

Research on the Mechanism of Enhancing the Attractiveness of Ideological and Political Courses in Higher Vocational Colleges in the Digital-Intelligent Era

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Abstract: Ideological and political courses are key courses for cultivating morality and nurturing talents in higher vocational colleges. Exploring reform strategies for ideological and political courses in higher vocational education in the digital-intelligent era serves as a breakthrough to enhance the attractiveness of classroom teaching and strengthen students' comprehensive abilities. Against this backdrop, higher vocational colleges and ideological and political teachers need to base themselves on reality, conduct in-depth analysis of the connotation of digital intelligence, address the restrictive factors existing in current classroom teaching, and apply digital-intelligent technologies to build a new education mechanism. This will form an integrated education pattern combining "digitalization + tradition," thereby enhancing teaching attractiveness. This paper studies and analyzes the mechanism of enhancing the attractiveness of ideological and political courses in higher vocational colleges in the digital-intelligent era and puts forward corresponding viewpoints.

Keywords: Digital-intelligent era; Higher vocational colleges; Ideological and political courses; Attractiveness enhancement; Research

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1. Introduction

In the context of the new era, digital technologies such as artificial intelligence and blockchain are developing rapidly, providing effective technical support for the reform of higher education ^[1]. Ideological and political courses in higher vocational colleges assume important responsibilities such as educating people, nurturing the soul, and shaping aspirations. Integrating new technological means with the teaching of ideological and political courses can continuously enhance the attractiveness of classroom teaching, help teachers build an "interest-stimulating" teaching environment, and thus promote high-quality development of teaching ^[2]. Therefore,

in this context, higher vocational colleges and ideological and political teachers need to further adjust talent training goals and apply digital-intelligent technologies to optimize teaching plans, to carry out efficient teaching activities and effectively strengthen students' core competitiveness^[3].

2. Intrinsic value of building a mechanism to enhance the attractiveness of ideological and political education in the digital-intelligent era

2.1. Meeting the needs of digital economy development

At this stage, China's social economy is developing rapidly. The country has formulated new development plans focusing on the upgrading and optimization of the economic system, proposing the need to build a digital economic system^[4,5]. Especially in recent years, the scale of China's digital economy added value has continued to rise, accounting for an increasing proportion of total GDP^[6]. It is not difficult to see from this that the digital economy will be an important direction of social development in the future. Its overall development requires comprehensive and innovative theories and thinking to provide theoretical, technical and talent support for breaking through development constraints. Under this demand, skilled talents in higher vocational colleges also need to have a certain digital thinking. By applying new technical means to carry out teaching activities and optimize talent training programs, schools and teachers can continuously improve students' digital capabilities, enabling them to develop into digital talents of the new era while having solid cultural accomplishments.

2.2. Enhancing the targeted nature of ideological and political courses

From the perspective of traditional teaching, ideological and political teachers mainly carry out classroom teaching activities focusing on teaching priorities and contents. Although this method can ensure the teaching progress, it cannot ensure that students are fully engaged in the learning process, that is, classroom teaching lacks targeting and attractiveness. To address this issue, in the digital-intelligent era, higher vocational colleges continuously improve teachers' information literacy, enable teachers to master necessary digital teaching capabilities, and build intelligent teaching and human-computer interaction platforms. This can lay a good foundation for the effective implementation of subsequent teaching activities and help students internalize the teaching content into their actions. At the same time, teachers' application of AR and AI technologies to design teaching plans and innovate teaching models can create an interesting and comprehensive classroom environment, which can significantly enhance classroom attractiveness and fully reflect students' subjectivity^[7].

2.3. Improving the precision of ideological and political teaching

The application of new technologies helps to effectively improve the precision of classroom teaching, enabling a timely grasp of students' learning progress and ideological trends. For example, teachers can use new technical means to collect and provide feedback on students' classroom demands in a timely manner, and also keep track of students' behaviors and ideological trends. With these data, teachers can promptly understand students' learning progress and knowledge mastery, and then further optimize teaching content and adjust teaching directions to implement precise teaching activities^[8]. For instance, when explaining content related to the "Belt and Road Initiative," teachers can accurately push learning materials to let students understand the current development status of China's economy and culture under this strategy, which can deepen students' understanding of knowledge. Meanwhile, teachers' application of smart classrooms and online-offline interaction can also optimize students' learning experience to a certain extent, improve the precision and targeting of teaching, and thus avoid

deviations in teaching activities.

