

Reconstruction Path of Ideological and Political Education in the “*Comprehensive English*” Course at Private Universities from the Perspective of Human-AI Collaboration

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Abstract: The rapid development of Generative Artificial Intelligence (AI) presents profound challenges and transformative opportunities for fulfilling the fundamental task of fostering virtue and cultivating talents in private universities. This paper, focusing on the four difficulties faced by the “*Comprehensive English*” course in application-oriented private universities amidst the AI wave, analyzes the root causes and points out that the key to breaking the impasse that lies in constructing a new paradigm of human-AI collaborative education. A five-in-one teaching system, comprising objective guidance, content reconstruction, method innovation, evaluation reform, and faculty empowerment, is proposed to provide a reference for private institutions to explore a distinctive, practical, and effective innovative path for ideological and political education that aligns with their own characteristics.

Keywords: Human-AI collaboration; Ideological and political education; “*Comprehensive English*”; Teaching reconstruction

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1. Introduction

The “*Education Power Construction Plan Outline (2024–2035)*” explicitly states: promote artificial intelligence to facilitate educational transformation ^[1]. In recent years, research on integrating new technologies with ideological and political education (shortened as IPE) has achieved certain results, mainly focusing on the connotation, implementation paths, curriculum construction, and textbook reform of IPE ^[2]. However, there is less involvement with specific courses at private institutions primarily aimed at cultivating application-oriented foreign language talents. “*Comprehensive English*”, as a foundational core course for English majors, combines instrumental and humanistic qualities, serving as a carrier for cultivating students’ language proficiency, intercultural communication skills, and correct values ^[3]. However, the proliferation of AI technologies

represented by ChatGPT has a particularly prominent impact on traditional language teaching models and the mechanism of integrating IPE. Students in private institutions are typically active in thinking and have strong practical intentions but relatively limited acceptance of theoretical indoctrination; the institutions have flexible mechanisms conducive to teaching reform, but teachers' capabilities in IPE and digital literacy are uneven^[4], and teaching resources are relatively limited. The traditional IPE model, primarily reliant on one-way teacher lecturing and implicit permeation, is seeing its efficacy rapidly diminish amidst the AI-driven wave of convenient information access, the outsourcing of thinking processes, and the prefabrication of cultural content. How to adapt to technological change, transform challenges into opportunities, and reconstruct a new human-AI collaboration ecosystem for IPE suited to the student profile and characteristics of private institutions has become an urgent practical issue. This paper, considering the specific context of English majors in private institutions, explores the reconstruction path of IPE in the "*Comprehensive English*" course from the perspective of human-AI collaboration, hoping to provide a practical reference for the reform and ideological-political construction of foreign language courses.

2. The realistic dilemmas and the superimposed effect of AI impact

2.1. Superficial in ideological guidance, weak in educational effectiveness

Due to the talent cultivation orientation, the application-oriented universities tend to emphasize skills and neglect the humanities. IPEC can easily fall into formalistic tendencies of task-completion style, mechanical application, and classroom embellishment^[5]. In the "*Comprehensive English*" course, IPE may overemphasize forms and language skills while lacking sufficient exploration in ideological depth. The prevalence of AI intensifies this phenomenon: students can use AI to quickly complete tasks that require demonstrating personal learning depth, such as reading reflections and cultural comparisons. However, ideological and political assignments become homogenized and formalistic. Teachers cannot gain insight into students' genuine understanding and value confusion through assignment grading. Simultaneously, the authoritative illusion of AIGC may weaken the authority challenge already faced by many young teachers, further marginalizing the depth and effectiveness of value guidance amid technological dependency.

2.2. Dominant in cultural identity, ambiguous in value stance

To align with the application-oriented talent cultivation, the course objectives for English majors' "*Comprehensive English*" in private universities often emphasize language skills and employment orientation. Both teachers and students tend to focus more on the communicative instrumental attribute of language, while the cultural values embedded deeply within language, especially the essence of excellent traditional Chinese culture, are easily overlooked due to being not directly applicable or lacking practicality^[6]. These results lie in a clear instrumental and valuable disconnect in cultural identity. For example, the treatment of Lingnan culture in teaching content tends to be somewhat lexicalized and label-oriented, lacking in-depth interpretation. Observations from teaching competitions and teaching videos reveal a lack of critical guidance in teaching processes regarding the influence of Western culture, leading to students' ambiguity of cultural stance awareness. The root cause lies in the survival crisis faced by English departments in private universities. Therefore, there is an urgent need for a resolution on how to promote the course's transformation from a tool-oriented to a value-guided approach, achieving the deep integration of language skill training and cultural awareness cultivation.

