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Explorations into Using AI to Enhance Creative Teaching of Chinese Language in Primary and Secondary Schools

Xinyi Cai
Hangzhou Normal University, Hangzhou, China
Email: 2023211401094@stu.hznu.edu.cn

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Abstract

In the context of the artificial intelligence era, this study aims to explore the pathways and value of AI in enhancing creative Chinese language teaching in primary and secondary schools. The research comprehensively employed literature review methods to synthesize relevant theoretical and practical findings domestically and internationally, while utilizing questionnaire surveys and classroom observations to assess current applications of AI in creative Chinese language instruction. Results indicate that AI has been applied in areas such as intelligent writing assistance and virtual teaching environments; however, challenges remain, including insufficient technological maturity, concerns regarding data security and privacy protection, teachers' cognitive biases, and limitations inherent in traditional evaluation systems. To address these issues, the study proposes strategies such as strengthening technological development, improving data security mechanisms, conducting teacher training programs, and establishing diversified evaluation frameworks. The research concludes that emerging AI technologies will integrate deeply with Chinese language education, exert profound impacts on the educational ecosystem, and create new opportunities for innovative advancement in language education.

Keywords

Artificial Intelligence; Chinese Language Education in Primary and Secondary Schools; Creative Teaching; Teaching Strategies; Educational Technology

1. Introduction

1.1. Research Background

China is currently at a critical stage of advancing the digital transformation of education, with educational informatization becoming the core driving force for promoting high-quality development in basic education. The "Compulsory Education Chinese Curriculum Standards (2022 Edition)" explicitly states the need

to "pay attention to changes in Chinese language life in the internet era and explore reforms in teaching and learning methods," while the "Outline for Building a Strong Education Nation" also emphasizes "promoting artificial intelligence to support educational reform." A series of policy documents has defined the core direction for innovating Chinese language teaching in primary and secondary schools, driving the transition from knowledge transmission to competency development in Chinese education and posing new challenges to traditional teaching models.

The rapid advancement and cross-domain integration of artificial intelligence technology have provided crucial support for educational transformation. The iterative maturation of generative AI has enabled its expansion from the tech sector to educational settings, significantly enhancing core teaching processes such as lesson planning, instruction delivery, and assessment. With its efficient data processing capabilities and adaptive learning features, AI has overcome the temporal, spatial constraints, and resource limitations inherent in traditional education, emerging as a key solution to address the challenge between large-scale instructional needs and individualized learning requirements.

In primary and secondary school Chinese language education, AI technology has demonstrated extensive application scenarios and practical value. For context creation, it transforms texts into dynamic visual narratives and poetic scenes, converting abstract linguistic symbols into tangible learning experiences that spark students' interest. In reading instruction, intelligent algorithms enable personalized book recommendations and group reading activities, expanding students' reading horizons. For writing instruction, the system provides diverse materials, real-time personalized guidance, and multi-dimensional automated feedback, reducing teachers' repetitive tasks while fostering creative expression. Regarding knowledge consolidation, educational games and AI-powered Q&A interfaces facilitate a progressive learning pathway from memory reinforcement to deep understanding and cultural awareness. These applications not only meet the core demands of Chinese language teaching for creativity and humanistic engagement but also offer innovative solutions to traditional challenges such as monotonous teaching methods and delayed feedback mechanisms.

1.2. Research Significance

This study is grounded in the dual contexts of educational digital transformation and Chinese language curriculum reform, focusing on the deep integration of AI technology with creative teaching practices in primary and secondary school Chinese education and carries three significant research implications.

First, enhancing teaching quality and efficiency to overcome the core challenges of traditional education. AI technology, through features such as intelligent grading and multi-modal scenario creation, handles repetitive tasks like vocabulary analysis and basic assessment, freeing teachers from tedious workloads so they can focus on

key creative aspects of instruction—such as guiding critical thinking and fostering emotional engagement. Additionally, AI's dynamic resource provision and formative feedback capabilities break free from the constraints of standardized interpretation and stimulate classroom interaction.

Secondly, it promotes the effective implementation of personalized learning to meet students' individualized developmental needs. Leveraging big data analytics and intelligent adaptation capabilities, AI can accurately identify individual differences among students in areas such as reading preferences and writing weaknesses: providing personalized book recommendations and intelligent group text components in reading instruction; offering material scaffolds or innovative guidance for students at different proficiency levels in writing instruction; and establishing a step-by-step progression pathway for knowledge consolidation. This adaptive guidance approach not only provides students with learning support tailored to their individual pace but also fully stimulates their enthusiasm for independent thinking and exploration, fostering an environment conducive to the development of creative thinking.

