ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

Exploration of the Integration Path of Ideological and Political Courses in Universities, Secondary and Primary Schools Driven by Intelligent Technology

Mengshu Zhang*, Jiawu Li

Anhui University of Finance and Economics, Bengbu, Anhui 233030, China

* Corresponding author: 2795736917@qq.com

Abstract

With the development of intelligent technology, the integration of ideological and political courses in universities， secondary and primary schools has become the key to strengthen moral education and cultivate people, but there are dilemmas such as insufficient coherence of the curriculum system, obstacles to the sharing of teaching resources, and the lack of teachers' collaborative mechanism. This paper discusses the logic of intelligent technology empowerment, and proposes the paths of reconfiguring the curriculum system relying on knowledge mapping, innovating resource sharing with the help of intelligent platforms, applying intelligent tools to enhance teachers' synergy, and constructing an intelligent evaluation and guarantee mechanism, so as to provide practical support for realizing the synergy and coherence of ideological and political courses in various school stages.

Keywords

Intelligent technology; integration of ideological and political courses in universities, secondary and primary schools.

1. Introduction

Since the 19th CPC National Congress, under *the guidance of the Implementation Plan for the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era,* the integration path of political courses in universities, secondary and primary schools has been constructed as an important lever in the pattern of "comprehensive education with all staff by home-school-community educational partnership, full process covering whole-student life, all-round aspects integrated multi-dimensional development"[1] , which has provided the practical wisdom for the realization of the fundamental task of fostering virtue and nurturing talent. However, at present, there are still disconnections and faults in the goal setting, content articulation, methods and means of ideological and political courses in various academic segments. The empowerment of intelligent technology provides new opportunities and paths for breaking through this predicament and realizing the synergy and optimization of the integrated teaching system.

2. Difficulties Faced by the Integration of Ideological and Political Courses in Universities, Secondary and Primary Schools

In the process of promoting integration of ideological and political courses in universities， secondary and primary schools and implementing the fundamental task of fostering virtue and nurturing talen, although intelligent technology provides new opportunities for its development, the current practice is still faced with the lack of coherence in the curriculum system, the imbalance of teaching resources, and the lack of professionalism of some teaching

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

body and other practical dilemmas. The above dilemmas have severed the internal logic and continuity of ideological and political education in all academic segments, hindered the formation of the synergy of educating people, and are not conducive to the realistic practice of the integration goal[2] .

2.1. Insufficient coherence of curriculum system

The current ideological and political courses are offered in various stages of in universities，secondary and primary schools, but its design concept, course objectives, content structure and teaching focus are partially fragmented. Primary school emphasizes moral behavior norms and basic moral education; Middle school emphasizes more on ideals and beliefs, and awareness of the rule of law; High school focuses on national identity, history and culture. And universities favor the systematic construction of political theories and the cultivation of thinking skills. From the perspective of overall content design, some course topics have encountered the problem of "low-level repetition and high-level jumping": civic literacy education repeatedly appears in middle and high school curricula, while the cultivation of national consciousness has a blank between middle school and university stages, leading to the phenomenon of "repetition -disconnection". This not only wastes teaching resources, but also weakens the systematic and coherent education of students' values. This segmented and isolated curriculum system ignores the continuity of students' cognitive development and values formation making it difficult to achieve the goal of integration. The problem of unclear expression and lack of logical progression in the arrangement of knowledge points in the content of the curriculum makes it difficult for teachers to accurately grasp the core essence in the teaching process, and the lack of an overall cognitive picture of students in the process of learning, thereby weakening the guiding and infectious power of the course.

