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Research on the Problems and Countermeasures of the Imbalance of Students' Subjective Status in the Age of Artificial Intelligence

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Abstract: With the integration of artificial intelligence and curriculum, the direction of school curriculum development has undergone a fundamental change, and the intervention of artificial intelligence in the curriculum is a kind of respect for students' subject position. However, the immersive experience does not mean the manifestation of students' self-discipline, and the systematic nature of knowledge is challenged. Students' self-discipline and motivation should be awakened; at the same time, the systematicity of students' knowledge should be maintained, and the teacher's role should be fully utilized to show the power of AI in assisting human beings, so as to highlight the students' subject position.

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With the advent of the era of artificial intelligence, the school curriculum is facing changes in the application of technology in education.In July 2017, the State Council issued the New Generation of Intelligence Development Plan, which aims to promote the application of artificial intelligence in the whole process of school teaching, management, etc., so that artificial intelligence education enters the campus [1].In December 2020, Zheng Fuzhi, Vice Minister of the Ministry of Education, who is a member of the party group, focuses on the cultivation of the core human qualities of the intelligent era , preparing children for life and employment in the age of artificial intelligence [2].In December 2024, the General Office of the Ministry of Education issued a circular: to comprehensively explore ways to implement artificial intelligence in education, and to comprehensively popularize and strengthen artificial intelligence education in primary and secondary schools [3]. The iteration of technology has prompted education to present a new picture, artificial intelligence has risen to the forefront, so that the penetration of information technology and school classroom teaching more and more compact, artificial intelligence has opened up a new virtual classroom, students can enter the immersive experience in this virtual classroom. ChatGPT is more than half of artificial intelligence, leading the school curriculum to run to the interactive, generative runway. With the increasing gravy of artificial intelligence and the school classroom, it is bound to trigger a great change in the curriculum.

1.The curriculum change is the inevitable trend of the artificial intelligence era

The deep integration of artificial intelligence and the school curriculum is an inevitable trend in the age of artificial intelligence, the traditional education model has accepted a serious challenge.

The traditional education model has accepted a serious challenge, the intelligent era of the curriculum, its charm is reflected

in what? What kind of breakthrough has it realized in the curriculum?

1.1 Limitations of traditional curriculum

Curriculum is a fundamental concept, including derived concepts, are subject to the provisions and constraints of the concept of curriculum, and therefore appear clear boundaries [4]. This regulation and constraints, so that student learning becomes targeted, so the birth of the class lecture system, but the defects are also reflected in the uniform lecture system, the implementation of tailored to the implementation of the limitations of individualized education can not be embodied. Because of the standardization of the curriculum, the learning progress of students in the same class is inevitably standardized, and the teacher does not have an in-depth understanding of what kind of "material" he is dealing with in a group of students, thus making personalized education a superficial symbol. In any case, it is not possible to plan individualized curricula for different students on the same track. As a result, the curriculum can only provide a runway for some students, who can only passively absorb the curriculum resources, and the school's curriculum cannot provide the necessary support for them. In this sense, the traditional curriculum, which can only be one-size-fits-all, has been questioned in terms of tailor-made teaching.

The development of information technology empowers teachers' professional development and students' knowledge expansion, and provides technical support for classroom recording, analytical techniques, personalized learning, etc. However, online course development stops at moving courses from the classroom to the silver screen for a long time. E-learning has stagnated in the use of colorful videos to show how everything in the world has changed; satellite communication-related instrumentation is quite expensive, and experimental course offerings are struggling; digitized textbooks have only temporarily replaced the presentation of paper-based textbooks; and the curriculum of the primary and secondary smart education platforms hasn't changed the routine of moving the curriculum to the classroom, and top-notch and well-known courses browsed by students without leaving their homes may not be suitable for the local From these signs, it seems that the content of the courses stops at the level of expert-developed, pre-designed, and objectively existing courses, which are not linked to the process of classroom teaching and learning, and are not able to be synchronized with the progress of students' learning.

