

A stepwise digital-intelligent cultivation path for ideological and political teachers from the perspective of three-dimensional competencies

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Abstract: Existing studies have not yet built cross-stage coherent training frameworks for ideological and political teachers' multi-dimensional competencies amid the deep integration of intelligent technologies into K-12 and tertiary ideological and political education, creating an obvious research gap. Taking literature analysis and theoretical modeling as core research approaches, this paper aims to advance the deep integration of intelligent technologies with integrated ideological and political education at primary, secondary and tertiary levels, and tackles two core issues: traditional teaching fails to meet Generation Z's learning needs, and competency training is fragmented across stages. This paper builds a "digital-intelligent empowerment – ladder cultivation" model to explore digital upgrading pathways targeting the three core competencies of ideological and political teachers: political literacy, theoretical attainment and presentation proficiency. By reinterpreting the connotations of such three-dimensional competencies in the digital-intelligent age, this study pinpoints dilemmas in teachers' presentation capacity: insufficient proficiency in interactive and immersive instruction, disconnection between technological application and theoretical teaching, and barriers to effective emotional resonance. Corresponding tiered optimization strategies are proposed: construct dynamic knowledge repositories and virtual training systems for political literacy; develop cross-stage knowledge graphs and theoretical conversion tools for theoretical attainment; create differentiated teaching resources and immersive scenarios for presentation proficiency, so as to realize the stepwise digital-intelligent cultivation of ideological and political teachers' three-dimensional core competencies.

Keywords: integrated ideological-political education; digital-intelligent empowerment; competency cultivation of ideological and political teachers

1 Introduction

Integrated ideological and political courses spanning primary, secondary and tertiary education fulfill the fundamental task of fostering virtue, shaping students' values and safeguarding ideological security. Conventional indoctrinative teaching fails to satisfy Generation Z's demand for interactive, personalized learning, while digital intelligence reshapes teachers' abilities to provide targeted political guidance, systematic theories and immersive instruction. Existing relevant studies fall into two categories. One explores vertical coherence of stage-based ideological and political courses, optimizing tiered knowledge, teaching goals and curricula to clarify theoretical logic and build a continuous full-stage education system [1]. The second investigates the integration of ideological and political resources, adapt red, local and

current resources hierarchically for students at all stages via cases and visuals to deliver cross-stage value guidance [2]. Nevertheless, studies on ideological and political teachers' digital competency exposes three prominent research gaps: political literacy training ignores algorithm ethics and online public opinion analysis; instructional design lacks data-driven knowledge graph construction; presentation training fails to combine digital technologies with pedagogical theories. Against the backdrop of integrated ideological and political education across primary, secondary and tertiary schools, this paper builds a dual-drive model of "digital empowerment and tiered training" to explore digital improvement paths for teachers' political literacy, theoretical grounding and communication skills.

2 Practical dilemmas faced by ideological and political teachers in competency improvement amid the digital intelligence era

2.1 Political literacy: dilemmas in judgement and communication capacity under digital intelligence scenarios

First, Teachers are deficient in the governance capacity of digital algorithmic ethics. While intelligent recommendation algorithms deliver personalized teaching resources, they tend to form information cocoons for users inadvertently. Most ideological and political teachers have not received systematic algorithm ethics training. As a result, they fail to identify tech-related political risks. They are unable to examine the political orientation of content generated by AIGC or break away from information cocoons in an effective manner [3].

Second, ideological and political teachers are deficient in the online public opinion analysis and guidance skills. Complex and evolving online opinions are valuable materials that can enrich teaching and develop students' thinking. Yet most ideological and political teachers cannot skillfully operate digital monitoring tools, failing to timely capture online trends and students' ideological dynamics or accurately identify hidden political risks.

Third, the updating of ideological and political knowledge fails to keep pace with practical demands. Political theories need to keep up with new policies and times, but teachers lack efficient digital channels to access latest central documents and authoritative interpretations [4]. Crucially, teachers fail to match political theories to students' stage-specific cognition via digital tools, leading to delayed political guidance that cannot resolve their ideological confusion.

2.2 Theoretical foundation: dilemmas in systematic construction and theoretical transformation capacity under digital intelligence scenarios

First, the construction of theoretical systems remains fragmented. In the digital-intelligent era, people acquire information in instantaneous and fragmented ways, which confines most ideological and political teachers' theoretical learning to isolated scattered knowledge points, lacking awareness and capacity to build systematic cognitive frameworks based on knowledge graphs.