2.2. Imbalance of teaching resources

The imbalance of teaching resources is mainly reflected in three dimensions: geographical regional differences, educational ability differences, and platform integration ability differences. On the one hand, primary and secondary schools in developed areas have relative advantages in teaching facilities and digital resources, while schools in remote areas still face basic problems such as outdated equipment and poor network conditions. According to the *Monitoring Report on Quality and Balance Indicators for Compulsory Education in Xuanzhou District in 2023*, 65% of primary schools (39 schools) in Xuanzhou District, Anhui Province did not meet the standards, and 52% of junior high schools (23 schools) did not meet the standards; The part-time job rate of music, sports, and art teachers in small-scale rural schools exceeds 70%, and the proportion of full-time teachers in prestigious colleges in urban areas is over 90%. On the other hand, universities have well-established digital platforms, abundant educational resources, and research personnel, but due to teaching system barriers, these resources are difficult to effectively benefit and serve primary and secondary schools. In addition, some universities have attempted to open up ideological and political course resources to the basic education, but due to the lack of cross disciplinary resource standards and adaptation mechanisms, there are often adaptation barriers such as "too deep content" and "high language difficulty", which makes it difficult to implement resource sharing. Some regions have insufficient investment in the construction of digital ideological and political course resources, and have not included ideological and political course in the key construction at the policy level. The lack of financial investment and content research and development support also makes it difficult to achieve vertically connected teaching design in integration of ideological and political course.

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

2.3. Professional limitations among certain educators

Teachers, as the key force in the implementation of integration of ideological and political education courses, are directly affected by the actual development of the course objectives due to the large differences in the professional backgrounds, teaching philosophies, and ability structures among teachers at different stages. In primary and secondary schools, some ideological and political teachers are transferred from other subject teachers, with weak professional backgrounds and weak theoretical foundations; Universities tend to favor experts and scholars in fields such aspolitical science, philosophy, and Marxist Leninist principles, but often overlook the attention paidto students' psychological characteristics and cognitive differences. In addition, the teachertraining system is mainly based on the current stage, and a comprehensive pre-teaching and post-teaching training mechanism has not yet been formed, and there is also a lack of cross-section teaching exchanges and practices. According to the Ministry of Education's Research Report *on the Construction of Teachers of Ideological and Political Science Classes in Primary and Secondary Schools*, there is a shortage of more than 300,000 full-time teachers in primary and secondary schools nationwide, and the part-time rate in rural schools has reached 62%, such as in the rural middle school of Xuanshou District, where only 15% of the audio, physical, and artistic teachers are of professional background[7].. At present, only a few regions are exploring "school-school" and "teacher-teacher" collaboration mechanisms, such as virtual teaching and research rooms and cross school teaching and research communities, but most of them are project-based and lack institutionalized guarantees, which cannot achieve normalized development. At the teacher level, the transformation mechanism of teaching and research results is not smooth, it is difficult to promote and copy the excellent teaching design, and the overall teacher team has not yet formed a synergistic effect at the level of concept, ability and behavior.

3. The Theoretical Logic of Integration of Ideological and Political Courses Empowered by Intelligent Technology

The empowerment of intelligent technology for the integration of the ideology and politics courses in universities, secondary schools and elementary school is not a simple superposition of technology and education, but a deep integration based on the intrinsic laws of the them[3] . In the face of the reality of the curriculum system, resource barriers, teacher-student interaction, etc. the integration of the "personalization-interactivity-visualization" characteristics of intelligent technology with the educational philosophy of "moistening things silently" in ideological and political education provides theoretical support for solving these challenges. From the structured modeling of course content through knowledge graphs, to the cross disciplinary reconstruction of resource systems through smart platforms, and to the "diversified subjectivity" transformation of teacher-student collaboration models, intelligent technology is exploring the internal logic of integrating ideological and political courses from three dimensions: goal alignment, resource reconstruction, and subject interaction. Digging deeper into this theoretical logic can not only reveal the deep mechanisms of technological empowerment, but also lay a theoretical foundation for constructing a scientifically effective practical path.

