

Student-Centered Learning: Exploring AI Empowerment in Primary School Chinese Ancient Poetry Teaching

Jiayue Lin

College of Joint Education, Zhejiang Normal University, Jinhua, Zhejiang, China

Abstract : Ancient poetry is a vital and irreplaceable component in the primary school Chinese curriculum, carrying the essence of traditional Chinese culture and undertaking the important mission of cultivating students' aesthetic literacy, emotional perception and humanistic quality. In daily classroom teaching, ancient poetry instruction has long been dominated by teachers' systematic explanation and sorting, while students mainly participate in recitation and mechanical memorization. For a long time, such teaching has been overly dependent on teachers' one-way lectures, leaving students in a long-term passive state of receiving knowledge. It is difficult for them to truly immerse themselves in the unique artistic conception of poetry, accurately grasp the emotional connotation conveyed by poets, and form a sincere emotional resonance with classical works. Based on the current situation of ancient poetry teaching in primary schools, this paper systematically sorts out the practical problems prevalent in current ancient poetry teaching, deeply analyzes the unique teaching value that AI teaching methods can bring to primary school ancient poetry classrooms, and combines with specific ancient poetry texts in primary school Chinese textbooks to explore detailed and operable practical methods for integrating AI teaching into ancient poetry classrooms. It truly puts the focus of ancient poetry classrooms back on students themselves, enables students to experience poetry scenarios immersively, feel the charm of language and the beauty of culture, and provides practical and targeted references for optimizing ancient poetry teaching in primary school Chinese.

Keywords: Student-centered; AI Empowerment; Ancient Poetry Teaching

1. Introduction

Against the backdrop of comprehensive digital transformation in basic education, the student-centered classroom education concept is continuously penetrating into daily primary school teaching and becoming an important guideline for curriculum reform and teaching innovation. Chinese ancient poetry, with thousands of years of profound traditional cultural deposits, is the core content of primary school Chinese teaching, undertaking the important role of cultivating students' cultural perception, language application ability and basic Chinese literacy. As artificial intelligence technology continues to enter primary school classrooms in an all-round way, AI Empowerment in teaching has provided new solutions and innovative paths for the innovation and reform of ancient poetry classrooms in primary school Chinese. In long-term frontline classroom teaching practice, ancient poetry teaching is almost entirely teacher-led explanation and sorting, with students passively learning following the fixed classroom rhythm, rarely having sufficient opportunities for independent reading, in-depth comprehension and immersive experience of poetry. The traditional ancient poetry teaching model has been solidified for a long time, with the classroom focus seriously biased towards knowledge explanation and recitation memorization, often ignoring students' subjective feelings, cognitive needs and emotional experience in class, and failing to fit the cognitive learning laws and psychological characteristics of primary school students. Based on the current real situation of classroom teaching, this paper focuses on ancient poetry classrooms in primary school Chinese, centers on the teaching idea of AI Empowerment, sorts out the prominent existing teaching problems, explores scientific and reasonable practical paths for the rational integration of artificial intelligence and ancient poetry teaching, provides new thinking and feasible plans for

innovative teaching in primary school Chinese ancient poetry classrooms, promotes the in-depth integration of AI technology and Chinese teaching, and truly implements the student-centered teaching philosophy into every link of classroom teaching [1].

2. Existing Problems in Primary School Ancient Poetry Teaching

2.1 Single Teaching Evaluation Method, Overemphasis on Exam-Oriented Recitation

In current primary school ancient poetry classroom teaching, the teaching evaluation method is relatively single and rigid, generally biased towards exam-oriented recitation and memory, emphasizing results over processes, and failing to reflect students' real aesthetic experience, cultural perception and emotional harvest [2]. Most teachers take students' proficiency in recitation, standard dictation, independent literal translation and high examination scores as the only criteria to judge whether students have earnestly studied and mastered knowledge. Both in-class learning and after-class homework exercises mostly revolve around memorizing knowledge points and consolidating recitation and dictation, lacking real attention to students' real feelings, independent thoughts and personalized comprehension when learning ancient poetry. Teachers pay too much attention to the final learning results, completely ignoring students' thinking process, comprehension experience and emotional communication in the process of learning ancient poetry, which potentially conveys wrong guidance to students and solidifies their single and rigid ways of learning ancient poetry. Long-term single evaluation orientation will gradually make students form a rigid mindset. When facing ancient poetry learning, they only mechanically recite, dictate and translate verses, regarding ancient poetry learning as a heavy task to cope with examinations, unable to calm down to feel the beautiful rhythm and concise charm of poetry language, let alone deeply experience the sincere spiritual feelings and lofty ideals conveyed by ancient poets. In addition, the single evaluation system also suppresses students' internal interest and initiative in learning ancient poetry, makes students gradually lose the desire to explore classical culture, and ultimately makes ancient poetry teaching deviate from the core goals of

inheriting traditional culture and cultivating students' humanistic feelings and cultural confidence.

