

Research on the Transformation of the Learning View of Ideological and Political Education in the Context of Artificial Intelligence

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Abstract

In the 21st century, as artificial intelligence (AI) technology is deeply integrated into all fields of society, human society is undergoing a paradigm shift from industrial civilization to intelligent civilization, which has exerted a profound impact on the learning view of ideological and political education. The traditional ideological and political education learning view is trapped in the contradictory oppositions between one-way indoctrination and the absence of subjectivity, as well as between knowledge construction and value cultivation. By reconstructing learning elements and responding to the value of learning, AI technology provides technological feasibility for the transformation of the ideological and political education learning view. The theoretical exploration and practical path analysis of the transformation of the ideological and political education learning view in this study are not only a positive response to the innovation of educational technology, but also an important measure to deepen the reform of ideological and political education and implement the fundamental task of fostering virtue through education.

Keywords

Artificial Intelligence; Ideological and Political Education; Learning View.

1. Introduction

In the 21st century, with the deep integration of AI technology into all sectors of society, human society is experiencing a paradigm transformation from industrial civilization to intelligent civilization. This transformation has not only restructured the ways of knowledge production and dissemination, but also exerted a far-reaching influence on the education sector. As the main front of ideological construction, ideological and political education is faced with both opportunities and challenges for the transformation of its learning view in the AI era: while AI provides technical support for the transformation of the ideological and political education learning view, we must also stay alert to the multiple risks brought by it. Based on Marxism and constructivist learning theory, this paper conducts research on the transformation of the ideological and political education learning view in the age of artificial intelligence.

2. The Logical Starting Point of the Transformation of the ideological and political education Learning View in the Context of AI

ideological and political education serves as the main front for ideological dissemination and value cultivation. In the current era, however, driven by the development of AI, the ideological and political education learning view is characterized by value pluralism and information complexity, and the traditional acceptance-indoctrination model is in urgent need of innovation.

2.1. Contradictions of the Traditional Ideological and Political Education Learning View

The traditional ideological and political education learning view is dominated by theoretical indoctrination. Under such an ideological and political education context, the learning view presents the following two forms of opposition.

2.1.1. The Opposition Between One-Way Indoctrination and the Absence of Subjectivity

Traditional ideological and political education has long adopted a one-way indoctrination model, which simplifies the teaching process into the one-way transmission of knowledge from teachers to students. This teacher-centered model often ignores the subjective initiative of students, resulting in the disconnection between the "teaching" and "learning" links. Such a one-way indoctrination teaching model not only weakens learners' subjective initiative, but also reduces the actual effectiveness of education. Indoctrinated teaching generally neglects the emotional interaction between teachers and students as well as the connection with knowledge application, making it difficult for students to establish profound cognition and long-term memory. It further triggers students' resistance to ideological and political education content, and eventually leads to the loss of students' learning initiative.

2.1.2. The Opposition Between Knowledge Construction and Value Cultivation

Another contradiction of the traditional ideological and political education learning view is embodied in the relationship between knowledge construction and value cultivation. Knowledge construction pursues the rigor and systematicness of disciplinary concepts and logical frameworks, and emphasizes the integrity of knowledge transmission; while value cultivation focuses on the meaning generation and value-oriented function of knowledge, and aims at shaping students' values and behavioral choices. Under the traditional ideological and political education learning view, the two are often trapped in a separated state of "valuing knowledge over value".

2.2. Feasibility of the Transformation of the Ideological and Political Education Learning View in the AI Context

Every major technological revolution has profoundly changed the social structure and people's way of life. As a revolutionary comprehensive technological innovation in the 21st century, AI can provide strong support for the transformation of the ideological and political education learning view.

