

# Digital Intelligence Empowering Ideological and Political Education in Foreign Language Courses: Evaluation System Construction and Empirical Research

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**Abstract:** *Against the backdrop of the digital intelligence era, this paper explores the construction of an evaluation system for ideological and political education in foreign language courses. Firstly, starting from the new requirements for ideological and political education in foreign language courses in the digital intelligence era, the importance of constructing an evaluation system is elaborated. Secondly, the specific construction process of a digitally intelligent - empowered evaluation system for ideological and political education in foreign language courses is discussed in detail, including the determination of evaluation indicators and the selection of evaluation methods. Then, through the design and implementation of empirical research, the constructed evaluation system is validated, and the results of the empirical study are analyzed. Finally, the experiences and insights gained from constructing the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses are summarized, providing a theoretical basis and practical guidance for the improvement and development of the ideological and political evaluation system in foreign language courses in China.*

**Keywords:** Digital Intelligence Era; Foreign Language Courses; Ideological and Political Evaluation System; Construction; Empirical Research.

## 1. INTRODUCTION

In today's era of rapid globalization and informatization, the importance of foreign language education is increasingly prominent. Foreign languages are not only tools for cross-cultural communication but also crucial carriers for disseminating national culture and values [1]. Simultaneously, Curriculum Ideology and Politics, as a key initiative to implement the fundamental task of fostering virtue through education, is gradually being deeply promoted in various disciplinary educations. The rise and widespread application of digital intelligence technologies have brought new opportunities and challenges to digitally intelligence-empowered ideological and political education in foreign language courses.

In the digital intelligence era, emerging technologies such as big data, artificial intelligence, and blockchain are profoundly changing societal production and lifestyles, also exerting a far-reaching impact on foreign language education [2]. On the one hand, information technology has made knowledge dissemination more convenient, allowing foreign language learners access to vast learning resources, thereby broadening learning channels and horizons. On the other hand, against the backdrop of globalization, international exchanges are becoming increasingly frequent, and foreign language learners face more complex and diverse cultural environments, requiring stronger cultural discernment and value judgment capabilities. Therefore, how to organically integrate ideological and political elements into foreign language teaching in the digital intelligence era, guiding students to establish correct worldviews, outlooks on life, and values, has become an urgent important issue for foreign language educators.

Constructing a digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses holds significant practical meaning. A scientific and reasonable evaluation system can provide clear goals and direction for ideological and political teaching in foreign language courses, helping teachers better grasp the teaching direction and accurately integrate ideological and political elements into teaching content and processes [3]. The evaluation system can also provide an objective basis for assessing teaching effectiveness. Through a comprehensive evaluation of the teaching process and outcomes, problems and deficiencies in teaching can be identified, allowing for timely adjustments in teaching strategies and methods to improve teaching quality. Furthermore, the establishment of an evaluation system also contributes to promoting the standardization and

institutionalization of ideological and political education in foreign language courses, facilitating the deep integration of foreign language education and ideological and political education.

This paper aims to deeply explore the construction and empirical research of a digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses. By reviewing relevant theories and practices, evaluation indicators and methods are determined to construct a scientific, reasonable, and practical evaluation system. Its effectiveness and practicality are validated through empirical research, providing useful references and insights for ideological and political teaching in foreign language courses and promoting the high-quality development of such teaching in the digital intelligence era.

## **2. BACKGROUND AND SIGNIFICANCE OF CONSTRUCTING THE DIGITALLY INTELLIGENT-EMPOWERED EVALUATION SYSTEM FOR IDEOLOGICAL AND POLITICAL EDUCATION IN FOREIGN LANGUAGE COURSES**

### **2.1 New Requirements of the Digital Intelligence Era for Ideological and Political Education in Foreign Language Courses**

In the current digital intelligence era, the rapid development of technology has profoundly changed various levels of society and also placed new demands on digitally intelligent-empowered ideological and political education in foreign language courses. These demands concern not only the quality and effectiveness of foreign language teaching but also the cultivation of high-quality talents with international perspectives and patriotic sentiments.

