

Research on the Teaching Path of Ideological and Political Education under the Trend of Digital Intelligence

Yun Jia, Miao Liu*, Ren Wang, Mengfei Ru

The School of Finance, Hunan University of Technology and Business, Changsha, Hunan, China

**Corresponding Author.*

Abstract: Under the background of the rapid development of digital intelligence, how to integrate ideological and political elements into college education is facing new opportunities and challenges. Taking the course "Financial Derivatives" as an example, this paper combines big data, artificial intelligence and other modern information technologies, and deeply integrates ideological and political elements with financial professional knowledge, so as to explore the teaching path of ideological and political education under the trend of digital intelligence. This paper first analyzes the essence and importance of ideological and political finance professional courses, and points out the necessity and urgency of integrating ideological and political elements into finance professional teaching. At the same time, this paper also discusses the application of digital intelligence technology in the course of ideological and political science, such as the use of big data technology to realize the innovation of teaching methods and means, and to improve the pertinence and effectiveness of ideological and political elements through artificial intelligence technology. Finally, this paper summarizes the current situation and problems of ideological and political education teaching under the trend of digital intelligence, and puts forward a new path choice, aiming to provide useful reference for the ideological and political education in the era of digital intelligence.

Keywords: Digital Intelligence; Curriculum Ideological and Political; Big Data; Artificial Intelligence; Ideological and Political Elements

1. Introduction

In the national conference on ideological and political work in colleges and universities, it is

proposed that the ideological and political work should run through the whole process of education and teaching to realize all-round education. As the main position of cultivating talents, colleges and universities should take "cultivating people by virtue" as the fundamental task. They should not only impart knowledge, impart knowledge and solve doubts, but also adhere to the value guidance and cultural education, and take as the important responsibility of the new development of morality, intellectual, physical, aesthetic and labor who can shoulder the responsibility of national rejuvenation [1].

Nowadays, the era of digital intelligence has a stronger and stronger influence on the ideological and political development of courses, which is mainly reflected in the enhancement of the core of ideological and political thinking of courses. In the past, the ideological and political development of courses mainly relied on traditional classroom teaching methods, such as teaching and discussion. This teaching method is relatively single, the lack of enough interactive and personalized. Under the background of digital intelligence, the ideological and political courses make full use of digital technology to realize the innovation of teaching methods and means. Through the online learning platform, virtual laboratory, intelligent teaching system, etc., to provide students with more flexible and diversified learning methods, improve the pertinency and effectiveness of teaching[2]. The emergence of the intelligent technology is conducive to the implementation of ideological and political courses, which can be applied to the teaching process of the financial derivatives tools course to provide students with personalized learning resources and paths through tools such as intelligent recommender systems, online learning platforms, and other tools, so as to improve the efficiency of learning[3]. Digital teaching tools also enable

the sharing and real-time updating of teaching resources, ensuring that students are exposed to the most cutting-edge knowledge of financial derivatives and market dynamics. Digital intelligence technology can also be used to simulate the real financial market environment, allowing students to trade financial derivatives and manage risks in a virtual environment, thus enhancing their practical operation ability and risk awareness. Through data analysis software, students can learn how to use data analysis and modeling techniques to predict market trends and assess the value of financial instruments, which is crucial for students working in the financial industry in the future[4].

The combination of professional education in finance and the ideological and political education of the curriculum is of great significance. As one of the important courses in finance, the course on financial derivatives not only requires students to master complex financial theories, but also to have the skills of practical operation[5]. As an important means of ideological and political education in colleges and universities, Ideological and political courses can cultivate students' moral concept and comprehensive quality by integrating professional knowledge. At the same time, This combination of new curriculum mode with national policy and economic situation can better make students pay attention to national development and social progress, and enhance their national pride and patriotic feelings. It can help students understand the role and responsibility of financial instruments in economic development. By explaining the role of financial instruments in supporting the real economy and promoting economic transformation and upgrading, students are guided to recognize the social responsibility of the financial industry and are encouraged to actively participate in social welfare. Therefore, this combination will not only help to improve the quality and effect of teaching, but also enhance students' practical ability, comprehensive quality and social responsibility, laying a solid foundation for their future career in the financial industry[6]. However, in practice, there may be cases of rigidly adding Civics content, which leads to a disconnection between Civics elements and knowledge of financial derivatives, affecting

the teaching effect, and some universities may not be able to provide students with sufficient practice opportunities and platforms due to limited resources and conditions. This, to a certain extent, restricts the in-depth development of Civic and Political Education in practical teaching. In practice, the integration of curriculum Civics and financial derivatives is relatively weak. Therefore, under the trend of digitalization, how to effectively combine these two aspects has become an urgent problem to be solved. In this article, we try to take the financial derivatives course as an example to explore how to explore the path of curriculum politics in the trend of digitalization.