3. Restrictive factors for development in ideological and political theory teaching in higher vocational colleges at the current stage

3.1. Incomplete curriculum system setup

Ideological and political courses in higher vocational education have strong theoretical and practical characteristics. However, the curriculum system setup in some schools has not fully kept up with the times, and some teaching content has become disconnected from the development of the era ^[9]. Meanwhile, against the background of digital intelligence, some schools have not incorporated courses related to the digital economy into their curriculum systems. This indicates significant limitations in talent training programs, resulting in a mismatch between the comprehensive abilities of trained talents and the needs of social development.

3.2. Lack of clear talent training objectives

In the current teaching of ideological and political courses in higher vocational colleges, the status quo of talent training has not fully adapted to the rapid development of new technologies, new industries, and new business forms ^[10]. This shows that against the background of digital intelligence, the objectives of talent training in ideological and political courses are not clear, lacking pertinence and forward-looking. Specifically, with the continuous progress of science and technology and the continuous upgrading of industries, new business models and economic forms are emerging. Higher vocational colleges have not been able to promptly keep up with external changes in aspects such as the setup of ideological and political education courses, the innovation of teaching models, the optimization of teaching plans, and practical links. This has led to a certain degree of disconnection between the knowledge structure and skills of trained talents and market demand, which not only affects the employment quality of graduates but also restricts the pace of innovation and development in the economic field.

4. Mechanisms and strategies to enhance the attractiveness of ideological and political courses in higher vocational colleges in the digital-intelligent era

4.1. Continuously optimizing existing teaching systems with digital-intelligent technologies

In the digital-intelligent era, efficiently cultivating skilled talents adaptable to digital-intelligent environments has become a key issue in the educational development of higher vocational colleges ^[11]. Continuously optimizing talent cultivation systems against the backdrop of digitalization ensures the smooth implementation of subsequent teaching activities. First, ideological and political teachers in vocational colleges must conduct thorough research to gain a deeper understanding of the current status of professional teaching, as well as the requirements for talents' comprehensive abilities, job project standards, and other criteria in relevant positions amid digital transformation. Based on this, they should adjust teaching plans. On the premise of explaining basic knowledge, professional teachers should integrate knowledge and skill points from enterprise production into classroom teaching. For example, teachers can align courses with job positions according to teaching needs, decompose course knowledge points around different teaching contents, guide students to operate digital hotel management projects, and cultivate students' diverse abilities, thereby promoting the development of their innovative capabilities and professional literacy ^[12]. Second, colleges should reorganize and optimize basic knowledge

teaching systems covering digital economics, artificial intelligence applications, big data principles, and blockchain applications based on practical needs, ensuring that teaching content aligns with economic and social development. They should also continuously improve existing digital economy course systems, clearly defining course categories, names, teaching objectives, and teaching plans. Third, while developing, colleges should simultaneously build virtual simulation resource libraries, develop VR/AR projects such as digital exhibition halls of red education bases and smart factory training, and construct a progressive course system of “theoretical micro-courses—scenario simulation—real-world practice” through platforms like Chaoxing Learning Pass. In terms of teaching model innovation, a hybrid teaching method should be implemented: online teaching spaces use platforms like Zhihuishu for independent theoretical learning and intelligent assessment, with knowledge graph technology recommending personalized learning paths; offline practice spaces rely on virtual simulation workshops to create a “golden course” teaching environment, thereby improving the existing teaching system and fully leveraging the value of digital-intelligent teaching tools.

4.2. Clarifying talent cultivation goals with digital-intelligent technologies

First, considering the current status of ideological and political course teaching, schools and teachers should use big data technology to conduct in-depth analyses of the digital transformation trends of regional industrial chains at the goal-setting level. They should rely on natural language processing technology to parse job competency standards, extract core competencies covering digital economy thinking, intelligent technology application, and business ethics judgment, and form a dynamically adjustable talent cultivation goal plan^[13].

Subsequently, teachers need to further clarify talent cultivation goals: In terms of curriculum system planning, break down traditional disciplinary barriers and build a modular curriculum structure consisting of “general literacy courses (principles of economics + digital citizenship education), professional core courses (intelligent finance + blockchain applications), interdisciplinary expansion courses (business data analysis + artificial intelligence ethics).” In terms of cultivation paths, create a three-stage progressive model of “classroom training (virtual simulation platforms)—on-campus workshops (smart business sandboxes)—enterprise classrooms (AR live teaching).” In terms of quality assurance goals, develop a digital profiling system using learning analytics technology to track students’ progress in knowledge acquisition, skill transfer, and professional attitudes in real time.

