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Practical Paths of AI-Enabled Large-Unit Teaching in High School Chinese

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Abstract: With the in-depth application of artificial intelligence (AI) technology in the field of education, AI empowerment has become an important path to address the pain points of large-unit teaching. AI technology can quickly process massive teaching data, accurately analyze students' learning status, and generate personalized teaching plans, thereby providing solid technical support for the precise implementation and efficient advancement of large-unit teaching in high school Chinese. Based on this, this paper deeply explores the value of large-unit teaching in high school Chinese and investigates the practical paths of AI-enabled large-unit teaching from multiple dimensions, aiming to provide theoretical support for promoting the reform of high school Chinese teaching.

Keywords: AI; High School Chinese; Large-Unit Teaching; Personalization

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1. Preface

Under the background of the deepening reform of the new curriculum and new textbooks, high school Chinese teaching faces problems such as fragmented teaching, disconnected activities, and lagging evaluation. The implementation of large-unit teaching in teaching helps solve such problems and makes full use of the teaching advantages of AI technology. Through data processing, intelligent analysis, and personalized adaptation, it provides assistance and support for the precise implementation of large-unit teaching.

2. Value of AI-Enabled Large-Unit Teaching

2.1. Improve the Precision of Teaching Planning

AI technology can assist teachers in systematically sorting out textbook content, in-depth analysis of curriculum standards, optimizing and integrating educational resources, and accurately setting unit teaching goals, optimizing unit content layout and teaching activity design according to students' cognitive characteristics and learning needs, avoiding blindness and subjectivity in unit planning. For example, intelligent lesson preparation platforms can automatically generate core literacy goals for units based on curriculum standards and textbook content, and provide personalized suggestions for unit

integration and teaching plan design for teachers in combination with current teaching cases and data information[1].

2.2. Realize Personalized Learning Situation Diagnosis

AI technology can accurately analyze students' cognitive level, learning ability, learning habits, and interest preferences through data such as students' classroom performance, homework completion, and test scores, thereby constructing personalized learning files. Teachers can fully understand students' learning status based on AI-generated learning situation analysis reports and provide support for personalized teaching[2]. For example, intelligent learning situation analysis systems can automatically grade students' homework and test papers, accurately locate students' knowledge gaps in classical Chinese vocabulary, modern Chinese reading, and writing expression, and generate personalized learning suggestions.

2.3. Optimize the Efficiency of the Teaching Process

AI technology can enrich the forms of classroom teaching, thereby constructing an intelligent and interactive teaching scenario and improving the efficiency of interaction between teachers and students, and among students. For example, intelligent interactive classroom platforms can use technologies such as speech recognition and text recognition to timely capture students' classroom feedback and assist teachers in adjusting the teaching rhythm[3]. AI writing assistants can revise students' homework and provide targeted revision suggestions, effectively improving teaching effectiveness. Intelligent reading tools can also assist students in improving their reading ability and better perceive language.

2.4. Achieve Personalization of Teaching Resources

AI technology can systematically integrate scattered teaching resources, build corresponding resource libraries, and realize the push of personalized resources according to students' learning needs and cognitive characteristics. For example, intelligent resource platforms can push corresponding exercises and micro-lecture resources for students based on their knowledge gaps and learning interests, promoting students to achieve high-quality learning[4].

3. Practical Paths of AI-Enabled Large-Unit Teaching in High School Chinese

3.1. AI-Enabled Overall Unit Planning

Unit planning is the prerequisite and foundation for the development of large-unit teaching. Its core lies in constructing clear unit goals, integrating teaching content, and designing teaching activities. AI can provide precise help and support for overall unit planning through technical processing and intelligent analysis[5].

Precisely locate core unit goals. Make full use of AI technology to conduct in-depth analysis of curriculum standards and textbook content, and locate core literacy goals for units in combination with students' cognitive characteristics and development status. Use AI lesson preparation systems to integrate core literacy requirements in curriculum standards, decompose them into specific unit goals and class-hour goals, and conduct in-depth analysis of the key and difficult points of goals and examination directions based on previous college entrance examination questions and high-quality teaching cases. In addition, teachers can use AI learning situation analysis platforms to collect students' knowledge mastery and cognitive abilities in advance to provide more support for subsequent goal positioning. For example, in the large-unit teaching of "Family and Country Feelings", the system can sort out relevant texts in textbooks, including *Li Sao* and *Rural China*, and accurately set goals in combination with the requirements of core literacy such as "cultural inheritance and understanding" in the curriculum standards: guiding students to understand the connotation of family and country feelings, improving their text interpretation and critical thinking abilities, and enhancing cultural confidence and national identity.