3.1. The intrinsic alignment between intelligent technology and ideological and political education courses goals

The core feature of intelligent technology lies in "personalization-interactivity-visualization", which is highly compatible with the concept of "nourishing things imperceptibly" educational philosophy emphasized by ideological and political education courses. Artificial intelligence can generate cognitive portraits for students, build a logical self-consistent, emotionally coherent,

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

rhythmically adapted "wisdom nurturing" path, so that the ideological and political courses from "Indoctrination-style teaching" to "generative co-construction[3]". Specifically, the objectives and contents of the ideological and political courses in primary and secondary schools often lack systematic linkage, and different courses stages form their own systems, resulting in students' cognitive jumps and value faults. And with the help of knowledge mapping technology in artificial intelligence, the core topics of ideological and political education courses(such as patriotism, the concept of the rule of law, social responsibility, etc.) can be structurally modeled in terms of conceptual nodes, competency requirements, and learning paths. Through vertical correlation and node tracking, it can realize the "progressive evolution" and "spiral upward" of the course content of different school segments. We can establish emotional identity in elementary school; cultivate the awareness of rules in junior high school; guide rational analysis in senior high school; and realize theoretical construction and faith identity in university stage. We can divide the nodes into levels by cognitive difficulty and depth of thought, and connect the objectives and teaching contents of the courses of each academic section, so as to carry out knowledge modeling and realize the intelligent reconstruction of integrated parenting logic. The ability of intelligent technology in natural language processing sentiment analysis can be used for classroom interactive feedback, and teachers can adjust their teaching pace and content density accordingly to guide the realization of positive emotional value. This process reflects a transition from "technology driven" to "value internalization".

3.2. Reconstruction of curriculum resource system by information infrastructure

With the gradual popularization of the "Smart Education Integration Platform", integration of ideological and political courses in universities，secondary and primary schools can achieve unified deployment of resources and cross stage access. Through mechanisms such as education cloud and block chain authentication, a content system consisting of a "unified curriculum resource library and dynamic update mechanism" is constructed to provide students from different stages with "spiral progression and thematic connectivity" course support. In the face of the reality of diverse textbook versions and scattered resources, which make it difficult to unify and collaborate teaching content across different stages, intelligent technology can modularize and reconstruct teaching resources based on dimensions such as stages, themes, and ability requirements, and achieve intelligent push. Teachers can use the intelligent system to realize "on-demand group lessons" and "task-based lesson preparation" to avoid content repetition and improve teaching efficiency. Teachers can use intelligent systems to achieve "on-demand lesson planning" and "task-based lesson preparation", avoiding content repetition and improving teaching efficiency. Teachers can deploy the "Course Theme Integrated Label System" on the "National Primary and Secondary School Smart Education Platform" or the "Smart Tree" university platform. The system can automatically recommend ideological and political resources for corresponding stages based on teaching objectives, and improving sharing efficiency. In the course of practice, the "National Teaching Platform for Ideological and Political Theory Courses in Colleges and Universities" and the "National Wisdom Education Platform" have piloted the construction of a three-dimensional resource system of "theme-stage-task". For example, in Zhejiang Province, a three-dimensional resource system was established in Yiwu City. Zhejiang Province has established a regional integrated "Ideological and Political Resource Center" in Yiwu City, which gathers university lectures, red education videos, and moral education activity templates. Through unified standards, it achieves open co construction, sharing, and evaluation of teaching content throughout the entire school period.

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

3.3. "Diversified-Subjectivity" transformation of teacher-student collaboration empowered technology

