The Transformation of Discourse Paradigm of Ideological and Political Education Driven by Generative Artificial Intelligence

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Abstract: Information dissemination methods have been influenced by artificial intelligence. Due to the characteristics of GAI (Generative Artificial Intelligence) technology, such as data-driven, interactive and automatic content generation, there are commonalities between it and the discourse of ideological and political education. GAI can construct the discourse context, expand the discourse carriers, product the discourse content and reshape the discourse subjects in ideological and political education. However, the transformation of discourse has its challenges. It is necessary to accelerate research on GAI, strengthen the supervision of the digital content industry and make good use of GAI in the discourse of ideological and political education.

Keywords: Ideological and Political Education; Discourse Paradigm; Generative Artificial Intelligence

1. Introduction

In the digital age, with the iterative innovation of computer algorithms and the application of large language model, generative artificial intelligence (GAI) makes information possess the characteristics of high-level connection, ubiquity, all-time availability and interactivity. GAI technology, by means of computer training model and machine learning, influences human's cognition in the form of an "external brain", and achieves synchronization with human thinking. Undoubtedly, GAI will promote the development of ideological and political education. It is essential to have forward-looking thinking, pay attention to the transformation of the discourse paradigm in ideological and political education driven by GAI. Researchers should conduct intensive study to fully leverage the empowering effects of GAI on ideological and political education, mitigate risks and address the challenges brought by the new technology.

2. The Possibility of the Discourse Paradigm Transformation in Ideological and Political Education Driven by GAI Technology

The GAI technology system includes autonomous content creation based on artificial intelligence. GAI, as an intelligent means of interactive collaboration with humans, has been applied in various fields such as education, medical treatment, and business. The application of GAI technology will bring about profound changes in ideological and political education. GAI technology reorganizes the discourse context, discourse carrier, discourse content and discourse expression in the process of information dissemination. There are three elements constitutes the discourse paradigm of ideological and political education. The first is the target system. The second is the principles and norms of each component should follow. The third is the functions of the discourse system of ideological and political education, for example, propagation effect, feedback, distribution of discourse authority. [1] If GAI technology is utilized for ideological and political education, the discourse paradigm corresponds to the second and third elements. However, does GAI technology actually change the discourse paradigm of ideological and political education, and how does it transform the discourse paradigm? The theoretical premise and fundamental logic remain to be researched.

2.1 Thrice Unlocking Value by GAI Technology for Transformation of Ideological and Political Education

GAI technology is able to create new information without the involvement of human's thought. When GAI technology is used in ideological and political education, it will provide incremental value.

First, GAI will accelerate the digital transformation of ideological and political education. GAI creates a digital space composed of data and algorithm. Data become core resources in ideological and political education. Ideological and political education no longer adopts traditional models. GAI technology reprocesses data and uses digital twin technology to replicate the physical world. This is the prerequisite for GAI to assist ideological and political education.

Second, GAI promotes the deep integration of big data and ideological and political education. GAI replaces the traditional cognitive model by correlations between data. After the integration of ideological and political education with big data, GAI will undertake tasks such as content mining, information retrieval, and editing, delivering the teaching content in the ideological and political education, and adopts diverse methods of information dissemination.

Third, ideological and political education is reconstructed through GAI. The key components of GAI technology are data, data features, and algorithms, which allow it to be directly integrated into other digital platforms. Once embedded in browsers or search engines, GAI can use data models to complete complex tasks. GAI can serve as a "mind machine" with capabilities that rival or even surpass human creativity by integrating various technologies[2]. Clearly, GAI has a great potential for application, and its utilization of classroom teaching will create new models of ideological and political education.

2.2 The Influence of GAI Technology on the Discourse of Ideological and Political Education

Information carries specific discourses and conveys meanings. Because of the characteristics of intelligence, interactivity and content generation of GAI technology, it has connection with the discourse of ideological and political education. GAI is able to enhance the effectiveness of ideological and political education when it is applied felicitously.

