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Research on the Empowerment of New Quality Productivity for the Innovation of Senior High School Ideological and Political Teaching

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Abstract

The proposition of new quality productivity has brought about brand-new changes and development opportunities to the field of education.Senior high school ideological and political education is a key course for fostering virtue and nurturing talent. Empowering high school ideological and political education with new quality productivity will innovate teaching scenarios, promote the digitalization of teaching content; enhance teaching effectiveness, promote the diversification of teaching methods; reshape teaching evaluation, promote the precision of teaching evaluation; share teaching achievements, and promote the professionalization of teaching results. Currently, there are practical difficulties in the innovation of high school ideological and political education empowered by new quality productivity, such as teaching technology innovation, teaching content innovation, and teaching evaluation innovation. Based on this, this article proposes to build a "new environment" that adapts to and empowers teaching technology innovation in high school ideological and political education, cultivate a "new subject" that adapts to and empowers teaching content innovation, and explore a "new mechanism" that adapts to and empowers teaching evaluation innovation, to promote the high-quality development of high school ideological and political education and contribute to the construction of an educational power.

Keywords

New quality productive forces; Senior high school ideological and political course teaching; Teaching innovation.

1. Introduction

In September 2023, during his inspection tour in Heilongjiang Province, General Secretary Xi Jinping put forward the concept of "new-quality productive forces" for the first time. He emphasized the need to "vigorously foster strategic emerging industries such as new energy, new materials, advanced manufacturing, and electronic information, actively cultivate future industries, accelerate the development of new-quality productive forces, and enhance the new drivers of development [1]." On January 31, 2024, General Secretary Xi Jinping systematically elaborated on and clearly defined the new-quality productive forces when presiding over the 11th collective study session of the Political Bureau of the 20th CPC Central Committee: "New-quality productive forces are an advanced form of productive forces where innovation plays a leading role. They break away from traditional economic growth models and paths of productive forces development, feature high technology, high efficiency, and high quality, and are in line with the new development philosophy [2]." Currently, the world has entered a crucial phase of the next round of technological revolution. High-tech industries are experiencing explosive growth. Technologies such as artificial intelligence, big data, and quantum computing are constantly emerging and deeply penetrating into various industries, reshaping the

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industrial landscape and production models, and also profoundly influencing the education sector.

With the development of educational modernization, the country has set a new positioning for the talent cultivation goals at the high school stage. It not only requires students to solidly master the basic knowledge of various subjects, but also pays more attention to cultivating their critical thinking, innovation ability, sense of social responsibility, and international perspective and other comprehensive qualities. The "General High School Ideological and Political Curriculum Standards (2017 Edition, Revised in 2020)" (hereinafter referred to as "New Curriculum Standards") states in its basic concepts that "This course, in response to the diversity and plasticity of students' ideological activities and behavioral patterns, focuses on improving teaching methods and learning methods. In the implementation of the curriculum, modern information technology should be fully utilized to expand educational resources and educational space." The new high school ideological and political curriculum standards closely follow the pulse of the times and clearly propose that ideological and political class teaching should "promote students to change their learning methods. In the process of cooperative learning and inquiry-based learning, cultivate innovative spirit and improve practical ability [3]."

The "new quality productive force" in the field of education refers to the revolutionary breakthroughs in new-generation information technologies such as artificial intelligence and big data, as well as their deep application in education. These breakthroughs stimulate the innovative allocation of educational data elements, promote in-depth transformation and upgrading of educational systems and mechanisms, and empower the optimization combination of teaching elements [4]. The "new" in "new quality productive forces" refers to "innovation" and "update". It requires ideological and political education teachers to constantly update their educational concepts, contents, carriers and strategies, and integrate innovative elements in the process of economic and social development [5]. It aligns with the talent cultivation goals of the high school stage and the demands of the new curriculum standards. The teaching of high school ideological and political courses urgently needs to follow the trend and ride the express train of technological change, introducing concepts and resources related to new quality productive forces, innovating teaching methods, expanding teaching horizons, and injecting new vitality and momentum into teaching practice, thus conforming to the overall trend of educational modernization.