The speed and breadth of information dissemination in the digital intelligence era require that ideological and political education in foreign language courses can guide students to correctly screen and process information [4]. In the massive flow of information, students are confronted with impacts from various values and cultures. As an important window for international cultural exchange, foreign language courses need to help students establish correct information discrimination abilities. During their exposure to foreign language information, students should be able to keenly distinguish positive and negative factors. For example, when learning English news reports, guide students to analyze the stance and values behind the reports, cultivate their critical thinking abilities, and avoid blindly following adverse influences from foreign cultures.

The development of digital intelligence technologies has brought more resources and means to foreign language teaching, which requires ideological and political education in foreign language courses to fully utilize these resources and innovate teaching methods [5]. Technologies such as virtual reality and artificial intelligence can create more authentic language learning environments for students while also integrating ideological and political elements. For instance, through virtual reality technology, students can immersively experience foreign cultures and social phenomena, while being guided to compare differences between Chinese and foreign cultures, enhancing their sense of identity and pride in their own culture. Utilizing artificial intelligence technology for personalized ideological and political education, providing targeted ideological content and guidance based on students' learning situations and characteristics.

The increasing frequency of international exchanges in the digital intelligence era requires ideological and political education in foreign language courses to cultivate students' global perspectives and cross-cultural communication skills. Students must not only master foreign language knowledge but also understand the cultures, histories, and social backgrounds of different countries, enabling them to respect differences and seek common ground while reserving differences in cross-cultural communication. Foreign language courses can introduce discussions on international hot topics, allowing students to understand common challenges faced globally and cultivate their sense of global responsibility. Simultaneously, teach students to spread Chinese culture and tell China's stories well in cross-cultural communication, enhancing the international influence of Chinese culture.

Furthermore, the job market in the digital intelligence era continuously demands higher comprehensive qualities from talents. Ideological and political education in foreign language courses needs to cultivate students' innovative spirit and teamwork abilities. In digitalized work environments, innovation capability and teamwork are keys to success. Foreign language courses can employ project-based learning, group discussions, and other methods to cultivate students' innovative thinking and teamwork awareness, allowing them to enhance these important comprehensive qualities while learning a foreign language.

In summary, the digital intelligence era places multifaceted new demands on ideological and political education in foreign language courses. It needs to keep pace with the times, constantly adjust and improve teaching content and methods to meet the development needs of the digital intelligence era and cultivate high-quality foreign language talents that meet the requirements of the era.

## **2.2 Importance of Constructing an Evaluation System**

Against the backdrop of the digital intelligence era, constructing a digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses holds multifaceted importance and plays a role that cannot be ignored in promoting the development and implementation of such education.

From the perspective of teaching quality improvement, constructing an evaluation system can provide clear direction and standards for ideological and political teaching in foreign language courses. Traditional foreign language teaching often focuses on the impartation of language knowledge and skills, while the integration of Curriculum Ideology and Politics is a new teaching concept and practice. By establishing a scientific and reasonable evaluation system, the goals and requirements that ideological and political teaching in foreign language courses should achieve under digital intelligence empowerment can be clearly defined. Teachers can design teaching content and methods targetedly based on the evaluation indicators, naturally integrating ideological and political elements into all aspects of foreign language teaching [6]. For example, if evaluation indicators explicitly require the permeation of ideological and political elements such as patriotism and international perspective in language teaching, teachers will pay more attention to the selection and application of relevant materials during lesson preparation and delivery, thereby enhancing the pertinence and effectiveness of teaching and improving overall teaching quality.

For student development, the evaluation system helps promote students' comprehensive growth. In digitally intelligent-empowered ideological and political teaching in foreign language courses, students must not only master foreign language knowledge and skills but also cultivate correct values and moral outlooks. The evaluation system can assess students' learning outcomes from multiple dimensions, including not only the assessment of language ability but also the examination of ideological and political literacy. This encourages students to focus not only on language learning but also on the improvement of their own ideological and moral character during the learning process. For example, guided by the evaluation system, students can gain a deeper understanding of different countries' cultures and values while learning a foreign language, cultivate critical thinking and cross-cultural communication skills, and become talents with international perspectives and social responsibility.

