Research on Ways to Improve College Students’ Sense of Acquiring Ideological and Political Courses under the Background of Artificial Intelligence

Yuanpeng Duan and Shuting Wu
Chongqing Technology and Business University, College of Marxism, Chongqing, China
Email:40643580@qq.com

Abstract. Under the background of artificial intelligence, to promote the reform and innovation of college students’ ideological and political theory courses (hereafter this text will be abbreviated as “ideological and political courses”) and enhance their sense of acquisition of ideological and political courses. Survey and interview techniques were used to conduct a survey of “the current situation of college students’ ideological and political course acquisition” with nearly 300 college students as survey samples. College students’ perceived acquisition of ideological and political courses has some problems, such as unsatisfactory attendance, less active participation in ideological and political courses, and poor quality of homework after ideological and political courses. The hidden acquisition of ideological and political courses for college students has some issues that college students’ knowledge of the communist party of China is not deep enough, and their will to learn ideological and political courses is not firm enough. There are some main problems in college students’ awareness of ideological and political course practice, such as the small number of times they participate in the teaching practice of ideological and political theory course and the low degree of combining ideological and political theory with practical activities. Under the background of artificial intelligence, the way to improve college students’ acquisition of ideological and political courses is: The unique teaching technology and teaching resources of artificial intelligence are used to assist in the design of integrated ideological and political courses, the establishment of teaching information resources for ideological and political courses, and the optimization of the teaching process of ideological and political courses.

1. Introduction
The Basic Requirements for the Teaching of Ideological and Political Theory Courses in Colleges and Universities in the New Era which are to enhance the sense of acquisition and promote the teaching of ideological and political theory courses to be full of falsehood and reality, with edges and corners, with feelings and meanings, and with flavour.”New requirements must necessarily be supported by new technologies. In recent years, China’s artificial intelligence industry policy has been issued intensively, and the integration of artificial intelligence and education has received unprecedented attention. The New Generation of Artificial Intelligence Development Plan released by the State Council in 2017 clearly emphasized accelerating the application of artificial intelligence in education. Artificial intelligence presents a series of new educational technologies, which have brought new opportunities to improve college students’ sense of acquisition of ideological and political theory courses. Based on the investigation and analysis of the current situation of college students’ sense of acquisition of ideological and political courses, this paper puts forward the method of improving college students’ sense of acquisition of ideological and political courses by using artificial
intelligence technology, which is helpful to promote “artificial intelligence+ education” and help China’s educational informatization reform.

2. The Question is Raised
On March 18, 2019, General Secretary Xi Jinping stressed at the national symposium on teachers of ideological and political theory: "Ideological and political theory course is the key course to implement the fundamental task of cultivating morality and cultivating people." It is an important task to continuously enhance the ideological content, theoretical nature, affinity and pertinence of ideological and political theory courses, to promote the reform and innovation of ideological and political theory courses, to speed up the modernization of education, to build a powerful country in education, and to run a satisfactory education for the people. In addition, colleges and universities in our country have generally offered ideological and political theory courses, which are dedicated to helping students establish correct world outlook, outlook on life and values. They have distinct political attributes and service functions, and embody the requirements of higher education in serving the people and the CPC in governing the country. However, the current ideological and political theory courses in colleges and universities are characterized by strong theoretical nature, wide content and rapid changes, which are far from the students’ acceptance ability. The students think that the ideological and political theory courses are "big but empty" and inconsistent with the reality, which increases the difficulty of students’ learning and leads to the students’ insufficient sense of achievement after the ideological and political theory courses. Therefore, this study sorts out the current situation that affects college students’ sense of acquisition of ideological and political theory courses, and then focuses on exploring how to improve college students’ sense of acquisition of ideological and political theory courses with the help of educational resources and technologies contained in artificial intelligence, according to local conditions, according to time and according to their aptitude, to create a "golden lesson" of ideological and political theory, and to provide reference for promoting the reform and innovation of ideological and political theory courses.

3. Investigation and Analysis of College Students Sense of Attainment in Ideological and Political Education
This survey uses questionnaire and interview methods to investigate full-time college students at five grades including freshman, sophomore, junior, senior and graduate. 246 electronic questionnaires were actually collected, with a recovery rate of 82%, of which 246 were valid. On the whole. This survey received 93.09% of valid questionnaires from undergraduate colleges and 6.91% of valid questionnaires from higher vocational or specialized colleges. The sample is mainly composed of female college students, of which 33.74% are male and 66.26% are female. Senior students as the main body, including 19.92% of freshman, 15.45% of sophomores, 2.95% of junior students, 22.76% of senior students, and 49 graduate students, accounting for 19.92%. Literature and history students are the main body, with literature and history students accounting for 36.59%, science and technology accounting for 35.77%, sports and arts accounting for 10.98%, and other majors accounting for 16.67%. The survey includes personal information, the current situation of ideological and political courses, the overall evaluation of ideological and political courses and other parts, which will basically master the status of college students’ sense of acquisition of ideological and political courses.