In the traditional teaching system, the ideological and political courses are often teacher-centered, and the classroom structure shows the one-way transmission logic of "teacher speaks-student listens". So students have a weak voice in the course, and their participation and subjectivity are generally insufficient. This model restricts the achievement of high-level goals such as "value resonance", "emotional identity" and "critical thinking" in ideological and political courses, and also exacerbates students' sense of alienation and formal cognition ofthe curriculum. The intelligent technology has made the role of teachers no longer limited to knowledge explanation, but more inclined towards value guidance: through situational simulation, case guidance, dialectical viewpoints and other methods, it triggers students' ideological resonance and guides them to distinguish truth in the collision of different viewpoints; Using AI tools for instructional design and module restructuring, such as recommending differentiated cases, setting problem oriented paths, and arranging task driven scenarios, can fundamentally transform the role relationship, interaction methods, and evaluation mechanisms between teachers and students, promoting the transformation of ideological and political classrooms from "indoctrination teaching" to "generative dialogue". The intelligent platform no longer positions teachers as knowledge instillers, but as guides of value generation and regulators of the feedback mechanism[4] . Students, on the other hand, are transformed from traditional passive receivers to content co-constructors. The teaching evaluation system based on big data can achieve a teaching mode of "co-construction, co-sharing, and co-evaluation" between teachers and students, and reconstruct the power relationship and interactive mode of ideological and political courses.

4. Implementation Path of Integration of Ideological and Political Courses in Universities, Secondary and Primary Schools Driven by Intelligent Technology

Against the backdrop of the deep integration of intelligent technology into the education system, the construction of the integration of ideological and political courses in universities, secondary and primary schools is facing new development opportunities and practical challenges. The organization of the content of ideology and politics education, the teaching method, and the evaluation mechanism have undergone profound changes. The traditional phased and fragmented education model is no longer able to meet the overall requirements of ideological and political education in the new era, and there is an urgent need to build an education system that connects various stages, promotes collaboration, and links systems. This is not only a practical need toim prove the quality of education, but also an important measure to implement the fundamental task of cultivating morality and talents, with urgent practical significance and clear strategic guidance.

4.1. Technology-Driven curriculum restructuring for enhanced coherence and progression

The lack of coherence in the curriculum system is the primary problem that hinders the integration of ideological and political courses in universities, secondary and primary schools. With the help of intelligent technology, it can be solved from three aspects: content modeling, dynamic adjustment, and hierarchical implementation.

In content modeling, In terms of content modeling, knowledge graph technology is used to construct a structured system of the core themes of ideological and political courses. Regarding core themes such aspatriotism and the rule of law, sort out the concept nodes, ability requirements, and learning pathsincluded in each theme, and achieve vertical correlation and

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

node tracking through knowledgegraphs. For example, for the theme of "patriotism", emotional identification nodes such as

"understanding the national flag and emblem" are set up in primary school, rule awareness nodessuch as "understanding national historical events" are set up in junior high school, rationalanalysis nodes such as "analyzing national development achievements and challenges" areplanned in high school, and theoretical construction nodes such as "exploring national governancetheory and practice" are arranged in university. At the same time, intelligent algorithms are used tologically sort the knowledge points of each stage, avoiding "low-level repetition and high-leveljumping", forming a spiral upward content chain.

In terms of dynamic adjustment, a feedback system for course content based on big data is set up. By analyzing the data generated by students in classroom interactions, homework completion, knowledge tests, etc. the system intelligently identifies faults and repetitions in the course content. If the system detects a gap in the cultivation of "nationalconsciousness" in junior high school and university, it can automatically issue a warning to theteaching and research team and recommend supplementary content. The course content can alsobe updated in real-time in conjunction with social hot topics, such as integrating era themes suchas poverty alleviation and technological innovation into ideological and political courses atvarious stages, ensuring content timeliness through intelligent push, and enhancing courseguidance and infectiousness.

In the hierarchical implementation, personalized teaching can be carried out based on students' cognitive portraits. Artificial intelligence is used to generate students' cognitive portraits, covering knowledge reserves, learning interests, thinking characteristics and other aspects. Based on the portraits, students of different stages are matched with appropriate teaching content and methods. In the elementary school, animation, stories and other visual forms are used to cultivate emotional identity; in the middle school, case studies and simulations are used to cultivate the awareness of rules; in the high school, data analysis, debates and other rational methods are used to guide rational analysis; and in the college, theoretical construction and beliefs are realized through in-depth methods, such as academic seminars and social practice. Teachers can use the intelligent teaching platform to view students' profiles in real-time and adjust teaching strategies to ensure smooth teaching and learning betweendifferent stages.