Second, cross-stage theoretical transformation capacity is inadequate. Primary, secondary and university students differ in cognitive thinking and theoretical learning demands. Lacking data-based transformation tools, ideological and political teachers rely on experiential lesson planning, failing to tailor theories to each stage and causing disjointed, repetitive teaching that blocks vertical ideological education integration.

Third, Teaching lags behind academic frontiers. While the Sinicization and modernization of Marxism continuously yield new theoretical achievements, teachers lack dedicated digital tools and sufficient channels to track latest research [5]. They struggle to track the latest advances in relevant fields in real time and lack the ability to rapidly translate academic outcomes into teaching materials.

2.3 Presentation proficiency: dilemmas in interactive and immersive teaching capacity under digital intelligence scenarios

First, Teachers cannot design interactive, immersive teaching activities. As digital natives, Generation Z favors

exploratory, engaging learning and rejects traditional indoctrination. Bound by old teaching routines, most ideological and political teachers stick to one-way lecturing without mastering digital interactive design principles [6].

Second, the integration of technology and theories remains superficial. Digital intelligence technologies are generally treated as simple substitutes for traditional teaching aids in ideological and political presentations, with teachers overemphasizing display functions and formal innovation while ignoring the supporting role of technology in theoretical interpretation [7].

Third, emotional resonance and value internalization guidance fall short. Digital interaction weakens direct teacher-student emotional connections, and inflexible preset digital content cannot deliver personalized feelings or meet students' real-time emotional demands [8].

3 Construction of ladder-style promotion pathways empowered by digital intelligence

3.1 Political literacy: upgrading judgement and communication capacity supported by digital tools

First, develop a dynamic political knowledge repository and cultivate awareness of algorithmic ethics. Leverage natural language processing technology to construct an intelligent retrieval platform for ideological and political policies, which integrates central documents, authoritative media interpretations and official policy explanations, so as to realize intelligent matching between "policy keywords" and "stage-adapted cases" [9].

Second, carry out virtual scenario training and advance digital public opinion analysis. Construct ideological and political practical training system based on VR technology to simulate real scenarios such as campus public opinion response, policy interpretation conferences and analysis of online ideological trends, with targeted training tasks designed for different school stages.

3.2 Theoretical foundation: promoting systematic construction and theoretical transformation via digital tools

First, construct cross-stage ideological-political knowledge graphs. Centered on well-designed red story narratives, the graphs integrate Marxist fundamentals, theories of socialism with Chinese characteristics and fine traditional Chinese culture in line with primary, secondary and university curriculum standards, forming tiered theoretical knowledge frameworks.

Second, deploy tier-specific intelligent tools to update ideological and political theories and keep track of research frontiers. Primary and secondary schools use AI lesson-prep tools for core theories and visual resources. High schools and universities operate CNKI/Wanfang-linked platforms to capture latest studies on Sinicized Marxism and Party history and automatically generate teaching summaries.

3.3 Presentation proficiency: optimizing interactive and immersive teaching empowered by digital scenarios

First, Develop stage-tailored teaching materials and differentiated instructional strategies. The integrated ideological and political education covering primary, secondary and tertiary institutions is formulated in accordance with pedagogical theories, psychological principles and Marxist epistemology. A multi-modal generation model creates stage-specific resources matching students' cognitive growth.

Second, build immersive, emotion-focused interactive teaching scenarios. Centered on core ideological and political theories, a three-in-one digital system integrates scenario-based experience, theoretical exploration and emotional resonance. By combining diverse digital tools with curriculum content, educators leverage artificial intelligence to build hybrid virtual-real spaces for historical scene reconstruction, cross-media narrative presentation, and interactive metaverse learning that facilitate value internalization.

4 Conclusion

This paper constructs a new paradigm of "digital-intelligent empowerment-ladder cultivation" to achieve deep

coupling between technological innovation and educational laws. It leverages digital systems to hierarchically enhance teachers' political literacy, theoretical foundation and presentation skills. This paradigm offers feasible implementation pathways to cultivate a new generation of ideological and political teachers with firm political stance, proficient digital skills and strong theoretical transformation capacity, and offers new ideas for teacher competency development amid high-quality education development in the intelligent era.

Conflicts of interest

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

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