

The Reshaping Logic of Subject Roles in the Digital Transformation of Ideological and Political Education

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Abstract. With the vigorous development of the wave of educational digitalization, this study focuses on the epochal imperative of digitally transforming ideological and political education and conducts a comprehensive exploration on the role reshaping of educational subjects. Starting from three dimensions—technology deployment, relationship orchestration, and arena construction—it clarifies the new role requirements for educational subjects in the context of transformation: educators need to achieve role leaps from "ideological gatekeepers" to "maestros of digital technologies", from "educational relationship constructors" to "coordinators of human-machine relations", and from "practice activity leaders" to "designers of virtual arenas". On this basis, the study further investigates critical issues in the process of role reshaping, which are manifested in the internal contradiction between technological empowerment and value alienation, the role identity crisis caused by the alienation of inter-subjectivity, and the practical obstacles resulting from the mismatch between digital literacy and transformation needs. To address the above dilemmas, feasible paths for role reshaping are proposed: consolidating the value foundation through algorithm value embedding and digital content review mechanisms; regulating human-machine relationships by leveraging educators' subjectivity leadership, integrating value rationality, and supplementing with humanistic interaction; and enhancing educators' capabilities by systematic training in technology mastery, human-machine collaboration, and risk response. This research provides theoretical basis and practical guidance for the continuous advancement of the digital transformation of ideological and political education.

Keywords: Ideological and Political Education, Digital Transformation, Role Reshaping, Digital Literacy

1. Introduction

In the context of the global digital wave, the digital transformation of ideological and political education, a key link in moral education, has become an inevitable trend. This transformation is not merely a reform of educational technology, but also involves the reshaping of the roles of educational subjects. From teaching skills to educational relationships, and then to teaching design, all aspects need to be reconstructed and transformed accordingly. General Secretary Xi Jinping's important statement at the National Education Conference has pointed out the direction for the digital transformation of ideological and political education, emphasizing its important role in

opening up new development tracks and shaping new advantages in education. Therefore, clarifying the internal logic of the reshaping of the subjects' roles in this transformation process and exploring the corresponding practical paths is of great significance for promoting the high-quality development of ideological and political education in the digital era. This paper will conduct an in-depth study on this issue.

2. New requirements for subject roles in the digital transformation of ideological and political education

With the deep integration of digital technology into the educational landscape, the roles of the subjects of ideological and political education are facing unprecedented new requirements. These requirements are not only reflected in the update of educational skills, but also in the repositioning of educational relationships as well as innovation of teaching design concepts.

2.1. "Masters of digital technology"

In the traditional context of ideological and political education, educators play the role of "gatekeepers" of ideology. With mainstream values as the core, they assume the mission of ideological communication and political guidance. Traditional educators rely on textbooks, classroom lectures, group organizations and other methods to carry out value communication and political guidance. However, these methods have limitations such as closed channels, lack of personalized teaching methods, and difficulty in implementing precise teaching according to students' individual differences, which puts forward higher requirements for educators' ability to take into account every student.

Facing the challenges posed by the digital era, including information explosion and fragmentation, the traditional model of ideological and political education proves inadequate to effectively address current demands. If educators remain confined to the single position of "gatekeepers", they will not be able to effectively control the complex information to respond to students' concerns and grasp the ideological trends. Advancements in artificial intelligence, big data and other technologies have prompted educators to gradually shift from the role of "gatekeepers" of ideology to "masters of digital technology" [1]. This role transformation is by no means a weakening of educators' original mission, but enables educators to exert greater influence and leadership in the new field through mastering technical tools, which is the strengthening of the educational mission and an upgrade of educational methods.

The mastery of technology by educators requires them to deeply understand big data, grasp real-time hotspots and students' behavior patterns so as to understand the dynamic changes of students' thoughts; skillfully use artificial intelligence to design some personalized learning methods, thereby helping to improve the level of personalized education, reduce the burden on educators and improve teaching efficiency; and proficiently master data analysis tools to correctly evaluate teaching effects through data analysis, help educators rationally understand the defects and deficiencies in education, and then improve teaching quality. Therefore, the transformation from "gatekeepers of ideology" to "masters of digital technology" is not only the reconstruction of educators' educational skills, but also the inevitable way for ideological and political education to adapt to the times and improve the ability of educating people. Educators should not only firmly become disseminators of Marxism, but also become leaders in the digital age.

