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Innovating Political Theory Teaching in the Context of the Emerging Mode of Production

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Abstract This article examines the reform of political theory education in the context of an emerging mode of production associated with the Fourth Industrial Revolution, artificial intelligence, and big data. Using a qualitative approach that combines a structured narrative review with thematic interpretation of published literature, the study considers how digital productive forces, including the growing economic importance of data and algorithms, influence the conditions under which learners encounter, assess, and use knowledge. Informed by historical materialism, the analysis examines limitations of predominantly one-way knowledge transmission and considers teaching practices that develop theoretical reasoning, independent inquiry, critical thinking, and the application of academic knowledge to contemporary social problems. The discussion advances three strategic orientations: first, redefining educational objectives to emphasize advanced conceptual and analytical competencies; second, integrating digital technologies and artificial intelligence into pedagogical practices while maintaining careful verification of information; and third, strengthening the academic role of lecturers in supporting students' reflective development, intellectual judgment, and engagement with competing interpretations. These orientations provide a conceptual framework for reconsidering political theory teaching in higher education in the digital era. Their effects on actual learning outcomes remain to be evaluated through further empirical research, since the present study does not involve primary classroom or survey data.

Index Terms emerging mode of production; political theory education; artificial intelligence; critical thinking; digital pedagogy

I. Introduction

The Fourth Industrial Revolution, driven by the rapid advancement of artificial intelligence (AI), big data, and digital platforms, has brought about profound transformations in the contemporary socioeconomic landscape. From the perspectives of social philosophy and political economy used in this study, the transformation extends beyond the expansion of technological applications and may be interpreted as a change in productive forces accompanied by adjustments in the relations of production. The emergence of the digital mode of production, with data, algorithms, and networked infrastructure at its core, is reshaping labor organization, processes of value creation, and the ways in which individuals and institutions interact within society [1], [2].

Within this new mode of production, data has become a strategic means of production, while artificial intelligence serves as a tool that amplifies human cognitive capacity and intellectual performance. This development is accelerating the transition from repetitive forms of labor to work that requires creativity, interdisciplinary competence, and the integration of specialized knowledge with digital technologies. At the same time, the digital environment has fundamentally altered how people acquire, process, and interpret information, particularly among younger generations who constitute the primary participants in today's digital society [3], [4].

These structural changes present significant opportunities and challenges for education generally and for the teaching of political theory in higher education institutions in particular. Traditional instructional models that rely primarily on one-way knowledge transmission and memorization of established doctrines may be insufficient to cultivate the critical and analytical competencies needed in contemporary educational settings. Accordingly, educational methods should place greater emphasis on cognitive competence, critical thinking, informed discussion, and the practical application of theoretical knowledge to real social and political questions. The widespread availability of the Internet, open educational platforms, and generative AI tools such as ChatGPT has greatly expanded learners' access to information. However, expanded access also creates challenges involving information overload, misinformation, superficial understanding, and the need to cultivate informed political awareness and intellectual resilience while encouraging independent evaluation of competing claims [5], [6].

In response to these changing educational conditions, innovation in political theory teaching should not be regarded as merely a limited adjustment to classroom techniques. Rather, it constitutes a strategic mission aimed at enhancing learners' worldview, methodological competence, and capacity for practical action. This process requires the integration of foundational concepts in political theory with contemporary educational approaches, enabling students to develop dialectical reasoning, examine explanations of social processes, evaluate the evidence supporting political claims, and respond thoughtfully to uncertainty in the digital era [7], [8].

Accordingly, examining the theoretical foundations and proposing orientations for innovating political theory teaching in the context of the emerging mode of production is both theoretically significant and practically urgent.

To address these theoretical and practical issues, this study focuses on the following two central research questions:

Research Question 1: How does the emerging mode of production, characterized by the development of big data, artificial intelligence, and digital platforms, influence learners' cognition, approaches to knowledge acquisition, and competency development in contemporary higher education?

Research Question 2: In response to the transformations brought about by the new mode of production, how should political theory teaching be innovated in terms of content, pedagogical methods, and the role of lecturers in order to enhance ideological education, theoretical thinking, and learners' capacity to apply theory in practice?