2. The Current Status of Research on the Teaching and Learning of the Curriculum Civic Education under the Trend of Digital Intelligence

2.1 Analysis of the Current Situation of the Integration of the Civic and Political Elements and Financial Expertise

In the teaching process of financial derivatives, the integration of it and ideological and political content is a complex and meticulous process[7]. At present, some teachers have realized the importance of the combination of both of them, but in practice, this integration often seems to be rigid or not deep enough. In order to fulfill the task of Civic and Political education, some teachers may suddenly insert Civic and Political content into the professional knowledge explanation of financial derivatives in the course of teaching, resulting in a less than natural connection between the two, or even a sense of severance. This kind of integration not only fails to achieve the expected teaching effect, but also may cause students' resentment and resistance. There is also the problem of insufficient depth of integration. Even though teachers try to combine the elements of Civics with financial knowledge, they are often insufficient in depth. For example, when talking about the risk management of financial derivatives, teachers may simply mention integrity, responsibility and other elements of Civics and Politics, without exploring in depth the specific application and importance of these elements in the financial derivatives market.

2.2 Analysis of the Current Status of the Innovation of Teaching Methods and Means

Under the trend of digitalization, the innovation of teaching methods and means is crucial to improve the teaching effect of financial derivatives courses. However, there are still some deficiencies in this aspect. Traditional lecture-style teaching still dominates: although digital intelligence technology provides more possibilities for teaching, some teachers are still accustomed to adopting traditional lecture-style teaching. This kind of teaching often lacks interactivity and practicability, which makes it difficult to stimulate students' interest and enthusiasm in learning. Insufficient interactive and practical sessions: In financial derivatives courses, interactive and practical sessions are crucial for cultivating students' practical and problem-solving abilities. However, at present, some courses lack sufficient interactive and practical links in design and implementation, resulting in students' practical ability not being effectively enhanced.

2.3 Analysis of The Current Situation of Teachers' Civic and Political Literacy and Related Training

The ideological and political literacy and related training of teachers affect the implementation effect of ideological and political education in the financial derivative instrument course[8]. However, there are still some challenges in this aspect. Differences in the educational background, professional background and Civic-Political literacy of different teachers lead to varying effectiveness in integrating Civic-Political elements in financial derivatives courses. Some teachers may lack sufficient political thinking literacy to effectively combine political thinking elements with financial knowledge. Moreover, there are relatively few professional trainings for teaching Civics in finance courses, resulting in a lack of sufficient guidance and support for teachers to implement Civics in their courses. In addition, some teachers may lack the understanding and mastery of digital technology, making it difficult to use these technologies to innovate teaching methods and means.

3. Analysis of the Problems of the Teaching

Path of Curriculum Civic Education under the Trend of Digital Intelligence

There are a number of issues and challenges when exploring the teaching pathway of curriculum thinking and nurturing in the financial derivatives course under the trend of digital intelligence. The existing problems are listed as follows:

3.1 Limitations of the Application of Digital Intelligence Technologies

Under the trend of digital intellectualization, although technology has brought a lot of convenience to teaching, the popularity of technology is uneven. Some districts or schools may not be able to fully enjoy the teaching advantages brought by digital intelligence technology due to financial and equipment reasons, thus affecting the exploration and implementation of the teaching path of the curriculum Civic Education. In addition, the application of digital intelligence technology requires a certain technical foundation and operating skills. For some teachers and students, there may be the problem of high threshold of technology use, resulting in their inability to make full use of digital intelligence technology for teaching and learning.

3.2 The Complexity of the Integration of Curriculum Ideology and Financial Derivatives Courses

The financial derivatives course itself has a high degree of specialization and complexity, while the course Civics focuses on cultivating students' ideological and political literacy and professional ethics[9]. At present, there may be the problem of insufficient content integration, which leads to the limited penetration and influence of curriculum Civics and Politics in the financial derivatives course. And the traditional teaching method often focuses on the inculcation of theoretical knowledge, while ignoring the practical application and the play of student subjectivity. In the financial derivatives course, the simple theoretical explanation may make students feel boring and difficult to understand. At the same time, the integration of ideological and political courses also needs more diversified and innovative teaching methods to stimulate students' participation.

