

AI-driven Reconstruction of Ideological and Political Education Paradigm in Translation Theory Courses

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Abstract: The continuous development of artificial intelligence has brought profound changes to foreign language curriculum teaching and ideological education. This study intends to solve the problems of solidified teaching modes, single ideological infiltration paths and disjointed professional and moral education in traditional translation theory courses. Based on educational cybernetics and curriculum ideology theories, this paper adopts literature research and theoretical speculation methods to analyze the practical dilemmas of ideological and political education in translation theory courses under the traditional teaching system. It further reconstructs the AI-enabled whole-process ideological education paradigm for translation theory courses. The findings indicate that AI technology can break the limitations of traditional education modes, realize personalized and refined ideological infiltration, and promote the integrated development of translation professional literacy and comprehensive literacy of students.

Keywords: AI Empowerment; Translation Theory Courses; Curriculum Ideological and Political Education; Paradigm Reconstruction

1. Introduction

1.1 Research Background and Significance

The pervasive iteration of generative artificial intelligence reshapes the operational logic of modern higher foreign language education. Intelligent translation systems based on deep learning algorithms have become universal auxiliary tools in translation teaching scenarios. Professional translation training no longer focuses merely on linguistic conversion competence. Contemporary higher education undertakes essential missions to cultivate interdisciplinary translation talents with solid professional capability, qualified cultural literacy

and correct value orientation. Translation theory courses serve as core compulsory courses for foreign language and translation majors. The curriculum undertakes fundamental theoretical enlightenment and professional standard shaping for student groups. It also bears implicit value guidance functions unique to humanities education.

Current higher foreign language education systems attach growing importance to the organic integration of professional teaching and value cultivation. Curriculum ideological and political practice penetrates various foreign language courses to realize the fundamental task of fostering virtue through education. Traditional teaching modes of translation theory courses rely on fixed theoretical frameworks and classroom-centered teaching carriers. Value infiltration in teaching activities remains superficial and fragmented. Emerging intelligent educational technologies provide innovative technical carriers for curriculum teaching reform. Intelligent algorithms, big data analysis and personalized teaching systems reshape teaching interaction modes and educational value transmission channels in modern classrooms.

This research delivers practical guiding significance for translation theory curriculum reform under intelligent educational backgrounds. It optimizes the matching degree between translation professional education and talent cultivation demands in the digital era. The research constructs feasible educational paradigms to integrate technical empowerment and value guidance within translation theoretical teaching scenarios. Theoretical value exists in the expansion of modern translation pedagogy research boundaries and the enrichment of curriculum ideological and political research systems in foreign language disciplines.

1.2 Research Status at Home and Abroad

International research on artificial intelligence empowering translation education focuses on technical iteration and pedagogical optimization

of intelligent translation tools. Scholars overseas explore the application value of neural machine translation systems and large language model technologies in translation teaching practice. Relevant studies verify that intelligent technical participation optimizes students' translation post-editing ability and cross-cultural discourse cognition. Foreign educational researchers propose that digital educational scenarios require translation practitioners to maintain independent humanistic judgment while utilizing technical tools. Professional literacy and ethical awareness constitute core competitiveness for translators in intelligent environments. Existing overseas literature rarely combines intelligent translation pedagogy with systematic value education systems. Research frameworks targeting ideological and political connotation excavation of translation theory courses remain insufficient. Domestic academic circles carry out extensive discussions on foreign language curriculum ideological and political construction. Research achievements cover curriculum system design, teaching resource development and teacher literacy improvement of translation courses. Multiple studies summarize practical experience of integrating cultural confidence education, cross-cultural ethics education and national discourse awareness training into translation teaching. With the popularization of intelligent educational technology, recent domestic researches start to explore the integration paths between artificial intelligence and translation curriculum ideological and political practice. Most existing studies focus on applied translation courses such as practical translation and business translation. Specialized paradigm research targeting theoretical translation courses lacks systematic sorting and innovative reconstruction. Gaps remain in intelligent, refined and whole-process ideological education mechanisms oriented to translation theoretical teaching scenarios.

1.3 Research Ideas, Contents and Methods

This research takes ideological and political education paradigm optimization of translation theory courses under artificial intelligence empowerment as the core research object. Current dilemmas of traditional curriculum education modes are sorted via systematic theoretical combing and practical scenario analysis. New educational paradigms adaptive to intelligent educational environments are

constructed. Research contents include standardized definition of core research concepts, systematic sorting of theoretical foundations, dilemma identification of traditional teaching modes, and targeted reconstruction of educational paradigms covering educational concepts, teaching modes and evaluation systems.