2.2 Lack of Students' Subjective Status, Insufficient Classroom Interaction and Inquiry

The new curriculum standard clearly states that primary school Chinese teaching should base on students' cognitive characteristics and age rules, implement the student-centered teaching philosophy, truly return the classroom to students, and guide students to take the initiative to participate in learning, conduct independent exploration and form personalized understanding. However, in actual ancient poetry classroom teaching, students' subjective status is difficult to implement effectively, classroom interaction and independent inquiry links are relatively weak, students passively accept knowledge for a long time, and lack sufficient space for independent reading and in-depth exploration [3]. Influenced by the traditional teaching model for a long time, primary school ancient poetry classroom teaching is almost entirely promoted and controlled by teachers. From word explanation, verse translation to emotional interpretation and theme summary, all take teachers' explanations as the only standard and authority. Students' independent learning of ancient poetry only stays in simple familiar recitation in pre-class preview and mechanical dictation and exercise completion in after-class review. In addition, there is a lack of truly effective interactive communication in class. Most interactions between teachers and students are simple questions and answers with fixed answers. Teachers do not give enough time and space for students to fully think about in-depth discussions on poetry content, emotional connotation and artistic features. When facing such questions, students' answers blindly follow examination answer templates, lacking real expression of their own understanding and feelings. This teaching model greatly ignores students' learning subjectivity, fails to mobilize students' learning initiative and enthusiasm, and is difficult to stimulate their internal interest in learning ancient poetry. Being in a passive learning state for a long time, students' independent thinking ability and innovative consciousness are not well cultivated and exercised, and ancient poetry teaching only remains superficial and formal. Once students

finish examinations, they will quickly forget these knowledge, hardly understand and perceive the literary beauty and cultural value of poetry from the heart, let alone realize the real student-centered teaching.

2.3 Lack of Depth in Poetry Teaching, Superficial Cultural Penetration

Ancient poetry condenses the rich life feelings and distinct spiritual character of ancient Chinese people, is the sincere expression of poets' inner feelings and life insights, contains unique literary charm and cultural taste, and is the most direct and effective way for primary school students to contact and understand excellent traditional Chinese culture. However, in current ancient poetry classrooms, the cultural value and educational significance of poetry are often not paid enough attention, the excavation of historical context, cultural imagery and humanistic spirit is seriously insufficient, and cultural penetration remains superficial and formal [4]. Although teachers will briefly introduce the historical background of poetry and poets' relevant life experiences when teaching, they usually only briefly mention them without detailed and in-depth explanation combined with specific cultural context and social background. Influenced by examination-oriented content, students focus most of their ancient poetry learning on recitation and dictation, ignoring the understanding of cultural connotation. Teachers do not make rigid and in-depth requirements for verse translation, only requiring superficial understanding, and thinking that grasping key words reflecting poets' thoughts and emotions means mastery, but completely ignore the real degree of students' understanding of the emotions conveyed by poetry. Primary school students are young, have shallow life experience and insufficient systematic history learning, so it is difficult for them to have real personal experience and emotional resonance of the deep emotions conveyed by poetry. For example, when learning Wang Wei's "Thinking of My Brothers on Mountain Climbing Day" and "All alone in a foreign land, I am twice as homesick on festive days", students can simply remember that the poet expresses strong homesickness here, but it is difficult to truly experience the deep loneliness and melancholy of wandering abroad and being far away from relatives, because they are accompanied by family members every day

and have no real life experience of parting and homesickness. In the long run, poetry teaching lacking sufficient cultural infiltration and targeted emotional guidance will only keep students at the shallow level of text memory, unable to feel the unique beauty of poetry language and artistic conception, and difficult to achieve the original teaching intention of inheriting traditional culture and nourishing students' humanistic literacy.

