Article

Reshaping the Role of High School Ideological and Political Education Teachers in the Era of Intelligent Digitalization

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Abstract: The report delivered at the 20th National Congress of the Communist Party of China explicitly outlines an educational digitalization strategy, providing high-level policy support for the transformation of ideological and political education in high schools and the upgrading of teachers' roles. This article explores the impact of the digital and intelligent revolution on reshaping teachers' abilities to educate and nurture students in these courses. It analyzes the challenges teachers face, including the diminishing authority of knowledge, limitations in resource integration, and the delayed application of technology. It proposes pathways to promote the transformation of teachers' roles, such as empowering the development of theoretical literacy through digital platforms, optimizing teaching abilities through human-computer collaboration, and cultivating the spirit of educators through the integration of virtual and real environments. The study emphasizes that in the digital and intelligent era, ideological and political teachers must embrace the spirit of educators as their core, enhance their digital literacy and technological innovation capabilities, build a new "human-machine collaboration" teaching ecosystem, and achieve a systematic transformation of teaching content, methods, and evaluation. This will provide theoretical support and practical guidance for fulfilling the mission of "cultivating talent for the Party and the country."

1. Introduction

With the synergistic advancement of new-generation information technologies such as artificial intelligence, big data, and cloud computing, the wave of digital transformation is powerfully driving a comprehensive reform of the education system and accelerating the evolution of teaching models toward greater intelligence. In the report of the 20th National Congress of the Communist Party of China, the digitalization of education was established as a national strategy, with a call to build a lifelong learning system that encompasses the entire population, thereby supporting the development of a learning-oriented society and nation. For the first time, the strategic deployment of educational digitalization was included in the National Congress report, marking it as a key direction of national development. This strategic initiative not only provides a top-level framework for educational reform in the new era but also sets new requirements for the innovation of teaching models and the transformation of teacher roles in high school ideological and political education.

2. Discussion

2.1. Digital Intelligence Empowering the Enhancement of Ideological and Political Course Teachers' Educational Competence

The Third Plenary Session of the 20th Central Committee of the Communist Party of China emphasized the need to strengthen teachers' "core competencies in moral education". Enhancing teachers' educational competence requires not only individual self-cultivation and professional development but also institutional support and resource provision at the societal level. With the continuous development of global digital intelligence technologies, utilizing intelligent tools to enhance teachers' instructional capabilities has become an essential strategy for improving the effectiveness of ideological and political education in the senior high school.

2.1.1 Digital Intelligence Platforms Supporting the Development of Theoretical Literacy among I&P Course Teachers

Ideological and political courses are designed to provide Marxist theoretical education, with the goal of cultivating socialist successors and builders who meet the developmental needs of the times (Lu, 2025). This requires I&P course teachers to possess a solid foundation in Marxist theory in order to deliver in-depth and systematic instruction.

The development of teachers' theoretical literacy through digital intelligence platforms can be promoted in several ways. First, existing theoretical learning platforms should be upgraded by integrating massive datasets with digital intelligence technologies. These technologies can be used to generate accurate user profiles, conduct in-depth analyses of learning needs, and intelligently match and optimize the most suitable theoretical content and learning models. Second, based on the characteristics of Marxist theory, digital intelligence platforms should be used to integrate high-quality resources from universities, research institutions, and broader society to develop AI-powered tools that support theoretical learning, thereby providing strong support for enhancing teachers' theoretical literacy. Third, it is crucial to cultivate teachers' competence in using digital intelligence technologies. Teachers' digital literacy is essential for the effective use of such platforms. They must develop a dialectical understanding of both the limitations and the potential of digital intelligence technologies. Moreover, they should attain a high level of proficiency in applying these tools, integrating them into their thinking, habits, and daily practices, and positioning themselves for future development.

2.1.2 Human-Machine Collaboration to Enhance Classroom Teaching Competence

In a networked and intelligent society, classroom environments have become more expansive, open, and complex. Managing the relationships among elements such as knowledge and values, theory and practice, as well as explicit and implicit content, has become a pressing challenge that teachers must address.