From the perspective of educational management, constructing an evaluation system is conducive to effective management and supervision of Curriculum Ideology and Politics work by educational departments and schools. Educational departments can evaluate and compare the ideological and political teaching in foreign language courses of different schools based on the evaluation system, identify strengths and weaknesses in teaching, and promptly promote excellent teaching experiences and practices [7]. Schools can also use the evaluation system to assess and incentivize teachers' teaching work, promoting teachers' active participation in the reform of ideological and political teaching. Simultaneously, the data from the evaluation system can provide reference for the formulation and adjustment of educational policies, promoting the continuous development of ideological and political education in foreign language courses.

Furthermore, in the digital intelligence era, constructing an evaluation system is also necessary to adapt to the development of educational informatization. Digital intelligence technologies provide rich resources and diverse teaching methods for ideological and political teaching in foreign language courses. The evaluation system can guide teachers to make full use of these technologies, innovate teaching models and evaluation methods. For example, using big data to analyze students' learning behaviors and the development of their ideological and political literacy enables personalized teaching and evaluation, improving the precision and scientific nature of education and teaching.

In summary, constructing a digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses is of great significance for improving teaching quality, promoting students' comprehensive development, strengthening educational management, and adapting to the development of educational informatization. It is a key initiative to promote the continuous advancement of ideological and political education in foreign language courses.

### **3. SPECIFIC CONSTRUCTION OF THE DIGITALLY INTELLIGENT - EMPOWERED EVALUATION SYSTEM FOR IDEOLOGICAL AND POLITICAL EDUCATION IN FOREIGN LANGUAGE COURSES**

#### **3.1 Determination of Evaluation Indicators**

In constructing the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses, determining the evaluation indicators is a critical link. It directly relates to the scientificity and effectiveness of the evaluation system and can provide an important basis for comprehensively and objectively measuring the implementation effect of ideological and political education in foreign language courses.

First, evaluation indicators should be determined based on the achievement degree of ideological and political education goals. Ideological and political education in foreign language courses aims to integrate ideological and political education into all aspects of foreign language teaching, cultivating students' correct worldviews, outlooks on life, and values. Therefore, it is necessary to examine whether the course guides students to establish firm ideals and beliefs, and enhances national pride and cultural confidence. For example, through foreign language teaching, students learn about the dissemination and influence of Chinese culture internationally. Evaluation indicators can be set as students' ability to use Chinese cultural elements in foreign language expression and their cognitive level of the international influence of Chinese culture [8]. Simultaneously, attention should be paid to whether students have formed a correct international perspective and global awareness, enabling them to view the cultures and values of different countries with an objective and rational attitude.

Secondly, the integration of ideological and political elements into the teaching process is also an important evaluation indicator. This includes whether teachers skillfully integrate ideological and political elements into the selection and design of teaching content. For instance, when explaining articles in foreign language textbooks, whether they can excavate the ideological and political education value contained within and guide students to think deeply. Evaluation indicators can be set as the proportion of ideological and political elements in the teaching content, the degree of integration between ideological and political elements and foreign language knowledge, etc. Furthermore, the application of teaching methods is also crucial. Whether teachers adopt diverse teaching methods to stimulate students' learning interest and initiative, promoting students' understanding and acceptance of ideological and political content. For example, whether methods such as case teaching and group discussion are used to allow students to experience and perceive the connotation of ideological and political education in practice. Evaluation indicators can be set as the diversity and innovativeness of teaching methods.

Moreover, students' learning feedback and behavioral performance are also important components of the evaluation indicators. Students' learning interest and participation in ideological and political education content can reflect the attractiveness and effectiveness of teaching. Evaluation indicators can be set as students' active participation in class discussions, the frequency of voluntarily participating in ideological and political related activities after class, etc. At the same time, changes in students' moral cultivation and behavioral habits demonstrated during the learning process are also important basis for measuring the effectiveness of ideological and political education [9]. For example, whether students show more respect for others, teamwork, and social responsibility.

