

Article

Digital-Intelligence Empowerment of Ideological and Political Education in College Foreign Language Curricula for Consolidating the Sense of Community for the Chinese Nation: Theoretical Logic and Mechanism Construction

Zixiang Xia¹ and Yue Huang^{1,*}
¹ Chengdu College of Arts and Sciences, Chengdu, China

* Correspondence: Yue Huang, Chengdu College of Arts and Sciences, Chengdu, China

Abstract: Against the backdrop of China's national education digitalization strategy and the political imperative to consolidate the sense of community for the Chinese nation (SCCN) as the main line of the Party's ethnic work in the new era, this paper investigates how digital-intelligence-the deep fusion of digitalization and intelligentization-can empower curriculum-based ideological and political education (CIPE) in college foreign language education. Adopting a theoretical-analytical approach and drawing on socio-cultural theory, synergy theory, and systems theory, the paper first clarifies the conceptual triad of digital-intelligence empowerment, foreign language CIPE, and SCCN. It then elaborates a four-dimensional theoretical logic-political, value, technological, and disciplinary-generative-which explains why the convergence of the three domains is historically necessary, value-justified, technologically feasible, and educationally generative. On this basis, the paper constructs an integrated mechanism framework comprising a goal layer anchored in the "Five Identifications," a driving mechanism integrating policy, technology, and subject agency; an operating mechanism spanning content supply, process reconfiguration, subject collaboration, and evaluation feedback; and a safeguard mechanism covering institutional norms, teacher digital identity, and data governance underpinned by value alignment. Finally, the paper reflects on the potential risks of digital-intelligence empowerment-narrative sinking, cognitive bias, technological dependence, data deviance, and memory iteration-and argues that value alignment and human-machine collaborative governance constitute the meta-prerequisites for the mechanism to function. The proposed framework serves as a theoretical reference for research and reform in foreign language CIPE in the digital-intelligence era.

Keywords: digital-intelligence empowerment; curriculum-based ideological and political education; foreign language education; sense of community for the Chinese nation; mechanism construction

Received: 18 August 2026

Revised: 03 October 2026

Accepted: 16 October 2026

Published: 22 October 2026



Copyright: © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

Consolidating the sense of community for the Chinese nation has become a strategic priority of the Party and the state in the new era. In recent policy discourse and ethnic studies, consolidating the sense of community for the Chinese nation (SCCN) has been emphasized as a central line, with further policy initiatives calling for the refinement of relevant institutional mechanisms to strengthen national cohesion. The Education Power Construction Plan Outline (2024–2035) reiterated the need to strengthen SCCN education, while the national education digitalization strategy, launched in 2022, has positioned digital transformation as the fundamental lever for restructuring higher education. The rapid maturation of artificial intelligence, epitomized by the global diffusion of DeepSeek-style large language models since 2025, has inserted a powerful new variable into this

policy landscape: value-oriented education can now be supported by data-driven, generative, and interactive technologies of unprecedented reach [1,2].

Within this landscape, college foreign language education occupies a distinctive position. Foreign language education is simultaneously instrumental and humanistic; it has the longest educational cycle and the widest student coverage in Chinese higher education, and it shoulders the mission of telling China's stories well and strengthening international communication capacity [3]. Precisely because foreign language classrooms mediate between Chinese and foreign languages and cultures, they have been characterized as a frontier position—a "first battlefield"—for consolidating SCCN through CIPE [3,4]. Yet the same cross-cultural openness that makes foreign language education valuable also makes it vulnerable: the long-standing "aphasia of Chinese culture," in which learners can discuss Western topics fluently but cannot express Chinese cultural and national content in foreign languages, reveals a deep-seated bias in educational objectives that CIPE is intended to correct [3].

