

SWOT Analysis and Practical Approach of AIGC Empowering Ideological and Political Education in Colleges and Universities

Wei Chen*

School of Marxism, Chengdu University of Technology, Chengdu 610000, China

*2967996364@qq.com

Abstract

As a typical representative of the new generation of digital technology, the integration of AIGC and ideological and political education provides a new focus for enhancing the vitality of the ideological and political education system. With its powerful language processing capabilities, advanced algorithmic recommendations, and deep anthropomorphic interactions, AIGC can effectively enhance the precision and collaboration of ideological and political education. However, it also poses shortcomings such as weakening critical thinking, diminishing the value of ideological and political education, and reducing the autonomy of both subjects and objects in ideological and political education. Moreover, it faces challenges like insufficient integration mechanisms and a lack of digital talents. To achieve the positive empowerment of AIGC in ideological and political education, it is necessary to address related risks by strengthening value guidance, enhancing digital literacy, improving the technical ecosystem, and promoting intelligent integration. This ensures that ideological and political education consistently implements the CPC's education policies without deviation.

Keywords

SWOT Analysis; AIGC; Ideological and Political Education; ChatGPT; Colleges and Universities.

1. Introduction

With the emergence and application of AIGC (artificial intelligence generated content) represented by ChatGPT, a new wave of reforms has been triggered in the field of ideological and political education. General Secretary Xi Jinping once pointed out, "new media and new technologies should be used to make the work come alive, promote a high degree of integration between the traditional advantages of ideological and political work and information technology, and enhance the sense of modernity and attractiveness." [1] In the digital era, traditional ideological and political education inevitably faces the impact of various social trends and diverse values, confronting crucial issues of transformation and innovative development. From a practical perspective, AIGC, as a typical representative of disruptive technologies deeply integrated with various aspects, has become an inevitable practice to empower ideological and political education. Clarifying the multiple opportunities and challenges brought by AIGC is a necessary requirement for ideological and political education to better fulfill its value-guiding role and cultivate moral integrity. Only by doing so can we ensure that ideological and political education continues to introduce new ideas and methods through technological means, helping to build the "Comprehensive Ideological and Political Education Framework" and cultivate more newcomers who are capable of taking on the great responsibility of national rejuvenation.

2. Concept of AIGC Empowering Ideological and Political Education

2.1. The Connotation and Characteristics of AIGC

Literally, AIGC represents a production method that leverages artificial intelligence to automatically generate content. Based on generative artificial intelligence models, training data, and other foundations, it can produce a diverse range of content, including text, images, audio, video, code, and more. For example, GPT can automatically learn conceptual content within text and predict the subsequent content. In other words, it can memorize concepts based on context and directly output relevant content within a short period of time. Technically, the operational logic of AIGC encompasses generative learning models represented by CNN (Convolutional Neural Networks), RNN (Recurrent Neural Networks), and GAN (Generative Adversarial Networks), as well as the Transformer and ChatGPT models, and Diffusion models. These models harness artificial intelligence technology to creatively generate new content based on the learned information. From an application perspective, AIGC has been widely utilized across various sectors of society, including education, healthcare, transportation, finance, and more. By employing technologies such as deep learning, machine learning, and big data, it is capable of handling more complex problems and large-scale data, resulting in accurate predictions and decisions. Ethically, AIGC, both in its representational forms and internal mechanisms, strives to emulate human-like experiential expressions and perceptual abilities to a greater extent. Furthermore, it has begun to develop capabilities such as mentalization and empathy.

The key characteristics of AIGC are as follows. Firstly, AIGC boasts strong autonomy, enabling it to independently conduct data analysis and learning, creating new outputs or content rather than merely categorizing existing data. Secondly, AIGC exhibits human-like qualities, with the generated content often imitating examples created by humans, resulting in a high degree of realism and coherence. Thirdly, AIGC is scalable. Once trained, the generative models can produce an infinite amount of output. Lastly, AIGC demonstrates comprehensive intelligence capabilities, including autonomous learning, self-optimization, and self-development, and so on.