Literature research method is adopted throughout the research process. Authoritative domestic and foreign literature on intelligent translation education and foreign language curriculum ideological and political construction is collected and organized. Classical educational theories and modern intelligent pedagogy theories applicable to this research are summarized to lay solid theoretical foundations for paradigm reconstruction. Theoretical speculation method is applied to deduce the internal correlation mechanism between artificial intelligence technology iteration and curriculum ideological and political innovation. Educational practice rules adapted to digital foreign language education are refined. The research completes systematic paradigm construction through theoretical deduction and practical scenario verification.

2. Concept Definition and Theoretical Foundation

2.1 Definition of Core Concepts

AI empowerment refers to the educational enabling effect produced by artificial intelligence technologies represented by large language models, educational big data analysis and intelligent classroom systems in modern curriculum teaching. The concept emphasizes auxiliary and collaborative attributes of technologies rather than dominant substitution effects. Intelligent technologies optimize teaching resource allocation, standardize teaching process monitoring and realize personalized teaching matching in curriculum teaching scenarios. The concept highlights human-oriented educational essence while exerting technical advantages.

Translation theory courses represent core theoretical courses for translation and foreign language majors. The curriculum systematically delivers basic translation theories, translation schools, translation criteria and cross-cultural translation principles. The courses shape students' basic translation cognition and

professional theoretical literacy. Rich cross-cultural communication connotations and humanistic value attributes are contained in curriculum knowledge systems, providing valuable carriers for ideological and political infiltration.

Curriculum ideological and political education refers to implicit value cultivation practice embedded in professional curriculum teaching. Educational value guidance is realized through tapping inherent educational connotations of professional courses. Ideological and political elements in translation theory courses cover cross-cultural equality awareness, national cultural confidence, translation professional ethics and global communication responsibility. Education paradigm reconstruction means the systematic optimization and innovative iteration of educational concepts, teaching carriers, operational modes and evaluation mechanisms. The reconstruction adapts curriculum teaching systems to new educational environments and talent cultivation standards.

2.2 Core Theoretical Support

Educational cybernetics serves as one of the basic theoretical supports for this research. The theory regards curriculum teaching as a controllable educational system. Teaching information input, educational process operation and teaching effect output form complete educational circulation. Artificial intelligence technologies optimize information collection, transmission and feedback links in translation theory teaching. Precise regulation of ideological and political education processes is realized under theoretical guidance.

Curriculum value education theory provides core theoretical basis for implicit ideological infiltration of professional courses. The theory confirms that all humanities professional courses contain inherent value educational attributes. Professional knowledge teaching and value shaping achieve synchronous progress through reasonable curriculum design and teaching arrangement. Translation theory courses involve cross-cultural dialogue and discourse conversion. Value elements such as cultural inheritance and international communication ethics penetrate every teaching link.

Intelligent translation pedagogy theory guides the integrated development of translation teaching and modern intelligent technologies. The theory advocates balanced development of

technical application ability, theoretical cognitive level and humanistic literacy of translation learners. The theoretical framework of human-technology collaborative teaching provides effective theoretical support for solving disjointed problems between intelligent technology application and ideological education in traditional translation teaching.

3. Current Situation and Dilemma of Ideological and Political Education in Traditional Translation Theory Courses

3.1 Current Situation of Traditional Curriculum Ideological and Political Education

Most current translation theory courses complete ideological and political infiltration through auxiliary teaching links. Course teachers integrate corresponding cultural cases and value guidance contents in theoretical knowledge explanation. Classroom teaching still takes textbook theoretical explanation as the main body. Ideological and political content presents supplementary and marginal attributes in overall curriculum systems. Classroom teaching scenarios remain relatively single. Teaching interaction mainly relies on teacher-student dialogue within fixed classroom scopes. Students passively receive knowledge and value guidance output in most teaching scenarios.

Current curriculum ideological and political practice lacks systematic curriculum design. Value guidance contents fail to form progressive educational systems matching students' professional growth rules. Educational effects rely heavily on teachers' personal teaching experience and humanistic literacy. Stable and replicable teaching modes have not been formed. Professional theoretical teaching and ideological education practice operate relatively independently in many teaching scenarios. Synergistic effects between professional ability cultivation and value shaping fail to give full play.

3.2 Core Dilemmas of Traditional Education Paradigms

Solidified educational concepts restrict high-quality development of curriculum ideological and political practice. Partial translation teachers regard translation theory courses as pure theoretical knowledge explanation courses. Potential value educational resources contained

in curriculum systems are not fully explored. Cognitive bias towards curriculum ideological and political construction leads to superficial integration of professional teaching and value education.