2.3. Weak in critical thinking, hollow in higher-level abilities

Some students may have a less solid foundation in foreign language learning, and habits of autonomous inquiry and deep reflection are not yet fully developed. The instant answers and one-stop answer generation services provided by AI easily foster a lazy tendency of outsourcing thinking and borrowing-ism among students. Students might give up the necessary training in close reading of complex texts, critical distinction of information sources, and independent argumentation for viewpoints, settling instead for superficial reuse of AI-generated content. These risks hollowing and weakening the cultivation of critical and innovative thinking, an important goal of IPE. Dependency on or even overuse of AI may directly lead to regression in students' higher-level thinking abilities, making it difficult to achieve the goal of enlightening wisdom and nurturing hearts in the “*Comprehensive English*” course's ideological-political education.

2.4. Lagging in adaptability of teaching models, insufficient in innovative motivation

Teachers of “*Comprehensive English*” in private universities also face multidimensional practical dilemmas in promoting the AI-empowered transformation of IPE. Under heavy teaching loads and research pressure, teachers generally exhibit path dependence on traditional teaching models. Facing the AI impact, they show complex anxiety: dare not use, cannot use, and are unwilling to use. Regarding the teaching model, traditional IPE paths relying on classroom permeation and after-class assignments are nearly invalid, as students can use AI to quickly generate the so-called compliant assignments. New teaching models that effectively integrate AI are delayed due to complex design, lack of specific examples and support systems, leading to a generation gap between teaching and technological development. At the institutional and resource level, evaluation systems lack scientific indicators for assessing AI-integrated teaching and IPE effectiveness; Training is scattered as it tends to focus more on tool operation than integrated design; Incentive mechanisms are absent, making course construction reforms difficult to gain recognition^[7]. Meanwhile, schools lack localized AI corpora, intelligent teaching platforms, and interdisciplinary collaboration mechanisms serving IPE. Teachers bear the pressure of resource construction and integration, which further delays the teaching transformation process.

3. The connotation of the human-AI collaboration and its implications

Human-AI collaboration doesn't merely refer to the concurrent use of humans but the formation of an intelligent teaching community during the process. Its core lies in: humans leading value and direction and responsible for emotional inspiration and creative thinking; machines empowering efficiency and undertaking information processing and repetitive labor. The ultimate goal is to achieve a $1 + 1 > 2$ educational effect. For English majors, this concept holds special guiding significance:

- (1) Strengthening practicality—shifting the focus from whether AI should be used to how to use AI effectively, and human-AI interactive negotiating ability is a key factor^[8]. Embracing the irreversible technological wave and actively utilizing aligns with the practical need for new technology application in cultivating application-oriented talents.
- (2) Boosting efficiency—leveraging AI to compensate for deficiencies in teaching staff and resources, achieving precision and ubiquity in IPE⁹. The dual efficacy of language skills and cultural values will both be enhanced.
- (3) Empowering educators—liberating teachers from some of the repetitive tasks, allowing greater focus on higher-level instructional design, emotional interaction, and value guidance. This aligns with the

practical development needs of faculty in private institutions, promoting teachers' transition from knowledge transmitters to value guides, to cultivate the compound talent with language proficiency, cultural confidence and critical thinking.

4. Reconstruction path of IPEC in “*Comprehensive English*” based on human-AI collaboration

4.1. Objective reconstruction: From skill-oriented to value guidance + ability integration

Value shaping and confidence cultivating should be placed at the core of teaching objectives ^[10], and operationalize them into observable and evaluable quality indicators. In course syllabus development, ideological-political objectives in human-AI collaborative scenarios can be detailed, e.g., able to use English to critically analyze the reporting perspective differences between Chinese and Western media on the same event, understanding the rationality of China's stance; able to clearly explain in English the background, its effectiveness and cultural connotations of Chinese policies (e.g., the Belt and Road Initiative, Rural Revitalization Strategy); able to introduce in English regional intangible cultural heritage, revolutionary culture, or characteristic industries, demonstrating cultural confidence and familial-nation ethos ^[11]. By transforming value guidance from a soft requirement to a hard indicator, the compound talent cultivation goal of language skills + cultural identity + critical thinking is achieved.