The scale of this educational field magnifies its strategic significance. College English and foreign language major courses reach virtually every undergraduate in the country, including millions of students from all ethnic groups, and an increasing number of classrooms now integrate international students alongside Chinese students of diverse ethnic backgrounds. In such multi-ethnic and multi-country learning communities, foreign language teaching becomes a complex system involving the interpretation of ideological-political content, the professional grounding of language education, and the coordination of interethnic and intercultural identification [5]. Recent bibliometric reviews of the field observe that SCCN education research has expanded rapidly along the dimensions of disciplinary foundations, implementation paths, model and scale development, textbook construction, and evaluation systems, while noting that digital technology is injecting new dynamics into the field [5,6]. It is at the intersection of this expansive disciplinary reach and this technological momentum that the theoretical questions of the present paper arise.

Existing scholarship has approached the intersection of these agendas from three largely separate directions. The first stream examines artificial intelligence and generative AI empowering CIPE in general, discussing teacher digital identity, teaching paradigm reconstruction, and risk governance [7-10]. The second stream investigates SCCN education in universities, covering the "Five Identifications," teacher roles, collaborative education between ideological-political theory courses and CIPE, and social-work-assisted experiential education [5,11-14]. The third stream, emerging most recently, explores digital technologies and generative AI empowering SCCN consolidation, mapping empowerment landscapes, symptoms, and paths [1,15,16]. What remains missing, however, is a theoretically coherent account that integrates digital-intelligence, foreign language CIPE, and SCCN into a single analytical framework; complementary English-language scholarship has systematized the scientific connotations of community-consciousness education [17] and the key theories of the relevant important accounts [18], but has likewise not addressed this triadic intersection. Most available studies are practice-path prescriptions or single-course empirical evaluations [19]; few ask, at the level of theory, why the triadic convergence is logically necessary and how its mechanism should be constructed as a system.

This paper addresses that gap through a purely theoretical inquiry organized around two questions: (1) What is the theoretical logic—the inner necessity and rationality—of digital-intelligence empowering college foreign language CIPE to consolidate SCCN? (2) How should the mechanism of this empowerment be constructed so that it operates as an organic system rather than a loose agglomeration of techniques? By "mechanism" the paper follows the systems-theoretic usage: not a checklist of practical steps, but the stable processes and modes of interaction among a system's elements, structure, function, and environment that reliably reproduce a desired educational outcome [4]. Correspondingly, the paper deliberately avoids empirical design, case reporting, and operational prescriptions; its contribution is analytical. The remainder of the paper proceeds as

follows. Section 2 clarifies core concepts and theoretical resources. Section 3 develops the four-dimensional theoretical logic. Section 4 constructs the mechanism framework. Section 5 reflects on risks and value alignment, and Section 6 concludes.

2. Conceptual Foundation and Theoretical Resources

2.1. Core Concepts

Digital-intelligence empowerment (shu-zhi fu-neng) refers to the deep fusion of digitalization and intelligentization in education. Digitalization denotes the datafication of educational resources, processes, and outcomes; intelligentization denotes the affordances of artificial intelligence-especially generative AI-for content production, adaptive interaction, learning analytics, and intelligent evaluation. Empowerment, however, must be distinguished from mere tool application: it denotes a structural transformation of the educational ecology in which technology reconstructs the relations among teaching, learning, and value cultivation [7,19]. In this sense, digital-intelligence empowerment is a relationship concept rather than an equipment concept.

Curriculum-based ideological and political education (CIPE) is the pedagogical strategy of implicitly integrating value formation-correct worldviews, outlooks on life and values, cultural confidence, and national sentiment-into subject-matter teaching, so that knowledge transmission, ability cultivation, and value guidance are unified. In foreign language education specifically, CIPE requires extracting the spiritual markers and cultural essence of the Chinese nation from linguistic materials and stimulating students' shared historical memory, emotional bonds, and identity recognition [3].