The objective existence of classroom teaching, pre-determined content, often generative thinking, that is, each question is answered with an objective true or false responses, which undoubtedly denies the possibility of new things arising, classroom teaching and learning activities are limited to the understanding of closed knowledge, with a survival of the concept of thinking, survival of preformed conclusions are presented to the students, the students have become waiting to be guided by the generation of the individual, can not be the knowledge of the Seeing as constructing a generative system. The traditional network course is only generated by the technicians in advance of the predetermined course moved to the classroom, the course content presentation and teachers and students in the classroom situation between the complete division of the situation, the generation of classroom resources can not cross the chasm of the cut. Therefore, there is a gulf between the transformation of this curriculum and the development of information technology that cannot be crossed.

1.2 Artificial Intelligence Forces Curriculum Change

Artificial Intelligence pushes the birth of generative curriculum, and the integration of experiential and generative curriculum brings generative curriculum to the school classroom.Deng Y found through his research that immersive learning improves students' absorption of knowledge, and improves students' creativity and critical thinking skills. [5] The essence of experiential is to emphasize the deep immersion experience of students, which can improve the sense of realism in the virtual classroom, so as to obtain on-the-spot perception and deepen the breadth of knowledge to promote students' understanding. It is not the traditional education full of irrigation, the abstract, no logical knowledge imposed on students, but to take full advantage of intuitive perception to deepen the understanding, comprehension of the main points of knowledge. For example: teachers talk about spacewalking these knowledge points, traditional teaching, teachers can only talk about weightlessness, because there is no attraction of the earth, the object presents floating state. But the era of artificial intelligence, teachers can let students go through virtual reality technology to simulate the experience, just like physics, chemistry and other subjects, through experimental observation to elaborate the phenomenon, easier for students to accept, absorb. Thus, the biggest difference in artificial intelligence is the course with the help of in-depth immersion experience, maximize the virtual realism of the student

experience, deepen the understanding of the knowledge module, infiltrate artificial intelligence into the course, and realize the intelligent learning ecosystem.

The integration of generative artificial intelligence allows the course to break away from the stereotypes of traditional thinking, breaking free from the confinement of moving the network to the classroom, and the presentation of knowledge is no longer established and objective. Curriculum through artificial "dialogue", according to the student's personality to create content, it is with a certain situation and the natural generation of knowledge. Smart software such as Janitor AI and Wisdom Spectrum can create personalized dialogues based on the individual characteristics of the students, because each student thinks differently, communicates differently, and thus generates different perspectives and conclusions. The questions are open, and the conclusions will become different from person to person because of the openness of the questions, and the human-computer interaction is well realized. The knowledge that students acquire from books and information carried by information technology becomes a body of knowledge with flexible design that can be communicated freely. Different perspectives of dialog, the knowledge structure will be completely different. For example, if the content of a course is Lu Xun's "Blessing" design Xianglin Sister-in-law after donating the threshold, she still can't participate in the blessing, Xianglin Sister-in-law on the threshold how to deal with? Through the AI dialog, students sort out 'Mrs. Xianglin --- angrily cuts the threshold --- fights against the feudal forces --- meets with "me" again --- gets spiritual solace --- bravely accepts the reality' so that the students are interested in the ending; it can also be It can also be the life course of "Mrs. Xianglin --- coincidentally meets the advanced intellectuals --- is taken in by the intellectuals --- is guided to become a revolutionary pioneer", or even "Mrs. Xianglin --- meets her third husband --- is redeemed by love" and so on, which are completely different. The direction of curriculum development. In short, from the point of knowledge, each student can generate unlimited course directions through human-computer communication, and different students can get completely different development. In this way, the student's subjective position is consolidated and the charm of curriculum change is proved. From this sense, the subversion of universal curriculum predetermined mode, to the tailored to the teaching-oriented, highlighting the individual characteristics of the curriculum change has become the direction and trend of the school curriculum change, artificial intelligence curriculum development will become the inevitable school curriculum change.

2.The emergence of artificial intelligence worries

The integration of artificial intelligence with the curriculum is a respect for the subjective position of students, which should be taken for granted.

