese stories and spreading excellent Chinese culture, it is necessary to build a "Chinese Stories" multi-modal teaching resource corpus. The corpus integrated with Chinese elements can effectively spread China's voice, promote Chinese culture, and cultivate students' intercultural communication ability and socialist core values. College English courses can select multi-modal resource themes according to the syllabus and textbook contents, focusing on themes such as the Chinese Dream, Chinese history, culture, scientific and technological innovation, social development, and ecological civilization construction, which can reflect the socialist core values and demonstrate the style of China in the new era. Then, through the design of teaching tasks, students can produce or collect documentaries, news reports, etc. related to the themes; produce audio and video materials such as story explanations, interviews with figures, and theme discussions; or design content with both pictures and texts, and improve students' participation through interactive elements (such as click-to-expand and interactive Q&A). Through the integration of multi-modal resources and the way of joint construction and creation by teachers and students, a rich, diverse in form and educational "Chinese Stories" multi-modal corpus can be built, providing strong teaching support for the curriculum IP education of college English courses.

4.3 Teaching Methods Innovation

4.3.1 Virtual Simulation Situational Teaching

With the development of information technology, virtual simulation technology is increasingly being applied to the field of teaching. In college English courses, through virtual simulation situational teaching, such as diplomatic negotiations or simulated international conferences, students can be provided with the opportunity to simulate standing on the international stage. This can not only improve students' English proficiency but also endow them with a sense of mission in their roles, enabling students to firmly stand their ground and effectively achieve the goal of IP education. Before carrying out virtual simulation teaching activities, clear IP education objectives should be set, such as cultivating national awareness, enhancing cultural confidence, understanding international rules, and improving cross-cultural communication skills. Then select topics related to current international hot issues. Ensure that the situational design is close to reality, allowing students to feel the real atmosphere of diplomacy or international conferences. Teachers provide relevant background information, role information, meeting agendas, etc., to enhance the authenticity of the situation, and let students make full preparations before class. According to students' English proficiency and interests, assign different roles, such as national representatives, conference chairpersons, journalists, etc. Set specific positions and goals for each role to guide students to think deeply. During the simulation process, encourage students to use English for effective communication, resolve conflicts, and reach a consensus. At the same time, guide students to adhere to the core socialist values and demonstrate China's position. After the simulation activity, organize students to conduct reflection and discussion, share their experiences, and the knowledge they have learned. Through virtual simulation situational teaching, not only can students' English application ability be improved, but also their national identity and pride can be enhanced, international vision and cross-cultural communication ability can be cultivated, understanding of international rules can be promoted, ability to participate in international affairs can be improved, and ultimately, students can be guided to correctly handle international relations and voice for China.

4.3.2 Ideological and Political Intervention Based on Learning Analysis

Artificial intelligence technology can empower a variety of teaching scenarios. Currently, the public's common application scenarios of artificial intelligence's intelligent recommendation are mainly reflected in online shopping and short video viewing recommendations, and its application in the field of teaching is worthy of active exploration. For example, through an AI speech evaluation system (such as the FIF Oral Platform), it can detect students' deviation in value expression in real time during oral English or speech training. If students repeatedly use expressions such as "democracy deficit" in their oral expressions, the intelligent system can automatically forward selected passages from the English version of the *White Paper on China's Democracy*, which can correct the deviation in a timely manner, help students firmly stand their ground, and establish correct values.