4.2. Cross-stage collaborative resource sharing mechanism by intelligent technology

At present, the differences in teaching resources and teachingsharing barriers seriously affect the integration of ideological and political courses. Building a unified resource library throughintelligent technology, improving sharing mechanisms, and promoting balanced allocation caneffectively solve this problem.

First, to build a unified resource base, it is necessary to integrate the high-quality resources of colleges and universities with those of primary and secondary schools. Relying on the "Smart Education Integration Platform", academic lectures, e-books, research results of colleges and universities, and excellent lesson plans, microcurriculum videos, and cases of practical activities of primary and secondary schools are brought together. Using blockchain technology to authenticate and manage resources, ensuring traceabilityof resource quality.Resources can also be categorized by modular design and labeled according to the academic segments, topics, and competency requirements, so that teachers can retrieve and call them as needed. For example, the "Basic Principles of Marxism" course resources in colleges and universities can be disassembled into the "Theory Overview" module suitable for senior high schools and the "Case Analysis" module suitable for junior high schools.

Secondly, to improve the sharing mechanism, a cross-school resource adaptation and updating mechanism should be established. Develop unified resource standards to addressadaptation

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

issues such as "excessive content" and "high language difficulty". The intelligentsystem can automatically adjust the presentation format of resources based on the cognitive levelof students in different stages, such as converting academic papers from universities into easilyunderstandable text, images, or short videos for primary and secondary schools. Establish adynamic update mechanism to encourage teachers to upload original resources, which will bereviewed and included in the resource library, forming an ecosystem of "co-construction, co-sharing,andco-evaluation". Drawing on the experience of Yiwu City, Zhejiang Province, we have set up a regional Civics and Political Science Resource Center to promote the docking of resource systems between universities and primary and secondary schools, and to improve the utilization rate of resources.

Thirdly, promoting balanced allocation requires increasing resource allocation towardsremote areas. Delivering high-quality ideological and political course resources to schools inremote areas through educational cloud platforms to compensate for their insufficient equipmentand resources. Utilize intelligent technology to optimize resource allocation and accurately pushadaptive resources based on the needs and conditions of schools in various regions. To provideoffline resource packages for schools with poor network conditions and push low tech text andaudio resources to schools with outdated equipment. The implementation of "intelligent pairedassistance" can enable high-quality schools in economically developed areas to assist remoteschools through live classes, online tutoring, and other forms, promoting balanced distribution ofresources.

4.3. Intelligent technology-empowered dual enhancement system for teacher professionalization and collaborative mechanisms

The uneven professionalism of the teaching staff and the lack of collaborative mechanismsare important obstacles to the integration of ideological and political courses. The use ofintelligent technology to build training systems, collaborative platforms, and incentivemechanisms provides practical wisdom for them.

First of all, to build an intelligent training system, it is necessary to design personalized training programs at different stages, and use online learning platforms to provide primary and secondary school teachers with systematic theoretical courses, such as political science, philosophy and other basic theories, in order to make up for the lack of teachers' professional backgrounds. Offering courses such as education and psychology for university teachers to enhancetheir awareness of students' psychological and cognitive differences. By using virtual reality (VR)technology to simulate cross stage teaching scenarios, teachers can practice teaching methods fordifferent stages in a virtual environment and accumulate teaching experience. Establish teacherlearning records, intelligently track learning progress and effectiveness, push targeted learningresources, and ensure training effectiveness.

Building a collaborative teaching and research platform should promote cross disciplinaryteacher communication and cooperation. This part can rely on virtual teaching and research rooms,cross disciplinary teaching and research communities, and other forms, using intelligent tools suchas video conferences and online discussions to achieve real-time interaction among teachers. Establishing a shared library of teaching and research resources, which includes excellent teachingdesigns, teaching cases, teaching and research achievements, can also facilitate teachers' learningand reference[5]. By using intelligent algorithms to match teaching and research partners, such aspairing teachers who specialize in elementary school ideological and political education withuniversity ideological and political education teachers to carry out joint lesson preparation,research projects, and other activities. At the same time, establish a mechanism for thetransformation of teaching and research achievements, and promote excellent teaching andresearch results to various stages through intelligent platforms to achieve maximum resourceutilization.