2. The Intrinsic Value of New-Quality Productive Forces in Empowering The Innovation of Ideological and Political Education in High Schools

2.1. Innovative Teaching Scenarios: Promoting The Digitization of High School Ideological and Political Course Teaching Content Through New Productive Forces

In the digital age, the improvement of the quality of digital teaching resources is not only an inevitable requirement for achieving educational modernization and high-quality development, but also an important foundation for promoting the all-round development of students and realizing educational equity [6]. The new productive force based on intelligent media and intelligent platforms has created numerous virtual spaces, bringing about a completely new transformation for the digital development and high-quality development of the teaching content of high school ideological and political courses. Firstly, the emergence of digital textbooks has overturned the traditional form of paper textbooks. They are no longer limited to static text and pictures, but incorporate various elements such as videos, audio, and animations. When explaining the abstract philosophical principles in high school ideological and political courses, the high school ideological and political digital textbooks can embed

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relevant animation demonstrations, presenting the obscure theories in a vivid and vivid way to students, helping them better understand. For example, when elaborating on the third lesson of the first unit of the high school political compulsory course, the dialectical materialist concept of contradiction, the animation in the high school ideological and political digital textbooks can dynamically display the process of the mutual dependence and mutual transformation of the two sides of the contradiction, allowing students to more intuitively experience the charm of philosophical thoughts. Secondly, the diversified and intelligent teaching content resource library further enriches the teaching content of high school ideological and political courses. In the contextualized teaching resource library, various carefully created ideological and political teaching scenarios allow students to understand high school ideological and political knowledge such as the national political system and economic development concepts through immersive experiences. The gamified teaching resource library integrates ideological and political knowledge into interesting games, such as knowledge competition games and role-playing games, stimulating students' interest in active learning, enabling them to master the key points of high school ideological and political courses through play and enjoyment. The red culture resource library gathers rich revolutionary historical materials, heroic deeds, etc., providing strong support for inheriting red genes and cultivating students' patriotism. Through these resources, students can deeply understand the struggle process of revolutionary predecessors, enhancing national pride and responsibility. The ideological and political theory resource library collects classic ideological and political theories from ancient and modern times, providing a deep theoretical foundation for teachers' teaching and students' in-depth exploration, comprehensively facilitating the enrichment and innovation of high school ideological and political course teaching content and improving teaching quality.

2.2. Improving Teaching Effectiveness: New Quality Productivity Promotes Diversification of Teaching Methods in High School Ideological and Political Courses

The new quality productive forces include digital twin technology, VR (virtual reality), AR (augmented reality), MR (mixed reality) and other digital teaching technology means. They empower the innovation of high school ideological and political education by leveraging the new quality productive forces. This will promote the diversification of teaching methods in high school ideological and political education and enhance the teaching effectiveness. Firstly, it enhances the attractiveness of high school ideological and political education. The digital teaching technology related to the new quality productive forces can superimpose ideological and political theoretical knowledge in a three-dimensional form onto the real scene. Students can see abstract knowledge become vivid and concrete through multimedia or tablet screens. Teachers can fully mobilize students' sensory systems such as vision, hearing, and smell through digital teaching technology, reducing the interference from irrelevant external factors, allowing students to focus more on learning, and thereby greatly stimulating their inner curiosity and exploration desire. Secondly, it enhances the affinity of high school ideological and political education. Under the guidance of the new quality productive forces, human-computer interaction activities break the one-way mode of traditional teaching, and students no longer merely passively receive knowledge. Through intelligent devices, students can have vivid interactions with the teaching system. For example, when discussing the fifth frame of the first lesson of the fifth chapter of the high school political compulsory course "People's Congress System", let students "enter" the People's Congress venue and interact with the AI-simulated People's Congress representative role, experiencing the democratic decision-making process, and understanding the ideological connotations behind the historical process in an immersive communication. This makes the originally rigid knowledge become lively, and students are more likely to have ideological resonance and emotional identification with the teaching

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content. Under the interaction of multiple virtual and real environments, students can more easily immerse themselves in the experience, thereby shortening the psychological distance between the teacher, students, and the textbook, and enhancing the affinity of high school ideological and political education. Finally, it enhances the appeal of high school ideological and political education. The new quality productive forces give rise to refined, targeted, and diversified virtual-real integration teaching spaces and teaching technologies, adding strong appeal to high school ideological and political education. For example, technologies such as digital museums and intelligent libraries represented by the Internet of Things, when high school ideological and political teachers explain the seventh lesson of the seventh frame of the high school political compulsory course "Correct Understanding of Chinese Traditional Culture", they can use digital museums to display the long history of Chinese excellent traditional culture, breaking the limitations of traditional teaching in time and space, and making it easier for students to understand and accept.