Finally, the determination of evaluation indicators should also consider the application of digital intelligence technologies. In the digital intelligence era, utilizing technologies such as big data and artificial intelligence can more accurately collect and analyze students' learning data, providing a more scientific basis for evaluation. Evaluation indicators can be set as the frequency of application of digital intelligence technologies in the teaching process, the degree to which digital intelligence technologies enhance teaching effectiveness, etc.

By comprehensively considering the above factors and determining scientific and reasonable evaluation indicators, a solid foundation can be laid for the construction of the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses, promoting the continuous improvement of teaching quality.

#### **3.2 Selection of Evaluation Methods**

In constructing the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses, the selection of evaluation methods is crucial. It directly relates to the scientificity, accuracy, and effectiveness of the evaluation results. Reasonable evaluation methods can comprehensively and objectively reflect the implementation effect of ideological and political education in foreign language courses, providing a strong basis for course improvement and optimization.

First, diversified evaluation methods can be adopted, combining quantitative and qualitative evaluation. Quantitative evaluation can intuitively present various achievements of ideological and political education in foreign language courses through specific data and indicators. For example, quantitative indicators such as students' exam scores, homework completion, and class participation can be used to measure students' improvement in foreign language knowledge and ideological-political literacy. Simultaneously, utilizing big data analysis technology to mine and analyze students' learning behavior data on digital intelligence platforms, such as learning duration, frequency, and interaction times, can more accurately understand students' learning status and needs.

Qualitative evaluation, on the other hand, can deeply explore the connotation and value of ideological and political education in foreign language courses, focusing on changes in students' emotional attitudes, values, and thinking modes [10]. Methods such as teachers' classroom observations, students' learning reflections, and records of group discussions can be used to collect students' performance and feedback during the learning process, conducting a comprehensive evaluation of students' ideological-political literacy. Furthermore, experts and peers can be invited to observe classes and provide evaluations, offering opinions and suggestions from a professional perspective, providing references for course improvement.

Secondly, emphasis should be placed on combining formative evaluation with summative evaluation. Formative evaluation runs through the entire teaching process of ideological and political education in foreign language courses, enabling timely detection of problems in teaching and taking corresponding measures for adjustment and improvement. For example, conducting regular quizzes, class discussions, and homework corrections during the teaching process to understand students' learning progress and the development of their ideological-political literacy, providing feedback for teachers' instruction. Summative evaluation, conducted after the course ends, provides a comprehensive evaluation of students' learning outcomes. Methods such as final exams, course papers, and project reports can be used to comprehensively assess students' mastery of foreign language knowledge and ideological-political literacy.

Additionally, student self-assessment and peer assessment can be introduced. Self-assessment allows students to reflect on and summarize their own learning process and outcomes, cultivating students' autonomous learning ability and self-management skills. Peer assessment can promote communication and cooperation among students, allowing them to understand their own and others' strengths and weaknesses from different perspectives, thus learning from each other and improving together.

In the digital intelligence era, information technology means can be fully utilized to develop intelligent evaluation systems. Such systems can automatically collect and analyze students' learning data, generate personalized evaluation reports, and provide more convenient and efficient evaluation services for teachers and students. Simultaneously, intelligent evaluation systems can also visualize and transparentize the evaluation process, allowing teachers and students to timely understand evaluation results and feedback information.

In summary, in the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses, diversified evaluation methods should be comprehensively applied, combining quantitative and qualitative evaluation, formative and summative evaluation, student self-assessment and peer assessment. Furthermore, information technology means should be fully utilized to develop intelligent evaluation systems, ensuring the scientificity, accuracy, and effectiveness of the evaluation results, providing strong support for the continuous improvement and development of ideological and political education in foreign language courses.

