

Problems and Countermeasures of Integrating AI Technology into Classical Chinese Poetry Teaching in Junior High Schools

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Abstract: With the gradual deepening of educational reform, classical Chinese poetry teaching in the junior-high-school Chinese curriculum has ushered in new opportunities for reform. Against this backdrop, how to improve the classroom teaching effectiveness of classical Chinese poetry has become one of the teaching puzzles perplexing junior-high-school Chinese teachers. Integrated into classical Chinese poetry teaching, AI technology can break the limitations of traditional teaching with its powerful technical advantages, stimulate students' learning interest more effectively, meet the diverse needs of students at different levels, and further enhance the actual effect of classical Chinese poetry teaching. In this regard, this paper conducts an in-depth analysis of the problems existing in the integration of AI technology into classical Chinese poetry classroom teaching in junior high schools and corresponding countermeasures, aiming to provide some references for promoting the teaching reform of junior-high-school Chinese.

Keywords: AI technology; Junior high school; Classical Chinese poetry

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1. Introduction

Classical Chinese poetry is an important component of fine traditional Chinese culture, and it is also the main content of the junior-high-school Chinese curriculum. *Compulsory Education Curriculum Plan and Curriculum Standards (2022 Edition)* clearly puts forward the goal of “inheriting and promoting fine traditional Chinese culture”, and emphasizes that Chinese teaching should guide students to perceive the linguistic beauty, profound artistic conception, and genuine emotion of classical Chinese poetry ^[1]. Nevertheless, current junior-high-school classical Chinese poetry teaching still faces practical dilemmas including low student interest, comprehension difficulties and prominent cultural barriers. In recent years, the rapid development of Artificial Intelligence (AI) technology has provided new possibilities for solving these problems. Through functions such as intelligent push, situational simulation, speech recognition and natural-language processing, AI technology can realize personalized learning support, immersive

experience construction and real-time feedback interaction to a certain extent, so as to advance the reform of junior-high-school classical Chinese poetry teaching, cultivate students' Chinese literacy more effectively, and lay a foundation for their all-round development in the future. Therefore, based on the current situation of junior-high-school classical Chinese poetry teaching, it is of great practical significance to deeply analyze the problems arising from the application of artificial-intelligence technology in junior-high-school classical Chinese poetry classroom teaching and put forward feasible optimization paths.

2. Existing problems of applying artificial-intelligence technology to classical Chinese poetry classroom teaching in junior high schools

2.1. Deviated teachers' teaching concepts and polarized tendencies in the use of AI tools

At present, some junior-high-school Chinese teachers hold two extreme understandings of AI tools ^[2]. Some teachers reject artificial intelligence, stick to the traditional lecture-based teaching mode, lack proficiency in emerging technologies such as AI courseware and AI situation creation, fear that adopting new digital means will disrupt the humanistic classroom rhythm of classical Chinese poetry, and are unwilling to explore new teaching methods. Thus, technical resources cannot be fully utilized. Other teachers rely excessively on AI. They entrust AI to generate teaching designs, translation analyses, classroom questions and after-class exercises, and then directly copy and apply AI-produced contents in classroom instruction. Teachers no longer conduct in-depth study of texts, lacking the process of personal interpretation and teaching conception for classical Chinese poetry. Teachers are transformed from "teaching designers" into "copyists of AI-generated content". Excessive reliance on AI weakens teachers' text-interpretation competence. When students raise questions, teachers cannot offer flexible humanistic guidance and lose the unique classroom teaching wisdom of Chinese teachers.

2.2. Defects in AI-generated content and insufficient high-quality resources suitable for junior-high-school classical Chinese poetry classes

Large models themselves suffer from hallucinations. AI-automatically-generated translations, background analyses and theme comments on classical Chinese poetry may contain historical-fact errors and text misinterpretations ^[3]. Some AIs only achieve superficial comprehension of the themes of classical Chinese poetry, offering templated and stereotyped interpretations that tend to adopt fixed appreciation expressions, without layered interpretations and customized high-quality classical-poetry resources matching junior-high-school students' cognitive level. Meanwhile, AI-generated situational videos, illustrations and character scenarios contain numerous errors, for instance, mistakes in dynastic costumes, articles and social backgrounds. In addition, homogenization prevails among AI resources. Most resources focus on word-and-phrase translation and exercise training, attaching importance to knowledge memorization while lacking teaching materials for artistic-conception appreciation, aesthetic judgment and cultural critical thinking, and cannot support teaching objectives concerning aesthetic and cultural literacy. Teachers need to spend substantial time verifying AI outputs. Without proper screening, erroneous content will be directly delivered to students and mislead classroom teaching.

