

Research on the Transformation Mechanism of Curriculum Ideology and Politics from “Suspension” to Rooting” Driven by Generative Artificial Intelligence

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Abstract: The “Suspension” of ideological and political education in university courses represents a key challenge in advancing this initiative. How to achieve a paradigm shift from this Suspension to the Rooting of ideological and political education—thereby enhancing the relevance, appeal, and sustainability of such education—has become a central issue in universities' efforts to cultivate virtue and foster talent. This paper employs the general inductive method, grounded in literature and integrated with generative AI technology, to analyze the practical transformation mechanism from ideological and political education “floating” to “taking root.” Findings reveal three practical dilemmas in curriculum-based ideological and political education: fragmentation at the theoretical operationalization level, fragmentation at the emotional level, and fragmentation at the discourse system level. From an AI-driven perspective, this paper proposes countermeasures to facilitate the transition of ideological and political education from “detachment” to “grounding.” These strategies include: leveraging AI to shift ideological and political education from macro-theory to micro-narratives; utilizing AI to foster emotional connections in ideological and political education; and employing AI to facilitate discourse translation and reconstruction in ideological and political education.

Keywords: Artificial Intelligence; Ideological and Political Education; Suspension; Rooting

1. Introduction

Since the Ministry of Education issued the “Guidelines for Ideological and Political Education in Higher Education Institutions,” the integration of ideological and political education into academic curricula has entered a phase of vigorous development. However, current ideological and political education in universities faces challenges in practice, including insufficient effectiveness, ideological detachment, and disconnect from students' cognitive experiences, making it difficult to reach the depths of students' thoughts. The essence, content, methods, and outcomes of ideological and political education seem to float in the air, failing to truly take root in students' minds. We refer to this phenomenon as the “ideological and political suspension.” Resolving this suspension dilemma and promoting the genuine acceptance and internalization of ideological and political education by students have become the core challenges for curriculum-based ideological and political education reform in higher education institutions in the new era. Artificial intelligence, represented by large models, is reshaping the educational ecosystem at an unprecedented pace. Breakthroughs in AI technology offer novel technical pathways and methodological support to resolve the “suspension” challenge in curriculum-based ideological and political education. Leveraging its interactivity, precision, and contextualization capabilities, AI is profoundly empowering the paradigm shift in university curriculum-based ideological and political education. It provides critical support for overcoming the ‘suspension’ dilemma and achieving tangible educational outcomes that “ground themselves in reality.”

Generative AI can drive the intelligent generation and personalized delivery of ideological content, propelling educational provision from extensive “flood irrigation” to refined “precision drip irrigation.” Simultaneously, by constructing immersive, interactive teaching scenarios, AI effectively expands the temporal and spatial boundaries of ideological education. It transforms abstract ideological discourse into tangible, participatory, and interactive experiences, significantly enhancing education's appeal and relevance.

2. Literature Review

Scholars have analyzed numerous deviations in the implementation of ideological and political education in courses (Guo Gen, 2023). In the teaching practice of ideological and political education within courses, tendencies such as “shallow teaching concepts,” “broad and vague teaching content,” and “overly ideological content” have emerged (Jin Yule, Zhang Liang, 2021). Teaching methods have become rigid and inflexible, with a disconnect between theory and practice (Meng Zimin, Li Li, 2022). Integration with professional content remains superficial, superficial and mechanical integration of ideological and political elements (Yang Xiuping, 2023), along with challenges in measuring effectiveness and coordinating efforts. These practical deviations constitute the primary manifestations of “ideological and political detachment” in university curricula. Addressing these issues, some scholars have explored solutions through AI-enabled approaches. Examples include enhancing teachers' digital capabilities to empower ideological and political courses with generative AI (Xie Youru, 2022) and integrating algorithmic recommendations to innovate teaching methods in university ideological and political courses (Tong Huan, 2025). Previous literature has provided a solid theoretical foundation and empirical support for understanding and improving ideological and political education practices. It not only reveals specific issues in current practices but also explores the potential of leveraging artificial intelligence (AI) technology to enhance educational outcomes. However, existing research often focuses on isolated aspects of ideological and political education practices (such as teaching philosophies, content design, or methodological innovations) while lacking a systematic theoretical framework to comprehensively analyze the causes

of “ideological and political suspension” and the transformation mechanisms enabled by AI. When discussing technology-enabled approaches, some studies overemphasize the role of technology while overlooking the importance of teachers as the primary agents of education. This research aims to systematically explore the transformation mechanism driven by artificial intelligence that shifts ideological and political education in higher education from “Suspension” to “integration.” By constructing a theoretical analytical framework of “technology-enabled-pedagogical reconstruction-value internalization,” it reveals how artificial intelligence promotes the organic coupling of ideological and political elements with professional education through pathways such as precision-targeted provision, contextual integration, and interactive feedback.