The sense of community for the Chinese nation (SCCN) is the conscious recognition of the Chinese nation as a community with a shared future-politically united, culturally inclusive, economically interdependent, and emotionally intimate-formed through millennia of interaction, exchange, and integration among all ethnic groups. Its contemporary operational core rests upon the 'Five Identifications,' which encompass alignment with the state, the broader national identity, shared cultural heritage, the governing political system, and the nation's social and institutional framework [11]. Recent scholarship notes that SCCN has shifted from an 'emotional attribute' to an 'essential attribute' of the Chinese nation, representing a pivotal transition in contemporary national integration [4].

2.2. Theoretical Resources

Four theoretical resources underpin the analysis. First, socio-cultural theory and the theory of mediation hold that higher psychological functions develop through culturally constructed mediating tools. Language is the primordial mediator, and digital technologies are emerging as new mediators; the internalization of values, like the acquisition of language, is mediated by tools and social interaction [19]. This justifies treating digital-intelligence not as an external aid but as a constitutive condition of value internalization.

Second, social constructivism emphasizes that knowledge and identity are generated in interaction within communities. The learning community, originating in Tönnies's concept of community and developed in educational theory as an organization in which learners and facilitators cooperate toward a shared vision, provides the micro-social form in which SCCN can be experienced rather than merely taught [5].

Third, synergy theory explains how heterogeneous elements, through cooperative coupling, produce ordered macro-structures and emergent effects exceeding the sum of parts. Applied to SCCN education, it grounds the collaborative education (xie-tong yu-ren) between ideological-political theory courses and CIPE in terms of subject synergy, value synergy, and content synergy: the theory courses contribute systematic depth and explicit value frameworks, while CIPE contributes disciplinary breadth and implicit experiential embedding, and only their coordinated functioning produces a whole greater than either could achieve alone [13].

Fourth, systems theory defines a mechanism as the processes and modes of interaction among a system's elements, structure, function, and environment, and prescribes the principle of overall optimization-maximizing system function through coordinated sub-mechanisms rather than isolated excellence of any single part [4]. Systems thinking is what distinguishes mechanism construction from path enumeration.

3. The Theoretical Logic of Digital-Intelligence Empowering Foreign Language CIPE for SCCN

The convergence of digital-intelligence, foreign language CIPE, and SCCN is not an accidental policy collage but possesses a four-dimensional inner logic: political logic answers why it must happen; value logic answers why it is right; technological logic answers why it is now possible; and disciplinary-generative logic answers why foreign language education is the generative site where the fusion produces new educational forms. Figure 1 summarizes this architecture.

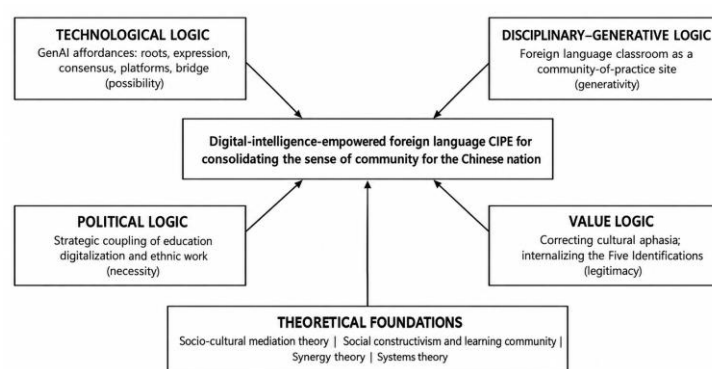


Figure 1. The Four-Dimensional Theoretical Logic of Digital-Intelligence Empowering Foreign Language CIPE for Consolidating SCCN.

3.1. Political Logic: The Strategic Coupling of Educational Digitalization and Ethnic Work

Education is fundamentally political. In the modern era, the societal role of higher education requires universities to cultivate capable professionals ready to contribute to national development, with the consolidation of SCCN serving as a central initiative in achieving this goal [15]. Two national strategies—education digitalization and the institutionalization of SCCN consolidation—have arrived simultaneously and converge in the classroom. The Education Power Construction Plan Outline (2024–2035) requires both "strengthening SCCN education" and "implementing the national education digitalization strategy," making their coupling a top-down institutional necessity rather than an optional innovation [12]. Foreign language education, moreover, directly serves national strategies of cultural "going global," the Belt and Road Initiative, and the construction of international discourse power commensurate with China's comprehensive national strength; international communication capacity presupposes a stable, internalized Chinese national identity among the communicators themselves [3]. Politically, therefore, digital-intelligence empowerment of foreign language CIPE for SCCN is the concrete form in which two national strategies meet in a single educational practice.