2.3. Reconstructing Teaching Evaluation: Promoting the Precision of High School Ideological and Political Course Teaching Evaluation through New Quality Productivity

In the context of the continuous deepening of educational reforms, the new quality productive forces have brought about comprehensive innovative opportunities for high school ideological and political class teaching. Among them, the reshaping of teaching evaluation is particularly crucial. The new quality productive forces is strongly promoting the teaching evaluation of high school ideological and political classes towards precision, providing a solid support for the improvement of teaching quality. The new quality productive forces can precisely grasp the teaching objects, which is mainly attributed to the in-depth application of big data technology. By collecting and analyzing "student big data", teachers can clearly depict the "group portrait" and "individual portrait" of students. The "group portrait" enables teachers to understand the common characteristics of different student groups in high school ideological and political learning, such as differences in knowledge mastery and learning interests among students of different grades and classes, providing a basis for formulating targeted teaching strategies. The "individual portrait" focuses on the unique learning situation of each student, making teaching more personalized. Before teaching, through the AI learning situation dashboard for analysis, teachers can deeply understand students' emotions, attitudes, values, and learning foundation. Teachers can know in advance the students' interest tendencies towards high school ideological and political courses, as well as their existing knowledge reserves, and judge which content students may have difficulties understanding, thereby reasonably adjusting teaching content and progress. During the teaching process, big data continues to play a role, real-time tracking students' classroom behaviors, including the number of question answers, concentration, etc. The number of question answers reflects students' classroom participation, while the concentration data helps teachers promptly identify periods when students are not concentrating, so as to adjust the teaching rhythm or method, and attract students' attention. After the teaching, based on students' learning situations, homework is assigned in layers to meet the learning needs of different levels of students. For students with weak learning foundation, the focus is on the consolidation of basic knowledge; for students with sufficient learning ability, extended and exploratory homework is assigned to cultivate their deep thinking and innovation ability. At the same time, the system automatically generates AI error books, precisely recording students' weak knowledge points, facilitating students' review and review, and also providing teachers with reference for subsequent teaching, helping teaching evaluation to be more comprehensive and accurate, and promoting the continuous optimization of high school ideological and political class teaching.

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2.4. Sharing Teaching Achievements: Promoting Professionalization of High School Ideological and Political Education Teaching through New Quality Productivity

With the deep empowerment of new quality productive forces, the professional development of high school ideological and political class teaching outcomes has ushered in unprecedented opportunities, presenting significant characteristics such as efficiency, wide coverage, and collaboration. New quality productive forces have greatly promoted the efficiency-driven development of teaching outcomes of high school ideological and political teachers. With the aid of advanced intelligent teaching tools, teachers can generate scientific and reasonable course outlines with a single click. The system, based on curriculum standards, textbook content, and students' cognitive levels, quickly organizes a clear teaching framework, clarifies the key points, difficulties, and teaching objectives of each chapter, saving teachers a great deal of time and energy. The automatic design of tiered practice questions is also very powerful. It can precisely generate different levels of exercises such as basic, improvement, and expansion based on the learning abilities and knowledge mastery of different students, meeting the learning needs of all students. The classroom interactive question-and-answer session can also be quickly generated. Teachers can choose interesting forms such as quick responses and group discussions to stimulate students' learning interest and enhance classroom liveliness. In promoting the wide dissemination of teachers' teaching outcomes, new quality productive forces have built diverse online platforms. The high-quality teaching courseware, wonderful teaching videos, and unique teaching designs produced by teachers can be easily uploaded to various educational resource websites and cloud platforms, breaking the limitations of time and space, allowing high school ideological and political teachers across the country to learn from and draw inspiration from each other. This not only enhances the personal influence of high school ideological and political teachers but also promotes the exchange and integration of ideological and political education concepts and methods. At the same time, new quality productive forces have strongly promoted the collaborative development of teaching outcomes. Through online teaching research communities and educational collaboration platforms, teachers can conduct in-depth discussions and jointly improve based on teaching outcomes. Teachers from different regions and schools form teaching communities, jointly develop courses and research teaching strategies, achieving complementary advantages through intellectual collisions, thereby promoting the professionalization of teaching outcomes and injecting continuous impetus into the improvement of high school ideological and political class teaching quality.