The survey shows that 21.95% of college students think their sense of achievement is very strong, 41.06% of college students think their sense of achievement is relatively strong, 34.015% of college students think their sense of achievement is average, 2.85% of college students think their sense of achievement is poor, and 3.1% of college students think their sense of achievement is very weak. According to the score evaluation, the average score of college students’ sense of achievement in ideological and political theory class is 2.8, which is between "average" and "relatively strong" . This paper holds that the current situation of college students’ sense of attainment in ideological and political courses is between "average" and "strong" , and there is still much room for improvement. In this regard, this paper further analyzes the current situation and problems of college students’ sense of acquisition in each link of ideological and political course, starting with their sense of explicit, implicit
and practical acquisition, it provides the support of empirical investigation research for the related research of improving the sense of obtaining ideological and political lesson of university students.

3.1. The Main Problems of College Students’ Explicit Acquisition of Ideological and Political Courses

The sense of attainment of ideological and political course for college students is mainly judged by the performance of ideological and political course. College students’ sense of achievement in ideological and political course is closely related to their good learning attitude and achievements. The better their learning attitude and achievements, the stronger their sense of achievement in ideological and political course.

First, the attendance of college students in ideological and political courses is not ideal. Attending ideological and political courses on time is the most important thing for college students to get a sense of achievement through classroom learning. According to the survey results, most of college students attend ideological and political theory courses on time, accounting for 68.29%. At the same time, many college students shows good attendance, accounting for 23.17%. This shows that the current ideological and political theory course has attracted the majority of college students, which is inseparable from the formulation and implementation of the school’s rules and regulations, especially the classroom system. However, a smaller number of college students (6.91%) are absent from ideological and political courses occasionally, and even some college students (1.63%) are often absent from ideological and political courses. It can be seen that there are still some college students who choose to be absent or skip classes in ideological and political theory classes, which reduces the sense of acquisition ideological and political courses.

Second, college students’ participation in ideological and political education classes is not active enough. Active participation in ideological and political theory classes is an important manifestation of listening attentively and thinking in unison with the class. It is also an important manifestation of ignoring any knowledge point and acquiring more knowledge to improve the sense of acquisition. According to the survey results, only 21.95% of college students actively participate in the ideological and political class. 31.71% of college students have higher enthusiasm to participate in ideological and political class. The majority of college students’ enthusiasm to participate in ideological and political theory courses is average, accounting for 38.62%, while a smaller number of college students’ enthusiasm to participate in ideological and political theory courses is poor, accounting for 7.72%. It can be seen that nearly half of the college students’ enthusiasm for participating in the ideological and political courses is not high. Such passive participation in the ideological and political courses has seriously hindered the college students’ sense of acquisition the ideological and political courses.

Third, the quality of students’ homework after ideological and political courses is not high. Completion of homework is an important process of “learning new things by warming up old ones”. Whether the homework can be completed with high quality determines the degree of college students’ absorption of classroom knowledge of ideological and political courses, and also determines the length of time that ideological and political theory courses can be sustained. According to the survey results, only 24.39% of college students can finish the ideological and political course homework with high quality after class. 43.5% of the college students completed the homework of ideological and political theory courses with good quality, 28.86% of the college students completed the homework of ideological and political courses with average quality, and 3.25% of the college students completed the homework of ideological and political courses with poor quality. It shows that there are still some college students who have not completed their homework after the ideological and political course with satisfactory quality, which hinders the learning effect at the consolidation stage after the course and leads to the lack of awareness of the ideological and political course for college students.

3.2. The Main Problems Existing in Recessive Sense of Acquiring Ideological and Political Courses for College Students

The perception of college students’ ideological and political theory courses from the hidden level is mainly judged by their "cognition" of ideological and political courses. Cognition is formed on the basis of acquiring certain knowledge, which requires further understanding on the basis of explicit
acquisition, so as to internalize the knowledge of ideological and political courses and improve the implicit acquisition of ideological and political courses.

First, college students' knowledge of the CPC is not deep enough. According to the results of the survey, 44.49% of college students have a "high" level of understanding of the history, principles and policies of the CPC, 37.55% have a "general" level of understanding of the history, principles and policies of the CPC, and only 15.1% have a "high" level of understanding. From then on, it can be seen that college students generally have a high level of understanding of the knowledge of the Communist Party of China, but there are still some college students who have a general or low level of understanding. This requires the ideological and political course to further strengthen the understanding of the CPC to college students and deepen their understanding of the CPC.

Second, college students' will to learn ideological and political courses is not firm enough. The will to learn is the intrinsic motivation for sustainable learning. On the whole, 26.02% of college students think that their will to learn ideological and political theory courses is “very high”. The majority of college students think that they have a “higher” will to study ideological and political theory courses, accounting for 43.5%. The majority of college students think that their will to study ideological and political theory is “average”, accounting for 28.05%. It shows that some college students have a relatively strong will to learn ideological and political theories, and to a certain extent, they can establish a firm will to learn ideological and political theories. However, most college students still have a general will to learn ideological and political theories, and need to stimulate their interest in ideological and political courses.