3.2. Value Logic: Correcting Cultural Aphasia and Internalizing the Five Identifications

The value logic operates at two levels. At the disciplinary level, foreign language education has long suffered from "Chinese culture aphasia": under the hegemonic influence of target-language cultures, teaching drifted into one-way importation, and learners became unable to narrate Chinese traditional culture and contemporary stories of ethnic unity in foreign languages [3]. CIPE in foreign language education is, in essence, the institutional correction of this aphasia—re-establishing Chinese cultural position while retaining cross-cultural openness.

At the psychological level, the aim of SCCN education is the deep internalization of the Five Identifications-moving students from cognition to emotion to action [11]. This internalization is structurally isomorphic with language acquisition itself: both are processes in which external cultural content becomes internal competence through mediated, interactive, and repeated engagement. Since foreign language learning is itself a long-cycle process of mediated meaning-making, it offers an unusually favorable medium for value internalization; and since digital-intelligence technologies excel precisely at sustaining personalized, contextualized, and interactive mediation, they align naturally with the value-formation process [19]. The value logic thus links the cultivation of the Five Identifications to the humanistic essence of foreign language education and renders digital mediation value-laden rather than value-neutral.

3.3. Technological Logic: The Affordances of Generative AI for Community Consciousness

The technological logic rests on the specific affordances that generative AI exhibits for SCCN consolidation. Hao and Gui [1] identify five: inheriting the roots-AI's capacity for semantic retrieval and creative regeneration revitalizes the resources of Chinese civilization and lowers the threshold of accessing shared cultural memory; activating expression-intelligent tools scaffold learners' multilingual expression of Chinese stories, directly countering cultural aphasia; building consensus-algorithmic content organization and interactive communication facilitate the convergence of mainstream values among digitally native youth; constructing platforms-intelligent platforms integrate fragmented educational resources into normalized, scalable SCCN education; and bridging divides-low-cost, open-source models narrow digital gaps across regions and groups, embodying the inclusive ethos of the community. Empirical studies of Chinese university teaching developments confirm that these affordances are already being absorbed into course-level practice, with generative AI reshaping courseware production, scenario-based interaction, and personalized tutoring in ideological and political courses [8,9]. In pedagogical terms, these affordances translate into four transformative modes: precise education enabled by data-based analysis of learners, immersive education enabled by virtual interaction, innovative education enabled by teacher-technology collaboration, and dynamic education enabled by closed-loop intelligent evaluation [15]. The same technologies also reconstruct teachers' roles: in human-machine collaborative education, foreign language teachers construct digital identities as value guiders, cultural interpreters, equal knowledge communicators, and versatile educators integrating language teaching, value guidance, and digital proficiency [7].

3.4. Disciplinary-Generative Logic: The Foreign Language Classroom as a Generative Site

Finally, there is a logic specific to the discipline. The foreign language classroom is the most direct educational site where students of different ethnicities-and, in internationalized programs, students from different countries-meet within a single communicative space, making it a natural community of practice in which interethnic and intercultural recognition is negotiated through language [5]. Language is the carrier of consciousness: to learn to speak about the nation in another language is to re-encode national identity in a form that can cross boundaries. Digital-intelligence amplifies this generativity: bilingual ideological corpora make value-laden language empirically learnable [20]; virtual communities extend the classroom into persistent smart learning communities in which knowledge, ability, and values are constructed jointly [19]; and generative tools enable students to produce, rather than merely receive, narratives of the Chinese national community. The triadic convergence therefore does not merely add technology to an unchanged pedagogy-it generates new educational forms: data-informed precise value guidance, immersive and embodied cultural experience, community-based identity practice, and dynamic evidence of value growth.

