

# Exploration on the Path of Digital Transformation of Ideological and Political Education in College English Courses

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## ABSTRACT

With the rapid development of globalization and informatization, college English courses not only undertake the task of language teaching, but also shoulder the important responsibility of ideological and political education. At the same time, with the continuous progress of digital technology, the digital transformation of ideological and political education in English courses has become an important direction of educational reform in the new era. Starting from the theoretical background, this paper discusses the necessity of the digital transformation of ideological and political education in college English courses, analyzes the current challenges, and puts forward the corresponding solutions. Through intelligent teaching platforms, big data analysis, virtual reality (VR) technology, multi-modal interactive classrooms and other methods, this paper optimizes the course design, improves the teaching quality, and enhances the effectiveness of ideological and political education, in order to broaden the ideological and political education channels of English courses, improve students' ideological identity and cultural confidence, and further promote the reform of college English teaching.

## KEYWORDS

college English; ideological and political education in courses; digital transformation; teaching reform

In the digital age of the Internet of everything, the educational ecology is undergoing unprecedented structural changes. As an important carrier of cross-cultural communication function and value-leading mission, ideological and political education in college English courses is faced with dual transformation needs, which not only needs to break through the limitations of traditional language teaching based on knowledge, but also needs to cope with the challenge of paradigm reconstruction brought by the digital wave. This transformation is not only related to the innovation of teaching forms, but also involves the deep return of the essence of education. It is necessary to build a new education model that integrates technology empowerment and value leadership.

## 1 Background and Necessity of Digital Transformation of Ideological and Political Education in College English Courses

### 1.1 Background of Digital Transformation of Ideological and Political Teaching in College English Courses

According to the Global Education Informatization Index, digital investment in higher education in 2022 increases by 237% compared with 2019, but the application of technology led by instrumental rationality exposed a clear phenomenon of value idling. At the same time, although the ideological and political construction of Chinese college English courses has achieved remarkable results, it still faces three contradictions in the process of digital transformation: the contradiction between technology application and value transmission, the contradiction between digital resources and ideological and political elements, and the contradiction between virtual fields and meaning construction. According to research data from a key university, 78 percent of English teachers believe that existing digital platforms are difficult to effectively carry the function of ideological and political education, and 65 percent of students reflect that the value guidance experience in online learning is weaker than that in traditional classrooms. In short, ideological and political education in traditional English classrooms often falls into the dilemma of "labeling", and the mechanical superposition of ideological and political elements and language knowledge leads to the "irrelevance". And digital teaching is easy to slip into the misunderstanding of "technology first". The application of VR, AI and other new technology often stays at the level of sensory stimulation, and fails to realize inherent value.

### 1.2 The Necessity of Digital Transformation of Ideological and Political Education in College English Courses

#### 1.2.1 The Influence of Globalization and Informatization on College English Teaching

Driven by economic globalization and technological progress, the informative education model has gradually become an important trend of college teaching. Traditional college English teaching focuses on the cultivation of language

competence, but in the context of accelerated globalization, language learning not only involves vocabulary, grammar and pragmatic competence, but also carries the function of cultural transmission and value shaping. The digital transformation of ideological and political education in college English courses conforms to this trend, and helps to build a richer teaching system and improve students' cross-cultural communication ability.

### **1.2.2 Policy Orientation of Ideological and Political Construction of College Courses**

In recent years, China attaches great importance to the ideological and political construction of courses, "A Guideline on Strengthening Reform and Innovation of Ideological and Political Theory Courses", "A Guideline for the Ideological and Political Construction of College Courses" and other policy documents have been issued, emphasizing that college courses should undertake the mission of educating people, and ideological and political elements should be organically integrated into various courses. As an important part of college general education, English courses have a broad ideological and political teaching space. Promoting the innovation of ideological and political education through digital means will help strengthen the shaping of students' values and promote their all-round development of moral, intellectual, physical, aesthetic and labor grounding.

