Research on the Path of Information Literacy Enhancement for Civics Teachers in Colleges and Universities in the Intelligent Era

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Abstract. Intelligent era refers to the era of informationization centered on artificial intelligence technology, and improving the information literacy of college and university teachers of ideology and politics is an inevitable requirement for the development of ideological and political education in the new era. This paper takes the connotation of information literacy of ideology teachers as the research point, and the improvement of information literacy of ideology teachers in colleges and universities is necessary to adapt to the times, grasp the educational objects and realize the educational goals, however, the information literacy of ideology teachers in colleges and universities in the age of intelligence is also faced with the challenges of the speed of technological updating and adaptability, the extensiveness and authenticity of the information resources. Cultivation of information literacy enhancement for Civic Teachers in colleges and universities should be based on information technology, optimizing the allocation of information resources, innovating the information teaching mode, and constructing an information-based campus to cope with the development of the intelligent era and the change of education.

Keywords: intelligent age; ideology and politics in colleges and universities; information literacy; enhancement paths.

1. Introduction

Intelligent era refers to the era of informationization centered on artificial intelligence technology, and the rapid development and upgrading of artificial intelligence technology promotes the intelligent upgrading and progress of human society. With the arrival of the intelligent era and the rapid development and popularization of information technology, ideological and political education in colleges and universities is facing new challenges and opportunities, and the requirements for teachers of ideology and politics in colleges and universities are also increasing. In this era of information explosion, college and university Civics teachers need to continuously improve their information quality in order to better guide students to establish a correct worldview, outlook on life and values in the development of the intelligent era to adapt to the development of the intelligent era.

2. Connotation for Teacher Information Literacy

The concept of "information literacy" was first proposed by Paul Zurkowski, President of the Information Industry Association of America (IIA), who pointed out that "information literacy is the technique and skill of utilizing a large number of information resources and tools to solve problems in an information problem solving mode. "[1] Teachers' information literacy refers to the ability of teachers to retrieve, acquire, analyze and process information, and to use information to solve practical problems in education, teaching and work-life, based on information-based teaching practices and in accordance with the requirements of the development of the social information environment.[2] As the ideological and political teachers in colleges and universities play an important role in cultivating students' socialist core values and training high-quality socialist builders and successors, the improvement of their information quality is particularly important. Information quality refers to the ability of teachers to adapt to and use information technology in the
context of the information age, including the ability to acquire, process, utilize and innovate information.

Information accessibility refers to the fact that in the age of intelligence, the explosive growth of information makes it possible for teachers to access information through a variety of means, such as the Internet, specialized databases, and literature. Having a high level of information access allows teachers to access the most up-to-date and comprehensive information resources to provide strong support for teaching and learning. The improvement of information acquisition ability also helps teachers to broaden their horizons, update their teaching concepts and realize the innovation of teaching methods. Teachers need to have the ability to search and screen information, assess and analyze information, and integrate and innovate information in order to better play their role in education and teaching, provide strong support for students' growth and success, and adapt to and meet the challenges of the information age.

3. The Importance of Enhancing the Information Literacy of Civics Teachers in Colleges and Universities

3.1 Enhancing the Information Literacy of Civics Teachers is Necessary to Adapt to the Times

In the age of intelligence, improving the information literacy of Civics teachers is an inevitable need to adapt to the development of the times and the information environment. With the rapid development and popularization of information technology, education is also facing unprecedented challenges and opportunities. As the backbone of education, the information literacy of Civics teachers is not only related to their own professional development, but also to the progress and development of the whole society. The intelligent age has put forward new requirements for the information literacy of Civics teachers. In the information age, Civics teachers can easily obtain a large amount of knowledge and information, but how to correctly select, understand and utilize this information has become an important ability. As the guide of students, Civics teachers need to have good information screening ability and critical thinking ability to facilitate the accurate teaching and guidance of students to obtain correct knowledge and information, and to cultivate students' independent thinking and innovation ability.

The information literacy of Civics teachers is improved, which is conducive to adapting to the changes in the information environment. In the Internet era, the explosive growth of information brings great information pressure to people, and also increases the uncertainty of information. Civics teachers need to have good information search and evaluation skills to quickly filter out valuable content from the massive amount of information and analyze and judge it correctly. Only by continuously improving information literacy can Civics teachers provide students with accurate and authoritative guidance in an environment flooded with information. Enhancing the information literacy of Civics teachers is also a need to promote the modernization of school education. With the rapid development and application of intelligent science and technology, traditional education methods can no longer meet the needs of contemporary students. As the main force of education reform, the information literacy of Civics teachers will directly affect the quality and effectiveness of education. Only with high information literacy, Civics teachers can better cope with the educational challenges of the information age and provide students with a more modern education. Civics teachers need to understand the diversity of the information society and pay timely attention to emerging technologies and new communication methods. Teaching is an evolving process and teachers need to keep up with the times. The information age requires ideological and political teachers to have information awareness and information ability, and only by constantly learning and studying new educational concepts, new technologies, and new development trends can they better adapt to the changes of the information society in their teaching practice.
3.2 Enhancing the Information Literacy of Civics Teachers is Necessary to Achieve Educational Goals

