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Research on high-quality development path of university ideological and political education from the perspective of new quality productive forces

Yuanjin HE

Anhui University of Finance and Economics, Bengbu 233030, China

Abstract: Driven by original technological innovation, new quality productive forces reshapes higher-education talent-training standards and puts forward higher requirements for college students' innovation capacity, digital ethics and spiritual quality. As the core carrier for moral cultivation, university ideological and political education (IPE) needs adaptive reform to keep pace with industrial and social upgrading. Although digital intelligence facilitates IPE innovation, it also triggers hidden risks such as technological instrumentalization and value deviation. Based on Marxist productivity theory, this paper explores the internal coupling logic between new quality productive forces and university IPE, analyzes major practical dilemmas, and proposes targeted optimization paths. It aims to realize the digital and high-quality transformation of IPE and cultivate innovative talents matching the demands of new quality productive forces.

Keywords: new quality productive forces; university ideological and political education; high-quality development; digital empowerment; talent training

1 Introduction

As an innovation-led advanced productive force, new quality productive forces reshapes the talent demand for Chinese modernization. Universities shoulder the mission of cultivating innovative talents, among which ideological and political education undertakes the fundamental task of fostering virtue through education. Modern talents require not only professional expertise but also firm ideals, ethical awareness and social responsibility.

Traditional IPE relies heavily on classroom indoctrination with rigid content and insufficient practical links, which cannot meet personalized and scenario-based educational demands in the digital-intelligent era. Existing studies mostly focus on theoretical interpretation, while practical conflicts between technology application and value guidance are less discussed, and systematic solutions remain insufficient. Accordingly, this paper adopts literature analysis and theoretical deduction to clarify coupling relations, sort out realistic obstacles and construct feasible paths for IPE development, providing references for university ideological education reform.

2 Connotation and coupling logic

2.1 Core connotation of new quality productive forces for higher education

Derived from Marxist productivity theory, new quality productive forces takes technological breakthrough as its core

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driving force [1]. Supported by generative AI, big data and emerging industries, it reconstructs knowledge production and talent evaluation in higher education. Different from traditional productivity, it stresses the balance of technical efficiency, ethical norms and social value, requiring college students to possess innovative thinking, value judgment and digital moral literacy.

2.2 Value-dimensional coupling: consistent talent-cultivation goals

The development of new quality productive forces demands a great number of innovative talents with solid competence and firm beliefs [2]. University IPE shapes students' values and guides young people to combine personal innovation practice with national strategic needs. High-quality IPE provides moral constraints for the healthy development of new quality productive forces. In turn, new quality productive forces sets clear talent-training orientation for IPE reform. Both commit to cultivating well-rounded talents adapting to social progress.

2.3 Practical-dimensional coupling: two-way empowerment

New quality productive forces supplies digital tools and practical resources for IPE transformation [3]. Big data dynamically captures students' ideological trends; virtual simulation builds immersive teaching scenarios; generative AI supports personalized teaching design. These tools break spatiotemporal limits of traditional classrooms and turn one-way indoctrination into interactive experiential learning. High-tech enterprises and research institutes also offer off-campus practice bases for the "big ideological and political course", integrating value guidance with industrial front-line practice.

3 Practical dilemmas of IPE under new quality productive forces

3.1 Value alienation risk brought by over-emphasis on technical rationality

Digital technology improves teaching feedback efficiency, yet it is value-neutral. If universities overemphasize data indicators, IPE may be reduced to behavioral scoring and data statistics. Evaluating students' ideological status merely through online data tends to overlook the subjectivity and situational embeddedness of ideological formation. Under "data determinism", humanistic care and emotional communication are weakened, and the core goal of value shaping is easily marginalized.

3.2 Insufficient digital competence of IPE teachers

Teachers are accustomed to lecture-oriented teaching and lack systematic training for AIGC resource screening and virtual-scene design. Some cannot identify biased outputs of large language models. Digital tools are only used for display rather than reconstructing teaching logic, leading to superficial technology integration.

3.3 Algorithm risks and hidden ideological security threats

Recommendation algorithms tend to create information cocoons, narrowing students' horizons and weakening critical thinking. Intelligent IPE collects sensitive data related to students' ideology and psychology. Without sound privacy-protection rules, data leakage may occur. Fragmented and biased online content also brings challenges to mainstream value guidance and increases the difficulty of online ideological governance.

3.4 Disconnection between practical teaching and industrial scenarios

The "big ideological and political course" calls for deep cooperation with high-tech enterprises. Nevertheless, most university-enterprise cooperation stays at the level of simple visits without stable joint-teaching mechanisms. Practical projects seldom incorporate the spirit of scientists, technological breakthrough stories and industrial ethics. Students have few chances to participate in real scientific research, which weakens the persuasiveness of practical ideological education.

4 High-quality development paths

4.1 Reconstruct curriculum content and integrate industrial frontier cases

Universities shall embed typical cases of core-technology breakthroughs and the deeds of scientists into IPE courses.

Thematic modules concerning AI ethics, algorithm bias and digital privacy should be set up to strengthen students' digital ethics. Connecting theoretical knowledge with industrial realities helps students grasp the connection between individual innovation and national strategies.

4.2 Build human-machine collaborative intelligent teaching scenarios

On the premise of value guidance, universities should properly deploy digital tools. Generative AI assists case and topic design; VR/AR reproduces scientific-research scenarios for experiential learning. Big data serves targeted guidance instead of simple quantitative assessment. Teachers keep the dominant position in value communication, while intelligent technologies act as auxiliary support for teachers to integrate digital precision with humanistic care.

4.3 Enhance teachers' digital literacy and implement dual-mentor system

Specialized training covering AI application and algorithm-risk identification should be carried out for IPE teachers, combining theoretical lectures with practical workshops. A dual-mentor mechanism can be introduced: the invitation of technical experts and Party-building cadres from high-tech enterprises to participate in collaborative teaching, so that theoretical exposition is complemented by practical industrial experience [4].

4.4 Optimize evaluation system and prevent digital risks

A composite evaluation combining process assessment, qualitative description and auxiliary quantitative indicators should replace single data-oriented scoring. Universities must formulate strict norms for student-data collection and usage to avoid information abuse. An online discourse risk-warning mechanism is needed to break algorithm-formed information cocoons and safeguard ideological education security.

4.5 Expand university-enterprise collaborative practical education

Long-term partnerships with high-tech enterprises and research institutes should be established to launch student research-practice projects. Through enterprise investigation and research-assistant work, abstract ideological theories are transformed into perceptual experience, enabling students to recognize the internal connection among personal growth, technological innovation and national demands.

5 Conclusion

New quality productive forces brings both opportunities and challenges for university IPE. Digital intelligence provides new teaching carriers, while risks such as technological instrumentalization and value alienation cannot be neglected. The high-quality development of IPE must avoid blind digital-tool stacking. Guided by Marxist productivity theory, universities should adhere to value priority and balance technical rationality and humanistic care.

This paper analyzes coupling logic, practical dilemmas and multi-dimensional optimization paths. It proves that the in-depth integration of new quality productive forces and IPE contributes to cultivating high-quality innovative talents for Chinese modernization. This research is primarily theoretical; future work can adopt questionnaires and interviews to test path effects and optimize evaluation indicators. In the digital-intelligent era, university IPE needs continuous adjustment to achieve sustainable high-quality development.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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