Thirdly, it highlights the core value of AI-enhanced language education and promotes innovation in disciplinary pedagogical models. AI empowerment is not merely about technical integration but achieves an organic balance between technological functionality and the humanistic essence of language education through a "teacher + AI" collaborative approach: AI handles fundamental teaching tasks, while teachers focus on value guidance and emotional cultivation, bringing classical texts to life within cultural preservation efforts and enhancing critical thinking and aesthetic appreciation in literacy development. Meanwhile, by exploring the boundaries and standards of technology application, this study mitigates risks such as technological dependency and rigid thinking patterns, providing a paradigm that combines humanistic warmth with practical value for the intelligent transformation of subject-based education in primary and secondary schools, thereby fostering creative inheritance and high-quality development in language education.

1.3. Research Methods

This study integrates literature review and case analysis methodologies to systematically explore the application of artificial intelligence in enhancing creative Chinese language teaching at primary and secondary schools. On one hand, it conducts a comprehensive review of domestic research findings, focusing on policy documents such as the ,<Compulsory Education Chinese Curriculum Standards (2022 Edition)> and the <*Outline for Building a Strong Education Nation>, along with academic studies on integrating AI technology into language education. On the other hand, it systematically examines the technical characteristics of AI systems, principles of creative language instruction, and the core mechanisms and current

state of integration between the two to establish a theoretical foundation. Additionally, case analysis is employed to identify exemplary implementations of AI-enhanced language teaching across different educational stages and regions which covering scenarios such as reading context creation, writing intelligence guidance, and digital dissemination of traditional culture that analyze technical application approaches, instructional strategies, and practical outcomes to identify key insights and challenges. By combining these two methods, the study predicts that AI has become widely integrated into core teaching processes, including lesson preparation, classroom instruction and assessment which is progressively extending its influence throughout the entire educational workflow, providing theoretical and practical support for developing scientifically sound teaching models and defining appropriate boundaries for technological application.

2. Literature Review

2.1. Theoretical Basis

The theoretical foundation of creative teaching in Chinese language education primarily stems from constructivist learning theory, which emphasizes learners' initiative and social interactions during knowledge construction. According to constructivism, student learning is not merely a process of knowledge transmission but rather one that achieves deep understanding and innovation through context creation, collaborative learning, and meaning construction[1]. In Chinese language instruction, this theory provides crucial support for creative teaching, particularly in writing expression and text interpretation, where active participation and diverse interactions foster creative thinking. Meanwhile, theories related to artificial intelligence applications in education offer new perspectives for creative teaching. For instance, intelligent technological tools can enhance learners' cognitive abilities and enable personalized learning pathways through data-driven approaches[2]. Together, these theories form the theoretical framework for AI-enhanced creative teaching in Chinese language education, laying the groundwork for subsequent practical exploration.

2.2. Research Progress Domestically and Internationally

Scholars both domestically and internationally have achieved significant progress in applying AI to enhance creative teaching of Chinese language education in primary and secondary schools, particularly in intelligent writing assistance and virtual learning environments. In the field of intelligent writing guidance, international research has early focused on utilizing natural language processing technologies to monitor students' writing processes in real-time and provide feedback, helping them refine their linguistic expression and expand their writing perspectives [3]. Domestic studies further integrated the unique characteristics of Chinese language education by developing AI-based writing systems powered by large language

models, which not only recommend writing materials but also employ sentiment analysis to guide students in expressing richer emotional nuances[4]. Regarding virtual teaching scenarios, foreign research primarily employs virtual reality (VR) and augmented reality (AR) technologies to recreate historical or cultural contexts, enhancing students' textual comprehension and creative engagement [5]. Domestic research, however, emphasizes combining AI with traditional cultural education—such as using text-to-image conversion technology to transform classical poetry into visual representations, thereby deepening students' perception and imagination of literary imagery [3]. Overall, while domestic and international research demonstrates diverse trends in technological application, challenges remain, including regional disparities in development and low adoption rates of these technologies.

2.3. Research Gaps

Through a review and comparison of existing literature, it is evident that systematic research on leveraging artificial intelligence to enhance creative teaching in primary and secondary school Chinese language education remains significantly lacking. On the one hand, current studies predominantly focus on general applications of AI technologies in language instruction, such as essay grading, reading recommendation systems, classroom interaction tools or interdisciplinary AI-driven educational innovation models while offering few in-depth, systematic analyses specifically targeting core competencies in Chinese language education: language construction and application, cognitive development, aesthetic appreciation and creation, cultural inheritance and understanding, particularly within the context of creative teaching. On the other hand, although some studies acknowledge AI's role in innovating language teaching, they fail to integrate this with the practical implementation logic, educational characteristics, and learning objectives of creative teaching methodologies, nor do they propose actionable human-AI collaborative teaching approaches or competency cultivation strategies, nor establish a balance between technological empowerment and safeguarding students' creative thinking.[6] The innovation of this study lies in being the first to conduct a systematic analysis of AI-enhanced creative teaching as an independent research topic, combined with the current reforms in Chinese language curriculum standards, exploring concrete implementation pathways for creativity stimulation, classroom engagement, content extension, and evaluation feedback. Additionally, the study redefines AI's role in creative teaching from both educational and practical perspectives, providing theoretical support and practical guidance for Chinese educators.