General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities that to run China's colleges and universities well and to run world-class universities. It is necessary to firmly grasp the core point of comprehensively improving the ability to cultivate talents, and in this way to drive other work in colleges and universities. The goal of talent training in higher vocational colleges and universities is to cultivate technical and skillful talents, especially focusing on cultivating students' innovation ability. [3] Ideological and political education in colleges and universities, as an important part of cultivating the comprehensive quality of college students, needs to be adjusted and transformed to keep pace with the times in the context of the intelligent era. The high development of information technology in the intelligent age has brought about the impact of various new values and trends of thought, while ideological and political education in colleges and universities should aim at cultivating students' correct ideological virtues and positive social values, guiding them to correctly treat the various trends of thought in the information age, and establishing a correct outlook on life and values. In the age of intelligence, the rapid development of information technology has profoundly changed our way of life and education mode. As a very important force in colleges and universities, the enhancement of the information literacy of Civics teachers is of great significance in realizing the goals of Civics education.

Enhancing the information literacy of Civics teachers is conducive to enhancing students' ability to differentiate. The information age is characterized by the explosion of information, and the vast amount of information requires the ability of Civics teachers to screen, integrate, process, and transform it into a form suitable for student learning. The enhancement of information literacy makes outside, and the enhancement of the information literacy of Civics teachers is of great significance in guiding students to use information technology correctly. In the age of intelligence, students tend to rely excessively on the Internet and social media, and are easily influenced by bad information, and even produce problems such as information anxiety. As the guide of students, Civics teachers, under the guidance of information literacy, can help them look at network information rationally, improve their judgment and discernment, and avoid being misled or addicted to it.

In the age of intelligence, improving the information literacy of Civics teachers is of great significance in realizing the goals of Civics education. Information literacy of Civic and Political Teachers will become an important guarantee for realizing the goals of Civic and Political Education by broadening the channels of information acquisition, improving the effectiveness of teaching, guiding students to use information technology correctly and promoting the modernization of Civic and Political Education. Enhancing the information literacy of ideology and politics teachers is conducive to the cultivation of students' ideological virtues and values, innovative spirit and practical ability, critical thinking and judgment, and ultimately to the establishment of students' sense of social responsibility and civic awareness, thus providing a powerful support and driving force for the development of ideology and politics education in colleges and universities in the age of intelligence.

3.3 Enhancing the Information Literacy of Civics Teachers is Necessary to Strengthen Their Teaching Ability

In the age of intelligence, the rapid development and wide application of information technology has profoundly affected our social life. As educators, Civics teachers, improving information literacy has become an urgent need to enhance their educational ability. First of all, the intelligent era provides Civics teachers with more channels to obtain information. The popularization of the Internet and the intelligence of mobile devices make it easy for teachers to access all kinds of information resources. This requires Civics teachers to have the ability to recognize authenticity and
filter effective information. Therefore, Civics teachers need to continuously improve their information literacy, learn and skillfully use information technology in order to accurately grasp the latest developments in society, politics and economy and provide powerful support for teaching. Secondly, the information literacy of Civics teachers in the intelligent era also needs to be practically applied in teaching. The popularization of information technology provides new means and methods for education and teaching, and Civics teachers can create a rich and diverse teaching environment by using tools such as online teaching platforms and multimedia teaching materials. By guiding students to actively participate in online discussions, network surveys and information searches, Civics teachers can cultivate students' independent thinking ability and critical thinking, and improve their information literacy. At the same time, Civics teachers can also cooperate with other teachers and exchange teaching experience through online resource sharing and interactive communication, so as to continuously improve their own teaching level and promote the improvement and innovation of teaching.