Taken together, the four logics form a chain of necessity (political), legitimacy (value), possibility (technological), and generativity (disciplinary), grounded in the theoretical resources of mediation, community, synergy, and systems thinking (Figure 1).

4. Mechanism Construction

If the theoretical logic explains why the empowerment must occur, the mechanism explains how it can operate stably and effectively as a system. Drawing on systems theory—according to which a mechanism is the mode of interaction among elements, structure, function, and environment, and system construction should pursue overall optimization [4]—this paper constructs a four-layer mechanism framework: a goal layer, a driving mechanism, an operating mechanism, and a safeguard mechanism, connected by a value-alignment feedback loop (Figure 2).

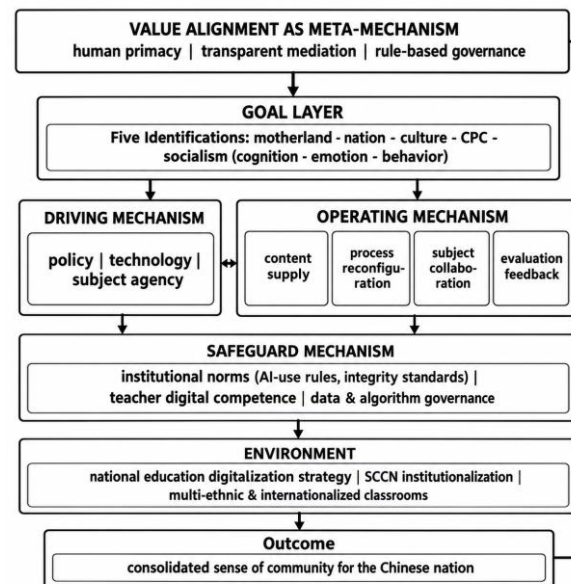


Figure 2. The Mechanism Framework of Digital-Intelligence Empowered Foreign Language CIPE for Consolidating SCCN.

4.1. Goal Layer: Operationalizing SCCN through the Five Identifications

A mechanism requires an explicit goal function. SCCN, as an overarching political-pedagogical concept, must be translated into operable educational objectives. The Five Identifications provide this translation: identification with the great motherland, the Chinese nation, Chinese culture, governing institutions, and socialism with Chinese characteristics constitute the core content and the evaluable outcome specification of SCCN education [11]. Following the cognition–emotion–behavior structure widely used in value education, the goal layer defines progressive outcomes: cognitive comprehension of the community's history and theory; affective attachment and emotional resonance; and behavioral willingness and practice of unity. Digital-intelligence serves the goal layer by rendering each stratum visible—learning analytics trace cognitive growth, interaction data reveal affective engagement, and behavioral records document practice—thereby making the "casting" (zhu-lao, the solidification) of consciousness observable rather than rhetorical.

4.2. Driving Mechanism: Policy, Technology, and Subject Agency

The system's momentum derives from three coupled drivers. The policy driver supplies direction and institutional pressure: the SCCN main line, the education digitalization strategy, and CIPE policy documents collectively define empowerment as a compliance-and-mission task [12,15]. The technology driver supplies capability: the affordances of generative AI-content generation, adaptive tutoring, intelligent evaluation—continuously expand what educational practice can attempt [1,2]. The subject driver supplies agency: teachers construct digital identities through learning, practice, and reflection, evolving from knowledge authorities into value guiders, cultural interpreters, and co-creators of knowledge in human-machine collaboration; students, in turn, shift

from passive recipients to active constructors within smart learning communities [7,19]. A mechanism that relies on any single driver is fragile; only their coupling sustains long-term operation.

4.3. Operating Mechanism: Four Interlocking Sub-Mechanisms

The operating mechanism is the system's engine room, consisting of four interlocking sub-mechanisms.