3. Advantages of AI Empowerment in Primary School Ancient Poetry Teaching

Traditional ancient poetry teaching overemphasizes recitation and dictation, lacks sufficient space for students' independent thinking and personalized exploration in class, and the profound cultural connotation behind poetry is often ignored or simplified. Facing many prominent deficiencies in the classroom, against the background of the rapid development of educational digitalization, AI technology can play an efficient and targeted auxiliary role in daily teaching, comprehensively improve the teaching process from three core aspects: learning evaluation, classroom participation and cultural edification, making teaching more fit for primary school students' learning characteristics and making primary school Chinese ancient poetry teaching more three-dimensional, complete and humanized.

3.1 Optimize Learning Evaluation and Construct a Scientific Evaluation System

In the past, teachers carried out learning evaluation completely by manual means, mostly only judging students' learning situation by dictation, recitation and test scores, with single evaluation content and obvious limitations, and it is difficult to reflect students' usual learning changes, progress process and personalized growth. Facing these practical problems, artificial intelligence can effectively improve the current single evaluation mode of primary school ancient poetry teaching from the actual classroom, help teachers construct a reasonable and scientific evaluation system, and truly realize process-oriented, diversified and developmental comprehensive evaluation [5]. In the pre-class preview link, with the help of AI-empowered online learning platforms, teachers can assign targeted preview tasks such as standard poetry reading, new character preview and preliminary perception of poetic

meaning. The platform can automatically record students' preview completion progress, reading times and correct rate, accurately feedback each student's real preview situation, and teachers then conduct teaching evaluation based on pre-class independent learning status, integrating students' pre-class learning state and performance into the overall evaluation system. In the classroom teaching process, teachers create a strong and fitting ancient poetry learning atmosphere through the rich poetry background, vivid poetic pictures and professional appreciation content presented by the intelligent teaching platform, and gradually guide students to understand the ideological connotation and emotional beauty of poetry. In a relaxed and harmonious classroom atmosphere, teachers can carefully listen to the real feelings expressed by students in their speeches, pay attention to students' personalized understanding of verse meaning and poets' emotions, so as to better conduct comprehensive and objective evaluation combined with students' classroom thinking, language expression, participation degree and emotional input. In the after-class stage, teachers rely on AI-organized rich poetry and cultural materials to guide students to conduct in-depth after-class reading and independent thinking. Evaluation is no longer limited to single after-class written homework, and students' learning literacy is viewed from various aspects such as after-class reading accumulation, humanistic experience and creative expression, truly realizing comprehensive and fair evaluation.

3.2 Enrich Classroom Interaction and Implement Students' Subjective Status

Li Jilin, the founder of situational teaching method, pointed out: "In teaching, vivid and immersive learning scenarios should be created for children, so that children can gain real perception and improve comprehensive abilities through active participation. This is the teaching in line with children's cognitive laws and psychological characteristics" [6]. AI Empowerment in primary school ancient poetry teaching has well built a safe and open platform for students to learn independently and express actively, completely changing the previous one-way instilling teaching method, making students truly become the masters and participants in learning and independently step into the ocean of poetry, thus effectively

stimulating the internal motivation and lasting interest for poetry learning.

Compared with traditional single teaching methods, AI narrows the distance between students and ancient poetry in a more vivid, intuitive and interesting form. In actual teaching, AI technology provides a brand-new and efficient path for students' independent learning. For example, when teaching "Village Residence", teachers can use AI animation demonstration to vividly restore the vibrant spring scenes in the poem: grass growing, orioles flying, willows brushing the embankment, and children flying kites happily in the warm spring breeze. Vivid and intuitive pictures can turn abstract and obscure words into easy-to-understand and impressive images.

Students can independently observe the details of the pictures, slowly read the verses sentence by sentence along with the dynamic scenes, combine intuitive visual feelings to deeply experience the vibrant spring vitality shown in the poem and truly feel the free and simple fun of children flying kites in spring. Without relying on teachers' repeated and tedious explanations, students can well independently understand the beautiful pictures depicted by verses and the pure happiness contained in the poem, and gradually step into the poetic world and integrate into the artistic conception.

AI Empowerment can bring more flexible, diverse and efficient teaching to primary school ancient poetry classrooms, strongly promoting the transformation of classrooms from "teacher-led" to "student-centered". It is not just a simple auxiliary tool, but more like a solid bridge for students to gradually explore the beauty of poetry, making the classroom no longer limited to one-way boring explanation. Students can take the initiative to participate, feel independently and express bravely, enriching classroom teaching interaction and truly implementing students' subjective status in class.