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

In addition, establish incentive mechanisms to ensure the normalization of collaborativeteaching and research. Incorporate the participation of cross disciplinary teaching and researchinto the teacher assessment and evaluation system, as an important basis for professional titleevaluation, merit evaluation, and excellence. Utilizing blockchain technology to record teachers'teaching and research contributions, ensuring traceability and recognition of achievements. Establish a special reward fund to commend and reward teachers and teams who havedemonstrated outstanding performance in collaborative teaching and research. In addition, byusing intelligent platforms to collect data on participation and achievement conversion rates inteaching and research activities, it provides reference for schools to formulate teaching andresearch policies, and promotes the transformation of collaborative teaching and research fromproject-based to institutionalized and normalized.

4.4. Intelligent educational assessment architecture

A scientific evaluation system is the key to ensure the quality of the integrated construction of the ideological and political courses in universities and primary and secondary schools, and with the help of intelligent technology, the comprehensive, dynamic and integrated evaluation can be eachieved[6] .

In terms of evaluation content, we break through the limitations of traditional knowledgetesting and use big data and artificial intelligence to comprehensively evaluate students' knowledge mastery, ability improvement, and value shaping. By analyzing students' classroomspeeches, assignments, social practice reports, and other textual data, natural language processingtechniques are used to evaluate their political theory level and values. Utilize sentiment analysistechniques to monitor students' emotional attitudes during classroom interactions and groupdiscussions, and understand their level of emotional identification. Based on students' socialpractice performance, such as volunteer service, social investigation, etc. comprehensivelyevaluate their social responsibility awareness and practical ability, and achieve a comprehensiveevaluation of knowledge, ability, and value.

In terms of evaluation methods, dynamic and process-oriented evaluation is realized. Utilizingintelligent teaching platforms to collect real-time learning data from students, such as loginfrequency, learning duration, resource access records, etc., to continuously track the learningprocess. Adopting a combination of formative evaluation and summative evaluation, timelyfeedback on learning outcomes and adjusting teaching strategies through formative evaluationssuch as classroom quizzes and periodic exams; Verify overall learning outcomes throughsummative evaluations such as final exams and graduation assessments. Using intelligentalgorithms to generate student growth curves, visually displaying their progress and shortcomings.

Establish a cross disciplinary integrated evaluation mechanism for collaborative evaluation. Standardize the evaluation criteria and indicators for each academic stage to ensure consistencyand comparability of evaluations. Using blockchain technology to store students' evaluation data,achieving cross stage data sharing and traceability, allowing teachers to comprehensivelyunderstand students' learning situations in different stages, and providing reference for integratedteaching. Establish an application mechanism for evaluation results, using evaluation data tooptimize the curriculum system, teaching resources, and teacher teaching, forming a virtuouscycle of "evaluation feedback improvement", and continuously improving the effectiveness ofintegrating ideological and political education.

4.5. Intelligent technology application safeguard protocol

In order to ensure the effective application of intelligent technology in the integration of ideological and political courses in universities,secondary and primary schools , it is necessary

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

to build a guarantee mechanism from the three aspects of infrastructure, safety and security, and talent training.

In terms of infrastructure construction, increase investment in hardware facilities such as smart education platforms, campus networks, and smart terminals to ensure that schools in all segments have the basic conditions for applying smart technologies. Promote the integration of new-generation information technologies, such as 5G and the Internet of Things, with education, improve network speed and stability, and meet the needs of online teaching and resource sharing. Establish an infrastructure maintenance mechanism, regularly overhaul and update equipment, and guarantee the normal operation of the system. Differentiated construction programs are formulated for schools in different regions, and priority is given to improving the infrastructure of schools in remote areas to narrow the digital divide.

