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Digital Empowerment of the "Great Ideological and Political Course": An Innovative Path to Promote the Development of New Quality Productivity

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Abstract: *The new round of technological revolution and industrial transformation drives the accelerated evolution of new quality productivity, and its cultivation process puts forward an urgent need for composite talents with both technological literacy and ideological and political literacy. Digital empowerment provides a key path for the "Great Ideological and Political Course" to connect with the demand for new quality productivity talents. This article is supported by the theories of digital transformation in education, collaborative education of ideological and political education, and innovation driven development. By defining the core concepts of digital empowerment, "Great Ideological and Political Course", and new quality productivity, the article systematically analyzes the practical reasons and existing difficulties for the integration of the three, namely insufficient coordination mechanisms, lack of content adaptability, weak teacher capabilities, and incomplete evaluation systems. On this basis, an innovative path for digital empowerment of "Great Ideological and Political Course" to promote the development of new quality productivity is proposed from four dimensions: building a collaborative digital ideological and political education community of "government industry university research", creating a digital ideological and political curriculum system that adapts to the needs of new quality productivity, cultivating a composite digital ideological and political teacher team, and improving the evaluation and feedback loop of digital empowerment education. The supporting guarantee system is also clarified. The research results indicate that digital empowerment can effectively break down the traditional barriers of "Great Ideological and Political Course" in education, achieve precise alignment between ideological and political education and the development needs of new quality productivity, and lay a solid foundation for talent cultivation in new quality productivity. This study not only fills the gap in the systematic research on the relationship between digital empowerment of "Great Ideological and Political Course" and new quality productivity, but also provides practical solutions for the digital transformation of "Great Ideological and Political Course" and the supply of new quality productivity talents.*

Keywords: *digital empowerment; Great ideological and political courses; new quality productivity collaborative education*

1. Introduction

The new round of technological revolution and industrial transformation drives the deep penetration of digital technology into social production and life. Technologies such as artificial intelligence and big data have given rise to new quality productivity led by technological innovation and centered on high-quality development. The cultivation of new quality productivity not only relies on breakthroughs in hardcore technology and upgrading of industrial systems, but also on high-quality talents who possess cutting-edge technological literacy, innovation ability, firm ideological foundation, technological ethics, and patriotism. As the core carrier of implementing the fundamental task of cultivating morality and talents, the "Great Ideological and Political Course" undertakes the mission of cultivating national builders and successors with the logic of "three pronged education", while digital technology empowerment becomes a key link connecting its education chain with the development needs of new quality productivity. Since the implementation of the concept of "Great Ideological and Political Course", domestic universities and social education entities have achieved breakthroughs such as full coverage of ideological and political courses and innovation in school enterprise collaborative education models, significantly improving the effectiveness and coverage of ideological and political education. However, traditional "ideological and political education courses" still have prominent bottlenecks: the educational

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scene is constrained by physical time and space, making it difficult to connect with the forefront of new quality productivity industries and technological scenes; The course content lacks sufficient coupling with industry practice and technological hotspots, and lacks targeted cultivation of core competencies such as innovation ethics and professional responsibility; The collaborative barriers between the main body of education have not been eliminated, and it is difficult to integrate resources between internal departments and schools, which cannot meet the needs of large-scale cultivation of composite talents. The iteration of digital technology and the digital transformation of education have provided a new path for solving problems - big data can accurately analyze the needs of ideological and political education, artificial intelligence can build immersive practice scenarios, cloud computing can achieve cross domain resource integration, and promote the transformation of "Great Ideological and Political Course" from traditional classrooms to "comprehensive ideological and political education" and "smart ideological and political education".

There is a problem of field fragmentation in current academic research: the study of digital empowerment in the "Great Ideological and Political Course" focuses more on technological applications and model innovation, while the exploration of new quality productivity focuses on scientific and technological breakthroughs and industrial upgrading. The systematic correlation between the two is still in its infancy, and its internal logic and practical path have not been clarified yet. Based on this, this study focuses on the demand for new quality productivity talents and the demand for digital transformation of the "Great Ideological and Political Course", supported by the theories of educational digital transformation, ideological and political collaborative education, and innovation driven development. It analyzes the inherent relationship and existing problems of the integration of the two, constructs a collaborative education community of politics, industry, academia, research, and research, an adaptable curriculum system, a composite teacher team, and a closed-loop evaluation mechanism, and improves the policy, technology, and resource guarantee system, in order to provide solutions for improving the quality and efficiency of the "Great Ideological and Political Course", build a solid talent foundation for new quality productivity, and achieve a two-way improvement in the effectiveness of ideological and political education and productivity development.

