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AI-Empowered Education of Ideals and Beliefs for Adolescents

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Abstract

In the era of digital intelligence, the education of teenagers' ideals and beliefs faces serious challenges such as cognitive fragmentation, loss of values and weakening of subjectivity. As a transformative force in the educational ecosystem, artificial intelligence (AI) provides a historic opportunity to reshape the subjectivity of adolescents in this field of education. This article systematically analyzes the intrinsic mechanism and practical path of artificial intelligence empowering ideals and beliefs education. Based on the Marxist dialectic on the relationship between subject and object, this article believes that artificial intelligence promotes the transformation of education from "one-way indoctrination" to "two-way objectification", so that teenagers can take the initiative to build their own value system in the process of transforming cognitive content and realize the development from "abstract people" to "specific people". Artificial intelligence improves cognitive ability through an intelligent value cultivation system, expands the practical space by relying on the educational environment of virtual and real integration, and strengthens the effectiveness of collaborative education by optimizing curriculum connection, teacher collaboration and home-school-community linkage mechanism. This process realizes the dialectical unity of "subject objectification" and "object subjectification".

Keywords

artificial intelligence, education of ideals and beliefs, adolescents, subjectivity

1. Introduction

The education of teenagers' ideals and beliefs constitutes the core path for the implementation of the fundamental task of cultivating morality in China. Its results directly shape the future workforce of the country and are related to the realization of the great rejuvenation of the Chinese nation. Under the background of digital intelligence reshaping all aspects of social life, integrating advanced digital technology with educational resources has become an urgent requirement. The rapid expansion of algorithm recommendation systems, short video platforms and virtual social networks has profoundly changed the way teenagers obtain information, build identities and form values. However, these

technological changes have also brought unexpected consequences: the fragmentation of information exposure, the superficialization of cognitive processing, and the gradual alienation from real society. Therefore, the traditional education model (often relying on the transmission of core values from top to bottom) is powerless when interacting with digital aboriginal youth groups.

At the same time, the current dominant standardized assessment system often suppresses individual differences in formal school education and fails to recognize the unique development trajectory of each teenager. When curriculum design lacks quantitative indicators of ideals and beliefs, and the evaluation mechanism puts unity above personal growth, Marx's vision of "free and comprehensive development of human beings" may become an instrumental slogan. These tensions highlight an urgent need to build an innovative education paradigm that can harmonize value guidance and learner autonomy.

Artificial intelligence shows a promising path with its ability in natural language processing, knowledge atlas construction, adaptive learning and immersive simulation. AI can realize personalized content transmission, simulate the dilemma of the real world to promote critical thinking, and promote the seamless connection between virtual and real learning spaces. More fundamentally, artificial intelligence has the potential to reshape the teaching relationship itself-transforming the traditional dual structure of teachers and students into a dynamic and co-construction process.

This article discusses how artificial intelligence can empower ideal and belief education by activating the subjectivity of teenagers, building a coherent value system, expanding practical participation and promoting multi-subject collaboration. We adopt the dialectical materialistic framework and regard technology as an intermediary force rather than a neutral tool, which may both enhance or weaken human subjectivity. The analysis is divided into three main parts: first, to diagnose the real dilemma faced by youth value education in the digital age; second, we clarify the theoretical mechanism of artificial intelligence to reconstruct the subjectivity; third, to put forward a specific and phased practical path, and finally make a reflective discussion on the ethical boundaries and future development direction.

2. The Mechanism of Artificial Intelligence Empowerment: Reconstructing the Subjectivity of Teenagers

2.1 Dialectical Shift: From Indoctrination to Objectification

The core philosophical insight that supports analysis is Marx's theory of subject-object dialectics, especially the concepts of "objectification" and "subjectification". In traditional value education, ideals and beliefs are often presented as fixed and external truths, which need to be remembered and internalized. This one-way pattern simplifies teenagers into passive recipients, weakening their ability to critically reflect and construct personal meaning. Artificial intelligence has broken this static structure by introducing interactive, adaptive and generative capabilities. When teenagers participate in simulation activities based on artificial intelligence, such as historical decision-making games about the revolutionary struggle, they are not only absorbing information; they are taking action on a constructed

cognitive object. In the process, they reshape their cognitive structure, emotional tendencies and willpower at the same time.

This mechanism transforms teenagers from abstract individuals defined by generalized categories (age, grade, test scores) to “specific individuals” with unique experience, emotional investment and ideal vision. Artificial intelligence makes the personalization of value content possible, providing a variety of entry points and paths to fit the resonance of people from different backgrounds. For example, students from rural communities may be exposed to the narratives of local labor models, while urban students may explore the stories of technology innovation. However, both are involved in the same basic process: linking universal values with personal situations. The real-time feedback and adaptive difficulty ability of artificial intelligence further ensure that each learner is in his or her nearest development zone and continues to be challenged but also supported.