4.4 AI-enhanced Ideological and Political Evaluation System

The traditional IP evaluation system is difficult to achieve the visual presentation of the growth trajectory and the dynamic adjustment of the education strategy (Chen, 2025). By constructing a trinity intelligent "data-cognition-value" evaluation paradigm, a full-process evaluation system can be established, in combination with artificial intelligence technology, the deep integration of implicit data collection, intelligent analysis, and personalized intervention. First, construct an intelligent perception layer to achieve implicit data collection. Adopt multi-source information fusion technology to collect students' behavior data under the premise of protecting privacy. For example, map the learning trajectory through a dynamic knowledge graph and record students' cognitive changes in real time. Second, establish an intelligent analysis layer to deepen the application of educational laws. Construct an evaluation model through three dimensions: the degree of knowledge construction, the internalization of values, and the degree of practical transformation. Analyze the cognitive development level based on the concept migration graph, track the construction process of the knowledge network, use natural language processing technology to analyze the semantic evolution of reflection logs, detect the trend of value transformation, analyze the theoretical application ability in combination with spatio-temporal data, and quantify the level of unity of knowledge and action. Develop a dynamic early warning mechanism, and use the decision tree algorithm to identify abnormal states such as "cognitive value imbalance" and "disconnection between knowledge and action" to trigger targeted early warnings. Third, introduce an intelligent service layer to promote human-machine collaborative education. Construct a personalized growth navigation system and generate an adaptive learning path according to the students' ability matrix. For example, for students whose social responsibility needs to be improved, the intelligent system recommends an advanced path of "community governance practice→theoretical transformation training→reflection writing guidance", and predicts the improvement goal. Provide teachers with a smart workbench, which can generate classroom optimization suggestions in real time, including the recommendation of cases of opposing views, the teaching strategy of the role rotation method, and the group efficiency optimization plan, to help with the precise adjustment of teaching strategies.

5. Conclusion

In the wave of digital transformation, the IP education in college English courses is facing unprecedented opportunities and challenges. Through the exploration of innovative paths and practical approaches of IP education in college English courses from the perspective of digital transformation, this paper proposes a teaching framework driven by digital technology, aiming to improve teaching quality, deepen IP education, and cultivate high-quality talents with an international perspective and cross-cultural communication abilities. This research puts forward the "double helix" development model of digital IP teaching, which deeply integrates digital technology and ideological and political education, forming a teaching mode of mutual promotion and coordinated development. This model not only emphasizes the application of technology but also attaches great importance to the connotation construction of IP education, ensuring that the two complement each other in the teaching process. Among them, virtual simulation situational teaching is worthy of vigorous promotion. It provides students with an immersive learning experience, enabling students to better understand and practice the core socialist values on the simulated international stage, and enhancing their national identity and cultural confidence.

In future teaching, with the rapid development of generative AI technology, its application in personalized IP education also has broad prospects. Future research can further explore how to use generative AI technology to provide personalized IP education content and feedback according to students' individual differences and learning progress, so as to improve the accuracy and effectiveness of ideological and political education.

Funding

This project is jointly funded by the Sichuan Foreign Languages and Literature Research Center and Shanghai Foreign Language Education Press: The Construction and Practice of Ideological and Political Education in College English Courses in the New Era under the Background of Educational Digital Transformation (SCWYH23-10); The Key Project of the 2024 Undergraduate Education, Teaching Research and Reform Project of Chengdu University of Information Technology: The Construction of the Knowledge Graph of Cross-Cultural English Courses for Smart Education (JYJG2024035).

References

Chen, R. (2025). Research on the construction of an ecological classroom integrating modern information technology in college English curriculum ideology and politics. *Journal of Ezhou University*, *32*, 41-43.

Gao, Y., & Zhang, Z. (2022). Construction of structural model of college English teachers' teaching competence in curriculum ideology and politics. *Computer-Assisted Foreign Language Education*, *1*, 8-14+102.

Jiang, F. (2024). Exploration of innovative teaching in curriculum ideology and politics in higher education institutions under the background of information technology. *Agricultural Equipment and Intelligent Technology*, *4*, 53-58.

Si, L. (2024). Action research on curriculum ideology and politics in college English courses based on CLIL. *Teaching in Forest Areas*, *12*, 37-41.

Wang, L., Yang, X., & Yu, J. (2025). Research and exploration on the systematization of curriculum ideology and politics in higher education institutions. *Forum on Education and Teaching*, *7*, 13-16.

Wen, Y. (2022). Theoretical logic and teaching practice of telling Chinese stories well in college English teaching. *Social Scientists*, *8*, 148-154.

Ye, C. (2025). Research on technology-empowered teaching models of curriculum ideology and politics in college English courses. *Journal of Hubei Open Vocational College*, *38*, 101-103.

Zhou, J. (2024). Exploration and practice of educational pathways for curriculum ideology and politics in college English courses. *Journal of Jiujiang University (Social Sciences Edition)*, *43*, 52-57.