2. Core concepts and theoretical basis

2.1 Definition of core concepts

From the perspective of research in the field of education, digital empowerment is not simply the application of digital technology tools, but refers to the comprehensive and deep level empowerment reconstruction of the education subject, education process, education resources, and education scenarios of "Great Ideological and Political Course" with digital technologies such as big data, artificial intelligence, cloud computing, and virtual reality as core elements [1]. The core essence is reflected in three dimensions: firstly, empowering the education subject, that is, enhancing the digital technology application ability and digital education thinking of ideological and political education workers, while expanding students' autonomous learning and practical participation rights; The second is to empower the education process, by using digital means to achieve closed-loop optimization of the entire process of ideological and political education demand analysis, content push, process monitoring, and effectiveness feedback; The third is to empower educational resources, break down the barriers of time, space, and subject of ideological and political education resources, promote the integration, sharing, and dynamic updating of resources across schools, domains, and schools, and provide technical support for improving the quality and efficiency of "Great Ideological and Political Course".

The ideological and political education course is a system of ideological and political education based on the concept of "comprehensive education for all, full process education, and all-round education", and its connotation continues to expand with the development of the times. Under the dual background of digitalization and new quality productivity, the "Great Ideological and Political Course" breaks through the physical boundaries of traditional ideological and political classrooms, including basic forms such as on campus ideological and political courses and practical ideological and political courses, as well as extended forms such as school enterprise collaborative ideological and political education and social scenario ideological and political education, and integrates innovative forms such as digital ideological and intelligent ideological and political education [2]. Its core goal has expanded from being guided by a single ideological value to a composite educational goal that combines ideological soul building, technological literacy cultivation, and innovative ethics shaping. It is a key carrier for connecting the improvement of talent's ideological and political literacy with the development needs of new quality

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productivity.

New quality productivity is a new form of productivity that differs from traditional productivity. It is led by technological innovation, marked by high-quality development, and characterized by digitization, intelligence, and greenness. It is an advanced productivity quality that breaks away from traditional growth paths and conforms to the new development concept. From the perspective of talent demand, the cultivation of new quality productive forces puts forward dual requirements for talents. On the one hand, they need to possess core abilities such as cutting-edge technology research and development, industrial technology transformation, and on the other hand, they need to have a firm sense of patriotism, rigorous technological ethics, strong innovation responsibility, and other ideological and political literacy. This sets the core coordinates for the education direction of the "Great Ideological and Political Course".

2.2 Theoretical basis

The theoretical support system of this study consists of three core theories, among which the theory of digital transformation in education focuses on the deep integration of digital technology and education teaching, explains the internal mechanism of digital technology promoting the reform of educational forms and educational models, provides a theoretical basis for technological application and model innovation for digital empowerment of "Great Ideological and Political Course", and clarifies the core value of digitalization in expanding ideological and political education scenarios and optimizing educational processes; The theory of collaborative education in ideological and political education, as the core theoretical support of the "Great Ideological and Political Course", emphasizes the collaborative linkage of the education subject, education resources, and education scenarios, providing a logical basis for building a digital ideological and political education community that integrates politics, industry, academia, and research, and consolidating the theoretical foundation for multi subject participation in ideological and political education; The theory of innovation driven development elucidates the intrinsic relationship between technological innovation and productivity development, and builds a theoretical bridge between the effectiveness of the "Great Ideological and Political Course" in educating people and the cultivation of new quality productivity. It provides directional guidance for ideological and political education to meet the demand for new quality productivity talents and cultivate innovative talents. The three theories jointly construct the theoretical foundation of this study from the perspectives of technological path, educational logic, and value orientation.

3. The realistic motivation and existing problems of digital empowerment of the "Great Ideological and Political Course" to serve the development of new quality productive forces

3.1 Realistic motivation

From the perspective of students and social development, empowering the "Great Ideological and Political Course" with digital technology to serve the development of new quality productivity is actually the result of multiple demands coming together[3].