3. The Realistic Challenges of Empowering High School Ideological and Political Education Teaching with New Quality Production Forces

3.1. The Issue of Enabling Technological Innovation in High School Ideological and Political Education Through New Types of Productive Forces

As the new quality productive forces gradually integrate into the teaching of high school ideological and political courses, although it brings many opportunities for teaching innovation, it also exposes a series of practical problems, especially in the aspect of teaching technology innovation. Firstly, some high school ideological and political teachers have insufficient development of new quality productive forces related to high school ideological and political course teaching. New quality productive forces cover advanced technologies such as big data, artificial intelligence, and virtual reality. However, many teachers lack relevant knowledge reserves and innovation awareness, and thus fail to fully explore the unique value of these technologies in ideological and political course teaching. For example, big data can be used to precisely analyze students' learning preferences and knowledge weak points, thereby

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achieving personalized teaching. However, many teachers have not realized this and still use traditional teaching methods, making it difficult to fully leverage the advantages of new quality productive forces. Secondly, high school ideological and political teachers' application of new quality productive forces is superficial, which is also a common problem. Some teachers have introduced new technical means, such as using multimedia courseware, but merely stop at simply presenting text and images, failing to deeply explore their interactive and contextual functions. Taking online teaching platforms as an example, some teachers simply upload course content without using the platform's discussion areas, homework grading systems, etc. to promote students' deep learning, resulting in the application of new quality productive forces in teaching being superficial. Moreover, high school ideological and political teachers have not adapted new quality productive forces to local conditions. Different regions and schools have different teaching conditions and student characteristics. However, some teachers apply new quality productive forces in a "one-size-fits-all" manner. In regions with relatively scarce educational resources, they blindly introduce technologies with higher hardware requirements, but ignore the actual situations such as unstable local networks and insufficient equipment, making advanced technologies unable to be effectively implemented and failing to achieve the expected teaching effects. It is also worth noting that digital technology has also triggered problems such as overemphasizing images and neglecting text, overemphasizing production and neglecting thought, overemphasizing coding and neglecting creation, and distorting thinking experiences and text expression, and eliminating humanistic spirit and interpersonal communication [7]. Some teachers have engaged in the abuse of digital technologies related to new quality productive forces, excessively emphasizing technology supremacy. This poses a threat to the subjectivity of teachers. During the teaching process, teachers overly rely on intelligent devices and software, such as teaching strictly according to the automatically generated lesson plans, giving up their in-depth thinking and personalized design of teaching content. Classroom interaction is also dominated by technology, lacking genuine emotional communication. Teachers gradually become operators of technology rather than the leaders of teaching, which seriously affects the quality and educational effectiveness of high school ideological and political courses.

3.2. The Issue of How New Quality Productive Forces Can Empower The Innovation of Teaching Content in High School Ideological and Political Courses

In the context of the continuous advancement of educational reforms, new quality productive forces have provided abundant resources and a fresh perspective for the innovation of teaching content in high school ideological and political courses. However, there are significant problems in actual teaching practice that hinder the full realization of the effectiveness of new quality productive forces. Firstly, the superficial integration of teaching content innovation in high school ideological and political courses with new quality productive forces content is a major challenge currently faced. Many teachers, when integrating new quality productive forces into ideological and political course teaching, merely stop at simple case listing. For example, when explaining content related to scientific and technological innovation, they only mention concepts of emerging technologies such as artificial intelligence and big data, but fail to deeply analyze the changes in economic development models, social structure adjustments, and philosophical thinking behind these technologies. Students merely passively receive this information and are unable to deeply understand the intrinsic logical connection between new quality productive forces and the knowledge system of ideological and political courses, making it difficult for them to truly grasp its core value, resulting in the superficial innovation of teaching content that fails to have a substantive impact on students' thinking expansion and knowledge deepening. Secondly, the mismatch between the innovation of teaching content in