Human-machine collaboration is rapidly emerging as a key focus and educational goal in global higher education. In response to this trend, it is crucial to develop large language models tailored to the specific needs of ideological and political theory courses, thereby enhancing the capacity for educational transformation. These models can support teachers in navigating vast textual resources, uncovering connections with textbook content, and selecting the most effective teaching strategies, enabling deep integration of human cognition and artificial intelligence (Wang and Ning, 2025).

To improve teaching impact, digital profiling technologies--combined with intelligent recommendation and content generation tools--can assist teachers in dynamically assessing student status, accurately identifying ideological bottlenecks, and intelligently personalizing learning content and methods, thereby maximizing students' intrinsic motivation.

2.1.3 Integration of the Virtual and the Real to Foster the Spirit of Educators

Teachers of ideological and political theory courses should be guided by the spirit of educators in strengthening their ability to teach and nurture students. Technologies such as virtual reality (VR), digital twins, and virtual digital humans can be used to create digital representations of renowned educators from Chinese history. These digital figures can be brought into virtual environments to engage in interactive dialogues with teachers, transcending the boundaries of time and space and bridging the divide between the virtual and the real. At the same time, these methods can simulate and reconstruct the complex and dynamic teaching environments once faced by these educators, with relatively low energy consumption and minimal ethical risks. This enables novice teachers to more effectively navigate the open-ended nature of real-world teaching, allowing them to thoughtfully refine their own educational attributes and instructional styles. The spirit of educators can be fully integrated across all online platforms involved in the training of I&P teachers. This ensures its deep integration into every stage of teacher development, allowing teachers to genuinely experience the guidance and inspiration of the educator spirit, and ultimately grow into outstanding I&P teachers committed to nurturing talent for the Party and the nation (Boujia and Sabbane, 2024).

2.2. Role Crisis of High School Ideological and Political Theory Course Teachers in the Era of Digital Intelligence

Today, digital intelligence technology has permeated all aspects of daily life, becoming an ideology that accelerates both the personalization and socialization of student development. As artificial intelligence and big data reshape the educational landscape, high school ideological and political theory course teachers, as key figures in implementing moral education, face multiple challenges to their established roles. These challenges are mainly reflected in the following aspects (Hao, 2024).

2.2.1 Weakening of Knowledge Authority

In traditional teaching, teachers hold superior position and established their authority through the "knowledge monopoly". However, with the development of the digital intelligence, students obtain information through various tools, with intelligent devices and online platforms becoming more and more popular. Students can question their teachers' viewpoints, breaking the traditional "one-way output" model and challenging teachers' position. (Bian, 2023)

2.2.2 Limited Resource Integration Ability

Differences in resource formats and the varying needs of different disciplines further complicate overall planning, leading to reduced teaching efficiency. For example, in high school ideological and political courses, which integrate history, culture, social phenomena, and other multi-dimensional content, the teaching content will be difficult to systematize and structure if teachers cannot effectively integrate diverse resources. Some teachers also lack systematic thinking during resource selection and are prone to falling into the "information overload" trap, resulting in disorganized teaching content and negatively affecting teaching effectiveness.

2.2.3 Lagging Technical Application Ability

The integration of traditional teaching methods with smart technology faces numerous adaptability issues. Many teachers lack proficiency in operating new

software and platforms, and their application of technology remains superficial, hindering the achievement of an efficient human-computer collaborative teaching model. Furthermore, some teachers exhibit a "tool dependence" tendency in technology application, failing to truly integrate technology into teaching design and implementation, which limits improvements in teaching effectiveness (Zhao Wenzheng, Zhang Liguo,2025). Meanwhile, lacking systematic training or harboring technophobia, teachers often avoid technological changes, and this "technology fear" further exacerbates their role crisis.

2.3. The Transformation of the Role of High school Political Teachers

The digital intelligence has brought opportunities and challenges to ideological and political teachers. On the one hand, the application of artificial intelligence has enabled the sharing and interconnectivity of digital ideological and political education resources. On the other hand, it has given significant professional challenges for teachers. How can traditional ideological and political educators pay attention to the opportunity of educational transformation and transform themselves to meet the demands of the digital intelligence era.