2.2.1. Reconstruction of the Core Elements of Ideological and Political Education Learning

AI technology has promoted the profound transformation of the ideological and political education learning view by reconstructing the core dimensions of ideological and political education, including the subject, content and learning situation. In the AI context, the role positioning of teachers and students has been redefined: the role of teachers has been transformed from the monopolist of knowledge to the guide of the learning process; while the role of students has been elevated from passive recipients of knowledge to active constructors of the meaning of knowledge. The presentation form of learning content has realized a paradigm shift from static text to dynamic situation. In addition, the boundary of learning space has been significantly expanded: with the help of technical means such as Virtual Reality (VR), learners can achieve in-depth contextualized learning.

2.2.2. Response to the Learning Value of Ideological and Political Education

Contemporary students, living in the digital age, are generally faced with the challenges of information complexity and cognitive fragmentation. Relying on its recommendation algorithm, intelligent technology can analyze students' information browsing preferences, carry out

personalized content distribution, and directionally deliver ideological and political education resources that meet the needs of each student, thereby significantly improving the accuracy and effectiveness of ideological and political education content supply. At the same time, by means of data visualization, AI can stereoscopically present the multi-dimensional correlation information of historical events, guide students to gain insight into the context of historical development, promote the formation of their critical thinking ability, and cultivate students' value identification and patriotism.

3. The Theoretical Core of the Transformation of the Ideological and Political Education Learning View in the AI Context

The ideological and political education learning view is undergoing structural changes in the AI era. This study draws on the influential constructivist learning theory and Marxism to examine the transformation of the ideological and political education learning view.

3.1. From Passive Learning to Active Learning

"Learners are the subject of knowledge construction". ideological and political education under the constructivist learning view should respect learners' "prepared mind"^[^footnote0], that is, to carry out meaning integration and construction on the basis of their existing experience, value orientation and cognitive ability. AI technology provides students with abundant intelligent interactive tools for autonomous knowledge construction, and creates embodied learning situations for them, transforming abstract ideological and political education theories into objects that can be personally experienced and practically operated. Marxism profoundly reveals that the creativity of human subjective ability is an integral part of people's free and well-rounded development. From the perspective of the ideological and political education learning view, students break through the traditional passive education model, and deepen their cognition through active construction methods such as situation creation and problem inquiry.

3.2. From Closed Learning to Open Learning

Marxism emphasizes that practice is the source and driving force of cognition. Upholding an open learning view, ideological and political education focuses on both cultivating students' practical awareness and expanding the paths of practical participation. Traditional ideological and political education learning is often limited to closed venues such as classrooms and lectures, and has significant limitations in terms of teaching objects, content supply and time scope. With the iterative upgrading of AI technology, this closure is gradually disappearing, replaced by open and diversified learning situations. AI technology integrates massive ideological and political education resources and provides students with rich knowledge materials. Meanwhile, the virtual learning environment supported by AI technology has broken the boundaries of time and space.

3.3. From Isolated Learning to Cooperative Learning

Marxism points out that human beings are social beings, and the shaping of individual ability is deeply influenced by social relations, which restrict people's development level. In the AI era, social platforms have become a new carrier of ideological and political education. Through these online media, students acquire ideological and political knowledge, carry out experience exchange and viewpoint collision around learning content, and conduct in-depth dialogues across the boundaries of time and space. This learning model prompts students to break away from the traditional isolated learning state centered on themselves, and then form a new learning paradigm of self-other interaction and cooperation, promoting ideological and political education learning from closed to open and from isolated to cooperative.

4. Dilemmas and Solutions for the Transformation of the Ideological and Political Education Learning View in the AI Context

Inevitably, the ideological and political education learning view is confronted with certain dilemmas in the process of development and transformation against the backdrop of AI. Analyzing the causes of these dilemmas and scientifically optimizing the paths for the transformation of the ideological and political education learning view have become urgent issues to be solved.

4.1. Dilemmas of the Ideological and Political Education Learning View in the AI Context

Various educational institutions have achieved certain results in exploring and attempting to integrate AI technology into the field of ideological and political education. At the same time, however, they are faced with a number of dilemmas, which must be faced squarely and analyzed in ideological and political education work.