Firstly, the data - oriented and interactive content production method of GAI is associated with the cognitive process of discourse in ideological and political education. Ideological and political education relies on the exchange of information between teachers and students. Discourse serves as the medium for spreading information. The goal of conducting discourse is to improve the learners' moral consciousness by their learning activities. An efficient ideological and political education discourse system can effectively help students improve their cognition.

GAI provides an efficient discourse paradigm for ideological and political education. GAI is running by a server cluster in the data center, and uses big data to generate content. Digital content production needs to convert visual, audio, and text information into digital formats. Then, GAI learns from data to acquire knowledge. GAI uses machine learning algorithms to find the best solutions. As data accumulates, the numerical models are continuously refined. Digital content production eventually converts to information processing. Thus, GAI updates the communication methods. It changes the path of information transmission, and makes ideological and political education merge with the life of students, thus having a profound impact on the students.

Secondly, the ideographic function of GAI is consistent with the value orientation of the discourse in ideological and political education. Machines can imitate human to generate content, and interacts with human aided by GAI. GAI becomes a medium for communication that carries a specific message. It functions as an ideographic system for expressing ideas and concepts. The ideographic system of GAI establishes the connection between sensations and meanings of discount.

Since human began their journey towards consciousness, language has been intertwined with human's spirit. Language is evolving through people's social interaction. The discourse was naturally formed because external perceptions are manifested through linguistic expressions. Unlike traditional linguistic symbols, GAI technology doesn't follow the "hypothesis-verification" cognitive mechanism in the human brain. Instead, the representation of GAI involves machine learning. GAI technology develops mathematical models through statistical analysis and data training. This enables AI systems to comprehend texts, answer questions and generate content. The expressive capabilities of GAI technology originate from simulating people's sense, consciousness and reasoning.

Whether human intelligence or artificial intelligence, "Language is practical, real consciousness that

exists for other men as well"[3]49. GAI's discourse system embodies certain thoughts and meanings. In the ideological and political education, GAI's linguistic symbols are not only information carriers, but also embodiments of moral values. During interactions, the discourse of GAI has value orientations. Its linguistic expression manifests specific value implications.

Thirdly, GAI technology has connection with the constructive roles of discourse in ideological and political education. The content generation of GAI needs three steps. In the process of imitation, GAI employs digital twin technology to translate content in the real world into digital signals. People can replicate and reconstruct real-world scenarios in cyberspace by the digital twin technology. During the phase of human-computer interaction, content editing technology bridges the gap between the virtual world and the real world. Content editing technology tackles the challenge in the real world by digital system. Then AI model generates the content after learning distributed features of human works. GAI technology does not only achieve format conversion of information resources, but also learns abstract concepts and create content by multimodal fusion. In this sense, AI algorithms seem to attain creativity that rivals or even surpasses that of human. In the stages of human-computer interaction and content generation, GAI technology engages in information exchange with the real world. GAI maintains a dynamic relationship to the reality.

GAI has brought about deep changes in the construction of ideological and political education. GAI technology can encode abstract social realities into data model. The discourse system of GAI has subjectivity. When it is applied to ideological and political education, GAI technology inherently incorporates people's emotions and their culture, thereby the discourse power in education is highlighted.

The discourse of ideological and political education exists in the structural codes when using GAI technology, regulating people's lives and thinking. Both the audience and the speakers confine their consciousness and behavior within the discourse created by GAI technology. When the discourse performs in the role of power to regulate individuals, the implications of it are simultaneously disseminated and reproduced. For ideological and political education, the discourse displays its initiative. The discourse is not a passive, objectified information carrier, but rather a theoretical architect.

The multiple characteristics of GAI technology perfectly align with the function of discourse in ideological and political education. There exists a compatibility between the discourse of ideological and political education and GAI (See Table 1). It explains why GAI technology can change the discourse of ideological and political education. The discourse of ideological and political education will be empowered by GAI technology and will establish a new paradigm.