4. Challenges to the Information Quality of Civics Teachers in Colleges and Universities in the Intelligent Era

4.1 Speed and Adaptability of Technology Upgrading

In the intelligent era, the update of technology is very fast, and new technologies come out in an endless stream and are constantly being pushed forward, which puts forward higher requirements for the improvement of the information quality of the Civics teachers in colleges and universities. First of all, teachers can't carry out learning and master the latest technical knowledge very quickly. The development and application of new technologies, such as artificial intelligence, big data analysis, etc. have penetrated into education and teaching, while the ideological and political teachers do not have a good understanding of the new technologies, can not master their application and teaching methods, and can not be better adapted to the teaching environment of the intelligent era. Secondly, teachers cannot flexibly apply technology to support and improve teaching practice. The rapid updating of technology is often accompanied by the emergence of new teaching tools and platforms. Ideological and political teachers in colleges and universities can't actively and proactively learn and use these tools, not to mention that they can't well integrate them into their teaching practice. In the age of intelligence, the adaptability of technology becomes especially important. Teachers not only need to teach professional knowledge, but also need to cultivate students' information literacy and learning ability, so that they can not quickly respond to technological updates and changes. In colleges and universities there are many teachers of Civics and Political Science, especially older teachers, who are daunted by big data technology, and although younger teachers have a better grasp of big data technology, they still need to continue to learn and refine their technical skills. More teachers of Civics and Political Science in colleges and universities lack understanding or lag behind in mastering information technology such as big data, and have a low level of mastery of data collection, storage, mining, cleaning, transformation, analysis, presentation and other technologies, and limited information technology level.[4] Traditional teaching materials and educational resources have been unable to meet diversified learning needs, and Civics teachers need to understand the diversity of the information society, and pay timely attention to emerging technologies and new communication methods. In short, the speed and adaptability of technological updating is an important challenge for the improvement of information quality of ideological and political teachers in colleges and universities in the intelligent era. To cope with this challenge, teachers need to continuously learn and master the knowledge of new technology, flexibly apply technology to support teaching practice, and at the same time provide students with training to adapt to technological changes in order to improve the quality and effectiveness of education and teaching. Only in this way can ideological and political
teachers in colleges and universities better adapt to the teaching needs of the intelligent era and make positive contributions to the development of students' comprehensive quality.

4.2 Extensive and authentic information resources

With the rapid development of Internet technology and the popularization and application of smart devices, people can easily access information resources in various fields. However, the authenticity of information has also become an increasingly prominent issue. The wide range of information resources provides more learning and teaching resources for Civics teachers in colleges and universities. While traditional teaching in the past relied on limited teaching materials and literature, teachers can now access all kinds of academic papers, case studies, policy documents and other information resources through Internet search engines, online open course platforms, academic databases and other channels, which provide teachers with more teaching materials and cases, and enhance the effectiveness and level of teaching. However, with the proliferation of information and accelerated speed of dissemination, a large amount of false information and misinformation has appeared on the Internet, which has brought troubles to teachers' information selection, and teachers' ability to recognize the authenticity and credibility of information is low. With the progress of science and technology and the popularization of the Internet, college Civics teachers need to approach all kinds of information resources through critical thinking, improve their ability to analyze and discriminate information, and better cope with the challenges of the breadth and authenticity of information resources.

5. The Path to Improve the Information Quality of Civics Teachers in Colleges and Universities in the Intelligent Era

5.1 Optimizing the allocation of information resources on the basis of information technology

In the intelligent era, the rapid development and wide application of information technology provide new opportunities and challenges for the improvement of information quality of ideological and political teachers in colleges and universities. As an important tool, information technology has a wide range of application fields and functions. Relying on information technology, colleges and universities can optimize the allocation of information resources. Traditional teachers' teaching resources mainly rely on paper textbooks, teaching tools and other tangible resources, in the intelligent era colleges and universities can make full use of the network and Internet resources through the construction of educational websites, the development of teaching software, etc., to integrate and share the vast amount of information resources such as educational materials, teaching cases, etc., which not only enriches the teaching resources, but also improves the efficiency of the ideological and political teachers' access to and utilization of information. Secondly, relying on information technology, colleges and universities can strengthen the personalized configuration of teaching resources. The application of information technology makes the teaching process more flexible and personalized. Colleges and universities can make use of teaching platforms and online courses, etc. to customize teaching resources for each ideological and political teacher, and provide personalized teaching content and learning modes according to the characteristics of different disciplines and the needs of students, so as to better meet the diversified learning needs of students, and to improve the teaching effect and the participation of students. Again, based on information technology, colleges and universities can realize the global allocation of educational resources. The development of information technology makes the dissemination and sharing of educational resources more convenient and barrier-free. Colleges and universities can obtain high-quality educational resources worldwide by building and participating in internationalized educational resource platforms. Through cooperation with foreign universities and educational institutions, ideological and political teachers can be brought into line with international advanced educational concepts, broaden their educational horizons and improve their teaching level. By making full use
of the network and Internet resources and strengthening personalized and globalized configuration, colleges and universities are able to provide richer and more personalized teaching resources, further improve the ability of ideological and political teachers to acquire and utilize information, and promote the development of ideological and political education in colleges and universities in the direction of informatization.

