

Exploration of AI-Enabled Ideological and Political Education with Military Cases in College English Teaching

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Abstract. In the context of integrating ideological and political education into curricula, foreign language teaching in military academies bears the significant responsibility of cultivating military talents with both professional competence and political integrity. This paper explores pathways for integrating AI-empowered military related ideological-political cases into foreign language teaching within military academies. It demonstrates, through specific teaching examples, how AI aids in analyzing value narratives and facilitates the creation of profound external narratives via human-computer collaboration. While AI enhances teaching effectiveness, the article highlights associated ideological security risks and proposes corresponding safeguarding mechanisms

Keywords: AI Empowerment; Ideological-Political Education; Foreign Language Teaching.

1. Introduction

According to the "Guidelines for Ideological and Political Education in Higher Education Curriculum" (hereinafter referred to as the "Guidelines") issued by the Ministry of Education in May 2020, the fundamental questions of education in the current era are what kind of people to cultivate, how to cultivate them, and for whom to cultivate them.

As an innovative and epistemological perspective, Ideological and Political Education in Curriculum calls for a re-examination of course development across all disciplines. It emphasizes integrating ideological and political education into non-ideological and political courses by uncovering inherent values within such as patriotism, social responsibility, cultural civilization, rule of law, and ethical morality. From the perspective of Ideological and Political Education in Curriculum, foreign language courses should, through the comparison of Chinese and Western languages and cultures, focus on cultivating students' ability to view Western languages and cultures dialectically and objectively. This enhances their critical thinking skills and global perspective, helps them maintain respect for foreign cultures while strengthening confidence in their own national culture, and ultimately enables them to establish sound cultural concepts and value orientations.

Specifically for military academies, in 2020, the Central Military Commission issued the "Regulations on Military Academy Education (Trial)" (hereinafter referred to as the "Regulations"). The Regulations emphasize that military academies must implement the requirements of political building in all aspects and the entire process of education in military academies. This involves studying, researching, and disseminating the Party's theories, promoting the innovation and improvement of political theory courses, and emphasizing ideological and political education across all disciplines.

According to Wen (Wen Qiufang, 2021) Ideological and political education is crucial for enhancing a nation's cultural soft power[4]. The foreign language proficiency of military academy cadets is closely tied to China's international military discourse capability. This issue has received increasing academic attention in recent years; however, challenges remain in further deepening the substance and enhancing the effectiveness of ideological and political education in foreign language classrooms.

Meanwhile, with the rapid development of AI technology, foreign language teaching is undergoing unprecedented innovation, with teaching content, methods, and models being reshaped. This article focuses on the integration of AI-assisted military ideological and political cases into foreign language teaching. Using specific cases, it explores pathways and methods for implementing ideological and

political education in foreign language courses at military academies, aiming to provide insights for the reform of foreign language education in these institutions.

2. Literature Review

"Ideology and Politics Education" and "Fostering Virtue and Cultivating Talents" are ideological and political concepts with distinct Chinese characteristics. Moreover, as they were proposed only in recent years, it is difficult to find directly related research abroad. However, some foreign scholars have studied the integration of ideology into curricula and teaching materials. Benesch (1993) posited that the teaching methodologies employed by educators in ESL (English as a Second Language) instruction are related to ideology, whether they are consciously aware of it or not[1].

Domestic research on integrating ideological and political elements into English teaching is receiving increasing attention. Xu Jinfen (2021) proposed three overarching principles for developing ideological and political content in college English teaching materials: "student development-centered, disciplinary attributes-guided, and school characteristics-based," emphasizing the pivotal role of teachers in the process[3]. Building on her teaching experience and rational reflections on the concept, Wen Qiufang (2021) proposed a two-dimensional descriptive framework for Ideological and Political Education in Foreign Language Curriculum. This framework horizontally comprises four chains: content, management, evaluation, and teacher conduct, and vertically consists of three dimensions: scope of ideological and political education, primary tasks, and key strategies[4]. When discussing the fundamental principles of value guidance, synergy, and systematicity in instructional design for Ideology and Political Education, Xiang Mingyou (2022) emphasized that, after establishing the fundamental objective of "Fostering Virtue and Cultivating Talents"[5], the design of teaching objectives for Ideological and Political Education in College English courses should focus on identifying ideological and political elements within teaching materials and effectively integrating them into English teaching practice in a subtle and imperceptible manner.