Scientifically integrate unit teaching content. AI technology can assist teachers in breaking the limitations of individual texts and comprehensively and systematically integrating unit teaching content to build a theme-led, text-related, and task-driven content system. AI systems can automatically sort out text resources in textbooks according to core

unit goals, analyze the internal connections between texts, and form a structured content framework. In addition, teachers should integrate high-quality extracurricular educational resources to continuously enrich teaching content, thereby increasing students' knowledge reserves. For example, in the large-unit teaching of the theme "Science and Technology and Humanities", the AI system sorts out texts such as *Artemisinin: A Small Step for Mankind in Conquering Diseases* and *The Determinant Foundation of Social History* in textbooks, analyzes the thematic connotation and stylistic characteristics of the texts, and assists teachers in completing content integration. The AI system can also push personalized content for students according to their learning conditions to ensure the pertinence of the content[6].

Optimizing teaching activities is particularly important. AI technology can provide teachers with personalized teaching activities and evaluation tasks in combination with unit goals and learning situation characteristics. First, AI lesson preparation platforms can recommend appropriate teaching activities according to core unit goals and provide detailed activity plans and implementation steps. Second, design hierarchical tasks and hierarchical evaluation standards in combination with learning situation analysis data to ensure that teaching activities and evaluation tasks are in line with students' actual needs. For example, in the large-unit teaching of "Ancient Poetry and Prose Reading", the AI system can design three levels of teaching activities (basic level, improvement level, and expansion level) for students and match corresponding evaluation tasks, thereby achieving precise matching of activities, evaluation, and goals[7].

3.2. AI-Enabled Precise Diagnosis of Learning Situations

Learning situation diagnosis is the premise for the personalized development of large-unit teaching, and its core and focus is to dynamically understand students' learning situation and status. AI technology can construct a learning situation diagnosis mechanism through data analysis to ensure real-time understanding of students' learning situation.

Multi-dimensional data collection Use AI technology to build a multi-dimensional learning situation data collection system to comprehensively capture students' learning process data. The data collection dimensions should include the following aspects: first, prior knowledge data, collecting students' mastery of unit prior knowledge through entrance tests and pre-class assignments. Second, classroom performance data, capturing data such as students' classroom speeches, group cooperation, and answer feedback through intelligent interactive classroom platforms. Third, homework completion data, collecting data on the quality of students' homework completion, error types, and revision through intelligent homework grading systems. Fourth, independent learning data, collecting data such as students' independent learning time and resource access records through intelligent learning platforms[8]. Fifth, literacy development data, collecting data on students' core literacy performance through project inquiry and practical activities. For example, in the large-unit teaching of "Modern Chinese Reading", the AI system uses an intelligent answering platform to record students' answering situations in argumentative texts and classical Chinese texts, and understand students' mistakes in information screening, analysis and summary.

Intelligent data analysis. Use AI's big data analysis and machine learning technologies to conduct in-depth analysis of collected learning situation data and generate personalized learning situation reports. Use data mining technology to deeply understand students' cognitive levels and learning habits, thereby constructing personalized learning files[9]. In addition, AI technology can be used for comparison to identify common and individual problems in students' learning processes and provide corresponding teaching suggestions for teachers. For example, the AI learning situation system can intelligently analyze students' homework data, find problems existing in students' classical Chinese translation, identify students' ability shortcomings, and generate detailed learning situation reports, clearly marking students' knowledge gaps, ability levels, and improvement suggestions.

Personalized demand matching. According to the AI-generated learning situation analysis report, match corresponding learning resources and learning tasks for students, thereby truly realizing teaching based on learning. To this end, teachers should use the platform to push corresponding micro-lectures and exercise resources according to students' knowledge gaps, allowing students to learn and make up for the gaps. In addition, teachers can design targeted learning tasks for students at different levels. Among them, students with weak foundations focus on consolidating basic knowledge, and

students with strong abilities focus on expansion and improvement. The use of AI intelligent tutoring systems can provide targeted tutoring for students and timely answer their learning questions[10].