3.3 Enrich Cultural Content and Deepen Cultural Understanding

Ancient poetry carries the profound essence of excellent traditional Chinese culture and is an important carrier for inheriting national spirit, promoting cultural heritage and cultivating students' cultural confidence. However, in daily classrooms, due to limited class time and single reference materials, teachers' explanations

mostly revolve around textbook content, mainly teaching the general meaning of verses and examination key points, and the excavation of historical background, cultural connotation and humanistic heritage behind poetry is seriously insufficient. AI Empowerment in primary school ancient poetry teaching allows teachers to use massive and high-quality resources to tell more cultural-related content in class, better integrate traditional culture with poetry classrooms naturally, strengthen multi-dimensional cultural infiltration, and enhance students' cultural identity, cultural pride and cultural confidence [7].

The integration of artificial intelligence and primary school ancient poetry classrooms provides strong resource support and technical support for teachers to carry out cultural extension teaching. Taking the primary school ancient poem "Jiang Nan" as an example, "The river south is fit for lotus picking. How lush the lotus leaves are!" Traditional classrooms mostly only briefly explain the literal meaning and casually mention the scenery of the water town south of the Yangtze River. Although teachers will collect individual pictures and short videos to help students understand, the materials are scattered and fixed with limited content, only serving as basic picture references. The advantage of AI lies in that it can deeply integrate the unique scenery of the water town south of the Yangtze River, traditional lotus-picking folk customs and poetic artistic conception combined with the specific historical background of the poem. At the same time, it is a flexible and adjustable interactive presentation closely following the teaching process, not rigid photo display or one-way video playback. When explaining "how lush the lotus leaves are", it synchronously presents the beautiful picture of a continuous and lush lotus pond; when explaining "fish play among the lotus leaves", it dynamically restores the lively scene of fish shuttling freely in the water, and can supplement interesting content related to the water town south of the Yangtze River and lotus-picking folk customs at any time when students ask questions. This way runs rich cultural information through the whole process of students' ancient poetry learning. Students step into the beautiful south of the Yangtze River along with the verses, and understand the peaceful and leisurely temperament of water town life while understanding the words. It can

be clearly seen that cultural infiltration under AI Empowerment is no longer rigid and boring knowledge supplementation, and students' understanding of traditional culture is more three-dimensional, vivid and profound through this efficient way.

4. Specific Teaching Practice of Ancient Poetry under AI Empowerment

After clarifying the existing prominent problems in primary school ancient poetry teaching and sorting out the diverse and significant advantages of AI Empowerment, how to truly integrate AI technology into specific classrooms and implement the student-centered teaching philosophy has become the core problem to be solved at the practical level. This chapter takes Yang Wanli's "Little Pool" from Volume 2 of Grade 1 in primary school Chinese as a typical teaching example, centers on the complete conventional teaching process of ancient poetry, and carries out detailed elaboration from three aspects: pre-class, in-class and after-class, describing the specific and operable teaching practice of ancient poetry under AI Empowerment, clearly presenting the actual application mode and implementation path of artificial intelligence in the whole process of ancient poetry teaching.

4.1 Pre-Class: Poetry Preview and Preparation

Before the formal classroom teaching of "Little Pool", doing a good job in targeted pre-class preview and preparation is very important to help students smoothly step into the poetic artistic conception and reduce the difficulty of poetry understanding. With the help of professional AI teaching tools, teachers sort out and generate clear basic preview materials for this poem, integrate the full text of "Little Pool", standard phonetic notation of new characters, accurate explanation of key words and other key contents to generate a concise and clear preview document, and match it with standard and emotional poetry reading audio, which are uniformly pushed to students through the smart teaching platform. Students conduct independent preview according to this complete material, follow the audio to read sentence by sentence to correct pronunciation, recognize new characters and understand simple word meanings with the help of detailed word notes, clear reading obstacles in advance, establish a solid basic cognition of the poetic text, avoid spending a lot

of valuable class time on basic character and reading teaching, and ensure that classroom teaching can be carried out in depth and efficiently.

On the premise of completing basic text preview with high quality, teachers further use AI technology to deepen students' intuitive preview perception. Teachers use AI to generate high-quality situational illustrations completely matching the content of "Little Pool" verses, sort out the vivid pictures of spring eyes with thin streams, tree shades reflecting on water, young lotus showing sharp tips, and dragonflies standing on lotus tips into a group of coherent pictures according to the natural description order of the verses, guiding students to carry out deeper and more intuitive preview combining pictures and texts. When reading verses carefully, students can look at intuitive and beautiful pictures, correspond abstract words with specific and vivid scenes, independently feel the fresh and beautiful summer small pool scenery depicted in the poem, initially experience the fresh and soft artistic conception shown by the poem, and establish an overall impression of the poetic picture and emotion in advance, laying a solid foundation for the subsequent in-depth learning and appreciation in class.