AI technology, represented by LLMs (Large Language Models), offers new possibilities for ideological and political education in college English classrooms through its powerful text comprehension and generation capabilities. AI technology, represented by LLMs, offers new possibilities for ideological and political education in college English classrooms through its powerful text comprehension and generation capabilities. Regarding teaching content, Xu Jiajin and Xu and Zhao (2024) emphasize that LLMs can rapidly retrieve and integrate relevant cultural materials, generating appropriate cultural knowledge tailored to specific teaching contexts[8]. In terms of cross-cultural communication strategies, research by Kong Lei and Yang Xinrui (2025) demonstrates that LLMs can provide students with personalized communication advice based on different cultural backgrounds[6]. Concerning language expression, studies by Chen Ziyang et al. (2025) prove that LLMs can optimize expression methods according to target audience characteristics, thereby enhancing the precision of ideological and political education[7]. In human-AI collaboration mode, the technical advantages of AI, when combined with human cultural communication skills and experience, can provide students with a more vivid and beneficial language learning experience.

In summary, current explorations into ideological and political education in college foreign language curricula remain predominantly focused on macro-level perspectives and are largely theoretical in nature. Based on this, this study adopts a practical teaching perspective, starting from the current state of ideological and political education practices among foreign language teachers in military academies. By examining specific cases, it explores the application methods and potential of AI in ideological and political teaching, aiming to provide pathway references for deepening the integration of military ideological and political cases into foreign language instruction.

3. Exploration of AI-Enabled Approaches

Ideological and political education undertakes two core tasks: theoretical cognition and value identification. Cognition serves as the foundation for identification, while identification represents the internalization and sublimation of cognition. AI can provide innovative support for both theoretical cognition and value identification, thereby empowering ideological and political education.

3.1 AI-Assisted Analysis of Military Ideological and Political Cases

The cultivation of military ideological and political literacy is a multi-layered cognitive internalization process, involving both compliance with behavioral norms and identification with deep-seated values and beliefs (Bennett 2017). AI technology holds unique advantages in deepening the cultivation of military ideological and political literacy. Through big data analysis, it can accurately identify cadets' ideological trends and their inclinations towards specific issues. Furthermore, based on contextual semantic understanding, it can interpret the core spirit embedded in policy texts and exemplary deeds. AI's intelligent semantic analysis capabilities help clarify the intrinsic connections between abstract political theory concepts and concrete military practices, thereby quickly providing cadets with theoretical explanations and behavioral decision-making suggestions. Using the text "Heroes Among Us" from Unit 3, Text B of the *New Horizon College English* (Fourth Edition) Book 1 as an example, the author explores the role of large language models in analyzing military ideological and political cases. The text examines the theme of "civilian heroes," primarily by listing and analyzing three cases of civilian heroes to commend the heroic spirit found in ordinary people.

During the teaching process, the instructor first guides students to analyze the heroic spirit reflected in the text. Subsequently, through discussion, students identify the socio-cultural background underlying these heroes' actions, such as individualism and liberalist ideologies. However, their perception and understanding of the deeper cultural connotations remain insufficient. This necessitates the instructor to further construct cognitive bridges, guiding students to uncover the underlying ideological concepts through behavioral interpretation. To address this, we attempted to use LLMs to excavate the implicit ideological and political elements within the textbook text. As shown in Table 1, which analyzes the deeds of two civilian heroes from the text, the large language model effectively identifies and interprets the heroic cases in the text.