Table 1: Comparative Study on Discourse of Ideological and Political Education and GAI Technology

Function of discourse in ideological and political education	Characteristics of GAI technology	Comparison results
Cognition	Data-oriented and interactive	Both are on the premise of information dissemination
Moral value guidance	The semantic function of language symbols	Both have ideological effect
Syntactic construction	Content automatic generation	Similar capacity on content construction

3. Innovation of Discourse Paradigm of Ideological and Political Education by GAI Technology

The discourse transformation of ideological and political education influences its theme, intrinsic value and linguistic system. Consequently, the discourse paradigm plays a pivotal role in ideological and political education.

3.1 The Expansion of the Discourse Medium for Ideological and Political Education with the Application of GAI Technology

Narratives is the fundamental functions of the discourse in ideological and political education. The medium of the narratives affects information transmission. The traditional mediums of discourse in ideological and political education are verbal and written language. But GAI has brought about significant transformations to the medium of the discourse.

Firstly, data has become the new discourse medium for ideological and political education with the

application of GAI. GAI technology is composed of codes and data. In the digital space constructed by GAI, data becomes a symbolic entity. Not only does data convert into computer-readable signal when a program is running, but it also continuously conveys information to people. In this digital world, communication between teachers and learners relies on data interactions. Since data serves as the medium for information exchange, it becomes the new discourse medium for ideological and political education in the digital space.

GAI technology has created new discourse medium for ideological and political education, where the transformation of the medium will reshape the process of information dissemination. Data determines the way of human existence from an ontological perspective. Anything, including human, must be converted into data through algorithms to establish connection with other things. Digital technology encodes our visual sense, auditory and tactile sense and permeates our bodies [5]104. People can interact with any object through the new discourse medium for ideological and political education. The connection between the subject and object in the discourse of ideological and political education transcends physical limitations. Data exchange has replaced human interactions. Once data becomes the discourse medium, whether the objects are human, non-human, or virtual entities, they all have equal status in digital space.

Secondly, data being as a medium plays its guiding role in education within the digital space constructed by GAI. In the digital space, GAI generates specific codes and meanings. Data as the label for objects presents people with unconscious social discourse which has a symbolic meaning. Jean Baudrillard proposed that "this is the real abstraction of the media. And the system of social control and power is rooted in it" [4]170.GAI provides a medium where individuals have digital identities, and endow them with active roles in this digital space. Given data's pivotal role in the digital space, GAI technology can provide a new method for the discourse in ideological and political education. For instance, large multimodal models can statistically correlate textual language with visual information, which extends its knowledge system and logical reasoning to visual sense. GAI provides a simulated representation of the world. Data involves purposefulness and manipulability. In the digital space, people can utilize software, video and other digital formats to establish political order.

3.2 GAI Technology Reconstructs the Discourse Context of Ideological and Political Education

The discourse of ideological and political education is inseparable from specific contexts and scenarios, forming a normalized relationship between educational language and its contextual environment[6]. Specific linguistic expressions will influence the environment, create new discursive context for ideological and political education. GAI technology is used as a tool for constructing the Metaverse, thereby opening up avenues of constructing discursive context for ideological and political education.

GAI has renewed the narrative model for ideological and political education. The digital twin technology of GAI employs intelligent methods to recreate real-world scenarios in the digital space. Beyond generating educational content in text, audio and visual formats, GAI can create a digital space connected with people's sensations like sight, sound, taste, smell, and touch, enhancing audience's perception of reality. GAI in Metaverse particularly offers brand new sensory experiences. More than that, GAI uses content editing technology to transform physical matters into statistical computations in the digital world, and constructs a new educational space where the virtuality and reality coexist.

GAI creates virtual reality scenarios to enhance learners' immersive experience in ideological and political education. The virtual reality constructed by GAI brings learners into hyperrealistic educational settings. Virtual reality technology affects learners' visual and tactile senses, immersing them in a digital environment. When learners are exposed to electric signals, it will cause psychological immersion. The virtual reality enhances sensory engagement between learners and educational settings. When learners are entering a virtual-reality environment, they interact with the surroundings through VR technology. With the use of GAI, ideological and political education adopts multidimensional presentation methods to craft vivid narratives. Learners can develop emotional connections with virtual reality scenarios which are triggering empathetic resonance and fostering intellectual alignment.