2.3. Shift of classroom teaching focus and neglect of humanistic perception and aesthetic experience in classical Chinese poetry

Classical Chinese poetry teaching covers multiple dimensions including accumulation of classical-Chinese knowledge, imagery appreciation, emotional perception and cultural inheritance. Among them, emotional

experience and aesthetic perception constitute the core educational highlights distinguishing Chinese from other subjects^[4]. After the introduction of AI, some classrooms shift the focus to knowledge training. Teachers adopt AI for dictation of words and phrases, translation verification and objective-exercise assessment. A large proportion of class time is spent on AI-aided question-answering and drill practice, reducing classical Chinese poetry to memorization drills of classical-Chinese knowledge points. Although AI-created animations and virtual scenarios deliver vivid visual effects, they tend to replace students' spontaneous imagination. Students directly view poetry-related pictures generated by AI instead of associating and imagining through text reading. They passively accept pre-constructed artistic conceptions from AI and lose opportunities to appreciate texts and create mental scenes on their own, resulting in the phenomenon of "spectacular technology yet absent humanistic connotation".

2.4. Neglect of individual student differences and failure of AI interaction to deliver genuine thinking guidance

Ideally, AI can realize layered learning and personalized exercises^[5]. However, obvious deficiencies exist in real-world classroom application. Some teachers treat artificial intelligence merely as a collective-teaching display tool, applying invariable intelligent courseware and videos for content explanation in class without optimizing teaching content or innovating teaching modes according to students' different learning statuses. Moreover, current AI Q&A mostly outputs standard answers. For highly subjective appreciation questions of classical Chinese poetry, AI tends to provide standardized reference answers and can hardly capture students' fragmented and personalized reading perceptions. When students express unique insights, AI can scarcely offer empathetic and enlightening guidance. Students' confusions and personalized interpretations in class can only be fully explored through human-to-human communication. AI cannot replace teachers in offering thinking inspiration and valuable guidance for students. Excessive AI-based question-answering in some classrooms confines students' diverse appreciation answers to AI-generated standard answers and hinders the development of students' literary critical-thinking competence.

3. Optimization countermeasures for integrating AI technology into classical Chinese poetry classroom teaching in junior high schools

3.1. Update teachers' teaching concepts and clarify the position of AI as an auxiliary tool

Teachers are the core force of classical Chinese poetry classroom teaching. AI technology serves only as an auxiliary teaching tool and cannot replace teachers' text research and humanistic guidance^[6]. Schools shall organize special training activities on AI technology on a regular basis, helping Chinese teachers distinguish the functional boundaries of AI and improve their digital literacy. On the one hand, teachers shall overcome technological fear and master practical AI functions including collecting background materials, generating preliminary teaching plans, creating situational materials and intelligent word-and-phrase detection. On the other hand, attention shall be paid to the problem of technological dependence. Teachers must first independently gain an in-depth understanding of classical-poetry texts in the nationally-compiled textbooks. On this basis, they shall make secondary processing and revisions referring to AI-provided teaching plans and appreciation materials, and redesign teaching schemes according to the specific conditions of students in their classes instead of directly adopting AI-generated content for teaching. Teachers shall adhere to the principle that AI undertakes material collection to improve efficiency, while teachers perform text interpretation,

emotional guidance and handle emergent classroom issues. Meanwhile, teaching-research activities shall be held for the Chinese teaching-research group to jointly explore applicable scenarios of AI for different classical Chinese poems and share excellent teaching cases, so as to enhance teachers' comprehensive capabilities in utilizing AI ^[7].

3.2. Strictly audit AI-generated content and select adaptable teaching resources

Materials produced by AI must be verified in terms of both historical facts and text interpretation, mainly checking translations, historical eras and character allusions, and timely correcting errors caused by AI hallucinations ^[8]. Teaching-research groups shall leverage collective strength to build a school-based AI resource library for classical Chinese poetry. Taking each text in the nationally-compiled junior-high-school Chinese textbooks as a unit, teachers shall select and revise AI-generated recitation audio clips, historical situational pictures, extended historical materials and layered exercises, delete stereotyped appreciations, and categorize resources into three groups: classical-Chinese knowledge accumulation, imagery appreciation and cultural expansion before putting them into use. This can avoid repeated screening work among teachers. AI-generated illustrations and virtual scenarios shall be adopted only as auxiliary situational introductions in class instead of being directly presented as historical facts. Teachers shall explicitly inform students of the AI-creation attribute in class, enabling students to view AI works from a dialectical perspective. It is encouraged to adopt formal educational-AI platforms reviewed by educational authorities to reduce content risks brought by general large models in classrooms ^[9].