2.2. The Necessity of AIGC Empowering Ideological and Political Education

Firstly, the deepening and innovation of ideological and political education urgently requires the comprehensive empowerment of artificial intelligence. As one of the core driving forces of the contemporary technological revolution, AIGC is gradually permeating various fields of society, becoming a key factor in propelling productivity to leapfrog forward. In the realm of ideological and political education, the introduction of this technology has not only profoundly altered the fundamental basis of education but also infused it with unprecedented vitality and potential. Importantly, AIGC demonstrates immense potential in activating human subjectivity. It is capable of not only simulating human thinking patterns and decision-making processes, but also mutually enhancing human wisdom, thereby fostering a new model of human-machine collaborative education. Furthermore, it facilitates the symbiotic development among diverse educational forms, digital technologies, and educational resources, brewing new opportunities for triggering systemic transformations towards the digital transformation of ideological and political education. By fully leveraging the technological advantages and innovative potential of AIGC, we can propel a comprehensive transformation and upgrade of ideological and political education in terms of organizational form, operational modes, and internal structures, laying a solid foundation for cultivating new-era talents with innovative spirits and practical abilities.

Secondly, the steady advancement and profound development of the intelligent society cannot be achieved without the guidance and shaping of the values embodied in ideological and political education. With the rapid advancements in technologies such as artificial intelligence, big data, and cloud computing, the intelligent society is reshaping our lifestyles, work patterns, and even social structures at an unprecedented pace. However, this transformation process

resembles a double-edged sword: while it brings about remarkable leaps in efficiency and convenience, it also gives rise to a series of pressing social issues and ethical challenges, including cognitive limitations stemming from information silos, social injustices fueled by algorithmic biases, and severe threats to individual privacy and security. These issues not only concern individual well-being but also profoundly impact the harmony, stability, and sustainable development of society, thereby intensifying the complexity of ideological domains and the arduousness of struggles within them. Against this backdrop, the role of ideological and political education becomes increasingly crucial and urgent. It can no longer be confined to traditional classrooms or specific timeframes but must transcend technological boundaries, penetrating every corner of the intelligent society to become a pivotal force guiding societal values and regulating technological applications, thereby promoting the healthy evolution of the intelligent society.

2.3. The Ways of AIGC Empowering Ideological and Political Education

In terms of ideological and political education materials, AIGC technology transcends the boundary between humans and machines in information resources, significantly enhancing the efficiency of educational material integration. Firstly, AIGC is capable of acutely capturing the specific needs of users by deeply analyzing input text and intelligently matching information from databases to rapidly generate personalized content. This characteristic is particularly crucial in the field of ideological and political education. Secondly, AIGC possesses the capability of multi-source information processing. It efficiently extracts key information from a broad range of resources, including academic works, news updates, policy interpretations, historical archives, and more, to systematically organize and synthesize this information. This alleviates the pressure faced by educators under tight time constraints or within limited knowledge boundaries. Additionally, this characteristic facilitates interdisciplinary integration, enabling ideological and political education to draw nourishment from various disciplines such as politics, history, sociology, and more, thereby constructing a more diverse and comprehensive knowledge system. In terms of teaching scenarios, AIGC has blurred the boundaries between virtuality and reality in the interactions of ideological and political education, paving a new way for constructing educational fields that integrate diverse media, enrich content, and present varied landscapes. Firstly, AIGC enables the intelligent upgrading of these fields. Centered on the objectives of ideological and political education, it meticulously simulates panoramic virtual spaces that are highly compatible with the teaching environment, and offer a wide range of interactive dimensions. For instance, virtual Party history museums profoundly evoke learners' patriotic sentiments and political identification. Secondly, AIGC breaks through the constraints of time and space, significantly enhancing the flexibility and convenience of ideological and political education fields. Learners can seamlessly interact with intelligent systems such as ChatGPT during fragmented time periods. In the realm of educational administration, particularly within ideological and political education, AIGC, with Sora as a paradigm, have infused the decision and management processes with a heightened level of scientific and refined data support. By conducting in-depth analysis and mining of vast educational data, these AI systems are capable of uncovering hidden patterns and potential challenges within ideological and political education, thereby solidifying the foundation for policymakers to make informed decisions. Additionally, harnessing their advanced real-time monitoring and early warning mechanisms, AIGC can swiftly identify abnormal situations, enabling educational departments to promptly respond and intervene effectively. This markedly enhances the responsiveness and accuracy of ideological and political governance, fostering a more agile and precise approach to addressing issues within the field.