However, there are certain risks, and there should be a certain rational attitude, after all, it is a virtual reality, students can not live in the virtual world. That is: is AI immersion necessarily a high-quality development of education? Is the quality of teaching necessarily improved? The main purpose of AI integration into the school curriculum is to highlight the students' subjective position, but at the same time, it is also necessary for the students' subjective role in the curriculum to be fully and effectively utilized. In other words, are students capable enough to meet the standards set for them in the school curriculum in the age of AI?

2.1 Whether immersive experiences are a manifestation of students' self-discipline

Immersive experiences allow students to gain a live perception and are good for tailoring instruction to their needs, but does it manifest students' self-discipline?

First of all, the integration of AI into the school curriculum inevitably requires students to be self-disciplined in their learning. After all, AI "talks" with students to develop a model that meets their interests, highlights their individuality, and gives them their own direction on a different track. But there is a risk that the teacher's position will be threatened in the same way. After all, the knowledge that students gain through AI "conversations" may be the teacher's blind spot, and the immersive experience that students have in a situation may take up the teacher's time to solve the problem. From this point of view, the acquisition of knowledge in the course comes from the deep experience of the students, through the immersive experience process, to understand the knowledge, learn the knowledge, and ultimately become the master of mastering the knowledge to use the knowledge, rather than through the traditional way of teaching and solving problems. However, in this process, students must be able to fully self-discipline, maximize their own subjectivity, with the potential for self-learning, in order to

truly understand the knowledge, to become the master of the mastery of knowledge and application of knowledge. After all, the knowledge generated by AI may not be explained clearly by the teacher, so the main body of learning is the student, who should have a higher standard of learning, and put forward higher standards for their self-discipline and initiative. However, at present, Chinese students, even primary and secondary school students, they will have more or less anorexia complex, even for primary school students, they also have anorexia problems, anorexia is not a new topic in China [6], and with the growth of age, anorexia is constantly being strengthened, the initiative of learning is constantly reduced, they are in the teacher or parents "forced" forced to learn, therefore, the main body of learning is the student, he should have a higher standard of learning, which puts a higher standard on their self-discipline and initiative. "They are forced to learn by their teachers or parents, so it seems that students' motivation for active learning is lacking in these situations. It can be seen that the current situation of self-discipline, motivation and initiative of primary and secondary school students' learning is worrying.

With the gradual entry of AI into the classroom, students communicate with AI in depth in the classroom, and in the immersive experience, they are able to set the course content according to their own interests, does it mean that their initiative will be enhanced with the intervention of AI, and subsequently enhance their self-discipline? The probability exists, but one should not be overly optimistic. Again, some students will carry sympathy with uneasiness, but others will carry numbness with derision. Different individuals are going to require different depths of experience. For example, when we race cars in the game room, this kind of game can bring immersive experience, simulation is very strong, but at present there is no game it can make all the people accept. After all, the player's personality is different, the way he seeks will be completely different. For the same simulation of artificial intelligence, it is only an immersive experience, inevitably, it can not arouse the interest of all students, that is, it is also facing the same can not mobilize all students to actively participate in the active learning situation. As a result, most students cannot be expected to fully utilize their independent learning abilities and develop better, facilitating the birth of quality teaching. When students are not very interested in the experience, it is impossible to ask them to have the self-discipline of immersive learning, which proves that in such a state, it is quite difficult to extract knowledge and summarize knowledge from this classroom model.

Human-computer communication seems to promote students' self-discipline from a superficial point of view. In this process, students can raise their concerns, and the AI replaces the teacher's guiding position to provide timely responses, and when this response arouses the students' interest, their initiative to learn will then be enhanced. However, students are academically tasked, and they become overwhelmed by the process as the novelty wears off over time. From these indications, students may be playing a far lesser role than expected in their quest for knowledge such as preaching and teaching. However, in terms of plagiarizing assignments, writing essays for them or writing papers for them, it may be all the rage, and the clamor for plagiarism in essays and falsification of papers is not a new issue in the educational world [7]. There are also experts who believe that ChatGPT may give teaching.

Some experts believe that ChatGPT could be a disaster for education by turning students into knowledge "stealers" [8]. It can be seen that immersive educational experiences do not fully motivate students to actively ask questions to achieve individual progress.