4.2 In-Class: Poetry Appreciation, Understanding and Cultural Penetration

In the formal classroom teaching of "Little Pool", teachers can naturally and smoothly integrate artificial intelligence into the two core teaching sections of poetry appreciation and cultural extension. When carrying out poetry appreciation and understanding, teachers first use AI to separate the core scenes in the poem such as spring eyes, thin streams, tree shades, young lotus and dragonflies into independent and clear imagery pictures, then organize students to conduct sufficient exchanges and discussions in small groups, carefully ponder the characteristics of each scene combined with verses, and clarify the logical and aesthetic relationship between them. After the group discussion, each group sends a representative to the stage to rearrange and arrange the scattered imagery pictures independently, restore the unique small pool scenery they understand and like, and share the group's initial feelings and understanding about the poetic pictures. In the whole process of cooperative discussion, manual splicing and stage expression, students gradually

understand the quiet and beautiful early summer scenery depicted in the poem, from the simple cognition of single scenes to the overall perception of the complete artistic conception of "Little Pool". After students take turns to share on stage, teachers guide students to communicate with each other, compare and supplement, and improve picture details together. Teachers then give timely and appropriate guidance, lead students to integrate the whole class's ideas, and jointly restore the fresh and elegant early summer artistic conception of the whole poem. Looking at the complete and beautiful picture sorted out together, students gradually feel the quiet and peaceful natural beauty of the small pool, and slowly and truly experience the poet's sincere love and praise for the small and delicate scenery in front of him.

In addition, when the classroom enters the cultural extension section, teachers can also use AI to naturally expand relevant and interesting cultural content. Teachers use AI to vividly restore the peaceful Song Dynasty rural living scene depicted in "Little Pool", allowing students to intuitively see how ancient people enjoyed the cool, watched lotus and admired scenery by the pool, understand the simple and beautiful lifestyle of living near water and accompanying nature, and realize that what "Little Pool" describes is not a distant and strange scenery, but the leisure and elegance in ancient people's daily life. At the same time, teachers rely on AI to sort out and integrate the rich early summer seasonal folk culture, extend from the unique early summer scenes in the poem to explain ancient people's life customs of conforming to solar terms and enjoying lotus and scenery in early summer. Starting from an ancient poem, students can not only understand the vivid pictures in the verses, but also step into ancient people's seasonal life along with the scenes in the poem. Behind these vivid cultural customs is the ancient life wisdom of conforming to the natural time and coexisting harmoniously with all things. AI can efficiently create real poetic situations, break the limitations of time and space, guide students from simple picture perception to in-depth aesthetic experience and cultural understanding of the text, not just staying in superficial reciting and memorizing poems [8].

4.3 After-Class: Learning Consolidation and Expansion Accumulation

After finishing the complete classroom learning of "Little Pool", students need to timely review and consolidate what they have learned to prevent knowledge forgetting. Combined with the physical and mental characteristics and learning rules of first-grade primary school students, teachers can design three types of interesting and targeted basic exercises: verse filling, scene picture-text connection and verse general meaning understanding, instead of blindly adopting mechanical copying and repeated recitation that reduce students' interest. By independently completing online exercises, students can quickly review classroom key content, deepen their understanding of scene imagery and poetic meaning in the poem, and firmly master in-class basic knowledge in a relaxed state. At the same time, teachers can clearly check students' learning completion and error rate through the background of the teaching platform, sort out easily confused and error-prone knowledge points, and give targeted unified explanations in the next class to improve teaching efficiency.

On the basis of doing a good job in solid after-class review and consolidation, teachers can simultaneously arrange rich and flexible after-class poetry expansion, use AI technology to screen several ancient poems similar to the scene theme of "Little Pool", or select short and beautiful landscape poems similar to poet Yang Wanli's fresh style, sort out these ancient poems uniformly and send them to students through the smart teaching platform, without high and rigid requirements, allowing students to read freely in their spare time. Through repeated and relaxed reading, students gradually master the common artistic features of these poems, and also deeply experience the poet's delicate and unique writing method of observing and describing small scenes. This can not only gradually accumulate more ancient poetry texts, broaden students' literary vision, but also imperceptibly improve students' ability to read and appreciate poems, steadily extending high-quality ancient poetry learning in class to after class, forming a complete learning closed loop.