Firstly, the development of new quality productive forces urgently requires high-quality talents. Nowadays, both technology companies and emerging industries are engaged in innovation and technological breakthroughs, which is a manifestation of new quality productivity. These industries recruit not only based on whether you have professional skills, but also on whether you have the correct values, whether you can adhere to technological ethics, and whether you have a sense of dedication to the country. For example, when many research teams are tackling the "bottleneck" technology of chips, team members not only need to understand the technology, but also have the responsibility and patriotism to overcome difficulties. The cultivation of these qualities is the core task of the "Great Ideological and Political Course". At the same time, the development of new quality productivity requires a large number of innovative and versatile talents. Traditional talent training models alone cannot meet the demand, which requires the upgrading of "ideological and political courses" to complement it.

Secondly, I also want to make the 'Great Ideological and Political Course' more attractive and practical. In the past, ideological and political courses were mostly taught by teachers on the podium and listened to by students below. Not only were they limited by the classroom and class time, but the content was also a bit dull, and sometimes they couldn't remember much after listening. For example, some students feel that the cases of ideological and political courses are too old, disconnected from current technological and social topics, and have low learning enthusiasm. Empowering with digital technology can break these limitations and make ideological and political courses more vivid, which is also an

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inherent need for improving the quality and efficiency of "Great Ideological and Political Course".

Finally, digital technology has already met the conditions for achieving integration. Nowadays, there are smart classrooms and online learning platforms in schools, and various learning resources can be accessed on mobile phones at any time. The application of technologies such as big data and artificial intelligence in the field of education is also becoming increasingly mature. For example, the online ideological and political learning platform of the school can push personalized content based on students' learning situation. These technological conditions have just built a bridge for the combination of "Great Ideological and Political Course" and the demand for new quality productivity.

3.2 Existing problems

Although digital empowerment of the "Great Ideological and Political Course" to adapt to the development of new quality productivity has become an inevitable trend, it still faces multiple practical obstacles in the practical promotion stage, which can be summarized into the following four core issues:

One of them is the lack of collaborative linkage mechanism among educational subjects. From the perspective of practical scenarios, there are generally barriers to cross subject collaboration in the field of ideological and political education. There is a lack of normalized communication and collaboration mechanisms between ideological and political course teachers, professional course teachers, and enterprise mentors within universities, resulting in a disconnect between ideological and political education content and the professional education system. Industry practice resources on the enterprise side are also difficult to effectively integrate into the ideological and political education process. At the same time, the digital ideological and political resources on campus exhibit a "fragmented" distribution characteristic, and the online courses, case libraries, and other resources self-built by various departments have not formed a unified integration and sharing platform. The overall coordination of resources is insufficient, which not only results in the inefficient idle of digital ideological and political resources, but also restricts the release of the comprehensive educational effectiveness of "Great Ideological and Political Course".

The second issue is the insufficient adaptability of course content to the demands of new quality productivity. The existing content system of the "Great Ideological and Political Course" has shortcomings in timeliness and pertinence. The course cases mostly rely on traditional materials, and there is a lack of depth and breadth in the integration of cutting-edge industrial dynamics and hot technological issues in the development process of new quality productivity. Core competency cultivation modules such as artificial intelligence ethics regulation and professional responsibility in the development of new energy industry have not been fully covered in the curriculum system. This problem directly leads to the difficulty of effectively transforming the achievements of ideological and political education into professional qualities that meet the needs of new quality productivity, and students are unable to establish the inherent relationship between ideological and political literacy, technological practice, and industrial innovation.

Thirdly, the construction of a composite teaching staff lags behind. There are obvious shortcomings in the comprehensive ability of digital ideological and political education teachers. On the one hand, some ideological and political education teachers lack the ability to apply digital technology, making it difficult for them to proficiently master digital teaching tools such as smart teaching platforms and virtual simulation systems, which restricts the actual effectiveness of digital empowerment; On the other hand, the teacher community has limited understanding of the knowledge related to the new quality productivity industry, and cannot achieve the organic integration of ideological and political education content with industrial practice scenarios. In addition, there is a lack of cross-border teaching staff who possess both theoretical literacy in ideological and political education and practical experience in the front line of enterprises, which further lowers the overall teaching quality of digital ideological and political courses.

