

Exploring the Integration of Digital Intelligence into the Whole Process of Ideological and Political Education of Political Economy Course in Colleges and Universities

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Abstract The fusion of digital technology and education has ushered in an era of intelligent educational environment. The course of *Political Economy* in colleges and universities not only imparts economic knowledge and cultivates financial quotient, but also bears the important task of improving students' ideological and moral character. It is worth exploring how to effectively use digital technology to integrate ideological and political education into political economy more accurately. On the basis of building the ideological and political education system of political economy course, this paper explores the practical path of ideological and political education in the era of digital intelligence from three aspects: "before class", "during class" and "after class".

Key words Digital empowerment; Political economy; Course-based ideological and political education; Comprehensive exploration

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At present, the Party Central Committee with Comrade Xi Jinping as the core attaches great importance to the ideological and political education work in colleges and universities, and has put forward new requirements and ideas for ideological and political education work in colleges and universities under the new situation, making important contributions to doing a good job in ideological and political education work in colleges and universities^[1]. Among them, "promoting the digitization of education, building a learning oriented society and great country, and achieving lifelong learning for all" was clearly proposed in the report of the 20th National Congress of the Communist Party of China^[2]. This strategic deployment provides an overall direction and goal for the digital transformation of the education field, and also lays the policy foundation for the digital empowerment of ideological and political education of political economy course in colleges and universities.

In the ever-changing tide of the times, the core essence of comprehensive education in higher education is deeply integrating ideological and political education into professional courses and shaping students' correct values and moral values. At the same time, as an important discipline that provides insights into socio-economic phenomena, guides practical decision-making, helps students grasp the pulse of the times, and copes with future challenges, the teaching of political economy also plays an important role. The advanced technologies such as big data and cloud com-

puting could be used to optimize resource allocation, innovate teaching models, and achieve personalized teaching. It has injected new vitality into the ideological and political construction of political economy course through the transformation of educational concepts empowered by digital intelligence. "Teaching children in the same way as yesterday today is equivalent to depriving them of tomorrow", as the famous philosophical educator Dewey warned. This concept inspires higher education to constantly move forward, and contribute to the cultivation of high-quality talents that meet the needs of future society with a more forward-looking perspective and innovative methods. It is not only a warning to the current education situation, but also a guide to the direction of future education development. Education, as the cornerstone of shaping the future, has never stopped its pace of innovation and development. In this context, the teaching of ideological and political education and political economy in colleges and universities, as well as the transformation of the concept of digital empowerment education, together constitute the three pillars that promote the advancement of political economy course in colleges and universities to a higher level.

1 Ideological and political education system of political economy

1.1 Clearing the introduction of the course, with a focus on system orientation Political economy, as a science that studies social production relations and their development laws, is an important component of Marxist theory. This course aims to systematically teach the basic principles, viewpoints, and methods of Marxist political economy, enabling students to deeply understand and master the objective laws of social and economic movements,

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and possess the ability to analyze real economic problems.

The political economy course is mainly aimed at students from higher education institutions of finance and economics who have a strong interest in economics and hope to make achievements in the field of finance and economics. The course is guided by the educational philosophy of "benefiting the people" and the economic ideology of socialism with Chinese characteristics proposed by comrade Xi Jinping in the new era. It is committed to cultivating students' qualities of both morality and industry, and implementing the teaching philosophy of "consolidating foundation, advancing ability, innovating thinking, improving personality, and serving society". Adhering to industry demands, it aims to strengthen students' sense of responsibility and mission as economic and management talents required for serving modernization construction, and cultivate students with economic thinking and excellent professional qualities. Political economy is the fundamental theory of other economics disciplines, and mastering political economy is of great significance for the subsequent study and understanding of economics courses, which helps students build a complete knowledge system of economics. At the same time, students can deeply understand the essential differences and development laws between capitalism and socialism, firmly believe in the path of socialism with Chinese characteristics, apply their learned knowledge to social practice, and make positive contributions to promoting social progress and economic development.

1.2 Preparing course section, with a focus on ideological and political content The content of the political economy course is divided into two major sections: "capitalism" and "socialism".

Marx specifically studied commodities under the capitalist mode of production—the four fundamental questions in *Das Kapital*: How is this wealth generated? How can this kind of wealth appreciation be achieved? How is the added value of this wealth distributed? How was this wealth destroyed in an instant? Marx deeply expounded on the exploitation of labor by capital and revealed the development process of commodities (wealth) under the capitalist mode of production, as well as the contradictions between capitalist productive forces and production relations. Based on the clear interpretation of the four core theories on the four questions, the answer and resolution of each question are the logic and context of Marx's connotation in the study of *Das Kapital*.