2.3.1 From "Experienced Teachers" to "Mentors for Holistic Development"

Ideological and Political teachers should serve as facilitators of students' s intellectual growth. In the digital intelligence era, education must support comprehensive and personalized student development, with a focus on cultivating problem-solving skills. Ideological and political education teachers should give routine and mechanical knowledge delivery to digital technologies, allowing themselves to concentrate on the more complex, emotionally and creative aspects of education.

Ideological and Political teachers should act as a problem-solver, not an isolated practitioner. The cultivation of innovative talent requires building a competency-oriented and intelligent talent development system.

Ideological and Political teachers are supposed to focus on the lifelong learning, high school ideological and political education teachers should continuously update

their educational skills through lifelong learning, educate students in patriotism and national spirit, and promote students' development through education.

2.3.2 From "Practitioner" to "Educational Innovation Researcher and Value-Oriented Leader"

High school teachers of ideological and political education should play the roles as practitioners, researchers, and leaders in educational innovation to accelerate the building of a leading nation in education (Lian and Gao, 2025).

In moral education, dynamic learning profiles are generated by leveraging technologies like learning behavior analysis and knowledge graphs to support students in designing their own self-directed learning plans, thereby fostering the integrated development of moral, intellectual, physical, aesthetic, and practical education.

As researchers of educational reform and innovation, high school ideological and political education teachers should adopt a practice-oriented approach to digital teaching research. Within intelligent teaching practices, an action research perspective should be employed, treating their own teaching activities as research subjects. Through a spiral process of "planning—action—observation--reflection--evaluation," teachers can explore effective strategies for addressing instructional challenges using digital technologies (Li and Lv, 2025).

2.3.3 From "Preserving Tradition" to "Inheriting and Innovating"

Against the background of the intelligent, high school teachers of ideological and political are experiencing a significant shift from "upholding tradition" to "embracing innovation". This shift involves not only the improvement of individual teaching competencies but also the realization of the fundamental goal of fostering virtue through education and the fulfillment of the educational mission in the new era (Tan, 2025).

Ideological and Political teachers must be guided by the spirit of educators, uphold the core principles and value orientation of ideological and political education, and ensure that their teaching consistently follows the correct educational direction. As intelligent and digital technologies increasingly permeate the educational landscape, high school IPE teachers must remain steadfast in their commitment to

Marxism as their guiding ideology, strengthen their ideals and convictions, reinforce theoretical understanding, and ensure the accuracy and ideological integrity of their teaching content. As the spirit of educator's advocates, teachers should closely align their professional mission with personal fulfillment. In today's era, by continually reflecting on essential questions such as "Why did I choose education?", "What kind of education do I want to provide?", and "How can I provide quality education?", teachers can solidify their educational beliefs, clarify their educational philosophy, and develop a teaching style that embodies the spirit of the times. Upholding this core spirit is essential for ensuring that education remains on the right path in the age of intelligence and digitalization (Lu, 2025).

With the backdrop of the digital and intelligent, high school ideological and political teachers are expected to actively drive innovation in their daily teaching. Intelligent digital technology offers unprecedented chances for ideological and political education. Governments should encourage their teachers to use digital tools into the teaching plans of their lessons, using more technologies such as artificial intelligence, virtual reality, and big data analysis in their daily teaching.

In the age of digital intelligence, high school teachers of ideological and political education should have a united teaching method that supports fundamental teaching principles when drive innovation to promote systematic reforms in both teaching content and methods. In real teaching practice, teachers should match a balance between theory and practice.

3. Conclusion

Defining the role of high school teachers in the age of digital and intelligent is not only an inevitable trend, but an important step in fulfilling the vital task of fostering talents for the Party and the country. Moving forward, it will be essential to continuously track the dynamic interplay between technological advancement and educational reform, and to promote the high-quality development of ideological and political courses through innovation rooted in core values.

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