3. The Practical Dilemma of “Suspension” Ideological and Political Education in University Courses

The Suspension of ideological and political education in university curricula faces the following challenges at multiple levels:

3.1 Disconnect in the Operationalization of Course-Based Ideological and Political Education Theory

The “ideological and political Suspension” phenomenon essentially represents a structural rupture in the cognitive transformation chain of ideological and political education. When ideological and political education in courses relies solely on abstract symbols and grand narratives such as “human liberation,” “patriotism,” and “national rejuvenation” as inputs, its discourse becomes detached from students' lived experiences. This disconnect prevents these symbols from achieving cognitive embedding through “meaning mediation.” The development of higher psychological functions relies on cultural tools mediated within concrete contexts. Abstract concepts detached from embodied experience struggle to activate students' cognitive schemas, creating “semantic isolation.” Current ideological education practices generally lack “operational mediators”—such as case studies, role-playing simulations, or social research—as transformative vehicles. This prevents abstract values from being internalized into individual beliefs through the “practice-reflection” cycle. Therefore, resolving operational disconnect requires reconstructing instructional design logic

to shift paradigms from "slogan implantation" to "process construction." Thus, the "disconnect in ideological and political education" fundamentally stems from a rupture in the "symbol-meaning-action" chain within educational communication. It urgently necessitates rebuilding cognitive continuity through contextualized design, problem-oriented approaches, and critical dialogue.

3.2 Disconnect in the Emotional Dimension of Ideological and Political Education in Courses

The "emotional Suspension" in ideological and political education stems from the one-dimensional indoctrination of grand narratives, which renders the mechanism of emotional resonance ineffective. According to M. L. Hoffman's theory of empathy development, the generation of moral emotions relies on individuals' embodied understanding of others' or groups' circumstances and emotional engagement [Hoffman, M. L. (2000). *Empathy and Moral Development: Implications for Caring and Justice*. New York, NY: Cambridge University Press.]. When ideological education in courses is confined to authoritative preaching of abstract "grand principles," lacking authentic contexts, narrative resonance, and emotional mediation, students struggle to initiate "emotional simulation" and "empathic projection." Consequently, value concepts remain at the cognitive level, failing to trigger profound emotional experiences.

The lack of effective connections between ideological education in courses and students' personal growth concerns (such as employment anxiety and interpersonal relationships), hot social issues (like "internal competition" and "lying flat"), and professional knowledge systems leads students to perceive the knowledge taught by teachers as "far removed from my reality." True consensus is built upon intersubjective emotional interaction and shared meaning. Unidirectional narration undermines students' active participation, blocks pathways for emotional resonance, and reduces grand narratives to external symbols that struggle to transform into internal convictions.

3.3 Disconnect in the Discourse System of Ideological and Political Education in Courses

Its characteristics of authority, grand - narrative, and one - way communication hardly align with the cognitive habits and expression logic of Digital Natives. As active participants in the online society, students rely on social media in

their daily lives to construct a "youth discourse" centered around fragmentation, emotional resonance, and personalized expression, thus forming a meaning system and value coordinates distinct from institutional discourse. This generational difference in experience exacerbates the "discourse gap" between teachers and students. Most ideological and political education teachers lack the awareness and skills to "re - contextualize" political symbols into the language of daily life practice, resulting in a rigid teaching organization form and insufficient discourse affinity. When the guiding power of teachers' discourse weakens, education falls into "monologue - style indoctrination," suppressing students' subjective initiative and ultimately leading to the ineffectiveness of value transmission.