2.2 Productivity and Production Relations in Education

From the perspective of historical materialism, the introduction of artificial intelligence into the field of education has also changed productivity (teaching tools, content transmission methods) and production relations (interaction between teachers, students and technology). At the level of productivity, artificial intelligence, as a new carrier of objected activity, transforms abstract value propositions such as patriotism, social responsibility and integrity into a vivid multimodal presentation. Animated documentaries, interactive timelines and virtual reality reappearance of historical events can make abstract principles concrete and perceive and trigger emotional resonance. This multi-modal presentation method fits the cognitive preferences of teenagers. Compared with the text-based teaching method, it helps to improve understanding and memory.

At the level of production relations, artificial intelligence is reshaping the traditional hierarchical structure. Teachers are no longer the only intellectual authority, but become learning facilitators, content curators and co-learners together with the AI system. AI can handle routine tasks such as scoring, content recommendation and learning progress tracking, so that teachers can engage in deeper conversational interaction. The data generated by the intelligent tutoring system can identify students' cognitive misunderstandings or emotional disorders, enabling teachers to intervene more accurately. At the same time, students have also gained a more active role. They can browse learning materials at their own pace, ask questions to conversational intelligence, and even participate in content creation (such as co-designing value-oriented projects). This structural reconstruction creates a fairer and more interactive educational environment, so that the cultivation of ideals and beliefs no longer comes from passive acceptance, but from collaborative exploration.

3. The Practical Path of Artificial Intelligence Empowering Subjective Education

3.1 Build a Value Cultivation System Suitable for the Stage

In the primary, intermediate and advanced stages of adolescent development, their cognitive, emotional and social abilities will undergo a qualitative transformation.Artificial intelligence can provide support

for this development process by providing differentiated interventions, not only respecting the unique needs of each stage, but also ensuring vertical consistency.

Primary school (6-12 years old): At this stage, specific computational thinking dominates, and learning is deeply influenced by narratives and images. The animated narrative platform driven by artificial intelligence can present the model deeds of national heroes, scientists and ordinary citizens who show integrity and tenacity. These animations can be interactive, allowing children to make choices for the protagonist and observe the consequences, so as to cultivate early sympathetic ability and moral intuition. Natural language processing technology can also analyze children's language feedback on these stories, identify their initial value preferences, and provide guidance for teachers or parents' subsequent dialogues.

Middle school stage (12-18 years old): Formal arithmetic thinking is gradually formed, enabling students to carry out abstract reasoning and hypothetical thinking.AI-based debate simulators can present complex socio-economic issues - such as trade conflicts, environmental policies or technical ethics - and allow students to play different stakeholders. The AI system can generate rebuttal arguments, provide relevant data suggestions, and even host team discussions. This can not only improve the analytical ability, but also deepen the understanding of mainstream values in the complex context of the real world. In addition, the intelligent writing assistant can help students write reflective articles on the growth process of personal values and provide automated feedback on the consistency of argumentative structure and value consistency.

College stage (18-22 years old): At this stage, students focus on professional disciplines and research. Academic assistants driven by artificial intelligence can promote literature review, trend analysis and interdisciplinary links, so that students can build their value commitments on a rigorous theoretical framework. For example, students studying economics can use artificial intelligence to explore the historical debate on distribution justice, while engineering students can study the principles of ethical design. Its goal is to transform values from simple beliefs into practical academic foundations, so as to cultivate students to become value-oriented professionals.

At all stages, artificial intelligence can use technology to maintain a comprehensive learning record to ensure vertical tracking of the cognitive and emotional development of every teenager. These data can not only provide a basis for personalized teaching, but also provide reference for institutional policies and curriculum revision, thus forming a virtuous cycle of feedback and improvement.

3.2 Build a Virtual-real Integration Practice Space

Ideals and beliefs are not just cognitive concepts; they must be tested and realized through practice. By integrating virtual simulation with real activities, artificial intelligence has greatly expanded the scope of practice, thus providing a wider range of experiential learning opportunities for teenagers.

Virtual practice: Through the gamified platform, teenagers can participate in simulated career experiences - for example, as community planners, environmental protectors or public health workers. These simulations integrate real constraints and trade-offs, requiring participants to strike a balance

between personal interests and social welfare. The AI system will track decision-making and its results, and provide review and discussion links to highlight the learning points related to value. This virtual practice is especially important for those issues that are difficult to reproduce in real life due to security, cost or scale constraints.

Augmented reality practice: AI can also provide community services or campus activities in augmented reality. For example, a mobile application with AI-driven task recommendation function can recommend volunteer opportunities according to students' skills and interests, and provide real-time guidance during activities. After the activity, the application can also promote peer reflection and group discussion, and use emotional analysis to identify common challenges and successful experiences. This integration ensures that virtual and real practice promote each other - virtual experience is used for preparation and motivation, while real experience is used for verification and deepening.

Build a practical community: An online platform empowered by AI can connect teenagers from different schools, regions and even countries to form a cross-cultural practice community. Shared projects - such as joint environmental cleanup actions or collaborative research on local cultural heritage - can cultivate global citizenship and collective responsibility. The AI system can provide collaborative strategy suggestions, translate communication content and summarize progress, so as to reduce the administrative burden and maximize learning outcomes. Over time, these communities will form their own norms and value orientations, and be internalized by members through peer influence and collective achievements.