5. Countermeasures for AI Empowerment in Primary School Ancient Poetry Teaching

5.1 Carry out Targeted Training on Digital Teaching Application Ability

Some frontline teachers only have simple

operation ability, such as simply playing courseware and displaying pictures, lacking the professional ability to integrate intelligent technology, AI academic situation analysis and intelligent lesson preparation into teaching design and reconstruct classroom processes, resulting in serious disconnection between technology and teaching, and technology cannot serve teaching well [9]. In actual classrooms, technology and teaching are not well integrated, and the expected classroom effect has not been significantly improved. In response to this real situation, schools can carry out more targeted and practical training activities closely in line with teaching practice, allowing teachers to learn more professional knowledge and practice more operational skills, and gradually master the use of various digital teaching tools proficiently. At the same time, teaching and research groups can regularly organize collective communication and lesson preparation activities to share practical and efficient teaching methods and experience, allowing teachers to continuously improve their digital application level in continuous practice and reflection, so that AI technology can better and more effectively serve primary school Chinese ancient poetry teaching.

5.2 Accurately Grasp and Strictly Check AI-Generated Ancient Poetry Content

The historical background, verse interpretation, situational pictures and other content automatically generated by AI are sometimes not rigorous and accurate enough, inconsistent with the standard explanations in textbooks and teaching outlines, and direct and unchecked use in class is easy to bring wrong guidance to students. Primary school students have limited judgment ability and are in a critical period of knowledge construction, if they contact inaccurate information for a long time, their accurate grasp of the original meaning and emotions of poetry will be seriously affected. In response to this situation, teachers must establish a strict review awareness, carefully check and verify every content before using AI-generated materials, and timely modify and correct when problems are found, always taking textbook content and official interpretations as the fundamental standard. Only by strictly controlling the quality and accuracy of relevant teaching content generated by AI can the scientificity and accuracy of classroom teaching be fully ensured, and students can learn correct

and reliable ancient poetry knowledge.

5.3 Strengthen Understanding of Poetic Charm and Artistic Conception, Return to Language Essence

Some classrooms overly rely on visual contents such as animations and pictures provided by intelligent tools. Although these contents are intuitive and interesting, can quickly attract students' attention and mobilize classroom atmosphere, but also easily make students only focus on gorgeous pictures and ignore the importance of poetic language itself. At the same time, over-reliance on visual materials such as videos and animations will weaken the important links of reading, word refining and text appreciation, making students only watch pictures without reading words carefully, seriously deviating from the core requirements of the new Chinese curriculum standard for poetry teaching with language text as the core [10]. The unique charm and profound artistic conception contained in ancient poetry can only be gradually experienced and comprehended through repeated and emotional reading. Long-term excessive reliance on visual presentation will weaken students' language sense and text perception ability to a certain extent. In response to this situation, teachers should grasp the scale and degree well when using AI technology, always take text reading, word taste, emotional communication and cultural perception as the focus, let intelligent tools play a proper auxiliary understanding role, guide students to feel the beauty of poetry in language and words, and firmly return to the essence of ancient poetry teaching.

6. Conclusion

Ancient poetry is a precious treasure of excellent traditional Chinese culture and an important nutrient for nourishing students' minds and shaping their personalities. In primary school Chinese teaching, making students truly understand poetry, love poetry and inherit culture has always been the core goal pursued by classrooms. With artificial intelligence entering classrooms in an all-round way, new possibilities and innovative paths have been brought to ancient poetry teaching. With rich high-quality resources, vivid immersive situations and flexible diverse interactions, it breaks the limitations of traditional classrooms, allows students to change from passive recitation to

active perception, and experience the unique beauty of poetry immersively.

The core value of AI technology lies in assisting teaching rather than replacing teaching. In actual teaching practice, teachers should rationally and moderately use intelligent tools, continuously optimize teaching methods and processes, adhere to the essence and law of Chinese teaching while attaching great importance to students' real understanding and emotional experience. The future primary school Chinese ancient poetry classroom will continue to develop healthily in the deep integration of technology and humanities, stimulate students' lasting learning interest while inheriting excellent traditional Chinese culture, comprehensively improve students' Chinese core literacy, and make ancient poetry classrooms warmer, more vivid, deeper and more educational.

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