First, the distortion of ideology in the ideological and political education learning view. The current student group is in a period when their outlook on life, values and world outlook are not yet fully developed, and their learning view in the AI context is extremely vulnerable to the influence of foreign dross thoughts. Students may be indoctrinated with such concepts as "learning is useless" and "Marxism is useless". Meanwhile, the development of AI technology may lead to the "information cocoon" effect, which makes students only exposed to information consistent with their own cognition and difficult to access diverse viewpoints, hindering the cultivation of their critical and dialectical thinking. This is seriously contrary to the goal and purpose of ideological and political education.

Second, the loss of human subjectivity and learning ability. AI technology has met the diversified needs in the field of ideological and political education and provided technical support for it, but there are also non-negligible risks hidden in this process. Excessive reliance on AI may trigger the tendency of human instrumentalization, leading to the exaggeration of instrumental rationality and shaking the foundation of human subjectivity. Once the extreme worship of technology and instrumental rationality prevails in society, the subjective value of human beings will be ignored, and the status and role of human beings in social and historical development will be weakened.

Third, the lag of the institutional guarantee for ideological and political education learning. At present, there is a lack of unified and operable norms in the field of ideological and political education to regulate the application of AI in teaching. For example, the use of face recognition technology to monitor students' learning status involves issues of students' personal privacy and information security. Once these data are improperly collected, stored or used, the legitimate rights and interests of students will be seriously infringed. In addition, teaching platforms collect students' learning behavior data and generate evaluations of students through algorithms. Such evaluation methods often simply quantify the complex process of ideological growth, ignoring individual differences among students and the dynamic nature of ideological development.

4.2. Solutions for the Transformation of the Ideological and Political Education Learning View in the AI Context

How to address the challenges brought by the transformation of the ideological and political education learning view in the AI context, and how to realize the transformation through the empowerment of AI, are questions that we must actively think about and earnestly answer.

First, build an ideological defense line. As a discipline that disseminates Marxism and the socialist core value system, ideological and political education puts forward new requirements

for both students and teachers under the current background of concealed ideological struggles. When "technology becomes the universal form of material production, it constrains the entire culture and projects a historical totality"[¹]. In their study and work, students and teachers should maximize the technological dividends of AI, and at the same time cultivate a sober mind. It is imperative to make good use of the value concepts of Marxism and socialist ideological and political education, examine the practical application, educational effectiveness and value rationality of AI, and build a solid line of ideological security.

Second, adhere to the human-oriented principle and take technology as a tool. AI is an effective tool for ideological and political education, and cannot be reversed to override the subjective value of human beings, nor can it transcend or replace the subjective value of human beings in any case. Teachers and students must hold a rational understanding and positive attitude towards the integration of AI technology into the ideological and political education learning view, and work together to continuously promote the integrated application of AI technology and the ideological and political education learning view. In this process, we must firmly establish the basic principle of "people-oriented, technology-enabled", and prevent the inversion of means and ends.

Third, optimize the supervision and management system. Optimizing the supervision and management system is to realize effective constraints on the application of AI and minimize its negative impact on the ideological and political education learning view. At the government level, it is necessary to set up professional information review institutions and strengthen the punishment for violations. At the school level, the innovation of the management system should be promoted, and the boundary between administration and teaching should be reasonably divided. As the main body of educational activities, students should strive to improve their information screening ability and dialectical thinking level.

5. Summary

To sum up, the rapid iteration of AI technology is reshaping the learning view of ideological and political education, and the transformation of the ideological and political education learning view is the key for teachers and students to carry out ideological and political education learning in the AI era. It is expected that this study can provide a useful reference for the innovative development of ideological and political education in the new era, and it also calls for more scholars and educators to devote themselves to relevant research and jointly promote the high-quality development of ideological and political education in the AI era.

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