3. SWOT Analysis of AIGC Empowering Ideological and Political Education

3.1. Strength of AIGC Empowering Ideological and Political Education

Firstly, AIGC, with its intelligent and personalized characteristics, enhances the precision of ideological and political education. By means of AIGC, the ideological and political course can achieve dynamic evaluation, capture key words, and conduct tracking analysis to accurately judge the users' ideological and political status. Based on this, the teaching methods can be adjusted to better achieve the teaching goals of the curriculum. For instance, through interactions with ChatGPT, students gain targeted academic support, aiding them in comprehending complex ideological and political concepts and thereby fostering an individualized learning experience. [2] Moreover, AIGC possesses the capability to process vast amounts of textual data, especially the classic works of Marx, Engels, Lenin, Mao Zedong, and others. For instance, based on students' personalized needs, AIGC can quickly provide the context and significance of a particular quote from The Communist Manifesto, satisfying students' intellectual curiosity. In addition, AIGC can flexibly adjust its language logic and dialogue style based on the user's consistent questioning patterns. For users who prefer more theoretical discussions, AIGC will provide more in-depth analyses. For those who prefer examples, it will offer more vivid illustrations. For users who have not actively engaged in ideological and political education, AIGC will adopt an implicit education approach, subtly disseminating socialist core values and helping them improve their ability to analyze issues from a Marxist perspective. Secondly, AIGC, with its diversified and collaborative characteristics, enhances the coordination of ideological and political education. AIGC can autonomously select relevant content data for ideological and political education from vast datasets, uncovering differences and internal logical relationships, and conducting identification and classification. This promotes the collaborative recreation of ideological and political education content between human subjects and objects and the AIGC system. Furthermore, AIGC presents textual and numerical data and their relationships through visual means such as images and animations, enabling the synergistic dissemination of ideological and political education information between humans and AIGC. Thirdly, AIGC, with its flexibility, enhances the effectiveness of ideological and political education. AIGC breaks the traditional dualistic opposition between subject and object in human-computer dialogues, establishing a more flexible and convenient dialogue mode. For educators, AIGC offers data analysis and quantitative evaluation to explore ways and means of solving problems. For instance, when educators interact with ChatGPT, they can input their educational philosophies, teaching characteristics, and teaching objectives, and the "pre-training + fine-tuning" algorithm can then generate practical texts, assisting educators in improving their work efficiency. For students, AIGC serves as a tool for internalizing knowledge. AIGC can quickly capture students' attention, encourage them to express their emotional needs and practical dilemmas, and convert textual information into digital symbols. It can then extract, integrate, and output personalized ideological and political education materials from the underlying database, thereby promoting students' internalization of knowledge.

3.2. Weakness of AIGC Empowering Ideological and Political Education

Firstly, over-reliance on AIGC can severely impact the critical thinking abilities of learners. The application of AIGC in ideological and political education has shifted learners' approach from offline, holistic absorption of knowledge to online, fragmented acquisition. The learners' study rhythm is disrupted by the rapid turnover of online information. Compared to rigorous and dignified ideological and political education content, learners tend to prefer the fast-paced and entertaining information found on the internet. However, when learners are bombarded by fast-paced online information, their brains actually remain at a superficial visual level. They