Content supply. The content mechanism must satisfy the dual requirement of language education and value education—a dual-track structure in which linguistic knowledge and ideological-political elements are developed in parallel and fused at the level of teaching design [5]. For multi-ethnic classrooms, the content system carries an additional dimension: materials must support the learning of the national common language alongside foreign languages, present the "four commons" of Chinese history—jointly developing the lands, jointly writing the historical narrative, jointly creating the splendid culture, and jointly nurturing the great national spirit—in forms accessible to learners of different linguistic backgrounds, and transform the abstract notion of the community into concrete, narratable content. Digitalization enables a three-tier content system: the first classroom anchored in textbooks, the second classroom as a standardized, searchable digital resource repository of Chinese culture, the Chinese path, and China's diplomacy, and the third classroom as fragmented micro-learning virtual communities extending the educational field beyond time and space [19]. Bilingual ideological corpora exemplify digital content supply at the disciplinary intersection, allowing learners to observe, through frequency and collocation data, how Chinese political and cultural concepts are rendered in foreign languages [20].

Process reconfiguration. Digital-intelligence reconfigures the educational process along three axes. Precision: data-based learner profiling matches resources and strategies to individual differences, replacing one-size-fits-all value lecturing [15]. Immersion: virtual interaction and intelligent scenarios restore embodied, experiential cognition, countering the tendency of purely online engagement to dissolve emotional foundations [1]. Dynamism: intelligent evaluation and feedback constitute a closed loop in which teaching is continuously adjusted, transforming value education from a one-shot, terminal assessment into a whole-process, adaptive cultivation [15,19].

Subject collaboration. SCCN education in universities involves a concentric-circle ecology of subjects: teachers of ideological-political theory courses who focus on cognitive transmission, subject teachers carrying CIPE who provide affective nurture, and practitioners of the "grand CIPE" who shape behavior; these roles must interact synergistically rather than fragment [12]. At the institutional level, synergy also operates between the ideological-political curriculum and CIPE in subject, value, and content terms [13]. Digital platforms coordinate this multi-subject ecology by making division of responsibilities, communication, and joint evaluation technically feasible.

Evaluation feedback. Evaluation is the mechanism's steering wheel. A whole-process, multi-agent evaluation system—combining teacher evaluation, peer evaluation, student self-evaluation, and machine analytics—tracks language growth, autonomous learning, and value development simultaneously, shifting students from result-orientation to process engagement [19]. Feedback data re-enter the system as inputs for content updating, process adjustment, and policy revision, closing the loop.

4.4. Safeguard Mechanism: Institutions, Teachers, and Data Governance

Safeguards determine whether the mechanism endures. Institutional safeguards include rules for the pedagogical use of AI, academic-integrity norms, and the embedding of SCCN requirements into curriculum standards, teaching competitions, and teacher evaluation [4]. Teacher safeguards center on digital competence: continuous professional development that integrates language teaching, value guidance, and digital technology, so that the "versatile educator" identity becomes an institutional capacity rather than individual heroism [7,12]. Data and algorithm safeguards address the governance of information resources: collaborative governance frameworks, digital watermarking,

provenance verification, and explicit responsibility allocation are needed to contain the information risks generative AI introduces into higher education [10]. Without these safeguards, the operating mechanism degrades into unsupervised technological drift.

5. Risk Reflection and Value Alignment

A theoretical framework that celebrates empowerment without confronting its risks would be incomplete. Hao and Gui [1] diagnose five symptomatic risks of generative AI in SCCN consolidation: narrative sinking, in which algorithmic preference for entertainment-oriented content erodes the guiding efficacy of mainstream narratives; cognitive bias, in which algorithmic filtering and homogenized recommendations deconstruct the formation of consensus; technological dependence, in which habitual outsourcing of cognition erodes the emotional foundations of community consciousness; data deviance, in which data leaks and misuse blur the authentic core of SCCN; and memory iteration, in which generative models' compression of history may obscure the complete landscape of the community's shared memory. More broadly, generative AI reconfigures information-resource risks in higher education and demands collaborative governance [10].