II. Research Methodology

This study adopts a qualitative, descriptive-analytical approach to examine the rationale for renewing political theory teaching in the context of an emerging digital mode of production. The research design combines a structured narrative literature review with interpretive thematic content analysis; it does not claim the reproducible screening procedure required for a formal systematic review. The research corpus includes scholarly publications and theoretical works on the digital mode of production, studies on the impacts of artificial intelligence, and specialized literature concerning innovations in political theory education. The documentary material was drawn from relevant scholarly publications, theoretical works, and policy-oriented literature; the study did not involve the collection of original student-level observations, interviews, or classroom performance measures. The analysis focuses on three major themes. First, it examines the transformation of productive forces and relations of production under the emerging mode of production. Second, it analyzes the multidimensional impacts of the digital environment on human cognition, thinking processes, and educational practices. Third, it identifies the urgent requirements for renewing the content and pedagogical methods of political theory teaching. The research procedure comprises three stages: (1) identifying and organizing relevant secondary sources; (2) analyzing and interpreting the major theoretical themes; and (3) synthesizing these themes into reasoned arguments and possible directions for pedagogical reform. Search dates, database-specific strategies, screening counts, and formal quality-appraisal results were not recorded in the supplied manuscript and are therefore not claimed here.

III. Theoretical Foundations of the Emerging Mode of Production and the Need to Innovate Political Theory Teaching

In the context of the emerging mode of production, higher education institutions are no longer positioned outside the broader socioeconomic transformation. Instead, they have become central actors within the national innovation ecosystem. Recent work on digital education ecosystems emphasizes the coordination of institutions, public policy, technical infrastructure, and professional learning as conditions of meaningful educational transformation [1], [2]. This structural transition creates an objective demand for comprehensive educational reform, including the renewal of political theory teaching.

A. The Emerging Mode of Production and the Transformation of Productive Forces

Throughout the historical development of society, the mode of production has served as the fundamental basis shaping socioeconomic structures and the evolution of corresponding social institutions. From the standpoint of historical materialism, the development of productive forces constitutes the underlying driving force behind changes in the relations of production, thereby shaping successive socioeconomic formations. Under the influence of the Fourth Industrial Revolution, the convergence of artificial intelligence (AI), big data, and digital platforms has generated a qualitative leap in productive forces, giving rise to a new mode of production—the digital mode of production—in which data, knowledge, and real-time connectivity occupy central positions.

Unlike traditional modes of production, which primarily depended on material means of production such as machinery, raw materials, and industrial infrastructure, the digital mode of production establishes the strategic importance of intangible resources. Data no longer merely reflects social reality; it has become a primary means of production that directly participates in value creation. The ability to collect, process, and exploit large-scale datasets enables organizations and institutions to forecast trends, optimize decision-making, and restructure operational models. Consequently, control over data resources has become an important determinant of competitiveness for both nations and organizations; research on the political economy of education also draws attention to the institutional implications of algorithmic infrastructures and data-driven governance [1].

Alongside data, artificial intelligence and algorithmic systems have emerged as new intellectual tools of labor in the digital age. Whereas technological tools in previous periods primarily amplified human physical capacity, AI is capable of supporting, extending, and partially replacing complex cognitive activities, including information analysis, pattern recog-

nition, forecasting, and decision-making. The emergence of intelligent systems need not diminish the importance of human judgment; rather, it increases the responsibility of individuals and institutions for designing, directing, supervising, and evaluating technology in ethically appropriate ways. Transformations in productive forces can produce substantial changes in the organization and allocation of work, as well as in expectations concerning professional competence. Creative work, interdisciplinary competence, and the ability to integrate technology have become defining characteristics of the modern workforce. Professional competence increasingly involves not only specialized disciplinary expertise but also critical thinking, lifelong learning, interdisciplinary communication, and the capacity to adapt to changing technological and social conditions. This transformation places new demands on education and human development: education must cultivate not only professional competencies but also a scientific worldview, a dialectical methodology, and the capacity to understand complex social realities [3].