In terms of security, strengthen data security and privacy protection. Establish a data securitymanagement system to encrypt personal information and learning data of students and teachers toprevent data leakage. Using artificial intelligence technology to monitor abnormal data access andoperations, timely detect and prevent security risks. Develop data usage standards, clarify thepermissions and processes for data collection, storage, and use, and ensure the legal and compliantuse of data. Conduct security awareness training to enhance the data security awareness ofteachers and students, and jointly maintain data security.

In terms of talent training, we should cultivate composite talents who understand both ideological education and intelligent technology. Open cross-specializations in ideological education and smart technology in teacher training colleges to cultivate teachers with dual knowledge and skills. Train existing teachers in the application of smart technology to enhance their ability to use smart tools for teaching, teaching and research. Introduce intelligent technology talents, such as artificial intelligence engineers and data analysts, to provide technical support for the application of intelligent technology in schools. Establish a talent exchange mechanism, promote cooperation between schools and enterprises and research institutions, share talent resources, and provide intellectual protection for the integrated construction of Civics and Political Science courses.

In summary, with the deep integration of intelligent technology into the field of education,the curriculum system can be reconstructed through knowledge graphs to achieve a spiralprogression of content; Relying on smart platforms to integrate resources and break down barriersto cross school sharing; Utilize intelligent tools to enhance teachers' collaborative abilities andimprove teaching and research mechanisms; Build a dynamic evaluation system and guaranteemechanism to ensure integrated implementation. These paths not only echo the inherentintegration of intelligent technology and ideological and political education, but also providepractical support for achieving collaborative integration of ideological and political courses invarious stages and implementing the fundamental task of cultivating morality and talents.

5. Conclusion

Intelligent technology provides a new possibility for solving the dilemma of integration of ideological and political courses in universities, secondary and primary schools . By restructuring thecurriculum system, integrating resources, empowering teachers, and innovating evaluation andguarantee mechanisms, we can not only bridge the gap between learning stages, but also promotethe transition of ideological and political courses from "segmented isolation" to "collaborativeintegration". This exploration not only responds to the requirements of ideological and politicaleducation reform in the new era, but also helps to achieve the educational goal of "moisteningthings silently", laying a solid ideological foundation for cultivating new generations who areresponsible for national rejuvenation. In the future, it

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202508_8(8).0035

is still necessary to deepen the deepintegration of technology and education, and continuously optimize integrated practices.

References

[1] Hou Yong, Zou Xiaojuan. A Four-dimensional Exploration of Ideological and Political Education Integration Construction in Universities, Secondary Schools and Primary Schools in the New Era [J]. Journal of Jiangsu University (Social Science Edition), 2003(06):109.

[2] Zhu Yanju. A threefold review of digital technology empowering the integrated construction of ideological and political courses in universities, schools and colleges [J]. Journal of Changchun University, 2023(12):47-50.

[3] Zhang Jianzhong. Reflection and Reconstruction of the Teaching System of Ideological and Political Theory Classes under the Perspective of Modernity [J]. Exploration, 2014(04):112-117.

[4] An Zhilong,Wang Yingchao. Exploring immersive learning practice teaching mode based on virtual reality technology - A case study of digital media art major[J]. Art and Design (Theory), 2024(10):139-141.

[5] Zhong Shaoying. A school-based ecological field construction path to empower teachers' high-quality development [J]. Education Science Forum, 2024(10):70-72.

[6] Dou Yi. Construction and Practice of Integration System of Civics and Political Science Courses in Universities and Primary Schools[J]. China Metallurgical Education, 2024(04):84-87.

[7] Xuanshou City Education and Sports Bureau. Research report on the monitoring of compulsory education quality equalization indicators in Xuanshou District in 2023. [EB/OL]. (https://www.xuanzhou.gov.cn/Jczwgk/show/2968253.html).