These risks share a common structure: they arise precisely at the points where the mechanism is most technologically intensive. The implication is that value alignment is not an external supplement but the meta-mechanism of the entire framework—a normative layer that must penetrate the driving, operating, and safeguard mechanisms alike. Three principles follow. First, human primacy: teachers remain the value gatekeepers of AI-mediated education; technology scaffolds but never replaces value judgment, and embodied, offline experience must be preserved so that community consciousness is felt rather than merely computed [1,14]. Social-work-informed educational designs, which connect macro-level community consciousness with micro-level, experientially grounded perception of community, illustrate how digital mediation can be deliberately balanced by direct human experience [14]. Second, transparent mediation: learners should be educated about algorithmic logic-network literacy as a component of digital-intelligence-era SCCN education—so that the black box of recommendation and generation becomes an object of critical understanding rather than silent influence. Third, rule-based governance: legal, institutional, and platform-level norms must demarcate the legitimate boundaries of educational data and generative content, with the legal compliance mechanisms upgraded in step with technical capability [1,10]. Value alignment thus closes the feedback loop of the mechanism: evaluation data not only improve teaching but also monitor whether technological processes remain congruent with the goal layer, triggering corrective adjustment whenever narrative drift, bias, or dependence is detected.

6. Conclusion

This paper has provided a theoretical account of digital-intelligence empowerment of ideological and political education in college foreign language curricula for consolidating the sense of community for the Chinese nation. It argued that the convergence of the three domains is supported by a four-dimensional logic-political necessity, value legitimacy, technological possibility, and disciplinary generativity—and constructed a mechanism framework in which a Five-Identifications goal layer is propelled by policy, technology, and subject drivers; enacted through content-supply, process-reconfiguration, subject-collaboration, and evaluation-feedback sub-mechanisms; secured by institutional, teacher, and data-governance safeguards; and steered throughout by value alignment as a meta-mechanism guarding against narrative, cognitive, dependence, data, and memory risks. The framework's contribution is twofold: it integrates two national strategies—education digitalization and SCCN consolidation—within the specific disciplinary ecology of foreign language education, and it replaces path enumeration with systems-theoretic mechanism construction. Its limitations should be acknowledged: as a conceptual framework, it awaits operationalization and empirical

validation, and its components-particularly the measurement of value internalization and the governance metrics of algorithmic transparency-require further methodological development. Future research may proceed along three fronts: developing validated instruments for the Five-Identifications strata in foreign language learning contexts; conducting design-based research on the operating mechanism in multi-ethnic and internationalized classrooms; and comparatively examining how different governance arrangements moderate the empowerment-risk dialectic. In the digital-intelligence era, the task of foreign language education remains what it has always been-to nurture talents who possess both global vision and Chinese identity-but the means of accomplishing it must now be understood, and constructed, as a coherent mechanism rather than a collection of techniques.

Funding: This work was supported by Research and Cultivation Base for Fostering a Strong Sense of the Chinese Nation as One Community of Sichuan Province (China West Normal University) – 2026 Research Project: Research on the Practical Path of Ideological and Political Education in University Foreign Language Courses to foster the Sense of Community for the Chinese Nation through Digital Intelligence Empowerment (Project No.: XHZL-2636)