3.3 The Intelligent Production of Discourse Content in Ideological and Political Education

Given that GAI and educational discourse have similar capacity on content construction, if GAI technology is applied to the ideological and political education, it will have a profound impact on it.

First off, GAI technology adopts smart approaches in discourse content generation for ideological and political education. Automatic generation of digital content is the most significant feature of GAI technology. GAI extracts features from data and employs neural networks and deep learning algorithms to set parameters and output the educational content. This pattern enables computers to continuously generate new knowledge rather than manually reorganizing it. Teachers and learners just describe their needs, and the general-purpose large language model can generate relevant content for users.

General-purpose large language model is based upon the knowledge acquisition, reasoning and multimodal data, which can significantly enhance computers' capabilities in comprehending and generating text. GAI derives knowledge via corpora or language models, and assists in integrating multimodal knowledge graphs. This demonstrates its formidable abilities of knowledge extraction. The emergence of AI such as GAI technology has greatly increased the possibility of man-machine communication, and the technology will serve as a "co-brain" for learning in the future, enabling learners to acquire customized educational content[7]. The intelligent approach of content generation will revolutionize the discourse model of ideological and political education.

Next, GAI's intelligent production will accurately accommodate learners' need, thereby enhancing the effectiveness of the discourse in ideological and political education. GAI develops data models to convert learners' mental activities into digital signals after aggregating learners' records of academic performance, social practice, psychological and physiological indicators. Then deep learning is applied and produces the result. GAI establishes a correlation between diverse datasets. If data are continuously fed into a computer, educational content production will become more accurate and efficient. GAI facilitates personalized and optimized production of educational content, ultimately forming a forceful narrative system.

GAI provides a quantitative approach for the development of ideological and political education, which has significant importance for precisely constructing the educational discourse system. Learners at different stages exhibit varying cognitive levels and practical capabilities. Considering individual's physical and mental condition, GAI analyses their personal growth, realistic demand and psychological development, and makes the discourse content more aligned with student's spiritual aspirations.

As a final point, GAI can proactively set an agenda to enhance the discourse efficiency in ideological and political education. GAI replicates physical-world for content creation by processing data and information mining. With its knowledge-driven approaches in content production, GAI discovers trending topics to set the agenda of ideological and political education.

GAI precisely sets discourse agendas, with the result that learners' perceptions are reshaped. Big data and machine learning make the computer more intelligent, enabling it to identify learner's interest. Because GAI has the function of setting agenda, AI-generated content(AIGC) amplifies the importance of specific topic in learner's mind. The more frequency certain content is generated, the higher learner's attention is paid. When GAI emphasizes specific content, it triggers concern and these topics are prioritized in ideological and political education. AI-generated content assigns varying degrees of emphasis on different issues, affecting prioritization of the discourse content. GAI's intelligent content production consequently enhances the influence of the discourse in ideological education.

3.4 GAI Reshapes the Speaker of Discourse in Ideological and Political Education

The discourse in ideological and political education consists of five parts: the speaker, the audience, the language system, the communication process and the discourse context. GAI has changed the discourse ecology of ideological and political education, and the speaker of discourse in ideological and political education has been reshaped.

Initially, the speaker of discourse have been expanded from individuals to digital human in the virtual space. The narrative of ideological and political education is concerning on the relationship between speaker and audience. The speaker in the discourse acts as a designer, organizer, and implementer. Since the narrative of ideological and political education has extended into the digital space, speakers can fail to meet the needs of educational discourse. In such circumstances, digital human becomes a new speaker.

Digital human is AI-generated, which is capable of interacting with learners. It exhibits human-like traits, including virtual teachers, broadcasters, consultants, and Metaverse avatars. In the GAI-driven environment, digital human link the virtual space to the physical world through digital twin technology. Digital human can retrieve content when keywords are inputted during a conversation. Digital human is not only an extension of human educator but also the knowledge transmitter. GAI's editing of digital

content impacts the physical world, obtaining immediate feedback through digital human technology to achieve knowledge service.