2.2 Is the systemic nature of knowledge being challenged?

Knowledge is a multidimensional concept, Artificial intelligence integration in school classrooms requires more logical and systematic thinking from students. Human-machine interaction can certainly allow people and machines to communicate unhindered, but if the thinking is not logical and systematic, the conversation may be detached from the original direction of the conversation and become unguided. In other words, there is no core topic of human-computer interaction, the classroom will show a multi-directional extension, students may be more dispersed thinking, there is no complete knowledge structure to support, student learning may be satisfied with the surface of the problem, but can not go deeper into the logic and the system, the content of the knowledge demonstrated to be unable to meet the requirements of the top-level design, which may result in the student's superficiality.

The reason why knowledge has value, the main root is that it is spiritual wealth, knowledge is logical and systematic. The American management scientist Russell Eckoff believes that knowledge is the understanding of data.

American management scientist Russell Eckoff believes that knowledge is a collection of abstract, logical and valuable information formed through comparison, induction and deduction in the process of understanding data and information, which has the ability to guide action [9]. In other words, if knowledge is not logical, then it will lose its ability to guide action and the understanding it deserves. According to Taylor, school curriculum knowledge should be presented in a way that follows the principles of systematicity, sequentiality, as well as integration, emphasizing the logic of knowledge organization as systematic [10]. Then the integration of AI with the school curriculum, although it provides multiple directions as well as content diversity, it fully respects students' interests and therefore formulates personalized services, but the language description of human-computer interactions is random, so how to teach is still a great challenge, after all, the knowledge provided by AI may be a solution to the students' fragmented knowledge, which is lack of systematic and logical, and compared with the generative knowledge system, it does not focus on rigor, science, and system. Even in the case of teachers, the body of knowledge provided by AI may be exactly the blind spot of the teacher, and from these indications, the purpose of teaching is difficult to implement.

The problem is that if the body of knowledge provided by the AI is generative rather than systematic, the student must have a rigorous intellectual framework, with sufficient thinking logic, as in the case of writing, must have a framework, sketches, be able to have a clearer line of thought and be able to highlight the key points, etc., to achieve the purpose of interaction with the AI. But for this in terms of students, his knowledge structure can not reach the degree of coherence, and even impossible to achieve the integrity of the knowledge system and relevance, once ignored the key knowledge points in the process, can not achieve the effect of carrying on the next. Therefore, respecting the students' interest in learning, not from the origin of absorbing knowledge, tracing the roots may erase the logic and systematic nature of knowledge, then the students' level of understanding is subsequently limited.

Generative artificial intelligence it is due to the process of active interaction between man and machine, constantly updated, students do not need rote memorization, and no longer passive instillation of knowledge.

However, from the students' own quality, the students' logic and systematic lack of interaction may be fragmented, unable to string up the chain of information, and ultimately unable to achieve the purpose, but also unable to realize the original intention of learning by rote, which is contrary to the purpose of artificial intelligence intervention courses.

3.How to manifest the students' subject position

Constructing students' concept of systematic knowledge and highlighting students' subjective position require teachers to find a grip in the teaching process [11].

Artificial Intelligence Integrated School Curriculum is mainly to promote students' in-depth learning through the "dialog" between students, but the role of teachers in the curriculum is not sufficient.

However, the role of teachers in the curriculum is not fully reflected. If AI can virtualize teachers' classes, generate personalized knowledge according to students' preferences, integrate immersive experiences with teachers' teaching, fully highlight the role of teachers, promote the improvement of teachers' professional ability and quality, give full play to teachers' emotional integration, and filter the repetitive lectures between teachers and students, then we can give full play to the achievements of science and technology, and at the same time, we can pay attention to the significance of science for human beings. Simply emphasizing the advantages of artificial intelligence in certain fields and pursuing the theory of technological supremacy will lead to a "European science crisis". Therefore, in the era of artificial intelligence, while giving full play to the deep immersion experience brought to students by artificial intelligence, it is also necessary to further strengthen the role of teachers and give full play to the leading role of teachers.