The fourth issue is the incomplete closed-loop system of educational evaluation and feedback. In terms of evaluation dimensions, the existing evaluation indicators for ideological and political education are still mainly based on theoretical knowledge assessment, and core competencies such as technological ethics cognition and innovative sense of responsibility that focus on the needs of new quality productivity have not yet been included in the evaluation system. The evaluation orientation deviates from the goal of cultivating new quality productivity talents. In terms of feedback mechanism, a normalized and institutionalized channel for course effectiveness feedback has not yet been established, and the demands of teachers and students regarding course content and teaching mode can't be timely conveyed. Teaching

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subjects find it difficult to carry out dynamic optimization based on this, ultimately leading to difficulty in achieving sustained improvement in the effectiveness of digital ideological and political education courses.

4. The innovative path of digital empowerment in the "Great Ideological and Political Course" to promote the development of new quality productive forces

In response to the existing challenges of digital empowerment of the "Great Ideological and Political Course" in serving the development of new quality productivity, it is necessary to construct a systematic and targeted innovation path from four dimensions: collaborative education of the main body, reconstruction of the curriculum system, cultivation of the teaching staff, and improvement of the evaluation mechanism, in order to achieve precise alignment between the educational effectiveness of the "Great Ideological and Political Course" and the development needs of new quality productivity.

4.1 Building a collaborative digital ideological and political education community of "government industry university research"

The collaborative digital ideological and political education community of "politics, industry, academia, and research" is the core lever to break down educational barriers and integrate resources across the entire field. At the government level, it is necessary to play a top-level coordinating role, introduce special policies to clarify the rights and responsibilities of each subject in digital ideological and political education, establish cross departmental coordination mechanisms, coordinate fiscal funds and public resources to tilt towards the field of digital ideological and political education, and provide policy and resource guarantees for collaborative education. As the main battlefield for cultivating talents, universities need to establish a school level digital ideological and political resource integration platform, connect the resource interfaces of various departments and departments within the university, and actively connect with industries and research institutions to establish a normalized cooperation mechanism. Industrial entities should deeply participate in the process of educating people, open up cutting-edge industrial practice scenarios, provide real cases of technological breakthroughs and industrial upgrading, and integrate the innovative culture and professional ethics of enterprises into ideological and political education. Research institutions need to leverage their theoretical and technological advantages to provide technical support for the construction of digital ideological and political platforms, and simultaneously transform the latest scientific research achievements into ideological and political education materials, forming a collaborative education loop of "policy guidance university leadership industry participation scientific research support", and achieving efficient circulation and value maximization of educational resources.

4.2 Creating a digital ideological and political curriculum system that adapts to the needs of new quality productivity

The digital ideological and political curriculum system that adapts to the needs of new quality productivity is the core carrier for achieving educational goals. In terms of content design, it is necessary to strengthen the correlation between the curriculum and new quality productivity, add special modules such as technology ethics, innovation spirit, and industry serving the country, and transform national major scientific and technological achievements such as chip research and development, breakthroughs in new energy technology, and industrial tackling cases into ideological and political teaching materials, achieving a deep coupling of ideological and political education with technological frontiers and industrial practices. In terms of course format, it is necessary to rely on digital technology to innovate teaching models, develop immersive virtual simulation ideological and political practice courses, restore the scene of scientific and technological breakthroughs and industrial patriotism, and enable students to experience innovation responsibility and patriotism in a virtual environment; Simultaneously building a blended classroom of "online+offline" and "theory+practice", utilizing online platforms to expand learning time and space, and strengthening cognitive transformation through offline practice. In terms of course stratification, differentiated content should be developed for students from different majors and stages, such as focusing on cultivating technological ethics and innovative spirit for science and engineering students, and strengthening industrial cognition and professional responsibility shaping for humanities students, to ensure the precise adaptability of the curriculum system.