4.2. Content reconstruction: From textbook content to a localized, practical ideological-political resource repository

A dynamic AI-based material resource repository should be established to serve IPE ^[12], emphasizing localization and practicality. First, build a regional culture corpus: to systematically collect English introductions to local intangible cultural heritage (e.g., Guangfu, Chaoshan, and Hakka culture), English commentaries for red historical and cultural sites, and English promotional materials for local specialized, distinctive, and innovative enterprises, to serve as references and correction standards for AI-generated tasks. Second, design human-AI dialogue + field research for comparative inquiry around unit themes. For example, when studying the theme on ethics of science and technology, we can guide students to first ask AI to elaborate on Western viewpoints, then write a comparative analysis report combining materials on Chinese technological innovation ethics to train their ability to identify bias and establish their stance. Third, develop Chinese culture digital projects to encourage students to use AI-assisted translation and script generation, to create English micro-videos introducing local intangible cultural heritage, deepening cultural understanding and identity through creation.

4.3. Method reconstruction: From teacher lecturing to human-AI collaborative inquiry-based learning

A blended teaching model of AI preprocessing + classroom deep processing should be promoted to emphasize practicality. Before class, students use AI to complete basic tasks like vocabulary preview and background knowledge collection, even generating preliminary viewpoints on a topic. During class, the teacher, based on the limitations, biases, or highlights of AI-generated content, allocates time for organizing such high-level activities as in-depth debates, role-plays, and value ranking. The teacher's core role is to guide in-depth discussions. After class, assign 1-2 “Beyond AI” projects per semester requiring integration of AI and field research, such as investigating a well-known local enterprise and using AI to assist in completing an English promotional report

or interviewing intangible cultural heritage inheritors to produce English introductory videos, deepening cultural understanding and value identity in authentic contexts.

4.4. Evaluation reconstruction: from summative assessment to process-oriented intelligent profiling + practical achievement demonstration

Process and application should be emphasized, especially focusing on assessing students' ability in metacognition, value judgment, and practical achievements in human-AI collaboration. AI usage process portfolio will be implemented, requiring students to submit key step records: e.g., query prompts, original AI output, personal modification annotations beyond AI, etc. Shift evaluation criteria towards depth and independence of thinking, embodiment of cultural values, and the effectiveness of human-AI interaction negotiation. The proportion of performance-based assessments like project presentations, peer evaluation, and oral defenses should be increased, focusing on students' performance in field research and cultural dissemination projects. Learning-ideological growth profile shall be utilized to track student interaction data with ideological-political resource modules, transforming evaluation from rote memorization of language knowledge to value internalization.

4.5. Faculty reconstruction: from knowledge transmitter to learning designer and thinking mentor

The essence of educational transformation in the AI era lies in the evolution of the teacher's role and function^[13]. A three-dimensional approach^[14] is proposed to enhance teachers' abilities in IPE, focusing on digital teaching and research communities to ensure the unity of technological empowerment and educational effectiveness. This study argues that targeted empowerment training for teachers in private institutions is needed. Targeted training should be emphasized in AI+IPE and AI-integrated IPE design capability of how to design effective human-AI collaborative learning tasks^[15], to organize critical discussions based on AI-generated content, and to assess the IPE effectiveness. An on-campus AI innovation case sharing platform for IPE can be encouraged to share successful lesson examples. Simultaneously, teachers in emotional communication and creative inspiration should be clarified, strengthening their role identity as educational mentors, through forms like teaching master studios, to promote teachers' transition from knowledge transmitters to value guides, providing solid talent support for the ideological-political construction of English major courses.

5. Practical challenges and prospects

The implementation of the human-AI collaborative IPE path faces multiple challenges and the journey is long and arduous. All is required for systematic support for sustained investment in digital teaching platforms and resource construction by private institutions, the enhancement of teachers' educational conceptions and capabilities, education on students' digital ethics and academic integrity, and all systematic support for evaluation and management mechanisms in order to adapt to the new mode. However, this transformation is an inevitable trend of the intelligent era. It will prompt "*Comprehensive English*" teaching to truly transform from a knowledge transmission into an educational field deeply integrating value shaping, thinking training, and language practice, which is not achieved overnight but is a process requiring continuous exploration and dynamic adjustment. It opens a new direction worthy of in-depth exploration for foreign language majors in private institutions to implement the fundamental task of fostering virtue and cultivating talents and to explore a path for a distinctive, high-quality development.

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