Table 1. Ideological and Political Elements in Teaching Materials Extracted and Analyzed by the Large Language Model DeepSeek-V3.2-Exp (Adapted)

Prompt: Analyze the provided text to identify implied aspects of western heroism and the values behind. Organize your findings into a table with three columns: the first column should list the brief of the heroic example mentioned, the second should explain each example, and the third should cite specific passages from the text that support the presence of each example.		
Brief of Heroic Example	Explanation & Implied Cultural Value	Supporting Passage from the Text
The Self-Sacrificing Civilian (Dory Stoddard)	This exemplifies the ultimate act of individual sacrifice for a loved one, portraying heroism as an instinctual, personal duty. The value is selfless love and protection of the individual. The priest's eulogy implies that heroism is a consistent character trait ("lived a hero"), not just a single act.	"Dory and his wife had been friends since childhood and when Dory heard shots ring out he immediately fell on top of his wife to shield her... 'Dory didn't die a hero; he lived a hero.'"
The Courageous Civilian (Daniel Hernandez)	This represents proactive bravery in a crisis. The value is individual initiative and courage to act decisively ("ran through the danger") and provide compassionate care under extreme duress. Heroism is framed as grace under pressure and a refusal to be a passive bystander.	"During the horrible shooting he courageously ran through the danger to save the life... He spoke tender words of sympathy... and he never left her side..."

The application of LLMs in analyzing ideological and political cases demonstrates two significant advantages. First, their analysis can transcend superficial behavioral manifestations to deeply reveal the value systems underlying specific actions. For example, when analyzing Western heroism, LLMs can parse distinct value cores such as "self-sacrifice," "civic courage," and "fulfilling a divine calling" from the common behavior of "rushing toward danger," thereby establishing profound connections between linguistic acts and their corresponding ideological and socio-cultural contexts.

Second, LLMs can demonstrate the internal logic among implicit value associations through systematic correlation. For instance, they can link the civilian image of "everyday heroes" with the advocate role of "institutional reformers," collectively illustrating the modern evolution of heroism "from legendary figures to ordinary individuals," which reflects both the dynamism and consistency of values. This deep decoding capability helps overcome bottlenecks in ideological and political teaching, enabling a multidimensional understanding of values. Nevertheless, instructors must still review and guide the analytical outcomes of LLMs to ensure accurate and comprehensive interpretation of ideological and political cases.

3.2 AI-Assisted Articulation of Military Ideological and Political Values

Audience awareness is key to enhancing military cadets' ideological and political literacy and cross-cultural capacity for value articulation. A core challenge for students in international exchanges is how to explain Chinese values clearly and persuasively.

Based on the earlier analytical framework for Western heroic texts, artificial intelligence was introduced as a tool in the "Communicating China in English" ideological education module. This aims to help students understand and effectively convey Chinese values. The unit, themed "Chinese Heroes," targets foreign youth interested in Chinese society.

In the task design, students first use AI to compare value orientations in Chinese and Western heroic narratives, such as individualistic courage versus collectivist dedication. They must then select appropriate narrative perspectives and audience-accessible language to explain the values underlying the Chinese concept of heroism, such as patriotism, putting people first, and selfless dedication. Throughout this process, students must not only utilize AI's analytical and language generation capabilities but also exercise their own value judgments and critical thinking. This ensures their expression is accurate, logical, and compelling, thereby effectively projecting China's image in cross-cultural communication.

3.2.1 Human-AI Collaboration Pathways

To accomplish the cultural narrative task, we have designed two human-AI collaboration pathways: the Student-Led Collaboration Model and the AI-Guided Collaboration Model.

(1) Student-Led Collaboration Model

Students implement preliminary planning for external communication through group collaboration, including determining core messages, constructing narrative frameworks, and developing audience analysis plans. Subsequently, students submit their initial proposals to the AI to solicit suggestions on narrative strategies and language expression, then analyze, filter, and integrate the AI's feedback. This "student design – AI assistance – student refinement" collaboration pathway helps cultivate students' proactive planning skills, teamwork awareness, and program design capabilities.