The *Political Economy (Socialist Part)* takes the primary stage of socialism as its research starting point, mainly focusing on the production relations and their development laws in socialist society. Based on this, it is required to use the three-level theory of production relations as the foundation, mainly including the teaching content of socialist construction in the primary stage of socialism, such as economic system, economic system (socialist market economy system), and economic mechanism (including enterprises, distribution, economic development, macroeconomic regulation, etc.).

1.3 Combining characteristics and sectors, and building an education system Based on the characteristics and content of the course, the ideological and political education system of political economy is established from a micro and divergent perspective.

1.3.1 Starting from the teaching point of political economy course, to search for ideological and political elements. The political economy course not only has profound theoretical knowledge, but also abundant ideological and political resources, which is of great significance for cultivating students' comprehensive qualities and improving educational outcomes. It should create a library of ideological and political materials for the course, and promote the high-quality development of the course through "six intelligence education". Good materials for providing students with road confidence education and cultivating their thinking and innovative abilities are mainly excavated in "intelligence" education. When educating students on patriotism, such as the superiority of the socialist system, emotional intelligence education can utilize these materials. In terms of "financial intelligence" education, students can be taught how to correctly view "money" and how to make money, and how to establish risk and cost awareness^[3]. In terms of "legal intelligence" education, students can be taught to abide by laws and regulations, make money wisely, follow market order and rules, and have a reverence for the law. Regarding "adversity intelligence" education, students can be taught to have a strong will, perseverance, and the ability to withstand setbacks. In "happiness intelligence" education, students can be taught how to correctly view "happiness" and how to obtain "happiness".

1.3.2 Starting from the development history of political economy course, to explore ideological and political elements. The development history of political economy is not only a magnificent intellectual history, but also a profound social history, rich in diverse ideological and political resources. Firstly, the understanding of the essence of capitalism and proposing the theory of scientific socialism are based on Marxist political economy. During the evolution from classical political economy to Marxist political economy, economists have continuously deepened their understanding of socio-economic issues, forming a scientific view and methodology of social history. By studying this historical process, students can gain a profound understanding of the background, theoretical system, and practical value of Marxism. Secondly, political economy provides action guidelines and theoretical weapons for proletarian revolution. By understanding these historical events and the thoughts of characters, and exploring the history of social change, it is beneficial for students to have a profound understanding of the important role of scientific theories in promoting social progress, thereby stimulating their enthusiasm for learning and exploratory spirit. Finally, the economic ties between countries are becoming increasingly close, and the pace of economic globalization is accelerating. Through learning, students can gain a deep understanding of the economic relations and development trends between different countries and regions, thereby cultivating an open, inclusive, cooperative and win-win international perspective and a

sense of community with a shared future for mankind.

1.3.3 Starting from the combination of political economy course with practical experience, to explore ideological and political elements. The close connection between knowledge and life, the combination of course content with real economic issues, and the use of hot events that occur in real society as case studies, is conducive to students' better understanding of theoretical knowledge and greatly helps to cultivate students' hands-on abilities. On the one hand, students can be encouraged to pay more attention to current hot economic issues, such as income inequality, employment issues, environmental protection, *etc.* It is beneficial for students to discover contradictions in real economic life, thereby cultivating their critical thinking and problem-solving abilities. On the other hand, by integrating local resources, it should strongly support students to conduct on-site inspections and research in local enterprises or communities, and vigorously develop the integration of industry and education. Communicating and interacting with business leaders, community residents, and others to understand their actual production and living conditions, difficulties, and problems, is beneficial for students to better combine theoretical knowledge with practice, cultivate their sense of mission, and also mobilize the subjective initiative of college students to actively engage in solving practical problems.

1.3.4 Starting from advanced figures and ideas in political economy course, to discover ideological and political elements. In the course of political economy, the advanced figures and ideas not only have profound theoretical connotations and practical value, to discover ideological and political elements, but also is conducive to stimulating students' interest in learning and admiration. For example, economists and thinkers who have made significant contributions to the development of political economy can be appropriately introduced in the course. Through such learning, it is beneficial for students to establish correct values and outlook on life, cultivate the spirit of striving for progress, pursuing truth, and exploring science. It is also possible to combine advanced figures and ideas with contemporary and practical significance to explore ideological and political elements. For example, the contributions made by contemporary Chinese economists in the reform, opening up, and modernization construction, as well as their thoughts and ideas, are all important components of China's economic development. These advanced figures and ideas not only reflect the characteristics and requirements of the times, but also have strong pertinence and inspiration.