only receive simplified and straightforward information, without truly comprehending or reflecting on it. This significantly affects their critical thinking abilities. Secondly, over-reliance on AIGC weakens the value of ideological and political education. As early as the 19th century, Marx predicted that "Under capitalism, science and technology sometimes manifest themselves as alien, hostile, and dominant forces." [3] AIGC is a product of the coupling between technological development and capital logic. Under the dominance of capital logic, AIGC is essentially a crucial tool for capitalists to achieve capital appreciation. While seemingly serving ideological and political education, it actually treats it as one of the objects for profit extraction. Over-reliance on the instrumental rationality of AIGC creates a "value vacuum" in the field of information technology for ideological and political education. It will gradually turn users into "data humans" who prioritize technology and capital, thereby continuously weakening the pursuit of value in ideological and political education that aims to promote comprehensive and free development of individuals. Especially, when interacting with ChatGPT, concealed capitalist viewpoints may infiltrate the minds of users. The Western ideology and capital logic can induce a sense of blind admiration for Western values among users, making it difficult to maintain the important status of spiritual lineages such as the spirit of Great Country Craftsman, Red Boat spirit, the Red Flag Canal spirit and so on. Thirdly, over-reliance on AIGC erodes the autonomous consciousness of both the subject and the object in ideological and political education. As AIGC increasingly providing greater utility to ideological educators, it gradually weakens their self-awareness and dominant consciousness in the educational process. Meanwhile, learners who utilize AIGC for fast-food learning have their independent consciousness, innovative spirit, and critical thinking constantly eroded as AIGC infiltrating the process of ideological and political education. This excessive formalization tendency in application is prone to causing ideological and political education activities to be divorced from reality, falling into a dilemma of "superficiality," making it difficult to precisely address and effectively respond to the diverse, extensive, and complex individual needs of educational targets. Consequently, it may weaken the ability and effectiveness of ideological and political education in solving practical problems within the complex and ever-changing social environment, thereby limiting its role in promoting individual growth and social harmony at a deeper level.

3.3. Opportunity of AIGC Empowering Ideological and Political Education

Firstly, with the rapid development of technology, the comprehensive promotion of digital transformation throughout society has become the crucial contribution of national modernization. Against this backdrop, the field of education has also undergone profound changes, among which the application of AIGC in ideological and political education represents a major trend. In recent years, the policy support for information-based education has been continuously strengthened, and the introduction of relevant policies has provided favorable external opportunities for the popularization and application of AIGC in higher education. Since 2017, China has successively issued policy documents such as the "New Generation Artificial Intelligence Development Plan" and the "Action Plan for Artificial Intelligence Innovation in Colleges and Universities", providing strong support for AIGC empowering ideological and political education. Secondly, the emergence and development of AIGC have taken place. It refers to the technology that produces content such as text, images, audio, video, code, and so on, based on algorithms, models, and rules.[4] Its technological foundations primarily consist of Contrastive Language - Image Pre-Training (CLIP), Disco Diffusion, DALL-E, Stable Diffusion and Reinforcement Learning from Human Feedback (RLHF).[5] The emergence and evolution of these new technological tools enable the generation and imitation of conversational content that mimics human language patterns, shaping the communication patterns, the thought and behaviors of human society, and laying a technological foundation for the innovation of ideological and political education modalities. By leveraging supervised learning models,

training reward models, and fine-tuning generative models, it can facilitate the creative generation of educational content and the integrated development of knowledge concepts, thereby creating a new space for human-computer interactive ideological and political education. Taking ChatGPT as an example, its training model falls into the “pre-training + fine-tuning” category. It generates a fine-tuning model through manual annotation, followed by training a reward model for evaluation. Finally, it utilizes the reward model's reinforcement learning algorithm to optimize the answers. Thirdly, AIGC has immense market prospects and significant user demand in empowering ideological and political education in universities. Personalized development is not only a historical necessity of human progress but also a practical requirement for the growth of college students. AIGC can create personalized learning environments tailored to students' characteristics, incorporating their individual personalities, knowledge levels, aspirations, and other factors. It preserves individuality while generating personalized logic, content for the corpus, and linguistic styles, forming unique and customized learning plans within designated domains. Through iterative and deep exchanges and dialogues, AIGC assists students in achieving all-round development. Consequently, new educational models such as personalized learning and blended learning have found widespread application in the digital transformation of ideological and political education.