3.1 Awaken students' self-discipline and enthusiasm

The reason why knowledge presents charm, to a large extent, is inseparable from the emotional color of the teacher, the teacher's deep exploration of knowledge at the same time, through their own teaching to lead the students' thinking. Teachers exist not only to impart knowledge, but more importantly, can be transmitted through the emotional bond, according to the students' personal preferences, motivation, care for students' interests. Teachers' expectations, the Rosenthal effect can be dispersed out of the charm of education, which is closely related to the teacher's emotional delivery, eye contact, eye contact,

the transfer of confidence and appreciation. From the student's self-confidence, the laughter of education; Sukhomlinsky's "One Hundred Suggestions for Teachers" puts forward the child's willingness to learn [13] and so on, these are reflected in the highest expectations of education, but also it is the teacher to stimulate the students' inner initiative, enthusiasm. The excavation of the students' potential, the students' self-discipline and motivation are gradually awakened by the teachers in their daily life through the emotional cast between teachers and students.

Although artificial intelligence can change the way of knowledge presentation, even with the help of multimedia and other intuitive, shocking presentation, but artificial intelligence can not be integrated into human feelings, so it can not maintain its lasting appeal. Data, after all, does not have any emotional component, it is just a cold data, students can count the number of deaths of innocent people in the Nanjing Massacre through artificial intelligence, but the teacher can lead the students to experience the brutal ways of the Japanese army, stimulate the students' patriotic feelings, and realize that once the country is not strong, it will inevitably be subjected to the aggression of other countries. In "Blessing", the AI can design different endings for Xianglin's wife, but the teacher can imitate Xianglin's wife's weakness when she was on the verge of death when she saw "me" for the last time. ..... Thus, the teacher can expose the man-eating system and the lack of knowledge of the underclass in the feudal society, and the lack of knowledge to arm them. system of feudal society, and the heartache of the underclass women struggling on the death line without knowledge. The German philosopher Jaspers believes that "the essence of education means that a tree shakes another tree, a cloud pushes another cloud, and a soul awakens another soul." [The role of the teacher is not to give students from the sensory stimulation, but into the depths of the students' souls, so that the knowledge becomes full, emotional, story, triggering students' curiosity, triggering emotional resonance, stimulating the imagination and creativity of students, awakening their responsibility and commitment to stimulate the students' motivation and interest in sustained learning.

3.2 Maintaining the systematic nature of students' knowledge

Artificial Intelligence is not at the heart of the curriculum although it has brought about a vociferous change in the curriculum. According to Ginni Rometty, AI is not a force that replaces human beings but a force that assists them [14]. Primary and secondary school students they must be led through the curriculum so that the original purpose of training people can be realized.

The content of the curriculum does not mean that it is too complex in order to develop people, in other words, the body of knowledge generated by human-computer dialogue is not better because of its complexity and the more runway effects it produces. A curriculum for artificial intelligence, as the name implies, incorporates elements of artificial intelligence, and as such, it is first and foremost a curriculum and secondarily intelligent. Because the course, it has a definite direction, the structure and system of specific knowledge, since it is a runway, it should have an established path, and has the function of guiding the direction, and this runway should also have a hierarchy and progression, so it can not be separated from the teacher's overall planning as well as specific programs, and according to the individual characteristics of the students, to assist the students to guide, provide support, and constantly correct the students' bias and rhythm. Thus, a purposeful, systematic, planned and logical track is created. Therefore, the generation and opening of the course, does not have a natural barrier, should be under the leadership of the teacher, artificial intelligence to assist the teacher's power, so that the course in the logic, not only to allow students to realize the systematic generation of knowledge, but also give full play to artificial intelligence to the course of the "amazing" revolution.

Conclusion

With the increasing update of AI technology, AI has triggered far-reaching changes in the field of curriculum, but the role of AI in the curriculum should be reasonably evaluated. The integration of AI into the curriculum must reflect the main role of students, but the immersive learning experience and diversified and open learning puts higher demands on students, and teachers are also challenged to teach. The role of artificial intelligence in the curriculum cannot be ignored, but the integration of artificial intelligence with the curriculum should be viewed objectively and rationally, and the only way to reflect the power of artificial intelligence to assist humanity is to recognize the irreplaceable emotional value of teachers and give full play to their role in the classroom.

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Conflict of Interests

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