2 Practical path of empowering ideological and political education in courses of colleges and universities with digital intelligence

2.1 The quality of teaching being ensured, and sufficient preparation of "digitization" before class being made

2.1.1 Clarifying the practical path guidance and playing a leading role. It should adhere to student-centered approach, demand-

oriented approach, prioritize the cultivation of well-rounded individuals, and serve the implementation of core competencies. The new normal of "human – machine co-teaching" education should be grasped. In online and offline classroom learning and online learning, based on data intelligence and supported by digital campus environment, it should work together to promote and play a "dual function" role.

2.1.2 Improving teachers' digital literacy and creating a digital treasure trove. The education industry standard *Teacher's Digital Literacy* was issued in November 2022, which states that teachers' ability to apply digital technology resources to implement teaching includes using digital technology resources to support the organization and management of teaching activities, optimize teaching processes, and carry out personalized tutoring. To carry out ideological and political education in political economy course, the key is to enhance the digital literacy of teachers in colleges and universities, which can be improved from the following aspects^[4]. Firstly, teachers should establish the concept of digital education, recognize the importance of digital technology in ideological and political education in the curriculum, continuously enrich teaching methods, and consciously integrate digital technology. Secondly, higher education institutions should regularly organize teachers to participate in digital technology training, which includes basic computer operations, network applications, and the use of multimedia teaching tools, to help teachers master the basic knowledge and practical skills of modern information technology. Finally, teachers should increase their cooperation and communication efforts to jointly research new paths and methods for ideological and political education in the digital intelligence empowerment course.

2.1.3 Utilizing the advantages of digital technology and empowering ideological and political education in courses. In the face of diversified digital resources, teachers should make full use of digital technology while also being clear that they cannot move towards entertainment in order to stimulate students' enthusiasm, nor can they move towards hollowing out in order to enrich classroom forms and carriers. They should identify, screen, integrate, and finally apply digital information to safeguard educational reform, and adhere to the unity of seriousness and vividness^[5]. In terms of personalized lesson plan design, teachers can grasp learning situations and precisely design teaching based on visual academic reports. Based on the characteristics and needs of students, with the help of information terminal devices, networks, and support platforms, real-time collection of teaching data from multiple scenarios and the entire process, such as teacher – student interaction data, student response data, and peer communication and discussion data, is carried out to dynamically improve and optimize teaching. In terms of teaching methods, teachers should skillfully select and use the Internet, micro classes, MOOC and appropriate teaching software to optimize classroom learning situations, big data integration and other functions, and enhance students' real experi-

ence^[6]. It is particularly important to emphasize that while attempting to reform the classroom teaching structure centered on teaching, it is necessary to be adept at utilizing digital technology to optimize classroom learning situations, using information technology as a cognitive and emotional incentive tool for students to learn independently. It should focus on enhancing students' learning and research abilities, and effectively promote the practical mode of "teacher led, student centered" in teaching reform^[7]. In terms of teaching methods, teachers should use multimedia forms such as PPT, video, and audio to make the teaching content more intuitive and vivid, and stimulate students' interest and enthusiasm for learning.

2.2 The teaching mode needing to be innovated, and the key in class being integrating "intelligence"

2.2.1 VR technology leading "experiential" teaching: deep integration of history and reality. Firstly, in the development and application of VR teaching content, teachers should fully consider the teaching needs of ideological and political disciplines and political economy. Based on highly realistic historical scenes, relevant theoretical concepts are deeply analyzed. It should ensure that each VR experience accurately aligns with the knowledge points of this course, enabling students to have profound cognitive experiences in a virtual environment and thus play a good teaching role in the classroom. Secondly, in designing interactive learning paths, teachers can try to create VR technology classrooms that are rich in interactive elements. By incorporating elements such as role-playing, course introduction, and scenario simulation as the introduction and extension of teaching, and setting interactive methods such as problem challenges to intervene in the teaching process, students are encouraged to actively think about learning content in virtual environments. Thirdly, in building a collaborative teaching model, it should establish a VR teaching model to achieve collaboration among schools, teachers, and students.

2.2.2 Collaborative inquiry based teaching: deep integration of theory and practice. In terms of project oriented task design, it is necessary to combine the ideological and political content of the curriculum to design practical and challenging project tasks with far-reaching significance. In guiding students in solving practical problems through a project driven approach, it should apply theoretical knowledge to practice, and exercise their practical application ability and innovative spirit. In terms of digital tool assisted collaboration, modern technological means such as online collaboration platform resource libraries can be fully utilized to create a convenient and collaborative learning environment for students. The online communication and collaboration function is conducive to strengthening and assisting effective communication and collaboration among students. In terms of cultivating emotions and values, collaborative learning should pay attention to cultivating students' abilities in emotions and values. It is dominant by group discussion and exchange. Combined with case analysis and role-playing, it should purposefully allow students to deeply analyze

topics such as social phenomena and the meaning of life.