3.4. Threat of AIGC Empowering Ideological and Political Education

Firstly, the relevant theoretical construction and reference are relatively lagging behind. The application of AIGC in ideological and political education in universities is still in the exploration stage, and the concept may not be mature enough. The relative lag in theory can bring varying degrees of blindness to the practical guidance of AIGC applications. Also, there are instances of structural disconnects in the process of integrating AIGC into the ideological and political education of college students. Secondly, ideological and political educators relatively lack technical literacy. Intelligence-informed literacy is a necessary skill set for individuals in a technological society, and it is crucial to the development prospects of ideological and political educators. However, some of them have a relatively vague understanding of AIGC, and are still in the process of gradually exploring how to integrate it into the ideological and political theory courses. Thirdly, Wu (2023) believes that the application of ChatGPT in ideological and political education will face limitations and risks inherent in the technology itself.[6] Although AIGC is developing rapidly, in some specific scenarios, the maturity of the technology may not yet meet the requirements for practical application. For example, in the complex and diverse field of ideological and political education, AIGC needs to be able to accurately capture and understand students' emotions, attitudes, and values. However, the current technological level may not fully satisfy this demand. Moreover, AIGC does face the risk of information errors. Since the majority of AIGC product databases originate from the West, the search results inevitably contain a mix of good and bad information. These corpora deliberately misinterpret and distort the data from domestic Chinese communities, potentially affecting the formation of students' correct worldviews, life outlooks, and values. Currently, the algorithmic recommendation mechanisms of artificial intelligence are not fully developed, leading to the incorrect filtering of educational content that should be disseminated. This poses challenges to traditional ideological and political education models that are characterized by normative, institutional, systematic features.

4. Practical Approach of AIGC Empowering Ideological and Political Education

4.1. Strengthen the Value Leadership Based on People-orientation

First and foremost, it is imperative to establish a value rationale that technology serves to promote the comprehensive development of individuals. The pursuit of educational efficiency should be premised on nurturing talents, with greater emphasis on the manifestation of educational values. Educators must utilize Marxist worldviews and methodologies to assess the benefits and drawbacks of AIGC in ideological and political education. By continuously optimizing the ethical orientation of the embedded rules within AI algorithmic systems with socialist core values, we can effectively prevent the hegemony of instrumental rationality within the realm of ideological and political education. Secondly, we must integrate the objectives of ideological and political education into the core value logic of AIGC. This involves actively participating in shaping the foundational values that drive AIGC, rigorously reviewing its technical regulations, and balancing the various discourse domains it engaged with. Our goal is to transform AIGC into a vibrant platform for the creation, dissemination, and societal acceptance of mainstream ideologies. In doing so, AIGC will be entrusted with the crucial tasks of content generation and value propagation. Throughout the dynamic process of human-computer interaction, we must uphold the educational mission of fostering moral character and cultivating talent, ensuring that the fundamental purpose of ideological and political education remains unwavering. We can systematically embed socialist core values, Chinese-style modernization, and new forms of human civilization, which reflect the mainstream ideologies in China, into the algorithmic programs of AIGC. To allow the value rationality of people-first philosophy, a shared future for all mankind, and common prosperity to surpass the instrumental rationality of efficiency priority, tool worship, and interest supremacy, we need to bridge the gap between mainstream value orientations and algorithmic operational logic. This will ensure that digital technology and traffic flow adhere to the “socialist core values” of mainstream ideology. By doing so, college students will consciously grasp historical materialism and dialectical materialism in human-computer interaction, enabling them to analyze and solve problems with connective viewpoint. Ultimately, they will develop strategic thinking and political capabilities that enable them to view the whole from a partial perspective and understand the essence through interests.