### **1.2.3 Changes in Students' Learning Needs**

Contemporary college students grow up in the information society and have a high acceptance of the digital learning mode. Compared with traditional classroom teaching, students are more inclined to learn through online resources, interactive courses, and intelligent tools. The digital transformation of ideological and political education in college English courses can not only meet the personalized learning needs of students, but also enhance the interest and interaction of teaching, so as to improve the penetration effect of ideological and political education.

## **2 Challenges of Digital Transformation of Ideological and Political Education in College English Courses**

Under the background of the rapid development of information technology, ideological and political education in college English courses is undergoing digital transformation. However, this process is not smooth sailing and still faces many challenges, which are mainly reflected in the insufficient digital construction of curriculum resources, unqualified digital teaching ability of teachers and imperfect evaluation system.

### **2.1 Insufficient Digital Construction of Curriculum Resources**

The digital transformation of ideological and political education in college English courses depends on high-quality digital resources. However, there are still some shortcomings in the construction of curriculum resources that are difficult to meet the teaching needs. First, digital textbooks and resources are limited. Although some colleges and universities are trying to develop digital courses, they mostly stay in the electronic transformation of basic content and lack systematic and targeted resources, which makes it difficult for teachers to find suitable digital ideological and political materials in the course of lesson preparation and teaching, and to give full play to the advantages of digital technology<sup>[1]</sup>. Secondly, the content is updated slowly and fails to keep up with social development. Ideological and political education needs to combine the latest current events, policy orientation and cultural dynamics, but the current English digital resource database fails to realize real-time update, and the relevant teaching content lags behind, which weakens the sense of reality and attractiveness of the curriculum. In addition, the sharing and integration mechanism of ideological and political digital resources has been not yet perfect, most of universities are "independent", the construction of relevant resources lacks overall planning, and some high-quality resources cannot be shared in a larger scope due to the copyright or access rights. These problems undoubtedly further restrict the digital development of ideological and political education in college English courses.

### **2.2 Difficult integration of Teaching Content and Ideological and Political Education**

In essence, English courses emphasize the cultivation of language skills and the improvement of cross-cultural communication ability, and ideological and political education pays attention to thought guidance and value shaping. There are certain differences between the two in goals, contents and methods, and the integration process is naturally full of difficulties. On the one hand, there is a certain gap between the selection of course content and the combination of ideological and political elements. Most English textbooks are written based on foreign cultural backgrounds, and the

compatibility between the discourse and topics involved and the ideological and political goals is not always ideal. Directly and abruptly adding ideological and political content may affect the coherence of language teaching and weaken students' interest in learning. At present, English teachers face problems of properly integrating ideological and political elements in the process of language learning and making it both natural and educational. Secondly, the digital transformation of teaching modes intensifies the complexity of the integration of ideological and political education. Digital teaching relies on multimedia resources, online platforms and intelligent technologies. Although it can improve classroom interaction and learning autonomy, it may lead to the weakening of ideological and political education. In the fragmented and decentralized digital environment, it is difficult for teachers to achieve value guidance through traditional classroom teaching, and students' initiative and depth in receiving ideological and political content from massive information are affected to a certain extent. In addition, the lack of teachers' quality and teaching design ability also restricts the deep integration of ideological and political education and English courses. Not all English teachers have sufficient ideological and political teaching qualities. Most English teachers pay more attention to language skills training in English teaching, but lack systematic methods and experience of ideological and political education.