Single teaching modes limit educational coverage and infiltration depth. Traditional offline classroom teaching cannot realize personalized teaching matching according to students' individual differences in professional foundation and cognitive ability. Unified teaching arrangements fail to respond to diversified value cognition demands of student groups. Fixed teaching carriers restrict the penetration efficiency of implicit ideological and political elements.

Backward evaluation mechanisms restrict the continuous optimization of educational effects. Traditional curriculum evaluation systems focus on students' mastery of professional theoretical knowledge. Value cognition improvement, professional ethics shaping and cultural literacy growth are excluded from core evaluation indicators. Comprehensive evaluation systems covering professional ability and humanistic literacy have not been established. Feedback mechanisms of educational effects remain incomplete.

4. Reconstruction Path of Ideological and Political Education Paradigm in AI-Driven Translation Theory Courses

4.1 Educational Concept Reconstruction: In-Depth Integration of Technical Empowerment and Ideological Education

Modern translation education concepts need to adapt to digital educational transformation trends. Teaching concepts centered on pure theoretical knowledge teaching require transformation towards integrated education modes combining theoretical cognition, technical application and value shaping. Translation theory teaching activities fully tap the educational advantages of artificial intelligence technologies. Intelligent teaching tools assist teachers in excavating diversified ideological and political resources embedded in translation theories.

Curriculum teaching adheres to human-oriented educational essence in intelligent technical application. Technical tools serve as auxiliary carriers of curriculum teaching and value guidance rather than core dominant factors. Translation theoretical teaching retains

humanistic attributes of humanities education. Professional theoretical inheritance and cultural value transmission are guaranteed while realizing digital upgrading of teaching systems. New educational concepts realize organic unity of technical rationality and humanistic value in translation curriculum ideological and political practice.

4.2 Educational Mode Reconstruction: Construction of Intelligent Immersive Educational System

Intelligent teaching platforms and digital teaching resources expand traditional classroom teaching boundaries. Teachers utilize big data technology to sort diversified teaching cases matching translation theoretical knowledge points. Cultural communication cases containing local cultural characteristics and international discourse themes are integrated into curriculum teaching. Students obtain abundant learning resources outside textbooks through intelligent learning terminals.

Immersive teaching scenarios are built with auxiliary intelligent simulation technologies. Students complete cross-cultural translation cognition and cultural value judgment in simulated international communication scenarios. The teaching process strengthens students' understanding of translation communication values and cultural inheritance responsibilities. Human-computer collaborative teaching modes break fixed classroom teaching frameworks. Diversified online and offline integrated teaching scenarios improve the immersion and pertinence of curriculum ideological and political education.

4.3 Educational Evaluation Reconstruction: Establishment of Diversified Intelligent Evaluation Mechanism

Multi-dimensional evaluation indicator systems covering professional literacy and humanistic literacy are constructed on the basis of intelligent educational big data. Evaluation indicators expand from single theoretical knowledge mastery to multiple dimensions including theoretical application ability, cross-cultural cognition level, translation ethics awareness and cultural confidence. Intelligent data analysis systems automatically record students' classroom learning performance, case analysis results and independent thinking outputs.

Process-oriented evaluation replaces traditional

summative evaluation modes. Intelligent platforms realize whole-process tracking and quantitative analysis of students' learning status and value cognition changes. Teachers complete targeted teaching adjustment and personalized value guidance according to data feedback results. Diversified intelligent evaluation mechanisms achieve closed-loop management of curriculum teaching and value education, promoting sustainable improvement of curriculum ideological and political teaching quality.

5. Conclusion

Artificial intelligence technology brings systematic transformative opportunities for curriculum teaching reform and ideological and political construction of translation theory courses. Traditional translation theory curriculum ideological and political practice faces multiple limitations including solidified educational concepts, single teaching modes and incomplete evaluation systems. Intelligent educational technologies effectively break through various practical dilemmas of traditional curriculum education.

Paradigm reconstruction of translation theory curriculum ideological and political education under AI background needs to start from educational concepts, teaching modes and evaluation mechanisms. Integrated development of technical empowerment and humanistic education promotes synchronous improvement of students' translation professional theoretical literacy and comprehensive humanistic quality. The educational paradigm constructed in this research provides innovative ideas for high-quality construction of foreign language curriculum ideological and political education in digital eras. Follow-up research can further optimize intelligent teaching schemes through long-term teaching practice verification and expand application scopes of relevant educational paradigms in diversified foreign language professional courses.

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