5.2 Taking information technology as the focus, innovative information teaching mode

In the intelligent era, the rapid development of information technology provides a powerful support for the information quality improvement of ideological and political teachers in colleges and universities. Taking information technology as the focus, the innovation of information teaching mode has become an important path to improve the information quality of ideological and political teachers in colleges and universities. On the one hand, information technology has created rich teaching resources for ideological and political teachers in colleges and universities. Through the network, database and digital resources, teachers can obtain rich information resources. These resources include academic papers, teaching materials, cases and so on at home and abroad, which provide teachers with a wide range of teaching references. Teachers can integrate and utilize these resources through information technology to provide students with a more comprehensive and in-depth knowledge background and make the teaching content more relevant and practical. On the other hand, information technology provides diversified teaching means for ideological and political teachers in colleges and universities. With the help of information technology, teachers can use multimedia teaching, online interaction and other ways to break through the traditional teaching mode and make teaching more vivid and active. For example, teachers can use multimedia to display rich pictures, videos and other materials to make abstract concepts more concrete and graphic and stimulate students' interest in learning. At the same time, classroom interaction can be carried out through the online interactive platform, encouraging students to participate in discussions and thinking, and cultivating students' innovative thinking and teamwork ability. At the same time, information technology provides college ideological and political teachers with ways of independent learning and teaching improvement. Teachers can continuously learn and update their knowledge and teaching methods through online learning platforms and teaching aid software. Information technology provides teachers with rich learning resources and communication platforms, and teachers can communicate and share with other teachers through participating in activities such as online teaching and research and academic discussions, so as to continuously improve their teaching level and ability. Information technology plays an important role in the path of improving the information quality of ideological and political teachers in colleges and universities in the intelligent era. Taking information technology as the focus point and innovating the information teaching mode, it can provide teachers with rich teaching resources, diversified teaching means, and provide a way for independent learning and teaching improvement. Ideological and political teachers in colleges and universities should actively utilize information technology to continuously update their teaching concepts and methods, and improve their information quality, so as to better cultivate the comprehensive quality and innovation ability of students in the age of intelligence.

5.3 Building an informationized campus with the support of information technology

The role of information technology in ideological and political education in colleges and universities cannot be ignored. The construction of an informatized campus can be realized through the following aspects: first, building an informatized teaching environment, providing convenient and efficient information technology facilities, and providing sufficient resource support for ideological and political teaching. This is an important initiative to build an informationized campus. According to the foundation of the school's smart campus construction, combined with the school's schooling characteristics, it creates a smart campus environment with new technologies such as Internet of Things, cloud computing, big data analysis and other new technologies as the core.
technology, providing comprehensive perception, intelligent, data-based, networked and collaborative teaching, scientific research, management and life service integration. [5] The second is to promote the integration of information technology and teaching, and to apply information technology to the teaching of ideology and politics, so as to enhance the effectiveness and efficiency of teaching. This is a key step in building an informationized campus. Teachers of ideology and politics in colleges and universities should actively explore the integration path of information technology and teaching, and innovate the information teaching mode. For example, multimedia technology can be used to design rich and varied teaching courseware, combining ideological and political knowledge with actual cases to stimulate students' interest in learning and thinking ability. With the help of online learning platform and teaching management system, online interaction and discussion can be realized to enhance the teaching effect and learning quality. Thirdly, information security management is strengthened to ensure the stable operation of the informationized campus and the confidentiality of information. The construction of informationized campus must pay attention to information security management. Strengthen the security protection of the network environment, establish a sound information security management system and norms to prevent information leakage and illegal intrusion. Teachers and students should strengthen the cultivation of information security awareness, improve the security consciousness and skills of information technology application, and ensure the stable operation of the campus information system and the confidentiality of information.

Conclusion

Information literacy is the core literacy in the age of intelligence, and improving the information literacy of teachers of ideological and political courses in colleges and universities is the inevitable requirement for the development of ideological and political education in the new era. Since the 18th National Congress of the Communist Party of China (CPC), the state has introduced a series of policies to promote the informatization of education and the digital transformation of education, the main purpose of which is to promote the realization of educational fairness through the in-depth fusion of information technology and education teaching, to help education governance, and to promote intelligent, digital, precise and accurate education. The main purpose is to promote the realization of education equity through the deep integration of information technology and education teaching, to help education governance, and to promote the high-quality development of intelligent, digital, precise and personalized education[6]. Civics teachers in colleges and universities, shouldering the new mission of casting souls and educating people, should improve their information literacy, actively promote the in-depth integration of artificial intelligence and education, and constantly learn the relevant knowledge of intelligent technology to adapt to the changes in the teaching environment in the information age, so as to promote the innovation of educational change.

References