2.2.3 Smart classroom: organic integration of traditional and modern teaching. One is to optimize and improve teaching methods in a timely manner by utilizing the intelligent display of student task results and the advantages of real-time feedback through the smart classroom system. Two is that teachers use the precise reports provided by the smart classroom system to track students' learning progress, identify difficult problems, and provide personalized teaching and guidance based on students' personal learning materials and behavior patterns through data analysis according to their learning needs. Three is to establish scientific and effective evaluation criteria and regularly assess and provide feedback to students. Through self-assessment and peer evaluation, students can cultivate their ability for self-directed learning and teamwork, and their learning outcomes can be comprehensively and objectively evaluated and continuously improved, providing strong support for their growth and development.

2.3 The teaching effect needing to be improved, and the "cloud" after class not being omitted

2.3.1 Building a "cloud" platform after class and establishing a data analysis system. On the one hand, it can use advanced data collection technology to comprehensively and systematically collect multidimensional data from students' after-school learning processes, including but not limited to the time and quality of completing assignments, mastery of knowledge points, and development of core subject competencies. These data can be automatically analyzed to provide timely personalized feedback and guidance to students. On the other hand, cloud platforms can intelligently recommend learning resources based on students' learning needs and weak links, and provide targeted exercises and tutoring, making learning more convenient for students while improving the quality.

2.3.2 Building a virtual practice bridge and integrating the essence of theory and practice. The ultimate goal of adhering to and developing Marxist political economy theory is adhering to the organic unity of theory and practice^[8]. By comprehensively utilizing digital means, virtual practice platforms such as virtual social surveys and virtual red culture experiences can be built, providing students with a bridge for thinking and practice. It is beneficial for students to stimulate their interest in learning, enhance their political consciousness, theoretical consciousness and emotions, and fully integrate theory with practice for ideological and political education by adhering to the alignment between schools and society, majors and industries.

2.3.3 Establishing a sound evaluation and feedback mechanism and promoting continuous optimization of teaching. On the one hand, it can establish a comprehensive and objective evaluation system by combining multi-dimensional data such as academic reports, virtual practice performance, and online discussion participation. The evaluation of students' comprehensive abilities can be formed through various methods such as self-evaluation, peer evaluation, and teacher evaluation. That is to say, an objective under-

standing of students' learning status is formed from an institutional perspective. On the other hand, the platform provides timely feedback on students' learning progress, which plays an important guiding role in teachers' teaching. They could adjust teaching strategies and learning plans of students in a timely manner, promoting the improvement of teaching quality.

3 Conclusions

In the ideological and political practice activities of the curriculum, it is necessary to deeply integrate the concepts of "offline" and "online", achieve a connection in form and a qualitative leap in connotation, and build a comprehensive and multi-level ecosystem. It is required to liberate "instrumental rationality" from the excessive oscillation of "humanistic sentiment", combine the heating up of "humanistic sentiment" with the shaping of "educational exchange emotions", "correct values" and "sound personality", and organically integrate "offline" "courses" and "online" "classrooms".

Therefore, it is necessary to deepen education reform and innovate the ideological and political curriculum system, which can be more in line with the pulse of the times and improve the timeliness and pertinence of ideological and political courses. It should adhere to the deep integration of political and professional education, break down disciplinary barriers, constantly explore new paths in interdisciplinary integrated teaching, and enable students to comprehensively improve their comprehensive quality. ① The mental health and growth of students should be given top priority, and comprehensive attention should be paid to their learning and growth. At the same time, the targeted psychological counseling and career planning counseling should be carried out. Finally, by strengthening cooperation between families and schools and building a social collaborative education mechanism, an atmosphere for caring and supporting education could be formed throughout society. ② The construction of the teacher team is also a key link in improving the quality of education. It is necessary to continuously increase investment in the professional competence and teaching

ability of teachers, improve their teaching and professional level, promote the modernization of education through technological means, broaden the channels for sharing educational resources and optimize resource allocation, and pursue the wise use of digital technology and intelligent devices. ③ In international exchanges and cooperation, it should adopt an open and inclusive attitude, actively seek opportunities for cooperation with countries around the world in the field of political and ideological education, and improve the internationalization level of China's political and ideological education.

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