4.2. Enhance Digital Literacy of the Users

Firstly, colleges and universities need to proactively establish a skills training system that is highly aligned with the evolving trends of new technologies. The ultimate goal of this system is to cultivate a teaching force that is both proficient in the theories of ideological and political education and skilled in advanced digital technologies. Specifically, teachers should deepen their understanding of the inherent laws of ideological and political education while keeping pace with the development of emerging media and technological means. In particular, regarding AIGC and its underlying algorithm design, teachers should attain a comprehensive and profound level of understanding, enabling them to thoroughly analyze how these technologies shape the generation mechanism of ideological and political education content, reveal and grasp its internal logical chains, and ensure that they maintain the initiative throughout the educational process, effectively leading and controlling the direction and quality of educational content. On this basis, teachers should fully utilize the unique advantages of AIGC in knowledge provision to inject new vitality and depth into ideological and political education. By precisely matching students' learning needs and interests, teachers can enhance the attractiveness and effectiveness of teaching content, making ideological and political education more relevant to students' realities and thereby strengthening the persuasiveness

and appeal of education. Secondly, in the digital era, possessing good digital literacy has become an important indicator for evaluating ideological and political education. Cultivating digital citizens with digital awareness, computational thinking, and social responsibility is set as the goal of ideological and political education. Courses and lectures related to digital literacy, including direct digital knowledge transmission and indirect digital skill transfer, are developed and added to the curriculum. By leveraging classroom teaching and AIGC, we can enhance people's rational judgment of information and its ideological value in a human-computer interaction environment. This will equip them with computational thinking and reflective abilities to break out of the confines of the information cocoon. They will be able to critically analyze the contemporary forms of capitalism from the perspective of historical materialism and develop rational critical thinking towards erroneous ideologies such as liberalism and historical nihilism.

4.3. Refine the Technological Ecosystem

Within the AIGC system, a vast array of high-quality resources should be integrated to create a new space for ideological and political education. Among these resources, it is crucial to incorporate ideological resources such as Marxist theory and the theoretical system of socialism with Chinese characteristics, embody the ideological values of patriotism, collectivism, and socialism, and showcase the cultural charm of traditional Chinese culture, revolutionary culture, and advanced socialist culture. Additionally, attention must be paid to the security, reliability, and value of the AIGC databases, ensuring the continuous input and effective output of mainstream values during human-computer interactions. Technical monitoring measures should also be adopted to prevent ethical issues and the pollution of data corpus, which could adversely affect the worldviews, life outlooks, and values of the educated individuals. Secondly, to ensure the effective application of AIGC in ideological and political education, we must strengthen the institutional examination of their promotion. This includes setting the popularity and practical effectiveness of digital technologies, such as AIGC, in enabling ideological and political education as crucial evaluation indicators. This measure aims to guarantee that these technologies can truly integrate into and enhance the quality and efficiency of ideological and political education. Meanwhile, to prevent technology misuse and potential risks, we must establish clear boundaries for technology applications through the rigid constraints of laws and regulations. This includes preventing deliberate algorithmic "black boxes", algorithmic discrimination, and data abuse, as such alienated behaviors could create significant dilemmas in ideological and political education. [7] Through a clear legal framework, we can ensure that the use of technology aligns with moral and ethical standards, while also protecting users' data security and privacy. Lastly, it is crucial to actively confront the challenges posed by technology dominance. On the journey of accelerating technological innovation and upgrading, we must continually reassess the harmonious coexistence between technology and humanity, unwaveringly uphold the principle that technology serves the socialist values, and adhere to the original aspiration of technological innovation, which is to facilitate the free and comprehensive development of individuals. Therefore, we should advance technological progress in a prudent and orderly manner, clearly delineate the ethical boundaries within technological development, and ensure that humanity maintains its agency and primacy, never allowing technology to supersede humanity.