From the perspective of political theory, the profound transformation of the mode of production places an urgent responsibility on education and training systems. As learners are increasingly exposed to an open, multidimensional, and highly complex information environment within digital society, political theory education can no longer be confined to transmitting classical theoretical knowledge. Instead, it must provide learners with a scientific methodological framework that enables them to distinguish between accurate and misleading information and to critically analyze the nature of political and social phenomena.

The transformation of productive forces not only reshapes technological foundations but also fundamentally restructures the social division of labor. In this regard, Tran Mai Uoc [3] argues that the emerging mode of production requires high standards of digital thinking, interdisciplinary competence, and the capacity to adapt continuously within an ever-changing social environment. Human value is no longer limited to specialized disciplinary knowledge; rather, it is increasingly determined by critical thinking, lifelong learning, and flexible adaptability in response to constant social transformation. This qualitative transformation of human capability in the digital era provides a direct scientific rationale for redefining the mission of higher education institutions. Political theory education can therefore complement foundational textual study with methodological training that helps learners assess evidence, distinguish substantiated arguments from misleading claims, interpret social and political developments, and develop informed and defensible intellectual judgments.

In summary, the emerging mode of production brings about not only economic and technological changes but also a comprehensive transformation of human cognition and competency structures; contemporary Vietnamese discussions similarly connect digital transformation with changes in political theory instruction and learner development [9]. This objective reality establishes the theoretical foundation for fundamentally renewing the content, methods, and instructional forms of political theory education in higher education institutions today.

B. Impacts of the Emerging Mode of Production on Cognition, Thinking, and Approaches to Knowledge Acquisition

The digital mode of production, together with the rapid development of artificial intelligence, has created a new environment for political theory education. This transformation reflects the global trend toward the digitalization of education in the era of algorithms, automation, and artificial intelligence [1]. Beyond restructuring economic and technological systems, the digital mode of production has profoundly transformed intellectual life, cognitive processes, and the ways individuals acquire and construct knowledge. Whereas knowledge in previous historical periods was primarily produced and transmitted through traditional educational institutions, with schools and teachers serving as the dominant authorities, today's digital environment has dissolved those boundaries and established a decentralized, real-time, and multidimensional information ecosystem [1], [5].

First, the emerging mode of production fundamentally transforms learners' information acquisition and knowledge construction.

The rapid expansion of digital platforms, open databases, and generative artificial intelligence tools has significantly broadened learning opportunities, allowing learners to independently access and utilize an enormous volume of academic resources. However, an abundance of information does not automatically translate into an increase in scientific knowledge. On the contrary, the digital environment exposes learners to information overload and blurs the boundaries between verified knowledge and misinformation, between scientific evidence and distorted or one-sided viewpoints. This challenge is particularly significant in political theory education, where the formation of worldview, methodological thinking, and political awareness occupies a central role. Consequently, the ability to evaluate, filter, analyze, and critically assess information has become an essential competency. Political theory education must therefore move beyond presenting theoretical principles and instead provide learners with scientific thinking tools that enable them to navigate complex information environments with confidence and intellectual independence [10], [11].

Second, the digital mode of production requires a comprehensive transformation in the role and pedagogical functions of lecturers.

Because access to information is no longer confined to lecturers or prescribed textbooks, one-way knowledge transmission is less suitable as the sole basis of classroom teaching and assessment. Within this new educational context, political theory lecturers are no longer regarded as the sole authority over truth. Instead, they become facilitators of learning, guides for cognitive development, promoters of critical inquiry, and companions who support learners in interpreting the nature of social phenomena.

The lecturer's role is to establish meaningful connections between foundational theoretical principles and the dynamic realities of contemporary political, economic, and social life. By establishing inclusive learning environments that permit constructive disagreement, lecturers can encourage discussion, reasoned debate, evidence-based argumentation, and independent inquiry, thereby supporting both students' intellectual competence and informed political awareness [8].