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high school ideological and political courses and the application of new quality productive forces materials is also quite common. With the rapid development of new quality productive forces, a large number of materials and cases have emerged, but teachers, when selecting and applying them, lack precision and targeting. Some teachers introduce materials in the classroom that are disconnected from the teaching objectives and cannot effectively support the teaching content. For example, when explaining the second lesson of the high school political compulsory course "Our Socialist Market Economy System", some teachers select some overly complex or not highly relevant new quality productive forces industrial development cases, making it difficult for students to understand how the market economy system promotes new quality productive forces development from the cases. This not only fails to achieve the expected teaching effect but also increases students' comprehension difficulty and reduces classroom efficiency. Moreover, the mismatch between the innovation of teaching content in high school ideological and political courses and teachers' teaching design capabilities is also not to be ignored. The integration of new quality productive forces poses higher require ments for teachers' teaching design capabilities, but some teachers have deficiencies in teaching design. They cannot design teaching sections with clear hierarchy and logical coherence based on new quality productive forces-related content, and are unable to guide students to conduct in-depth thinking and exploration. When designing inquiry activities related to new quality productive forces, there is a lack of clear activity goals and reasonable task allocation, resulting in low student participation and inability to fully exert students' subject role. The innovation of teaching content in high school ideological and political courses also fails to be implemented effectively due to the lack of effective teaching design, making it difficult to achieve the teaching goal of cultivating students' core competencies.

3.3. The Issue of Empowering High School Ideological and Political Education Teaching Evaluation With New Quality Productive Forces

In the process of promoting the innovation of high school ideological and political course teaching evaluation through new quality productive forces, although it has brought many opportunities for change, it has also exposed a series of issues that cannot be ignored. Firstly, high school ideological and political teachers do not use the teaching evaluation tools related to new quality productive forces precisely. With the application of new quality productive forces such as big data and artificial intelligence in the education field, various advanced teaching evaluation tools have emerged, such as learning analysis systems and intelligent assessment software. However, some teachers, due to a lack of systematic training and in-depth understanding, are unable to accurately use these tools. When using the learning analysis system, they cannot accurately interpret the meaning behind the data, merely focusing on the statistical results of students' grades, while ignoring the behavioral data and participation data during students' learning process, which leads to an inability to comprehensively and objectively evaluate students' learning situations and provide effective reference for teaching improvement. Secondly, high school ideological and political teachers apply new quality productive forces-related teaching evaluation tools in a rather formal manner. Some teachers, although introducing new evaluation tools, merely go through the motions in actual operation, without truly exerting their functions. When using intelligent assessment software for homework grading, they only rely on the scores given by the software, without conducting manual review and personalized comments, ignoring the thinking process and unique insights displayed by students during the answering process. This formality of application makes new quality productive forces-related teaching evaluation tools a mere decoration, unable to truly promote the innovation and development of teaching evaluation. Moreover, new quality productive forces empowering the teaching evaluation of high school ideological and political courses has also generated cybersecurity issues. The teaching evaluation process involves a

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large amount of students' personal information and learning data, such as grades and learning preferences. During the data transmission and storage process, if the cybersecurity protection measures are not in place, it is prone to data leakage risks. If the student data leaked in the teaching evaluation system is used for illegal purposes, it will infringe upon students' privacy rights and also cause serious interference to the normal teaching order of the school. At the same time, data tampering may occur, which questions the authenticity and fairness of teaching evaluation results, affecting students' academic development and teachers' teaching decisions.

4. The Optimized Path for Enabling High School Ideological and Political Education Teaching Innovation Through New Quality Productive Forces

4.1. Construct A "New Environment" for the Technological Innovation and Adaptive Empowerment of High School Ideological and Political Course Teaching