References

1. N. Hao and Z. Gui, "The landscape, symptoms, and paths of DeepSeek-style generative artificial intelligence empowering the consolidation of the sense of community for the Chinese nation," *Minzuxue Luncong*, no. 3, pp. 5–14, 2025.
2. Y. Xing, "The influence of responsible innovation on ideological education in universities under generative artificial intelligence," *IEEE Access*, vol. 12, pp. 9842–9855, 2024.
3. J. Zhang, "Exploration and practice of ideological and political teaching in college foreign language curricula from the perspective of consolidating the sense of community for the Chinese nation," *Heilongjiang Minzu Congkan*, no. 2, pp. 27–32, 2024.
4. H. Zhang, "Fostering a strong sense of community for the Chinese nation through the mechanism of ideological and political education in foreign language curricula and other curricula from a systematic perspective," *Guizhou Ethnic Studies*, vol. 44, no. 2, pp. 199–204, 2023.
5. Y. Zhang and H. Guo, "Research on the teaching path of integrating the 'consolidation of the sense of community for the Chinese nation' into Chinese-foreign learning communities: A field investigation based on six first- and new-first-tier city universities," *Journal of Beijing International Studies University*, no. 6, pp. 117–138, 2025.
6. Q. Xiao, "Consolidating the sense of community for the Chinese nation education: A literature review and future prospects," *Global Education Perspective*, 2026.
7. J. Liu and Z. Li, "Research on the digital identity of university foreign language teachers in AI-empowered curriculum-based ideological and political education," *Foreign Languages and Literature*, vol. 41, no. 6, pp. 155–166, 2025.
8. J. Wang, H. Pan, and G. Zhu, "The core focus and effect of integrating generative artificial intelligence into the reform of ideological and political general education teaching: A case study of China," *Frontiers in Education*, vol. 11, 2026.
9. H. Zeng and G. Zhu, "How generative artificial intelligence technology empowers ideological and political courses: A case study of four teaching reform models in Chinese universities," *Frontiers in Education*, vol. 11, 2026.
10. S. Li and L. Shen, "Information resource risks and governance reconfiguration in generative AI-era higher education: Based on ideological and political education contexts," *Information Resources Management Journal*, 2026.
11. Q. Han and Y. Huang, "Strengthening the sense of community of the Chinese nation through the education of the 'Five Identifications' for college students in the new era," *Journal of Jilin Normal University (Humanities & Social Science Edition)*, no. 4, pp. 110–116, 2025.
12. Q. Li, "The role of university teachers in education for fostering a strong sense of community for the Chinese nation: Challenges and optimization mechanisms," *Journal of Research on Education for Ethnic Minorities*, vol. 36, no. 4, pp. 42–49, 2025.
13. Z. Jin, Y. Wang, and A. Jin, "The curriculum logic of consolidating the sense of community for the Chinese nation education in universities from the perspective of collaborative education," *School Party Building and Ideological Education*, no. 4, pp. 65–67, 2025.
14. Y. Yan, "Research on the logic and pathway of social work for promoting education on enhancing the sense of the community of the Chinese nation in Chinese universities," *Journal of Yunnan Minzu University (Philosophy and Social Sciences Edition)*, vol. 43, no. 4, 2026.
15. J. Pan and H. Wang, "Exploring the path of artificial intelligence empowering ideological and political courses to strengthen the sense of community for the Chinese nation," *Educational Science Research*, no. 3, pp. 5–11, 2026.
16. F. Wang, "Digital culture empowerment: The tension and breakthrough of consolidating the sense of community for the Chinese nation from the perspective of international understanding education," *Chinese Modern Education Journal*, 2026.
17. J. Wang and Y. Liu, "The scientific connotations of education for forging a sense of community for the Chinese nation," *Chinese Education & Society*, vol. 56, no. 1–2, 2023.

18. L. Chen and Y. Wang, "The key theories of Xi Jinping's important accounts of forging a sense of community for the Chinese nation," *Chinese Education & Society*, vol. 56, no. 1–2, 2023.
19. J. Kou and Q. Wang, "Exploring the construction path of ideological and political education in foreign language curricula under the background of digital transformation of education," *Contemporary Foreign Languages Research*, no. 1, pp. 229–237, 2026.
20. W. Wang and X. Wang, "Research on the application of Chinese-English bilingual ideological and political corpora in foreign language curriculum-based ideological and political education in the digital-intelligence era," *Journal of Hubei Open Vocational College*, 2026.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of Publisher and/or the editor(s). Publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.