Third, the widespread application of automation and artificial intelligence creates an urgent need to cultivate higher-order thinking competencies. As machines and algorithmic systems become increasingly capable of processing large datasets and performing technical tasks, the defining value of human labor no longer lies in memorization or repetitive execution. Instead, it resides in dialectical thinking, critical thinking, and the creative application of theoretical knowledge to practical problems. For political theory education, this requirement is particularly significant because political theory should not be understood as a rigid doctrinal system. Rather, it constitutes a scientific methodology through which individuals examine different explanations of historical development, critically evaluate diverse political and ideological perspectives, and participate thoughtfully in discussions of social change. A recent evidence review emphasizes that structured, guided AI-supported activities and passive or unguided AI use should not be treated as equivalent learning conditions [12].

In essence, changes in three interconnected dimensions—learners' approaches to knowledge acquisition, lecturers' professional roles, and the competencies required in the digital era—provide a conceptual basis for comprehensively reconsidering the content, pedagogical methods, and organizational forms of political theory teaching in contemporary higher education.

C. Current Requirements for Innovating Political Theory Teaching

The development of the digital mode of production, together with fundamental changes in the way people acquire knowledge, has created an objective necessity for comprehensive innovation in political theory teaching within higher education institutions. This innovation should extend beyond adopting new technologies or individual instructional tools and should include reflection on learning objectives, course design, teaching methods, and student assessment. Instead, it requires structural transformation encompassing educational objectives, pedagogical approaches, instructional organization, and the roles of all participants in the educational process. The overarching objective is to cultivate a scientific worldview, dialectical methodology, independent thinking, and strong intellectual resilience, enabling learners to respond effectively to the increasingly complex challenges of the contemporary era. The major requirements for innovating political theory teaching can be summarized as follows. Recent Vietnamese studies explicitly examine this transition in relation to political theory modules and their assessment practices [7], [13].

First, Shifting From Knowledge Transmission to the Development of Theoretical Thinking Competencies

Under the emerging mode of production, the principal limitation of traditional political theory teaching lies in its approach to knowledge acquisition and cognitive organization. When instruction focuses primarily on memorizing concepts and static theoretical principles, knowledge gradually loses its relevance in a society characterized by continuous transformation. Therefore, innovation must begin with a strategic shift from one-way knowledge transmission toward developing learners' theoretical thinking competencies.

This transformation does not diminish the importance of foundational knowledge. Rather, it places such knowledge within a dialectical relationship with learners' ability to analyze, interpret, and apply theory in practical contexts. Students should not only understand the essential nature of theoretical categories and concepts but also develop the scientific thinking skills necessary to explain complex social phenomena.

Interactive pedagogical approaches, including case analysis, academic discussion, and evidence-based debate, should become integral components of the teaching process because they provide essential conditions for cultivating dialectical thinking. Similarly, assessment practices should move beyond evaluating memorization alone and instead emphasize students' abilities to construct arguments, analyze issues critically, and apply political theory to contemporary practical problems. Such changes may strengthen both the academic value and the practical relevance of political theory education; their classroom effects nonetheless require evaluation against clearly defined learning outcomes [8], [14].

Second, Integrating Digital Technology and Artificial Intelligence Into the Teaching Process in a Balanced Manner

The digital mode of production and the rapid advancement of artificial intelligence have created new opportunities for political theory education. The integration of digital technology should not automatically replace established pedagogical methods or reduce the academic and instructional responsibilities of lecturers. Instead, technology should expand open learning environments and enhance learners' opportunities for cognitive interaction. Digital learning platforms, educational databases, and analytical technologies enable the creation of flexible learning environments that connect theoretical knowledge with real-world political, economic, and social issues. From the perspective of the sociology of technology, however, artificial intelligence within education possesses its own "social life" and functions within complex social relationships rather than serving merely as a neutral technical instrument [15]. Recent reviews likewise stress the need to evaluate the actual design and educational outcomes of AI-based learning tools rather than assume their benefits [16], [17].

In particular, the emergence of generative AI tools such as ChatGPT presents both opportunities and challenges for political theory teaching. Relevant scholarship discusses how generative AI can function as an educational assistant while creating a need for teaching approaches that supplement one-way instruction with critical thinking, dialectical reasoning,

and the application of theoretical knowledge in practice [18]–[20].

Consequently, artificial intelligence should be treated as a pedagogical support tool, used under clearly specified learning objectives, with attention to fact-checking, source quality, academic integrity, data privacy, and appropriate human evaluation [6], [21].