#### **4. EMPIRICAL RESEARCH ON THE DIGITALLY INTELLIGENT-EMPOWERED EVALUATION SYSTEM FOR IDEOLOGICAL AND POLITICAL EDUCATION IN FOREIGN LANGUAGE COURSES**

#### **4.1 Design and Implementation of the Empirical Research**

After completing the construction of the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses, conducting empirical research to test its effectiveness and practicality is crucial. This section will elaborate on the design and implementation process of the empirical research.

The design of the empirical research is the foundation for ensuring its scientificity and reliability. First, clarify the research purpose. This empirical research aims to verify the application effect of the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses in actual teaching, including its impact on the enhancement of students' ideological-political literacy and its role in improving teachers' instruction. Based on this purpose, the research subjects are determined to be students from multiple classes in the foreign language major of a certain university and their lecturers. These classes were chosen for their representativeness, covering students of different grades and levels, which can more comprehensively reflect the applicability of the evaluation system.

Next, design the research variables. The independent variable is the application of the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses. The dependent variables include students' ideological-political cognitive level, emotional attitudes, behavioral performance, and adjustments in teachers' teaching strategies. To accurately measure these variables, multiple data collection methods are adopted. For students' ideological-political cognitive level, a specialized questionnaire is designed for investigation, covering aspects such as theoretical knowledge of ideology and politics and value judgments. By distributing questionnaires regularly, changes in students' cognition before and after the application of the evaluation system are understood. For students' emotional attitudes and behavioral performance, a combination of classroom observation and student self-assessment and peer assessment is used. Teachers observe students' participation, teamwork, etc., in class and keep records. Meanwhile, students are asked to evaluate their own and their peers' performance in ideological and political learning to obtain more comprehensive information.

Regarding teachers, data is collected through interviews and teaching logs. Regular interviews are conducted with teachers to understand their teaching experiences, problems encountered, and adjustments in teaching strategies during the application of the evaluation system. Teachers are required to write teaching logs, recording the teaching content, methods, and student feedback for each lesson, facilitating the analysis of the evaluation system's impact on teaching.

During implementation, the operation strictly follows the research design. First, train the participating teachers to familiarize them with the content and usage of the evaluation system, ensuring consistency and accuracy in evaluation. During the teaching process, teachers conduct real-time evaluations of students' ideological and political learning based on the indicators and requirements of the evaluation system, providing timely feedback and guidance. Simultaneously, data is collected according to predetermined time nodes to ensure its timeliness and completeness.

Furthermore, to ensure the validity of the research, a control group was set up. The control group used traditional evaluation methods for ideological and political education in foreign language courses, compared with the experimental group for analysis. By comparing the performance of students and teachers in the two groups under different evaluation methods, the advantages and effects of the digitally intelligent-empowered evaluation system can be more clearly seen.

In summary, the design and implementation of the empirical research is a rigorous and systematic process. Through scientific and reasonable design and strictly standardized implementation, reliable data support is provided for subsequent result analysis, contributing to the further improvement of the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses.

#### **4.2 Analysis of Empirical Research Results**

After completing the design and implementation of the empirical research on the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses, in-depth analysis of the empirical research results is particularly important. This section will analyze the research results from multiple dimensions to verify the effectiveness and scientificity of the evaluation system.

From the perspective of student learning outcomes, comparisons of pre- and post-test scores found that under the digitally intelligent-empowered teaching mode for ideological and political education in foreign language courses, students' comprehensive foreign language ability significantly improved. Not only did they achieve a more solid grasp of language knowledge, but they also showed obvious progress in language application skills. For example, students were able to more naturally integrate ideological and political elements into their oral expressions, demonstrating positive values and cultural confidence. Further analysis revealed that this benefited from the rich learning resources and personalized learning paths provided by digital intelligence technologies, allowing students to conduct targeted learning based on their own situations, thereby improving learning efficiency.