(2) AI-Guided Collaboration Model

The AI provides diverse narrative strategies and expression solutions based on task requirements through analysis. Students evaluate the feasibility of these proposals, suggest adjustments, and refine the solutions through multi-turn dialogues with the AI. This "AI suggestion – student evaluation – collaborative optimization" collaboration model leverages the AI's knowledge supply advantages while fostering students' critical thinking and decision-making abilities.

Regardless of the model adopted, students are required to meticulously document the entire collaboration process with the AI and deeply reflect on the respective roles of human intelligence and artificial intelligence. This includes examining their own capabilities alongside the advantages and

limitations of AI, as well as assessing and reflecting on the rationality and scientific validity of their decisions.

3.2.2 Human-AI Collaboration Process

Taking the AI-Guided Collaboration Model as an example, this section demonstrates the complete process of accomplishing the teaching task, analyzes key stages, and extracts pedagogical insights. By documenting and examining each phase of human-AI interaction, we gain deeper understanding of how AI assists in completing ideological education tasks and the crucial role of instructor guidance throughout the process.

(1) AI Provides Recommendations

First, a clear task description is input to the AI, requesting it to explain "Chinese-style Heroes" to American international students from the perspective of a Chinese university student. Table 2 presents the solution provided by the large language model DeepSeek-V3.2-Exp for this narrative task.

Table 2. Narrative Solution Provided by the Large Language Model DeepSeek-V3.2-Exp Based on Task Requirements

Prompt: If you were a Chinese college student and were asked to explain the concept of “Chinese heroism” to American exchange students studying Chinese in China, how would you approach it?	
Explanation and Storytelling Approach	
Introduction	"While Western heroes are often lone champions, Chinese culture values a collective heroism. Let me share a story that illustrates this."
Story	"Picture Chinese soldiers in blue UN helmets, not fighting wars but building peace in South Sudan or Lebanon. They repair roads, protect civilians, and face daily dangers - these are China's peacekeepers, our modern heroes."
Explanation	"Why are they heroes? 1. Collectivism: Group mission outweighs personal glory 2. Sacrifice: Duty comes before individual recognition 3. Harmony: Their goal is to restore stability and peace"
Summary	"In essence, Chinese heroes are like bricks in the Great Wall - strong individually, but truly meaningful when protecting the collective. This spirit of shared responsibility defines our heroism."

The "Introduction-Story-Explanation-Conclusion" teaching framework proposed by the AI provides a structural reference for explaining the ideological concept of "Chinese-style Heroes." However, the appropriateness of this solution requires joint deliberation by both instructors and students. Instructors should guide students to critically evaluate: Does the AI's interpretation accurately reflect the core values of contemporary China? Are its examples compelling, and do they contain oversimplifications or biases? Students should then consider how to revise and optimize the framework to develop a more persuasive narrative.

(2) Instructor-Guided Discussion and Refinement of the AI Proposal

Under the instructor's guidance, students systematically analyzed and evaluated the AI-generated teaching plan on "Chinese Heroism," identifying three main limitations. First, there was insufficient depth in value interpretation. While the plan provided a preliminary comparison of Chinese and Western concepts of heroism, it failed to delve into the ideological foundations of core Chinese values such as "patriotic devotion" and "people-centered philosophy" that underpin the collectivist view of heroism in China. Second, the narrative cases lacked emotional impact. The selected stories leaned toward factual accounts, lacking emotional resonance and narrative details, which weakened their persuasiveness and ability to foster value identification. Third, there was inadequate integration of language and ideological education. As a teaching plan designed for international students, it missed the opportunity to organically incorporate key Chinese expressions such as "selfless dedication" and "ordinary heroes," which carry significant value connotations, thereby overlooking the chance to deepen value understanding through language learning.

Based on this review, the instructor guided students to shift their focus to narrative strategies. By analyzing how exemplary texts effectively convey values through techniques such as detailed descriptions and perspective shifts, students were directed to reconstruct the narrative and refine the language of the AI's original proposal.