4. Generative Artificial Intelligence-Driven Pathways for Grounding Ideological and Political Education

4.1 Generative Artificial Intelligence Facilitates the Transformation of Macro Theories into Micro Narratives.

Generative artificial intelligence can "operationalize" abstract political discourse by means of semantic analysis and context reconstruction, transforming it into micro-narratives that are close to students' experiences. Firstly, based on natural language processing technology, AI can deconstruct grand concepts such as "human liberation" and "national rejuvenation", linking them to specific historical events, social phenomena, or individual struggle stories, thereby achieving the concretization and life-realization of meaning. Secondly, by using student profiles and learning context data, AI can dynamically generate personalized cases and dialogue scripts that are in line with their professional background, cognitive level, and life scenarios, such as transforming "patriotism" into the scenario of an engineer's choice of "technological patriotism". Thirdly, through human-computer interactive conversations, AI supports students in actively constructing value understanding through simulated decision-making and role-playing, promoting ideological and political education to shift from the one-way "implantation of slogans" to immersive "process construction", enabling abstract concepts to be internalized in a sense of reality and participation.

4.2 Generative Artificial Intelligence Helps Enhance Emotional Connection in Ideological and Political Education Classes

Artificial intelligence holds significant potential in effectively bridging the "emotional identification gap" within the realm of ideological and political education. This is achieved through personalized empathy and contextually relevant interactions.

To begin with, by leveraging big data analysis, AI has the capacity to precisely identify students' emotional challenges and cognitive focal points across various aspects of their lives, including academic performance, employment prospects, and interpersonal relationships. For instance, it can detect anxiety stemming from "internal competition." Subsequently, it can dynamically generate teaching materials that are closely related to students' real-life experiences. This approach facilitates a harmonious resonance between overarching ideological narratives and individual circumstances, enabling students to better connect with and understand the educational content.

Secondly, generative AI technologies can be employed to create virtual conversation partners or scenario simulation systems. These tools provide a secure environment where students can freely express their confusion and engage in in-depth exploration of values. Through empathetic responses and carefully crafted guiding feedback, students' emotional involvement in the learning process is significantly enhanced. This not only helps them to better articulate their thoughts but also encourages a more profound understanding of ideological and political concepts.

Furthermore, AI offers valuable support to educators in designing value-choice cases that are intricately integrated with professional contexts. For example, in the case of science and engineering students, relevant scenarios involving research ethics dilemmas can be developed. By embedding ideological elements within the process of solving these real-world problems, students are motivated to engage in a more profound and intrinsic identification with the values being taught.

In summary, the integration of AI in ideological and political education promotes a fundamental shift from traditional "one-way indoctrination" to an interactive closed-loop model that encompasses "emotional response - cognitive construction - value internalization." This transformation effectively reconstructs the mechanism of emotional resonance, thereby enhancing the overall effectiveness of ideological and political

teaching.Figure.

4.3 Generative Artificial Intelligence Facilitates Discourse Translation and Discourse Reconstruction

First, achieve intelligent "recontextualization" and personalized expression of political discourse. Generative AI possesses strong capabilities in language style transfer and content generation, which can transform abstract "official discourse" into "life-oriented language" that suits the cognitive habits of young people. For instance, if a teacher inputs the proposition "To promote the creative transformation and innovative development of Chinese excellent traditional culture," the AI can generate appropriate content based on different professional backgrounds. For example, it could design a discussion topic such as "Based on traditional Chinese painting elements, design a cultural product with modern fashion appeal, and explore how to achieve the creative transformation of traditional painting culture" for art students. Second, build a two-way interactive "dialogic" teaching new ecosystem. AI can act as a "discourse mediator" to build a bridge for equal dialogue between teachers and students. For example, using an AI chatbot to set up a "pre-class anonymous question-and-answer" session, students can freely express their confusion or doubts about policies, such as "Is striving in the era of internal competition hypocritical?".

5. Conclusion and Discussion

This study, based on literature analysis and the assistance of generative artificial intelligence technology, explores the transformation path of university course ideological education from "floating" to "rooting". The study finds that current practice of course ideological education faces three kinds of ruptures. On this basis, this paper proposes a transformation strategy driven by artificial intelligence. Artificial intelligence not only serves as a tool to support teaching design, but also acts as a catalyst to promote the deep transformation of educational paradigms. In the future, we need to be vigilant against the risk of technological alienation and adhere to the concepts of "student-centered" and "cultivating virtue and educating people", ensuring that technology serves the essence of education, thereby achieving the sustainable and warm "rooting" development of course ideological education.

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