In the process of enabling high school ideological and political education through new quality productive forces, establishing a favorable enabling environment is the key to addressing existing problems and promoting technological innovation in high school ideological and political education. Firstly, create a policy environment for enabling high school ideological and political education through new quality productive forces innovation. The education authorities should introduce encouraging policies, offering material and spiritual rewards to high school ideological and political teachers who actively develop technologies related to new quality productive forces. For example, establish a special teaching innovation fund to support teachers in conducting research projects on ideological and political teaching based on cutting-edge technologies such as big data and artificial intelligence; organize teaching innovation competitions to commend teachers who have achieved remarkable teaching results by applying new quality productive forces, stimulating the enthusiasm of teachers to explore the unique value of new quality productive forces in ideological and political education, and encouraging them to break through traditional teaching thinking and explore the application potential of new quality productive forces in personalized teaching and precise teaching evaluation. Secondly, orderly promote the construction environment of digital and intelligent infrastructure for high school ideological and political education, providing hardware support for high school ideological and political teachers to apply new quality productive forces. The "Education Power Construction Planning Outline (2024-2035)" states: "Promote the deep integration of ideological and political work and information technology, and create distinctive brands of online ideological and political education [8]." In the digital age, the internet has become an important medium for educational activities. Therefore, it is imperative to increase investment in the upgrading and renovation of school network facilities. A comprehensive assessment of the existing network architecture is necessary, and optimization should be carried out to address issues such as insufficient bandwidth and unstable signals, ensuring the stable operation of online teaching platforms. This will enable teachers to conduct online teaching, online discussions, and utilize various digital teaching resources without being troubled by network failures such as lag or disconnection. At the same time, schools should be equipped with advanced teaching equipment, such as virtual reality (VR) and augmented reality (AR) devices, to meet the needs of teachers for diverse teaching. Additionally, the environment for teaching innovation in high school ideological and political courses and the circulation of emerging technologies should be improved, and a teaching technology exchange platform should be established. Through a combination of online and offline methods, a bridge for exchanging new productive forces application experience among teachers can be built. Online, a dedicated teaching technology exchange forum can be established, where teachers can share teaching technology problems encountered in teaching and solutions, showcase

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successful teaching cases, etc. Offline, regular teaching seminars, academic lectures, etc. should be held, inviting experts in educational technology and outstanding teachers to share experiences and provide technical guidance. Moreover, inter-school exchange activities can be organized to promote mutual learning among teachers from different regions and schools, allowing them to learn advanced practices in the application of new productive forces from other schools and draw on them based on their own school's actual situation, avoiding "one-size-fits-all" situations when applying new productive forces, and truly achieving local adaptation to improve the quality of high school ideological and political courses.

4.2. Cultivating "New Subjects" With Innovative, Adaptive and Empowering Teaching Content for High School Ideological and Political Courses

The core of new quality productive forces lies in "innovation", and the key lies in "people [9]". Cultivating "new subjects" with innovative, adaptive and empowering teaching content for high school ideological and political courses has become an important measure to enhance the quality of high school ideological and political education and fulfill the task of fostering virtue. Firstly, introducing digital talents can activate the vitality of teaching content innovation in high school ideological and political courses. Digital talents possess advanced technical knowledge and innovative thinking. Their participation can break through the limitations of traditional teaching and bring new perspectives to the teaching content innovation in high school ideological and political courses. Digital talents can assist teachers in building intelligent teaching models. By using data analysis, they can understand students' learning characteristics and interests, and precisely push the teaching content of ideological and political education, achieving individualized teaching and activating the vitality of teaching content innovation, thereby enhancing the targetedness and effectiveness of teaching. Secondly, high school ideological and political teachers, as the leading force for teaching content innovation, need to comprehensively improve their own qualities to better adapt to the requirements of new quality productive forces. On one hand, high school ideological and political teachers should deepen their study of professional knowledge, deeply understanding the economic, technological and social knowledge involved in new quality productive forces. Through professional training, academic seminars and other means, they can broaden their knowledge horizons. They should not only be familiar with the concepts of emerging technologies such as artificial intelligence and big data, but also explore their economic logic, social impact and philosophical connotations. For example, when explaining the innovation-driven social progress in the second unit of the high school political compulsory course, teachers can deeply analyze how big data technology changes traditional business models, the changes triggered in production, circulation and consumption, and the profound impact on social equity and employment structure, integrating the economic, political and philosophical principles in the ideological and political education with new quality productive forces, and guiding students to explore the deeper logic behind the knowledge. On the other hand, high school ideological and political teachers need to enhance their teaching design capabilities to cope with the challenges brought by the integration of new quality productive forces. When designing teaching sections, they should closely align with teaching goals and carefully plan the process by combining relevant materials on new quality productive forces. When designing teaching on the development of new quality productive forces industries, they should first present industry development data and cutting-edge achievements, such as when explaining the second lesson of the high school political compulsory course "Our socialist market economy system", they can present the vigorous development of the new energy vehicle industry to arouse students' interest and thinking; then raise thought-provoking questions, such as "How does the development of the new energy vehicle industry reflect the advantages of the socialist market economy system", guiding students to discuss the intrinsic connection between new quality

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productive forces and the socialist market economy system in groups; finally summarize and conclude, reinforcing students' understanding of the knowledge. At the same time, they should clearly define the goals of the exploration activities and assign tasks, allowing students to take on different roles in group discussions, such as collecting data, organizing viewpoints, and fully leveraging the students' subject role, enabling them to enhance their thinking and innovation abilities through participation.