3.3. Optimize classroom teaching design and uphold the core of classical Chinese poetry teaching

To improve the classroom-teaching effect of classical Chinese poetry and promote the in-depth integration of AI technology with classroom instruction, teachers need to conduct in-depth research on AI technology, figure out its applicable scope in each classroom segment, adhere to the principle of "human-oriented education supplemented by technology", and continuously optimize classroom teaching design ^[10]. At the pre-class stage, teachers can use AI tools to collect classical-poetry-related materials such as authors' biographies, historical backgrounds and relevant works, and generate teaching guiding plans. During class, teachers can utilize AI technology to arouse students' learning interest. Meanwhile, AI tools can be adopted for in-class tests to grasp students' real learning levels in a timely manner. For instance, when teaching *Thatched Cottage Broken by the Autumn Wind*, teachers can play an AI-generated short situational video of the thatched cottage in autumn wind to stimulate students' learning interest. In the meantime, AI-based classroom-testing tools can be used to assess key knowledge of this poem, helping teachers understand students' learning status and laying a foundation for subsequent classroom optimization. It should be noted that *Thatched Cottage Broken by the Autumn Wind* by Du Fu embodies strong concern for the country and people as well as ancient scholar-official spirits, which can only be well comprehended and mastered by students with effective guidance and teaching from teachers ^[11].

3.4. Teach students in accordance with their aptitude based on learning status and realize complementation between AI tools and teachers' humanistic guidance

Teachers shall scientifically define the task boundaries for AI according to students' actual cognitive levels and learning demands, and clarify their own educational responsibilities ^[12]. For basic classical-Chinese knowledge contents such as recognition of variant characters, judgment of sentence patterns and accumulation of content

words and function words, AI platforms can deliver personalized push and instant feedback, providing step-by-step training for students with weak foundations and extended resources for advanced learners. By contrast, learning activities featuring high subjectivity and generativity, including perception of poetic artistic conception, emotional resonance, and value critical thinking, shall be deeply intervened by teachers through question-raising guidance, situation creation, reading instruction, and dialogue communication. For example, in teaching *Prelude to Water Melody · How Long Will the Full Moon Last*, teachers can use AI tools to rapidly test students' comprehension of allusions such as "chanjuan (the moon goddess)" and "jade mansion in the sky", and adjust teaching priorities accordingly. Nevertheless, the philosophical reflections on life embodied in "Men have sorrow and joy; the moon waxes and wanes" require teachers to guide students to discuss by connecting real-life experiences and encourage diverse interpretations, rather than relying on standardized analyses provided by AI ^[13].

3.5. Improve school supporting measures and establish a sound multi-dimensional evaluation mechanism

Against the background of digital educational transformation, schools shall keep pace with the trends of the times, recognize the important value of artificial-intelligence technology, and continuously improve relevant supporting measures, so as to lay a solid foundation for the deep integration between AI technology and Chinese teaching ^[14]. In terms of hardware, schools shall strengthen the construction of smart network classrooms and guarantee network bandwidth, terminal equipment and data-security environments required for the operation of AI teaching platforms. On the software side, teaching-research groups shall cooperate with information-technology departments to jointly formulate *Guidelines for the Application of AI in Classical-Poetry Teaching*, clarifying applicable boundaries and operating norms of AI in preview, teaching, homework and evaluation links. For example, regulations shall stipulate that AI-generated appreciation texts shall not be directly submitted as students' homework, and AI shall not replace core human-dialogue segments in class. Meanwhile, schools shall establish a sound evaluation mechanism, which not only focuses on students' mastery of classical-Chinese knowledge, but also attaches importance to the improvement of their aesthetic competence, cultural confidence and critical thinking. In this regard, it is necessary to construct a comprehensive evaluation system of "AI learning-status portrait + teachers' observation records + student self-assessment and mutual assessment", so as to enhance the comprehensiveness and accuracy of evaluation results ^[15].

4. Conclusion

In short, against the background of digital educational transformation, the in-depth integration of AI technology and junior-high-school classical Chinese poetry teaching carries great practical significance. It can not only expand teaching content, enrich teaching modes, and arouse students' learning interest, but also cultivate students' appreciation and aesthetic competence more effectively and promote the development of their thinking, achieving multiple benefits at one stroke. Therefore, junior-high-school Chinese teachers and schools shall keep up with the times, and actively promote the close integration of AI technology and Chinese teaching through various means, laying a solid foundation for students' all-round development in the future.

Disclosure statement

The author declares no conflict of interest.

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