2.2. "Coordinators of human-machine relations"

In the traditional ideological and political education model, educators mostly assume the role of "constructors" of educational relations. They often construct a field of spiritual communication through face-to-face interaction between people, so as to realize the ideological guidance and emotional resonance of the educated. This process emphasizes the face-to-face communication of teaching by precept and example.

However, as ideological and political education becomes more deeply integrated with digital technology, a new type of relationship - human-machine relationship - has gradually formed, which also makes the core role of the educational subject shift to the "coordinator" of human-machine relationship. This requires the educational subject to seek a dynamic balance in the following four intentional structures formed by the interaction between humans and digital technology or machines, promote the sustainable development of human-machine relationship, and preventing the overreach of instrumental rationality.

Coordination of embodied relations [2]: Technology is integrated into people's own perceptual system as part of human senses to help people perceive the external world and construct value significance. For example, VR technology constructs an immersive experience environment. Facing the sensory extension brought by technology, educators should not only make good use of digital technology to strengthen cultural experience and spiritual awakening, but also remain alert to problems such as cognitive distortion that may be caused by the "spatial illusion" of technology, so as to ensure that virtual education provides auxiliary support for real education.

Coordination of interpretive relations [2]: People can better interpret the observed objects through technology, and obtain some accurate information that cannot be perceived only through senses through data interpretation, data analysis and algorithms. Although this human-machine relationship can solve the decision-making dilemma caused by information asymmetry, educators should avoid completely relying on cold data operations and losing the due warmth of ideological and political education, resulting in "problem-solving deviations" caused by excessive data worship.

Coordination of alien relations [2]: Technology solves people's spiritual dilemmas, ideological deviations and other problems through interaction, communication and communication with people. Educators need to control the depth and boundary of human-machine interaction, not only giving play to the advantages of artificial intelligence in personalized feedback, but also ensuring that technical support does not overstep the value judgment and emotional guidance of humans as subjects, and adhering to the core position of educating people [3], so as to avoid the weakening of subjective consciousness caused by excessive dependence and thus being manipulated by artificial intelligence in values and emotions.

Coordination of background relations [2]: The virtual environment constructed by technology carries out imperceptible education on people through the created information and public opinion environment. While making good use of virtual space for equal dialogue and ideological collision, educators should pay attention to creating a healthy space ecology and resisting the impact and negative influence of bad information on the mainstream consciousness.

The key to educators' completion of this transformation lies in balancing the technical efficiency and the essence of educating people, adhering to the fundamental position of "taking education as the purpose and technology as the means", and alerting to the overstepping of instrumental rationality - avoiding the concept of technology supremacy and efficiency first overriding the all-round development of people. Only by becoming a sober coordinator of the four relationships can we adapt to the new requirements put forward by the digital transformation of ideological and political education for educators.

2.3. "Architects of virtual fields"

In the traditional sense, as the "leaders" of practical activities, the core responsibility of educators is to follow the laws of education, carefully design education plans, carry out knowledge imparting, value guidance and practical experience. This process focuses more on the real physical space and social context.

However, the wave of digital transformation has pushed the educational subject to a new role with greater challenges and creativity - the "architect of virtual fields". The core requirement of this role transformation is to transcend the limitations of physical time and space, be good at using digital technologies such as virtual reality (VR) [4], design and construct ideological and political education scenarios with "embodiment", so that the formation of students' cognition is deeply rooted in the interactive experience between the body and the environment. As "architects", the core task of educators is to proficiently master and use these digital technologies to design and develop new educational spaces such as "VR red education bases" and "digital twin historical event experiences". This can not only enhance students' initiative and enthusiasm for learning, increase the sense of presence in the learning process, but also make abstract theories, grand history and profound values be presented concretely in specific virtual scenarios [5], stimulating students' active exploration and in-depth understanding of knowledge. This transformation also constitutes a key fulcrum for promoting the digital transformation of ideological and political education.

3. Practical dilemmas in the reshaping of subject roles in the digital transformation of ideological and political education

In the process of the digital transformation of ideological and political education, the reshaping of the subjects' roles also encounters many practical dilemmas. Understanding the underlying logic of these dilemmas is a necessary prerequisite for reshaping the subjects' roles.

3.1. Internal tension between technological empowerment and value suspension

In the process of the digital transformation of ideological and political education, digital technology has always played the role of "empowerer", injecting energy into the reshaping of educators' subject roles. However, this technical logic and the value logic in education are not naturally coupled, and there is an internal tension between them. This tension is concentrated in the phenomenon that the over-reliance on intelligent recommendation leads to the cover of the value guidance function of technology, resulting in the problem of "value suspension".