3.3 Problems of Students' Acceptance and Participation

The course on financial derivatives itself is relatively abstract and complex, requiring students to have a certain professional foundation in finance, mathematics and accounting. However, some students may have a weak foundation in these areas, makes it difficult to understand and master the relevant knowledge and operation of financial derivatives This increases the difficulty of integrating the course's Civics, as students may not be able to fully understand and accept the organic combination of Civics elements and knowledge of financial derivatives. And there are differences in students' acceptance of digital intelligence technology and course Civics. Some students may have a positive attitude towards digital intelligence technology and are willing to try and explore new ways of learning, while others may be conservative or resistant to digital intelligence technology and course Civics due to their technology use habits and learning habits. Such differences may lead to uneven teaching and learning outcomes. Under the trend of digital intelligence, although the teaching methods are more diversified and interactive, student engagement remains an issue of concern. Some students may not be able to fully participate in the teaching path of the course Civics and Politics due to various reasons (e.g., lack of interest, time constraints, etc.), thus affecting the effectiveness of teaching and learning.

3.4 The Evaluation System Is Not Yet Perfect

At present, the evaluation criteria for the teaching path of course ideological education in the financial derivatives course are not clear. This may lead to a lack of clear directions and goals for teachers and it is also difficult to make an objective and accurate assessment of the teaching effect. In addition, the existing evaluation methods may be too single, relying mainly on students' test scores or classroom performance, etc. However, these methods may not be able to fully reflect the growth and progress of students in the teaching path of course-based Civic Education, nor can they provide teachers with targeted feedback on teaching and suggestions for improvement. In summary, when exploring the teaching path of curriculum ideology and human education

in the financial derivatives course under the trend of digital intelligence, it is necessary to fully consider the limitations of the application of digital intelligence technology, the difficulty of integrating curriculum ideology and financial derivatives course, the problem of students' acceptance and participation, as well as the imperfection of the evaluation system and other problems. In view of these problems, corresponding measures can be taken to improve and optimize in order to enhance the effect and quality of the teaching path of course ideology and politics.

4. Teaching Path Selection of Curriculum Civic Education under the Trend of Digital Intelligence

In the context of digital intelligence, the path choice of financial derivatives ideological and political teaching reform should be closely integrated with the characteristics of the times, make full use of big data, artificial intelligence, to improve the teaching quality as the goal:

4.1 Strengthen the Basic Knowledge Padding

Before the course on financial derivatives begins, students can be helped to consolidate and expand their basic knowledge in areas such as finance, mathematics and accounting by offering relevant basic courses or providing pre-reading materials. This will help students better understand and master the relevant knowledge and operation of financial derivatives, and lay a solid foundation for the integration of course Civics.

4.2 Innovative Teaching Methods

Combined with the trend of digital intelligence, more diversified and innovative teaching methods can be used to stimulate students' interest [10]. For example, modern teaching methods such as multimedia technology and network technology can be utilized to present the abstract knowledge of financial derivatives in an intuitive and visual way. At the same time, case study, group discussion, role play and other teaching methods can be used to allow students to learn and master the application of financial derivatives in practice. Deepening the integration of Civics elements and financial knowledge: in the practice of course Civics, the deep integration of Civics elements and financial knowledge should be

emphasized. In the meantime, the cases can be introduced, such as risk awareness, integrity awareness, social responsibility and so on. At the same time, representative financial cases, such as those during the financial crisis, can be introduced to guide students to deeply analyze and explore the risks, regulatory issues and moral dilemmas involved, so as to cultivate their critical thinking and problem-solving ability, and enhance their sense of social responsibility and mission.

Strengthening the construction of faculty: Improving the professional level and teaching ability of teachers is crucial to the integration of curriculum Civics. Teachers' professionalism and teaching ability can be improved by strengthening teacher training and introducing excellent talents. At the same time, teachers should be encouraged to actively participate in the practice and exploration of the Civic Governance of the curriculum, constantly summarize the lessons learned, and promote the sustainable development of the Civic Governance of the curriculum.

4.3 Improve the Teaching Evaluation System

In the practice of curriculum Civics, a perfect teaching evaluation system should be established to comprehensively assess the learning effect of students and the teaching quality of teachers[11]. Feedback from students and teachers can be collected through questionnaires and interviews, so that problems can be found in time and measures can be taken to improve them. At the same time, emphasis should be placed on recognizing and rewarding outstanding teachers to motivate them to actively participate in the practice and exploration of curriculum Civics[12].

To sum up, the exploration of the teaching path of course Civic and political education under the trend of digitalization is a complex process. In the financial derivatives course, it is necessary to adopt practical solutions to the existing problems in order to promote the sustainable development of course politics.