3.3. The Main Problems Existing in College Students’ Practical Sense of Obtaining Ideological and Political Courses

First, the number of times of participation for college students in the teaching and practice of ideological and political theory courses is small. According to the survey results, only 43 college students participated in the practice teaching of ideological and political courses “a lot” and 89 colleges participated in the practice teaching of ideological and political courses “a lot”. The number of times that 100 college students participate in the practical teaching of ideological and political courses is general, and the proportion of these college students has reached more than 40%. There are also some college students who take part in the practice teaching of ideological and political courses less frequently, and these college students account for a relatively small proportion as a whole. It can be seen that the number of college students participating in the teaching practice of ideological and political courses is not enough. Colleges and universities need to establish a perfect practice platform of ideological and political courses and their participation in practice, and to enhance their sense of acquisition in the process of ideological and political courses.

Second, the degree to which college students combine ideological and political theory with practical activities is relatively low. From the results of the survey, 49 people have a high degree of integration of ideological and political theory and practice in daily life, and 86 are relatively high. Most of college students combine the acquired knowledge with practice to a general degree, accounting for 40.24%. There are also many college students who think that they are relatively low or not combined, accounting for 4.88%. It can be seen from this that college students have relatively little integration of ideological and political theory and practice in their daily lives.

4. Ways to Improve College Students’ Sense of Ideology and Politics in the Context of Artificial Intelligence

4.1. Design Integrated Ideological and Political Courses to Promote the Ideological and Political Courses of College Students

Artificial intelligence technology provides the possibility for college students’ ideological and political lessons to run through the teaching process from the beginning to the end. The first is the preview stage before class. Artificial intelligence can analyze the general laws of college students’ ideological and political lessons, and can summarize the relevant knowledge required for pre-class preparation and
distribute them to students for learning. College students will guide students to consciously learn and learn through learning textbooks and thinking about problems. Discovering and learning to think and stimulate college students’ interest in ideological and political courses. The second is the teaching stage. Before the class, college students can complete the check-in by scanning the QR code randomly on the projection screen. This convenient way can effectively improve the occupancy rate of the ideological and political theory class. In addition, the random questioning function of the intelligent platform allows students’ names to scroll on the screen. Through random spot checks, they can solve the situation where students refuse to interact, and activate the classroom teaching atmosphere, and effectively improve the classroom interaction effect and sense of gain. The third is that intelligent assessment can give students feedback in time through reviewing assignments by machine, and can give students learning guidance, help students reflect in time, and check for vacancies and fill vacancies, thereby improving the quality of college students’ homework after ideological and political lessons and inspiring college students’ enthusiasm to study ideological and political courses.

4.2. Establish a Teaching Information Resource Database for Ideological and Political Courses to Promote the Interest of College Students in Ideological and Political Courses

Rich teaching resource information is the basis for the reform and innovation of ideological and political theory courses. Artificial intelligence, as a mediator for the joint construction and sharing of ideological and political teaching resources, can provide a platform for college students to taste different "taste" teaching resources. One is that artificial intelligence can automatically hunt for the required teaching resources and evaluate their quality. Personally match the learning resources of the ideological and political courses for learners, thereby reducing the time wasted by students for tactics and improving the sense of ideological and political theory. Second, artificial intelligence can provide personalized search results based on the characteristics of college students. It is helpful to enhance the learner’s interest in learning, carry out self-directed learning, meet the learner’s individual needs, and improve the sense of acquisition of college students in learning ideological and political theory courses.

4.3. Optimize the Practice Teaching Process of Ideological and Political Courses, and Promote the Reality of Ideological and Political Courses for College Students

Firstly, under the support of artificial intelligence, college students’ ideological and political classes will pay more attention to the development of students and the effective interaction between students during the teaching process. Teachers will use smart devices reasonably and cooperate with machines so that college students are willing to learn and learn to learn. And improving the sense of ideological and political theory of college students. The second is that under the support of artificial intelligence, college students practice with machines, which will stimulate the curiosity of college students and the initiatives of students in the practice process, thereby improving the sense of ideological and political theory courses.

5. Acknowledgments

This research is supported by a key project of social science planning in Chongqing (CHINA): Xi Jinping’s important research on the inheritance and development of Chinese excellent traditional culture.(Grant number:2019ZDZT02)

6. References

[1] Age Diseth, Stale Pallesen and Geir Scott Brunborg J 2010 Academic achievement among first semester undergraduate psychology students: the role of course experience, effort, m otives and learning strategies (Higher Education) vol3.

[2] National Science and Technology Council 2017 The national artificial intelligence researc h and development strategic plan.http://www.360doc.com/content/16/1015/20/37334461_5986 85262.html.
[3] LuckinR and Holmes W Intelligence Unleashed: An argument for AI in Education. https://www.pearson.com/news/blogs/Company Blog/2016/11/intelligence-unleashed-an-argument-for-ai-in-education.html.

[4] Tiffany Barnes 2017 Preface for the Special Issue on AI-Supported Education in Computer Science (International Journal of Artificial Intelligence in Education) vol3.

[5] Goksel-Canbek N and Mutlu M E 2016 On the track of artificial intelligence: Learning with intelligent personal assistants vol1 (International Journal of Human Sciences) P: 592-601.