4.3. Innovate teaching models under digital intelligence based on current situation

4.3.1. Integration of online and offline teaching

Against the backdrop of digital intelligence, the emergence of new technologies can provide technical support for ideological and political teachers in their teaching activities. To effectively deepen the reform of ideological and political teaching, teachers can adopt forms such as MOOCs and micro-courses, transform ideological and political education content into small stories, or play public welfare short films, etc., to arouse students’ interest in participation and encourage them to take the initiative in the learning process. Moreover, ideological and political teachers can carry out teaching activities with the help of blended teaching methods^[14]. For example, in the teaching of knowledge related to College Students’ Career Planning, teachers can use blended teaching methods and offline task-based teaching methods to achieve the goal of ideological and political infiltration. To maximize teaching effectiveness and infiltrate ideological and political education, teachers can integrate relevant teaching materials before class, design them into micro-courses, self-learning cases, learning processes, etc., and also include cases of outstanding graduates from previous years to help students clarify their development

direction and cultivate their sense of competition. Then, teachers upload the relevant content to the learning APP, and students scan the QR code to enter and study. Through the communication module of the APP, students can communicate with each other, while teachers integrate students' learning situations and identify their learning difficulties in this process. In the subsequent offline teaching, teachers mainly focus on students' weak points in learning and carry out targeted teaching activities to help students clarify their positioning, implement ideological and political education, and improve the overall teaching effect.

4.3.2. Innovate practical teaching forms

Higher vocational ideological and political courses have strong practicality, so teachers can rely on new technical means to innovate practical teaching forms, thereby enhancing the attractiveness of teaching ^[15]. For example, in the project teaching of "Inheritance of Local Intangible Cultural Heritage", teachers can actively cooperate with local cultural centers and intangible cultural heritage inheritors to jointly determine cultural themes suitable for students' practice (such as traditional paper-cutting, local operas, etc.). Then organize students into research groups of 3-5 people, use mobile phone APPs to film and record the inheritors' skill demonstrations, and establish a digital cultural archive through WeChat mini-programs; guide students to use video editing software to produce cultural micro-courses in the training room, and conduct surveys on the community's awareness of traditional culture using Questionnaire Star; build an "online + offline" display platform, organize students to perform intangible cultural heritage skills through Douyin live broadcasts, and make interactive cultural maps using new technologies. For instance, when students learn about woodblock New Year paintings, they need to conduct on-site interviews with inheritors to master the production techniques, and also collaborate to complete the digital design of New Year painting elements, and finally hold an inter-professional works exhibition in the smart classroom. This teaching method decomposes cultural inheritance into specific tasks such as research recording, digital transformation, and communication practice, which not only exercises students' ability to apply information technology, but also strengthens cultural identity through personal participation, making ideological and political education truly "alive".

4.4. Construct a teaching evaluation system involving intelligent technology

The traditional evaluation of ideological and political education mainly relies on teachers' assessment based on students' final exam scores. However, this method is relatively simplistic, which is not conducive to teachers' grasping students' learning situation, and it is also difficult for students to understand their own shortcomings in learning. In response to this situation, from the perspective of ideological and political education and the application of digital intelligence, higher vocational ideological and political teachers should use new technologies to pay full attention to the students' learning process, evaluate their participation, learning ability, and mastery of knowledge based on feedback data. At the same time, teachers can also evaluate students' professional literacy and values, gradually establish students' learning confidence, and give play to the guiding value of curriculum-based ideological and political education. Students' mutual evaluation and group leaders' evaluation of students are conducive to reflecting the student-oriented approach and strengthening students' sense of ownership. With the help of online interaction means, parents and engineers from cooperative enterprises are encouraged to participate in the student evaluation process, thereby diversifying the evaluation subjects and further improving the pertinence and attractiveness of ideological and political education.

5. Conclusion

To sum up, the in-depth integration of digital intelligence technology with ideological and political teaching in higher vocational colleges can effectively improve students' practical ability, innovative thinking, and comprehensive ability^[6]. In the context of digital intelligence, higher vocational colleges and ideological and political teachers need to base themselves on reality, conduct in-depth analysis of the connotation of digital intelligence and the necessity of teaching reform, and clearly identify teaching problems. Afterwards, colleges need to work with teachers to gradually optimize the teaching system, innovate teaching methods, etc., to give full play to the application value of new technical means, thereby enhancing students' core competitiveness and cultivating more high-quality technical talents for social and economic development.

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