5. Conclusion of the Study on the Teaching Path of the Curriculum Civic Education under the Trend of Digital Intelligence

As an important part of the financial market, financial derivatives are characterized by

complexity, flexibility and leverage, and are also accompanied by many risks. Under the trend of digitalization, the integration of course Civics into the teaching of financial derivatives not only helps to cultivate students' financial literacy and professional ethics, but also improves their non-professional skills, such as teamwork ability, communication and expression ability, logical thinking, and so on. The digital intellectualization technology provides more possibilities for the course's ideological and political education. Using digital intellectualization technology, a more vivid and intuitive teaching environment can be constructed to help students better understand and master the relevant knowledge of financial derivatives. In addition, digital intelligence technology can also achieve accurate tracking and assessment of students' learning process, providing teachers with more comprehensive teaching feedback, so as to continuously optimize teaching strategies and methods. However, there are also some challenges to the cultivation of curriculum thinking and politics under the trend of digital intelligence. For example, students may lack relevant basic knowledge and Civic-Political reserves, resulting in limited understanding and acceptance of knowledge. In addition, problems such as a single way of integration and untimely updating of teaching content may also affect the teaching effect. Therefore, teachers need to continuously explore and innovate teaching methods, update and optimize teaching content with the latest developments and hot issues in the financial market, and improve teaching effectiveness and students' learning experience.

To sum up, the exploration of the teaching path of course thinking and educating people under the trend of digitalization is a continuous process. In the financial derivatives course, by exploring and integrating the elements of Civics and Politics, adopting a variety of teaching methods and means, and combining the advantages of digital intellectualization technology, we can cultivate the financial literacy and professional ethics of the students, and improve their comprehensive quality and innovation ability. At the same time, it is also necessary to constantly pay attention to market dynamics and student demand, optimize the teaching content and methods to adapt to the development trend of the era of digital

intelligence.

Acknowledgments

- (1) 2022 Hunan Province Degree and Postgraduate Teaching Reform Research Project Key Projects(NO.2022JGSZ084)
- (2) Excellent Youth Project of Scientific Research Program of Hunan Provincial Department of Education (NO.22B0642)
- (3) Teaching and Research Program of Hunan Provincial Department of Education (NO.HNJG-2022-0205)

References

- [1] Huang Q. A study on the mode of ideological and political education of accounting professional curriculum empowered by digital transformation. *Financial Management Research*,2024, (12):153-157.
- [2] Li Shijin. A preliminary study on the teaching reform of the integration of “thinking and specialization” in the basic accounting course empowered by digital intelligence. *Science and education literature*,2024, (23):99-103.
- [3] TAO Jili, LIAN Bin, SHEN Feifan, et al. Exploration on Talent Cultivation Mode of Informatization in Local Colleges and Universities Facing Digital Intelligence in Manufacturing Industry. *Modern Business Industry*,2024, (24):27-29.
- [4] Yan Jun. The Path of Integrating the Whole Process of Civics and Politics in University English Courses in the Age of Digital Intelligence. *Xueyuan*,2024,17(27):17-19.
- [5] LI Chao, HE Ting. Pedagogical reform and exploration of the construction of ideology and politics of martial arts courses in colleges and universities under the background of education digitalization. *Higher Education and Practice Vol. 2 No. 1, 2025* Sports Style,2024, (09):152-154.
- [6] Ye Guozhang, Zhan Xiaojie. Mathematics Teaching in High School Based on Curriculum Civics in the Age of Mathematical Intelligence. *Teaching and Learning*,2024, (22):29-32.
- [7] Yao Caili. Exploring the Teaching Path of Civic and Political Education in Investment Courses under the Trend of Mathematical Intelligence--Taking Securities Trading Practice Course as an Example. *Foreign trade and economics*,2024, (07):121-123+132.
- [8] Lv Xinfang, Zhang Wei. Exploration, Innovation and Practice of Curriculum Politics in the Context of Mathematical Intelligence--Taking “Genetics” Course as an Example. *Education and Teaching Forum*,2024, (19):93-96.
- [9] WANG Jian, ZHU Wenfeng, LU Yang. The innovation and reform path of digitalized teaching of Civics and Politics in higher education curriculum. *Literature and Education Materials*,2023, (18):100-105.
- [10] Wang Lei, Ge Jun. Research on the Construction of Civics and Politics of Accounting Major Curriculum in Applied Undergraduate Colleges and Universities--Based on the Background of Digital Intelligence. *Accounting Newsletter*,2024, (05):166-171.
- [11] Che Jicheng. Discussion on the strategy of the construction of accounting professional course ideology in colleges and universities under the background of digital intellectualization. *Talent*,2023, (22):29-32.
- [12] Dong Chengjie, Cheng Na. Exploration and practice of “Civics +Specialties” integrated education in accounting program. *Education*