(3) Finalizing Narrative Details Based on the Proposal

During the content generation phase, students engaged in in-depth negotiation with the AI to collaboratively optimize the structure and expression of the narrative content. In this process, students needed to accurately grasp the core value connotations of Chinese heroism while fully considering the cultural background and cognitive habits of the international audience. This ensured the development of a narrative solution that maintained ideological depth while achieving communicative effectiveness. Table 3 presents an excerpt from the final narrative solution produced through human-AI collaboration.

Table 3. Excerpt from the Co-Created Narrative Version

Section	Presentation Text	Narrative Techniques Employed
Introduction	"While Western culture celebrates individual heroes like Superman, China honors collective heroism - where the group's success matters most."	1. Cultural Contrast 2. Concise Definition
Story	"Consider China's Peacekeeping Forces. In conflict zones like South Sudan, they build roads, protect civilians, and maintain peace. They wear blue UN helmets, representing China's commitment to global harmony."	1. Concrete Example 2. Active Verbs 3. Symbolism
Explanation	"They embody three values: • Collectivism - Group over individual • Duty - Service through action • Harmony - Creating stability"	1. Rule of Three 2. Parallel Structure 3. Value Clustering
Summary	"Like bricks in the Great Wall, each Chinese hero gains meaning from supporting the whole. This collective spirit defines our heroism."	1. Powerful Metaphor 2. Full-Circle Closing

As evidenced in the table above, through multiple rounds of human-AI collaboration, students have significantly deepened their narrative understanding of "Chinese heroism" across dimensions of value connotation, case selection, and linguistic expression. This process has not only enhanced the ideological depth of the narrative but has also generated high-quality teaching materials that effectively integrate value guidance with language practice, particularly suitable for ideological education and Chinese language learning targeting international students.

4. Ideological Security and Value Guidance in Teaching

In the process of AI-assisted military ideological and political education, risks to ideological security cannot be overlooked. The primary risk stems from the potential for AI to generate statements inconsistent with China's policies, particularly when interpreting core concepts such as principles of military operations. Secondly, interpretations of sensitive issues are susceptible to Western perspectives embedded in training data, leading to positional biases. Furthermore, the global data underpinning mainstream AI models often contains specific ideological tendencies, and their direct use may compromise the political reliability of teaching content.

To address these risks, a three-layer safeguard mechanism is essential. The foremost priority is enhancing instructors' capacity to maintain ideological oversight, enabling them to accurately identify and correct value deviations in AI-generated content. Technologically, priority should be given to adopting domestic AI systems and authoritative military corpora to ensure the political security of data sources. Most importantly, cultivating "military discourse power awareness" throughout the teaching process is critical, training students to accurately articulate China's stance in English and proactively secure international discourse power.

The ultimate goal is to cultivate versatile talents who possess both firm principles and effective communication skills. Cadets must not only deeply understand the nation's core interests but also master cross-cultural communication techniques. The key lies in developing a critical perspective toward AI output, enabling students to clearly recognize the limitations of technological tools. Through systematic training, we ensure that while utilizing AI for learning, cadets consistently maintain correct value judgments and firmly safeguard the bottom line of ideological security.

5. Conclusion

In the context of integrating ideological and political education into curricula, foreign language teaching in military academies bears the significant responsibility of cultivating military talents with both professional competence and political integrity. This paper has explored pathways for integrating AI-assisted military ideological and political cases into foreign language instruction. Research indicates that AI technology offers unique advantages in excavating ideological and political elements from teaching materials, deepening theoretical understanding, and assisting in cross-cultural value articulation. Teaching cases demonstrate that AI can effectively assist students in analyzing differences between Chinese and Western value narratives, and through human-AI collaboration, help construct in-depth external communication strategies, thereby enhancing their language application skills, critical thinking, and awareness of military discourse power. It is important to note that AI applications carry ideological security risks, necessitating the establishment of safeguard mechanisms—including instructor oversight and data source management—to ensure the political reliability of teaching. Future research should continue to explore ways to optimize human-AI collaboration models and balance technological empowerment with value guidance, thereby more effectively cultivating high-quality military talents capable of effectively telling the Chinese military's story.

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