4.4. Improve the System of Intelligent Ideological and Political Education

Firstly, it is necessary to establish an intelligent management system for ideological and political education. Colleges and universities should actively promote and build an intelligent management system for ideological and political education, achieving visual management through the processes of setting goals, making plans, implementing plans, and real-time feedback in the process of management, thus realizing the transparency of process data. For

instance, in the ideological and political education course, teachers can utilize AIGC for curriculum design, assisting in lesson preparation, acting as classroom assistants, and evaluating homework assignments. Additionally, AIGC can also participate in assessment by generating homework quizzes and exams, providing a real-time sharing platform for teachers and students, serving as an AI teaching assistant, after-school tutor, or debate training partner for teachers. In terms of carrying out ideological and political education work by counselors, AIGC effectively assists in completing routine tasks such as drafting emails, maintaining meeting discipline, and managing affairs, thereby reducing the internal consumption of routine tasks for counselors. Secondly, the construction of network fronts should be strengthened to create a comprehensive educational atmosphere. Algorithms are the core element that drives AIGC to empower ideological and political education.[8] Colleges and universities should fully leverage the advantages of big data analysis and advanced algorithmic technologies to delve deeply into and analyze the online activity trails of students, thereby precisely grasping their ideological trends and behavioral patterns within the virtual space. Furthermore, attractive ideological and political education themed websites and intelligent platforms should be developed, utilizing formats that educatees readily embrace, such as interactive question-and-answer sessions, scenario simulations, short videos, and so forth, to flexibly deliver ideological and political education content. This approach not only enhances the attractiveness and appeal of educational content but also effectively elevates the value-orienting role of online ideological and political education. Moreover, it is crucial to actively build a new ecosystem for collaborative education both within and beyond the school, breaking down traditional educational barriers and engaging various sectors of society to participate jointly. This will further broaden the scope and depth of ideological and political education, collectively shaping a comprehensive, multi-layered, and three-dimensional new paradigm for nurturing talents.

4.5. Build a Multi-party Collaborative Intelligent System

Firstly, it is crucial to advance the construction of smart campuses and establish a data-sharing channel between universities. This platform will facilitate intelligent data interchange, enabling the integration of data pertaining to mental health monitoring, teacher development, practical teaching and educational outcomes, optimization of teaching management systems, as well as employment and entrepreneurship guidance. Drawing upon this comprehensive and insightful data analysis, universities will distill key information and meticulously design an intelligent ideological and political education system. This system will not only precisely cater to the actual needs of students and teachers, but also facilitate the optimal allocation of educational resources, fostering a collaborative and efficient educational ecosystem that jointly propels the innovative development of ideological and political education efforts. Secondly, deepening the intelligent coordination and connection between universities and local communities is a vital measure to promote the deep integration of education and social development, as well as enhancing the capacity of education to serve local economic and social needs. In this process, universities should fully leverage the advantages of smart city big data sharing platforms to explore and establish a comprehensive, multi-level intelligent cooperation system. This aims to empower education with technology, fostering a deep integration and intelligent upgrading between ideological and political education, student social practice, volunteer services, poverty assistance, and other related work. By organizing public welfare activities, volunteer services, social responsibility projects, and other means, universities can guide students to establish a correct worldview, outlook on life, and values, and cultivate high-quality talents with a sense of social responsibility, innovative spirit, and practical abilities. Lastly, it is imperative to deepen the collaborative efforts between universities and enterprises to jointly establish a new frontier for intelligent ideological and political education. Specifically, universities should proactively establish strategic partnerships with industry-leading enterprises, and through the joint establishment of laboratories, R&D centers, internship and training bases, and other means,

introduce corporate technologies, resources, and management experience into the field of ideological and political education. At the same time, students should be encouraged to participate in corporate projects, gain insights into industry trends, learn cutting-edge knowledge, which will enhance the relevance and timeliness of education.

5. Conclusion

For ideological and political education in universities, the advantages, opportunities, and risks posed by AIGC are evident in various aspects, including the educational subjects, content, and processes. Only by continuously exploring the intrinsic reasons behind the impact of AIGC on ideological and political education in universities, and decoding the mechanism hidden in the complex technology, can we have a rationale and basis to follow when coping with this impact. In the future, we need to adopt a developmental perspective and a dialectical view, grasping the core value of ideological and political education, which aims to cultivate students' moral character, and understanding the essence of how new technologies affect the effectiveness of ideological and political education. We must strive to resolve the contradiction between the value attributes of human beings and the instrumental nature of technology in a dynamic balance.

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