On the one hand, the core of the intelligent recommendation algorithm is the accurate push of information, and its underlying logic is rooted in the user preference and traffic maximization principle. When users rely too much on the intelligent recommendation algorithm, educators are likely to fall into the dilemma of "catering to their preferences" customized by the algorithm. The algorithm continuously strengthens the users' existing interest preferences, builds an invisible "information cocoon" [6], and confines educators in a homogeneous information environment for a long time. In this process, the mainstream ideology is gradually diluted and even eroded by the entertaining and fragmented preference information, losing its original influence and leadership, leading educators to gradually lose their dominance in the field of value shaping [7].

On the other hand, the digital transformation highlights the methodological turn driven by data, requiring the transformation of the ideological trends, behavioral performance of the educated and the quality and problems of education into quantitative indicators. Although this data form has

improved the visualization and scientificity of education and provided convenience for education management, it also has significant defects. Data reduction forces the complex and multi-dimensional ideological concepts and spiritual world into the established data framework [6], while the deep emotional experience, value beliefs, political identity and other non-rational factors are difficult to be fully captured and represented by data. Over-reliance on data will simplify the vivid and rich ideological and political education process into cold abstract symbols, covering up the authentic emotional communication and belief communication in the education process.

While the digital process expands the scientific boundary of ideological and political education and improves the educational efficiency, the homogeneous guidance of the algorithm logic to value communication and the dissolution of the complexity of thought by data reduction together constitute the practical dilemma of "value suspension" in the reshaping of subject roles. Therefore, in the process of role reshaping, we should not only face up to the efficiency improvement brought by technological empowerment, but also deeply reflect on the internal tension between technological empowerment and value suspension, and adhere to the fundamental mission of educators in ideological and political education of "value shaping".

3.2. Alienation of inter-subjectivity and crisis of role identity

The promotion of the digital transformation of ideological and political education has imperceptibly reconstructed the interaction structure between educational subjects, and also has a dissolving effect on the traditional authoritative position of educators in the minds of the educated, making educators fall into the identity recognition dilemma of "subjectivity disappearance".

The rise of digital platforms has promoted the evolution of the traditional "human-human" interaction model to the new "human-machine-human" interaction model [3]. This transformation has expanded the communication channels and broken the barriers of time and space in form, but in fact, it has weakened the rich and direct emotional communication between teachers and students [3]. In the traditional educational context, an encouraging smile, a firm look and a sincere conversation are highly abstracted by artificial intelligence into stylized symbolic codes. The humanistic care and emotional warmth that should be carried in ideological and political education are gradually diluted, and the emotional connection between teachers and students tends to be weakened. When digital technology is alienated into an emotional barrier between teachers and students, educational activities will lose their original power to touch the soul and shape the spirit.

In the traditional field of ideological and political education, educators have always occupied the core position of enlighteners in theoretical elaboration, value guidance and concept cultivation. However, with the rise of artificial intelligence technology, AI systems with educational functions such as efficient information transmission, intelligent answering and even simulating interpersonal interaction have gradually entered the education process. The core position and authority of educators are facing dissolution [1]. With its powerful information processing and standardized output capabilities, technology is squeezing the subject position of educators in ideological and political education, making them face multiple risks: the risk of the right to speak being sidelined caused by the intelligent recommendation of algorithms, the risk of the spread of mainstream values being dissolved by the impact of fragmented information, and the risk of substitution formed by artificial intelligence in basic educational functions. These risks further aggravate the identity anxiety of the educational subject, making them fall into the cognitive confusion of "de-subjectification".

This double dilemma warns educators all the time: when technology is alienated from an auxiliary tool of educational activities into a leading intermediary, educators will inevitably face a

severe identity crisis [1], and ideological and political education will also deviate from its original humanistic core and fall into the danger of being deconstructed by technical rationality.

3.3. Insufficient ability adaptation and obstruction of transformation practice

As the main body of ideological and political education, educators urgently need to master the ability to control new-quality productive forces in the digital transformation. At the same time, the level of their digital literacy directly determines the depth and effectiveness of the transformation practice. However, the problem of insufficient ability adaptation commonly existing in reality is causing practical obstruction in the transformation.