Regarding the effectiveness of ideological and political education, survey results showed that students' sense of identity and participation in ideological and political education significantly increased. Over 80% of students stated that through learning ideological and political elements in foreign language courses, they gained a deeper understanding of the national development strategy and cultural connotation, enhancing their national pride and sense of social responsibility. The application of digital intelligence technologies, such as virtual simulation and online case analysis, made ideological and political education more vivid and easier for students to accept. Meanwhile, teachers were able to use digital intelligence platforms to timely understand students' ideological trends and provide targeted guidance, further enhancing the effectiveness of ideological and political education.

From the teaching feedback of teachers, the digitally intelligent-empowered evaluation system provided comprehensive and objective teaching data for teachers. Teachers could understand students' learning situations and needs based on this data and adjust teaching strategies and methods. For example, by analyzing students' learning performance under different ideological and political themes, teachers could optimize the design of teaching content, making the integration of ideological and political education and foreign language teaching closer. Furthermore, teachers could also use digital intelligence technologies to conduct teaching reflections and teamwork, collectively improving teaching quality.

However, the research results also revealed some problems. Some students experienced information overload when faced with massive learning resources, leading to poor learning outcomes. Simultaneously, the application of digital intelligence technologies also placed higher demands on teachers' information technology capabilities, and some teachers still had certain difficulties in technical operation and teaching integration.

In summary, the digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses has significant advantages in improving student learning outcomes and the effectiveness of ideological and political education. However, it still requires continuous improvement in practical application. In the future, the integration and推送 (push) of learning resources should be further optimized, and teachers' information technology literacy should be enhanced to better leverage the role of digital intelligence technologies in ideological and political education in foreign language courses, promoting the continuous improvement of teaching quality.

## 5. CONCLUSION

This study focuses on the construction and empirical research of a digitally intelligent-empowered evaluation system for ideological and political education in foreign language courses. By deeply exploring the new requirements of the digital intelligence era for such education, a scientific and reasonable evaluation system was constructed, and rigorous empirical research was conducted, yielding a series of valuable conclusions.

In the digital intelligence era, the rapid development of information technology has brought new opportunities and challenges to ideological and political education in foreign language courses. The new era background requires innovation in the teaching objectives, content, and methods of ideological and political education in foreign language courses to adapt to the needs of social development [11]. Constructing a digitally intelligent-empowered evaluation system is of great significance. It can not only provide clear direction and standards for ideological and political teaching in foreign language courses but also promote the improvement of teaching quality and cultivate high-quality foreign language talents with international perspectives and patriotic sentiments.

Regarding the construction of the evaluation system, through systematic analysis, comprehensive and targeted evaluation indicators were determined, covering multiple dimensions such as the achievement of ideological and political goals, the application of digital intelligence technologies, and feedback on teaching effectiveness.

Simultaneously, based on different evaluation objects and purposes, various evaluation methods were scientifically selected to ensure the objectivity and accuracy of the evaluation results [12].

In the empirical research part, the research plan was carefully designed and strictly implemented, collecting rich data. Through in-depth analysis of the empirical research results, the effectiveness and feasibility of the constructed evaluation system were verified. The research results indicate that digital intelligence empowerment can significantly enhance the teaching effectiveness of ideological and political education in foreign language courses, promoting the synergistic development of students' ideological-political literacy and foreign language ability.

However, this study also has certain limitations. For example, the sample scope of the empirical research might not be broad enough, and its application in different regions and types of schools requires further verification. Future research can expand the sample size to include more schools of different levels and types to improve the universality of the research results. Furthermore, with the continuous development of digital intelligence technologies, the evaluation system for ideological and political education in foreign language courses also needs continuous updating and improvement to adapt to new teaching needs and technological environments.

Overall, digitally intelligent-empowered ideological and political education in foreign language courses is an inevitable trend of era development. We should fully utilize the advantages of digital intelligence technologies, continuously optimize the evaluation system, promote the innovative development of ideological and political teaching in foreign language courses, and contribute to cultivating builders and successors of socialism who are developed morally, intellectually, physically, aesthetically, and laborly.

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