### **2.3 Insufficient Construction of Learning Effect Evaluation and Feedback System**

The current teaching evaluation system is difficult to comprehensively measure the improvement of students' ideological and political quality. Traditional English course evaluation methods mostly focus on the assessment of language ability, such as the examination of listening, speaking, reading and writing skills. However, the core of ideological and political education lies in the shaping of values and the guidance of thinking modes, which is difficult to be quantified by standardized tests. The current evaluation system can not truly reflect students' ideological progress and cultural identity. In addition, although the existing intelligent assessment tools have been applied in language learning, they are poorly adapted to ideological and political education and cannot accurately capture students' understanding and internalization of ideological and political content, which leads to certain limitations in the effectiveness assessment of ideological and political education in English courses. Secondly, although the digital transformation of ideological and political education in college English courses has introduced some intelligent analysis methods, it focuses more on the collection of learning data, lacks in-depth mining of the effect of ideological and political education, and cannot achieve accurate personality guidance. The subjective initiative and emotional attitude of students are often ignored in the evaluation system. As a result, students lack deep self-reflection and independent construction of ideological and political identity in the learning process, and it is difficult for teachers to accurately judge whether students really integrate the identification of socialist core values in English expression, or whether they can show the correct national narrative and cultural self-confidence in cross-cultural communication.

## **3 The Paths of Digital Transformation of Ideological and Political Education in College English Courses**

### **3.1 Construct Intelligent Teaching Platforms and Optimize Course Resources**

The construction of intelligent teaching platforms can not only integrate high-quality course resources, but also improve the interaction and pertinence of teaching. First of all, schools should rely on artificial intelligence, big data analysis, cloud computing and other technologies to build a intelligent platform that integrates teaching, assessment and feedback. This platform can integrate excellent English teaching resources at home and abroad, and incorporate ideological and political elements, so that students can receive ideological and political education imperceptibly in the language learning process. Secondly, the intelligent teaching platform should also have the interactive function to improve the learning experience of students. Online discussion areas, virtual reality (VR) interactive classes and intelligent question and answer systems should be set up in the platform, so that students can explore ideological and political topics in an immersive environment, enhance the sense of immersion in learning and the depth of thinking, so as to better understand the ideological and political connotation of English.

### **3.2 Strengthen Teaching and Research Training and Enhance Teachers' Digital Ability**

The digital transformation of ideological and political education of college English courses not only depends on technical support, but also requires teachers to have solid digital quality and teaching innovation ability, and systematic training is an important link. First, a hierarchical teacher training system should be constructed to provide differentiated training programs for teachers with different levels of digital quality. For teachers who lack digital teaching experience, basic technical training can be provided, such as the use of intelligent teaching tools, online course design methods, to enable them master basic digital teaching skills. For teachers with certain experience, they can focus on cultivating the integration and innovation ability of ideological and political education and digital technology. Secondly, schools should

promote English teachers to conduct interdisciplinary research together with ideological and political education experts and information technology engineers to explore how digital technology can serve ideological and political education more effectively. For example, natural language processing technology can be used to analyze the ideological tendencies in English news reports to help students improve their critical thinking and cultural identification skills in the process of language learning.

### 3.3 Establish a Diversified Evaluation System and Improve the Effect of Ideological and Political Education

First of all, the school should combine the process evaluation and the summative evaluation to fully reflect the learning effect of students. The process evaluation can make use of the data tracking function of the digital platform to analyze the interaction situation, reading behavior, discussion contribution of students in the course. For example, through the learning analysis dashboard, teachers can keep track of students' learning progress and give targeted advice based on their engagement, homework completion. The summative evaluation can break through the traditional written examination, and use open tasks, case analysis, digital display and other ways to test students' ability to express political and ideological views in English in real contexts<sup>[3]</sup>. Secondly, intelligent evaluation technology should be used to achieve a more scientific evaluation of ideological and political education. Artificial intelligence can comprehensively evaluate oral English expression, writing ability and ideological and political thinking depth of students through speech recognition, text analysis and other technologies. Finally, the diversified evaluation system should pay attention to students' self-reflection ability. To this end, the digital platform can set up learning logs or electronic files, so that students can record their ideological and political gains and thoughts in the learning process, and improve their self-cognition ability through comparative analysis of personal growth trajectories. The platform should set up regular learning reports to show students' understanding of ideology and politics in English learning, so as to encourage them to further think and explore.

## 4 Conclusion

To sum up, the digital transformation of ideological and political education in college English courses is essentially the creative transformation of education in the digital age. When technical logic is deeply integrated with the law of education, and when digital tools are organically blended with the humanistic spirit, it can cultivate socialist builders and successors based on China and with a global perspective.

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