Under the traditional ideological and political education model, educators lack systematic cognition and in-depth analysis of intelligent technology, and their ability of critical control and awareness of reflective application are generally weak [8]. Specifically, they are not familiar with the basic operation skills of intelligent teaching tools, big data analysis platforms and other tools. Facing the rapid iteration of artificial intelligence, educators often stop at the superficial level of technology application, and it is difficult to integrate digital technology to build an immersive educational scenario to enhance the appeal of education. Or they are trapped in the information cocoon shaped by algorithms, lacking keen insight and active intervention in the education process, and finally leading to the educational effect not increasing but decreasing in the expected and actual gap of digital technology empowerment.

Educators who have been engaged in offline physical teaching for a long time generally face the problem that they cannot quickly adapt to the virtual field created by digital technology. Their accumulated successful educational experience and skilled organizational strategies often "do not adapt to the environment" in the virtual field. Offline teaching relies on the on-site nature of physical space, the immediacy of value transmission and the directness of emotional expression, while the online field presents the characteristics of spatial extensibility, identity concealment and asynchronous interaction. Faced with the new educational paradigm, educators under the traditional model often feel powerless: on the one hand, it is difficult to effectively integrate the grand and abstract values into the fragmented information flow in network communication to achieve the accurate reach of value guidance; on the other hand, they lack systematic cognition and mature prevention and control strategies for challenges such as the risk of network ideological penetration and sudden public opinion crises.

These problems together constitute the practical obstruction in the digital transformation of ideological and political education. If we cannot effectively bridge the intergenerational gap in educators' digital literacy and intelligently resolve the internal contradictions between traditional experience and new paradigms, it will be difficult to reshape the subject roles, and it will also seriously hinder the process of the digital transformation of ideological and political education.

4. Practical paths for the reshaping of subject roles in the digital transformation of ideological and political education

The digital transformation of ideological and political education is by no means a simple technical migration. The core of its value communication lies in using technology to empower the goal of moral education and building a clear and stable ideological boundary. Designing a reasonable framework for technology to give full play to its maximum technical support efficiency is a prerequisite for reshaping the role of the educational subject and the transformation direction. At the same time, the human-machine relationship should be properly adjusted to adhere to the essence of

educating people in the application of technology. Efforts should be made to cultivate the digital compound literacy of the educational subject, so that while proficiently mastering digital technology, the technical gap can be bridged with humanistic warmth.

4.1. Value anchoring

4.1.1. Strengthening the value sensitivity of algorithms

As an important link in digital education, the design of algorithms should abandon the logic of efficiency first and embed socialist core values [5], so that algorithms are deeply integrated with value considerations. The value elements such as national feelings, national spirit and the requirements of the times should be internalized into design principles and evaluation standards. In the classroom, students should be actively guided to identify with mainstream values, carry forward the excellent traditional Chinese culture and cultivate national feelings, so as to accurately serve the fundamental goal of "what kind of people to cultivate, how to cultivate people and for whom to cultivate people". Continuously strengthening the value sensitivity of algorithms makes algorithms truly become the carrier of value guidance [6], rather than cold logical tools.

4.1.2. Establishing a digital content review mechanism

In the constructed digital platforms and intelligent recommendation-based virtual spaces, there are not only contents with positive educational value, but also hidden risks of ideological misleading and infiltration. It is necessary to establish a comprehensive and multi-level digital content review mechanism. First, rely on AI technology to conduct risk screening, automatic interception and marking of various virtual scene elements and intelligently pushed information in the space, isolate harmful information such as historical nihilism, extreme thoughts and cultural dross, and create a clean virtual ecology. At the same time, set up a manual review team composed of ideological and political experts, professional teachers and technical personnel to conduct secondary screening and judgment on technically identified and high-sensitivity information content, further purify the virtual ecology and reduce ideological risks.

Only by anchoring values in the source and process of technology application, and replacing information laissez-faire with a strict review mechanism, can we ensure the sound operation of the virtual ecology, provide a good space guarantee for reshaping the educational subject, and ensure the steady progress of the digital transformation of ideological and political education.

4.2. Human-machine relationship adjustment

4.2.1. Anchoring the technical position with the subjectivity of educators

Technology has always been an auxiliary means to serve the ideological and political education, and its function should be exerted based on the value judgment of educators as the fundamental basis [7]. In the construction of virtual scenarios, educators must lead the design of the spiritual core of the scenarios—for example, the exhibition logic of the red culture digital exhibition hall and the narrative focus of historical events must be set by educators in accordance with the ideological and political goals, while technology is only responsible for the functions of scenario presentation and interaction optimization, so as to prevent the technical form from overshadowing the educational content. In data application, educators need to conduct secondary interpretation of the ideological dynamic analysis results generated by technology, and combine the "non-data information" such as

the growth background and emotional characteristics of the educated to eliminate the limitation of technology on the "fragmented cognition" of human thoughts, and ensure that technology serves the education of "complete people".