3.3 Strengthen the Mechanism of Collaborative Education

Ideal and belief education is a systematic project, which needs to achieve a coordinated connection between the school curriculum system, teachers' professional development and family-community participation. As a unified infrastructure, artificial intelligence can enhance the synergy between links and reduce fragmentation.

Course connection: Using knowledge atlas technology, artificial intelligence can draw a map of ideological and moral education content throughout primary school, middle school and university levels, and identify redundancy and gaps in it. For example, if a historical event is taught in a similar depth in junior high school and high school, the system can make adjustment suggestions to avoid duplication and introduce a new analytical perspective. Block chain based student profiles can ensure that every teacher can obtain students' previous learning outcomes, so as to achieve personalized connected content design. In addition, artificial intelligence can also promote the design of cross-segment theme units, such as "understanding red culture through literature", primary school students read adapted stories, secondary school students analyze the original text, and college students make critical comments , all of which are through a shared digital collaboration space.

Teacher collaboration: The artificial intelligence-driven lesson plan planning platform can bring together teachers of different grades, jointly design learning sequences, and gradually cultivate value literacy. These platforms support resource sharing, peer review and version control. AI teaching

assistants can mine student performance data to locate challenging concepts and provide evidence-based teaching adjustment suggestions. In addition, AI can also track the participation of each teacher in collaborative activities and recommend personalized professional development courses from digital teaching methods to classroom management based on values, so as to cultivate a community of reflective practitioners.

Home-school-community cooperation: AI chatbots and recommendation engines can provide customized guidance for parents on how to discuss values with their children, and recommend books, movies and conversation opening topics suitable for their age.Schools can establish a digital home-school interaction platform to gather community resources, such as museum exhibitions, volunteer markets and public lectures and push relevant opportunities to families. A unified assessment dashboard can collect feedback from parents, teachers and community organizers, use AI identification patterns and generate executable insights to improve collaboration.

This forms a continuous cycle of planning, action, reflection and optimization, ensuring that value education is not limited to classroom time, but penetrates into all areas of life.

4. Discussion

Analysis shows that AI-enableded ideals and beliefs education can effectively realize the dialectical unity of “subject objectification” (teenagers act on and transform value content) and “objectization” (value content internalized into personal beliefs). This process confirms Marx’s insight that technology is “the essential power of man”. In the digital age, AI has become an intermediary tool, enabling teenagers not only to recognize the world, but also to build their own moral identity. Unlike previous technological innovations, the adaptability, interactivity and generative characteristics of AI enable learners and learning materials to form a closer and dynamic common evolutionary relationship. The transformation from “abstract people” to “concrete people” is not only theoretical abstraction, but also the practical reality promoted by personalized paths, rich situations and real problem solving.

However, the integration of artificial intelligence must be guided by a clear educational concept. Over-reliance on algorithm recommendations may inadvertently narrow the scope of adolescents' exposure to multiple value perspectives, forming an information cocoon or strengthening existing biases. In addition, continuous monitoring and data collection will raise privacy concerns and may make people feel monitored, which is contrary to true autonomy. If the artificial intelligence system lacks transparency in design, it may also continue the gender, racial or socioeconomic stereotypes implicit in the training data, resulting in discriminatory or inappropriate guidance. Therefore, we advocate a people-centered artificial intelligence path: algorithms must be explainable, auditable, and subject to continuous ethical review. Teachers should retain the ultimate teaching leadership and use the output of artificial intelligence as a reference, not an instruction. In addition, teenagers should be educated about the limitations of artificial intelligence, and they should be encouraged to critically evaluate the content generated by AI, so that they can become technology users with information

literacy and a sense of responsibility.

Looking to the future, we propose to build a comprehensive theoretical framework on intelligent value education, which is rooted in the context of Chinese culture and can resonate with global academic research.Such a framework should integrate the insights of cognitive science, moral philosophy and educational technology, and be verified through vertical mixed method research. Specific priorities include: (a) designing an artificial intelligence system that can identify emotions and willpower, not just cognitive performance; (b) promoting interdisciplinary cooperation between computer scientists, educators, psychologists and ethicists; (c) establishing regional pilot projects and equipping them with strict Evaluation mechanism; (d) Formulate policy guidelines to achieve a balance between innovation and security to ensure fair access to urban and rural areas. The ultimate goal is not to replace the influence of human teachers or families, but to enhance and enrich them, so that technology becomes a loyal partner for teenagers in the process of self-realization and social contribution.

5. Conclusion

In a word, AI has great potential in revitalizing the education of teenagers' ideals and beliefs. It can achieve this goal by enhancing its subjectivity, improving cognitive participation, expanding the field of practice, and coordinating collaborative networks. However, this potential can only be truly realized through a principled and dialectical method, which requires a constant examination of the interaction between technological empowerment and human values. We must be wary of technological determinism and adhere to the priority of educational goals: to cultivate a complete personality with sound judgment, firm belief and compassion. Through careful design, transparent governance and continuous reflection, AI can indeed become a beacon to illuminate the way forward for teenagers and guide them to grow into urgently needed talents in the new era in China and even the world.

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