Digital human is equipped with deep learning capabilities by digital content simulation technology. It acquires knowledge through algorithmic models when it is engaged in the interactions. The updating and reorganization of knowledge enable digital human to generate new discourse content, thereby enhancing the effectiveness of ideological and political education.

In the second place, GAI's collective intelligence provides resources for the speaker of discourse. Digital human is not only a virtual figure of the speaker, but also embodies deep learning and collective intelligence. Digital human acting as the speaker of discourse hinges on large databases or corpora. Databases or corpora construct the foundation of deep learning. GAI can achieve intelligent content generation only if databases work.

In ideological and political education, GAI transcends limitations of individual speaker by means of collective intelligence. Speakers in a discourse—teachers, administrators, and parents—often derive educational content from their work and life experiences. However, individual's cognition and thinking capacity are limited. Digital human breaks through the single dimension of personal understanding because GAI establishes correlations between datasets through analyzing big data with diverse structural types. Digital human as the new speaker in discourse can harness vast ideological resources to create enriched educational content for learners.

Digital human has various application scenarios in the information dissemination phase of ideological and political education. Applications of GAI primarily focus on the communication domain. Digital human technology creates synthetic character, like AI-generated virtual teachers. After inputting text, computers can automatically generate an education scenario with virtual teachers, ensuring that the virtual teacher has authentic educational effects.

4. Challenges of the New Discourse Paradigm in Ideological and Political Education

Advancements in artificial intelligence have revolutionized the discourse paradigm of ideological and political education. While GAI lightens teacher's and student's burdens, the technology possibly presents ethical challenges.

First off, if GAI is used for ideological and political education, the education will probably meet technical challenges. Although GAI has capability of content production, it is a kind of artificial narrow intelligence. Its mathematical reasoning and logical deduction capabilities remains underdeveloped. It fails to point out some errors during communication. Moreover, due to the inaccurate information and high cost of knowledge update, GAI can only play an auxiliary role in the discourse of the ideological and political education. If one relies entirely on GAI, failures of semantic understanding may occur, which will affect the accuracy of the discount content in ideological and political education.

The algorithms of GAI have inherent flaws, such as lack of transparency, bias and discrimination. Because the algorithm runs in a black box, the mechanism of the algorithm is not easily understood and explained. Once an error occurs, algorithm opacity will make it difficult for people to correct the error. The data model may have already been mixed with the idea of the modeler. If an algorithm incorporates human's bias and misunderstanding, the conclusion drawn by it is incorrect, and the algorithmic bias will reinforce in the repeated running of GAI. These technical problems will make the generated content to deviate from the goal of ideological and political education.

Furthermore, during the transformation of the discourse in ideological and political education, GAI may meet security risks. The program running depends on the information system. However, the information resources in the system have vulnerabilities. Hackers take advantage of the loopholes existing in operating systems to launch cyberattacks on them. Illegal information collection, privilege escalation and other behaviors in cyberattacks pose a threat to AI system. Technological company is hardly to completely prevent risks. Once the system of GAI is attacked, it is likely to trigger security risks in the network, which will bring an impact on the ideological and political education.

Finally, while GAI changes the discourse paradigm in ideological and political education, it possibly weakens human subjectivity and makes the digital Leviathan influence people's values. Technology not only changes the world, but also brings about problems such as digital alienation. In AI system, all that exists are data and character strings. Human seem to be turned into data by algorithms. Everyone engages in digital labor to generate massive amounts of data for GAI. AI feeders are engaged in data annotation,

model training and performance testing to create more data value. At this point, intelligent entities has become the mentor of ideological and political education. But does this go against the natural laws of education? The excessive use of GAI may lead to the absence of student's critical thinking and autonomous learning ability in their study.

GAI has reorganized the discourse system of ideological and political education, but digital enterprises hold a monopoly on knowledge production. These digital giants possess key technologies and patents, and have the right to formulate standards for digital products. Educational institutions can only accept its technical standards and purchase the usage right of digital products. The digital Leviathan has implicit value orientation. People's demands or values are guided by digital capital and trapped in the information cocoon. When artificial intelligence grows into a powerful force that dominates society, it will lead to intelligent fetishism and have a negative impact on people's values. It reveals the contradiction between the dissemination of ideological and political education and the usage of GAI.