3.3. AI-Enabled Optimization of the Teaching Process

The teaching process is the key to large-unit teaching, and its core lies in constructing a more efficient and personalized teaching scenario to promote students' learning and development. AI technology can create richer teaching activities, optimize interaction methods, and push more abundant learning resources, truly ensuring the personalization and intelligence of the teaching process[11].

Construct an intelligent classroom teaching scenario. Use AI technology to create an interactive and immersive classroom teaching scenario to ensure the improvement of classroom teaching effectiveness. First, use intelligent interactive tools to enrich the forms of classroom interaction. For example, through speech recognition technology, realize the real-time conversion and analysis of students' classroom speeches, assist teachers in grasping students' viewpoints, and understand students' answering situations through intelligent answering devices. Teachers can understand according to specific data conditions, thereby continuously optimizing and adjusting teaching. Second, use virtual reality technology and augmented reality technology to construct immersive teaching scenarios. For example, when explaining *Ode to the Red Cliff*, use VR technology to restore the historical scene of the Red Cliff, allowing students to experience it personally. When explaining *Rural China*, use AR technology to display scenes of traditional rural culture, enhancing students' cultural perception. Third, use AI intelligent teaching assistants to assist teachers in teaching, sort out the key content of classroom teaching, answer students' questions, thereby reducing teachers' teaching burden and allowing teachers to have more time to pay attention to students' personalized learning and development[12].

Promote personalized independent learning. Teachers use AI technology to build a personalized independent learning platform, thereby guiding students to independently plan their learning progress, select learning resources, and realize personalized learning. Teachers can use intelligent learning platforms to generate personalized learning plans for students based on their learning situation analysis reports. For example, generate a special learning plan for students' shortcomings in classical Chinese, including micro-lecture learning and exercise practice. In addition, teachers can push personalized learning resources for students, pushing appropriate learning resources according to students' learning situation and learning preferences.

Optimize group cooperation and project-based learning. AI technology can assist in optimizing the process of group cooperation and project-based learning to ensure the improvement of learning efficiency. In the group division link, the AI system can realize personalized grouping with complementary advantages according to students' cognitive levels, learning abilities, and personality characteristics, ensuring the diversity and complementarity of members within the group. For example, in the project implementation link, the intelligent collaboration platform can track the cooperation progress of the group, the participation of members, record the viewpoints discussed by the group, and assist teachers in understanding the cooperation dynamics of the group[13].

3.4. AI-Enabled Construction of a Teaching Resource Ecosystem

Teaching resources are the key to the implementation of large-unit teaching, and their core lies in constructing a systematic and personalized learning support resource to provide support for teachers' teaching and students' learning. AI technology can build a more efficient teaching resource ecosystem through resource integration.

Systematically integrate high-quality teaching resources. Use AI technology to integrate textbook resources, extracurricular resources, and network resources to build a systematic large-unit teaching resource library for high school Chinese. The resource library should involve types such as text resources and audio-visual resources. The AI system can classify resources and build corresponding association networks to realize rapid retrieval and effective allocation of resources. In the "Ancient Poetry and Prose" large-unit resource library, the AI system can integrate ancient poetry and prose in textbooks, relevant background materials and other resources, and teachers and students can obtain corresponding

resources through keyword retrieval[14].

Realize the push of personalized resources. According to the AI-generated learning situation analysis reports and teachers' teaching needs, the AI system can realize the push of personalized resources to ensure the pertinence and adaptability of resource supply. For students, teachers can push personalized resources according to their knowledge gaps, learning abilities, and interest preferences[15]. In addition, the AI system can adjust resource push according to students' learning progress and feedback to ensure the effectiveness of resource push.

4. Conclusion

In summary, AI-enabled large-unit teaching in high school Chinese is a key trend in educational digital transformation and core literacy cultivation. It is an important channel to achieve precise unit planning, personalized learning situation diagnosis, intelligent teaching processes, and systematic resource supply through technological empowerment. During teaching, teachers should effectively use AI technology to carry out teaching without over-reliance on this technology, ensuring that AI technology becomes an important force for promoting high-quality teaching development.

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Disclosure statement

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