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4.3 Cultivate a composite team of digital ideological and political teachers

The composite digital ideological and political teaching staff is the key support for empowering the "Great Ideological and Political Course" with digital technology. On the one hand, it is necessary to establish a systematic teacher training system, regularly organize ideological and political teachers to carry out dual dimensional training on digital technology application and new quality productivity theory, invite industry experts and research scholars to give special lectures, and enhance teachers' digital teaching ability and industry cognition level; At the same time, we establish a platform for school enterprise teacher exchange, promote ideological and political teachers to intern in enterprises, participate in real industry projects, and accumulate practical experience. On the other hand, it is necessary to optimize the mechanism for attracting and nurturing teachers, broaden the channels for talent introduction, and focus on attracting compound talents who possess both ideological and political theory literacy, digital technology capabilities, and industrial practical experience; We establish interdisciplinary and cross disciplinary teaching teams to achieve complementary advantages among ideological and political education teachers, professional course teachers, and enterprise mentors, and improve the overall quality of digital ideological and political education through collective lesson preparation, joint teaching, and other methods.

4.4 Establish a comprehensive evaluation and feedback loop for digital empowerment in education

The scientific evaluation and feedback loop is an important means to ensure the effectiveness of education. In the design of evaluation indicators, it is necessary to establish a multidimensional and comprehensive evaluation system. In addition to traditional theoretical knowledge assessment, core indicators related to new quality productivity such as technological ethics cognition, innovation responsibility, and professional ethics should be added. At the same time, external evaluation subjects such as enterprises and society should be introduced to achieve diversification of evaluation subjects. In the application of evaluation technology, relying on big data technology to build a dynamic monitoring platform, real-time tracking of students' learning behavior, practical performance, and literacy development, to achieve accurate assessment of educational effectiveness. In terms of feedback optimization mechanism, it is necessary to establish a normalized feedback channel, timely collect opinions and suggestions from teachers, students, enterprises and other entities, dynamically adjust course content and teaching mode based on monitoring data and feedback information, and form a closed-loop management of "indicator setting process monitoring effect evaluation optimization iteration" to ensure that digital ideological and political education always meets the development needs of new quality productivity.

5. Conclusion

In the context of the interweaving and evolution of a new round of technological revolution and industrial transformation, the cultivation and growth of new quality productive forces have become the core engine for promoting high-quality economic and social development. As a key carrier for cultivating morality and talents, the "Great Ideological and Political Course" is an important proposition for achieving precise matching between talent supply and industrial demand through its coordinated adaptation with the development of new quality productive forces. This study takes digital empowerment as the starting point, systematically sorts out the inherent relationship between digital technology, "Great Ideological and Political Course" and new quality productivity, analyzes the practical reasons and existing difficulties of digital empowerment "Great Ideological and Political Course" serving the development of new quality productivity, and constructs an innovative path from four dimensions: education subject, curriculum system, teaching staff, and evaluation mechanism. At the same time, it clarifies the supporting guarantee system, and finally forms a set of theoretical and practical solutions.

From the perspective of research results, this study first clarifies the core conceptual boundaries of digital empowerment, "Great Ideological and Political Course", and new quality productivity. Supported by the theories of educational digital transformation, ideological and political education collaborative education, and innovation driven development, a theoretical framework for the coordinated development of the three is established, filling the gap in the academic research on the systematic correlation between digital empowerment, "Great Ideological and Political Course", and new quality productivity. Secondly, through the analysis of real-life scenarios, the dual demand of new quality productivity for composite talents, the inherent demand for improving the quality and efficiency of "ideological and political courses", and the objective support of digital technology have been identified as the core driving forces

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for the integration of the three. At the same time, core challenges such as insufficient collaboration mechanisms, lack of content adaptability, weak teacher capabilities, and incomplete evaluation systems have been identified, providing targeted directions for path construction. Finally, the collaborative education community of "government, industry, academia, and research" has broken down the traditional barriers of collaborative education and achieved the integration of digital ideological and political resources across the entire domain; The curriculum system that adapts to the demands of new quality productivity has achieved a deep coupling between ideological and political education, cutting-edge technology, and industrial practice; The comprehensive teacher training system has solidified the talent foundation for digital ideological and political education; The closed-loop evaluation feedback mechanism ensures the dynamic optimization of educational effectiveness, and the four paths support each other and work together to form a complete implementation system for digital empowerment of the "Great Ideological and Political Course" to promote the development of new quality productivity.

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