4.2.2. Integrating technical logic with value guidance

The instrumental rationality of technology must always be subordinate to the value rationality of ideological and political education, and the replacement of educational logic by technical logic must be prohibited. In the development of digital resources, educators should take the initiative to integrate socialist core values, national feelings and other elements into the technical application scenarios—for example, the course recommendation of online learning platforms should not only be based on learning behavior data, but also require educators to control the value orientation of the content, so as to prevent technology from recommending vulgar and fragmented information simply based on "click rate" and "activity". In the design of interaction methods, the dialogue platform built by technology should carry the warmth of ideological and political discourse. Educators preset interaction topics and guide the direction of discussions, making technology a "bridge" rather than a "barrier" for conveying mainstream values, and ensuring that technology application is closely linked to "moral education".

4.2.3. Balancing technical limitations with humanistic interaction

Technology cannot replace the spiritual communication between people. It is necessary to strengthen the "humanized" participation of educators to make up for the emotional shortcomings of technology. In daily education, technology can assist in recording the ideological puzzles of the educated, but the in-depth value guidance still depends on educators through face-to-face communication, group discussions and other methods, and conveys care through "non-technical languages" such as eye contact and tone changes. In practical education, the virtual practice scenarios constructed by technology (such as simulated volunteer services) must be combined with offline real practice. Educators guide the educated to practice value concepts in reality, avoid the replacement of real spiritual growth by technical virtual experience, promote the complementarity between the convenience of technology and the depth of interpersonal interaction, and protect the humanistic background of ideological and political education.

4.3. Ability upgrading

4.3.1. Technology control ability

Through systematic digital literacy training, educators should accurately master data analysis capabilities to effectively grasp the regular patterns of students' ideological dynamics, as well as the effectiveness and shortcomings of education [1]; skillfully use tools such as artificial intelligence and virtual reality to build virtual educational scenarios, create immersive learning environments, and realize the creative integration and application of technical tools and ideological and political laws, so as to improve the accuracy and effectiveness of teaching.

4.3.2. Human-machine collaboration ability

While intelligent algorithms undertake the tasks of information output and value transmission, educators need to make emotional supplements. On the one hand, they explore the emotional

resonance in the intelligently pushed content and correct the defects and misunderstandings of algorithms in situational understanding and value judgment; on the other hand, they strengthen in-depth face-to-face dialogue with students, and make up for the emotional shortcomings of technical interaction through vivid presence, strong interaction and real empathy, such as verbal guidance, eye contact and physical interaction, so as to promote effective human-machine collaboration.

4.3.3. Risk response ability

The digital transformation is accompanied by non-negligible risks. Educators must keenly identify and be alert to the risk of the educated's dependence on the "algorithm black box" and the potential ideological misleading risk of the "algorithm black box" itself; at the same time, they should be alert to the threat of "data abuse" to personal privacy and security, as well as the resulting data trust crisis. It is necessary to focus on improving the critical awareness of educators, build an active defense mechanism and risk response strategy, and build a solid ideological security line in the virtual field.

5. Conclusion

The digital transformation of ideological and political education is a systematic project involving the renewal of educational concepts, the transformation of subject roles and the innovation of technical applications. The reshaping of the subject roles—from "ideological gatekeepers" to "masters of digital technology", from "constructors of educational relations" to "coordinators of human-machine relations", and from "leaders of practical activities" to "architects of virtual fields"—represents not only a response to the technological revolution but also an inherent requirement for upholding the fundamental objective of “fostering morality through education. In the face of practical dilemmas such as the tension between technological empowerment and value suspension, the alienation of inter-subjectivity and the identity crisis, and the insufficient ability adaptation, educators should take value anchoring as the core to ensure that technology serves the educational essence; take human-machine relationship adjustment as the key to balance the instrumental value and humanistic value of technology; and take ability upgrading as the support to enhance the adaptability to the digital era. Only in this way can the digital transformation of ideological and political education truly realize the organic integration of technical advantages and educational laws, and provide a solid guarantee for cultivating socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics and labor.

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