4.3. Exploring the "New Mechanism" for Innovating, Adapting and Empowering The Teaching Evaluation of Ideological and Political Courses in High Schools

The new quality productive forces possess characteristics such as innovation, efficiency, and integration. The evaluation of high school ideological and political course teaching should align with these traits. First, establish scientific standards for data collection and analysis. In terms of data collection, it should not be limited to traditional academic performance data; instead, it should also collect data on students' performance in classroom interactions, group discussions, and social practices, such as the frequency of speaking, the innovativeness of viewpoints, and teamwork skills. Utilize big data technology to comprehensively and accurately record the entire learning process of students. In terms of analysis standards, construct a multi-dimensional analysis model, not only focusing on knowledge mastery, but also deeply analyzing the improvement of students' thinking abilities and the formation of their values. For students' critical thinking in high school ideological and political course learning, the depth of their thinking on social hot issues, etc., set clear quantitative or qualitative analysis indicators to ensure that the evaluation results truly reflect students' learning effectiveness and development potential. Second, leverage the efficacy of new quality productive forces to improve the teaching evaluation innovation system. Fully utilize the functions of new quality productive forces such as artificial intelligence and cloud computing to build a comprehensive and multi-level teaching evaluation system. Schools should introduce intelligent evaluation systems to monitor and evaluate students' learning processes in real time. Teachers should provide personalized learning suggestions and improvement directions based on students' learning progress and characteristics. Improve the evaluation subjects, in addition to teacher evaluation, add self-evaluation, peer evaluation, and parent evaluation, and use online platforms to facilitate parents' understanding and participation in the evaluation. Through multi-party evaluation, examine students' learning performance from different perspectives, making the evaluation results more comprehensive and objective. In terms of evaluation methods, combine formative evaluation and summative evaluation, emphasizing the recording of students' progress and growth during the learning process, to stimulate their learning enthusiasm and initiative. Third, based on new quality productive forces, ensure the rights and security of students' evaluation data. With the application of new quality productive forces in teaching evaluation, data security is of vital importance. Schools and education departments should increase technological investment, adopt advanced encryption technologies and firewall technologies to ensure the security of students' evaluation data during transmission and storage, preventing data leakage and tampering. Establish strict data access rights systems, clearly defining the access levels of different personnel to students' evaluation data, and only authorized personnel can access specific data. At the same time, strengthen data usage supervision to ensure that data is only used for teaching evaluation and educational research for legal purposes, effectively safeguarding students' evaluation data rights. In the event of a data security incident, take emergency measures promptly to reduce losses and hold responsible persons accountable, providing solid data security guarantees for the innovation of high school ideological and political course teaching evaluation.

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5. Summary

The new quality productive forces lead the innovation of educational elements through internal and external collaboration and a virtuous cycle, and reshape the educational ecosystem [10]. The new quality productive forces empower the innovation of high school ideological and political education teaching, which is also an inevitable trend in the field of education in line with the development of the times. It brings unprecedented potential for transformation to high school ideological and political teaching. In terms of intrinsic value, the new quality productive forces provide strong support for the innovation of high school ideological and political teaching from dimensions such as teaching scenarios, teaching effects, teaching evaluations, and sharing of teaching outcomes. In the future, high school ideological and political teaching should continuously deepen its integration with the new quality productive forces, constantly optimize each link, and overcome existing difficulties. Educational departments, schools, and teachers need to closely cooperate, fully leverage the advantages of the new quality productive forces, so that high school ideological and political teaching can achieve high-quality development with the help of the new quality productive forces, cultivate more outstanding students with innovative thinking and political literacy, and contribute to the construction of an educational power country.

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