5. Countermeasures for the Risks of Discourse Transformation in Ideological and Political Education Under GAI Conditions

Although GAI innovates the way of discourse in ideological and political education, it has potential risks. Efforts should be made from all sides including enterprises, society and the state to optimize the discourse system of ideological and political education.

As a starting point, it is necessary to reinforce supervision in the digital content industry. The risks brought by GAI to the ideological and political education result from the technology difficulties or immoral behaviors. Consequently, it needs to strengthen the regulation of the digital content industry and create a favorable ecosystem for ideological and political education. Improving the legal system is the premier way. For instance, the Cyberspace Administration of China issued the "Interim Measures for the Administration of Generative Artificial Intelligence Services", which proposes regulation of GAI. The draft of the Artificial Intelligence Law has been listed in The State Council's legislative work plan since 2023. Legal constraints can effectively reduce risks of data security, algorithmic discrimination, personal information leakage and technological monopolies. GAI will be better used in the ideological and political education and improve the discourse of it.

It also needs to enhance self-discipline of digital enterprises. As there are technical flaws in GAI, digital enterprises should take responsibility and prioritize the ethics and security in their work. They should stick to the concept of technology for good, conduct research on technologies such as content identification, copyright protection, and establish a standard technology framework of the industry.

Next, conduct intensive research to make good use of GAI in the ideological and political education. It needs to develop the database and application scenarios of GAI with native discourse, concepts and categories, by which the autonomous discourse of ideological and political education can be formed. Then the discourse of ideological and political education will reflect national characteristics and is concerned with issues of the time.

Ultimately, GAI should be utilized to enhance the effectiveness of discourse in ideological and political education. The discourse paradigm of ideological and political education includes the communication and its effect. The discourse of ideological and political education can be regarded as a structural system composed of three parts: interpretation, value guidance and strategy[1]. The three parts can be taken as the measurement standards of the effectiveness of discourse in ideological and political education.

GAI can be used to optimize discourse interpretation in ideological and political education. Because GAI adopts the scenario-based and mediated narration, its discourse style is diverse. It is suggested that teachers use GAI to generate vivid and lively education discourse. GAI can also be used to generate interaction scenario between historical figures and students, enhancing the experience of students' learning. It deepens students' understanding abilities and helps them to take in knowledge.

The connection between the education discourse and the interests of students is strengthened through GAI. Discourse can enhance students' recognition of values through elaboration and propaganda apart from its descriptive function[8]. Teachers can use GAI to know students' psychological features, thereby enhancing the pertinence of discourse content. It helps students to think in a scientific way. Thus, teachers should devote to the educational content that requires deep thinking and creativity.

The intelligent content generation model should be adopted with regard to the education strategy.

Teachers can use GAI to enhance the effectiveness of the discourse in ideological and political education. For instance, it is essential to use software embedded by natural language processing to make decision for teachers. In addition, GAI can be used to generate various ideological and political educational contents for different groups. It will eliminate the education gap by optimizing the discourse dissemination.

Expand the application scenarios of digital human. First, the scope of application of digital human should be extended. AI anchors in educational scenarios can be used. As long as the text is input, the computer will generate the video of the virtual teacher's lecture, and ensure that the virtual teacher presents a realistic transmission effect. The second is the upgrade of application scenarios, applying multilingual broadcasting and sign language broadcasting to bridge the knowledge gap between different learners. The third is to improve the pattern of digital human application. It requires to expand the digital humans from 2D to 3D image to make the digital teaching interactive and fascinating.

6. Conclusions

The development of GAI has made rapid changes in the society. GAI provides new methods for the information dissemination. The discourse system of ideological and political education needs to be consistent with the development. GAI not only reconstructs the educational content, teaching model and ecosystem of ideological and political education, but also has changed the discourse of it. It is believed that human can effectively control GAI, and eliminate its potential risks. If AIGC is well applied, it will promote the innovation of the discourse paradigm and strengthen the role of ideological and political education in theoretical propaganda.

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