Third, Strengthening the Leading Role of Lecturers in Guiding Cognition and Shaping Value Systems

In an environment characterized by information abundance and the widespread penetration of digital technology, the role of political theory lecturers has become increasingly important rather than diminished. Lecturers are no longer simply providers of knowledge. They serve as intellectual guides who facilitate learners' cognitive development, orient their thinking, and help them establish coherent value systems capable of withstanding multidimensional, complex, and even misleading information circulating within digital environments. Vietnamese studies of moral education and political theory instruction similarly emphasize the need for informed teaching roles and context-sensitive digital support [4], [7].

In addition to possessing extensive expertise in political theory, contemporary lecturers must also develop digital competence, the ability to utilize educational technologies effectively, and flexible instructional design skills appropriate for digitally oriented generations of learners. Nevertheless, successful educational innovation also depends on lecturers' subject expertise, methodological rigor, informed awareness of political issues, and ability to connect classical theoretical principles with contemporary social realities in a meaningful and critically engaging manner. Through this role, lecturers become reliable bridges between political theory and social practice, helping learners develop scientific cognition, social responsibility, and the capacity to adapt effectively to the transformations of the digital age [13], [21].

Based on these requirements, political theory teaching in the context of the emerging mode of production should be implemented through coordinated innovation in educational content, teaching methods, and instructional organization.

Teaching content should continue to preserve the foundational and systematic nature of political theory while strengthening its connections with current socioeconomic realities. Teaching methods should increasingly promote learner autonomy, dialogue, academic debate, critical reflection, and the practical application of knowledge. Assessment and evaluation should likewise be redesigned to emphasize theoretical reasoning and analytical competence rather than the simple recall of information [11], [20].

At the same time, enhancing the digital competence of political theory lecturers is an essential requirement for effectively integrating digital technologies and artificial intelligence into teaching practice. However, the innovation process must maintain a balanced relationship between technological advancement and the humanistic values of political education [5], [21].

Technology should function as a supportive instrument, whereas the fundamental purpose of political theory education remains unchanged: fostering human development, cultivating scientific thinking, strengthening intellectual resilience, and nurturing learners' sense of social responsibility.

IV. Conclusion

This study has examined the relationship, interpreted through the perspective of historical materialism, between an emerging mode of production and changes in learners' cognition, patterns of reasoning, and approaches to knowledge acquisition. On that conceptual basis, it argues for comprehensive reconsideration of political theory teaching in higher education institutions, while recognizing that the effects of particular interventions require empirical validation. From the perspective of scientific significance and policy contribution, the study establishes a theoretical analytical framework by applying historical materialism and political economy to explain the impacts of big data and artificial intelligence on human education and development. Accordingly, it provides an important scientific foundation for educational policymakers and higher education institutions to formulate development strategies, standardize teaching content, innovate pedagogical methods, and reinforce the leading role of political theory lecturers in the digital era.

A strength of this study is the integration of foundational theoretical perspectives with published analyses of contemporary technological, cognitive, and educational transformations. Nevertheless, the research also has certain limitations. It relies on qualitative interpretation and a structured narrative review without primary participant data, formal study-selection flow documentation, or quantitative comparisons across academic disciplines and educational contexts.

Building upon these limitations, future research may be developed in several key directions.

First, empirical studies and quantitative evaluations should be conducted to examine the effects of integrating digital technologies and generative artificial intelligence into students' learning outcomes in political theory courses. Second, a comprehensive framework for assessing learners' theoretical thinking competencies and political awareness in digital learning environments should be developed and empirically validated. Third, comparative research should investigate different models of political theory education reform across groups of higher education institutions in order to identify more adaptive, coherent, and effective solutions for the national education system during the ongoing development of the digital mode of production [9], [12].

Author Contributions

All authors contributed equally to the conception and design of the study, data collection and analysis, and the drafting and critical revision of the manuscript. All authors have read and approved the final version of the manuscript.

Conflict of Interest

The authors declare no conflicts of interest regarding this manuscript.

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Data Availability

No primary participant-level data were collected or generated.

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