3. Current Situation

Currently, artificial intelligence technology is deeply integrated into Chinese

language teaching in primary and secondary schools. AI-enhanced creative teaching approaches have evolved from theoretical discussions to routine practice, forming a diversified application system across areas such as context creation, reading instruction, writing guidance, resource provision, and teaching evaluation.[7] Leveraging technologies like multimodal interaction, AIGC content generation, intelligent grading, and personalized recommendations, Chinese language teaching has overcome the limitations of traditional one-way instruction, achieving visualized contexts, personalized resources, real-time guidance, and precise evaluation. These advancements demonstrate significant value in stimulating students' expressive motivation, enriching creative materials, lowering entry barriers for writing, and balancing Chinese language educational resources between urban and rural areas.[8]

3.1. Intelligent Homework Grading

Taking the AI-powered teaching initiative at a primary school in Hangzhou during the first half of 2026 as an example, the school has integrated AI-powered scanning and AIGC-assisted grading technologies into daily Chinese homework and composition instruction. For basic vocabulary assignments, teachers organize standardized exemplary answer sheets at the beginning of each test paper. Using AI scanning devices to batch-process all class submissions and leveraging the DingTalk platform for automated grading, the system rapidly generates error annotations, class learning progress data, precise statistics on high-quality assignment completion rates, and individual error rates, thereby enabling educators to effectively assess students' vocabulary mastery. In sixth-grade composition teaching, teachers utilize unit-specific writing requirements and language literacy criteria to guide AI systems in developing customized evaluation frameworks. These systems score student compositions based on predefined standards (out of 30 points), provide targeted revision suggestions and personalized feedback, achieving fully intelligent composition assessment.

3.2. Virtual Teaching Scenarios

Virtual teaching scenarios represent another forward-looking application of artificial intelligence technology in Chinese language education. Their core lies in creating immersive learning environments using technologies such as augmented reality (AR) and virtual reality (VR), enabling students to gain a deeper understanding of textual content within virtual historical and cultural contexts. For instance, when teaching classical poetry or historical texts, AI technology can immerse students in ancient social settings, allowing them to intuitively grasp the historical background and cultural atmosphere of the works. This immersive learning experience not only enhances students' comprehension of the texts but also stimulates their imagination and creative thinking, thereby infusing Chinese

language instruction with greater vitality.

Furthermore, the application of virtual teaching scenarios can effectively address the limitations of traditional instructional methods. In conventional classroom settings constrained by time and space, students often struggle to fully comprehend the context described in texts; virtual teaching scenarios overcome this limitation by providing students with more extensive and diverse learning resources. For instance, when studying "Ode to the Red Cliff," students can use virtual reality devices to "visit" the historical site of the Battle of Chibi, observe the battle scenes and geographical environment of that era, thereby gaining a deeper understanding of the grand imagery depicted by Su Shi: "the landscape is like a painting, and so many heroes emerged at that time." This immersive learning experience not only enhances students' interest in learning but also fosters their creative interpretation of the text, opening up new possibilities for Chinese language education.

3.3. Investigation of Current Application Status

However, from a practical perspective, the integration of AI with creative language education still faces significant challenges and practical limitations. At the teacher level, primary and secondary educators generally recognize the value of AI in teaching, with young and middle-aged teachers forming the main user group for AI applications. Yet, overall, AI literacy varies widely among educators, with many demonstrating adequate theoretical understanding but lacking practical skills.[9] In terms of application, current AI-powered language instruction primarily focuses on efficiency-enhancing tasks such as vocabulary correction, lesson plan creation, and resource retrieval. As demonstrated by this elementary school's practice, AI applications are predominantly limited to basic assignment grading and standardized writing evaluation, while deep integration practices aimed at fostering students' cognitive development, aesthetic creativity, and cultural heritage preservation remain scarce. Moreover, conflicts between technological logic and linguistic humanistic principles have become increasingly prominent: intelligent teaching often leads to superficial text interpretation, diminished student engagement, weakened emotional resonance, and homogenized writing templates, blurring the boundaries of human-machine collaboration. Additionally, teachers' inadequate mastery of AI tools and insufficient capacity for secondary creative adaptation, coupled with incomplete teaching frameworks, implementation pathways, and ethical guidelines tailored to cultivating creative language skills, result in AI technology remaining merely a surface-level teaching aid rather than a core driver for nurturing students' innovative thinking, aesthetic literacy, and personalized language expression [10].

4. Research Questions

4.1. Technical Aspects

In the practical implementation of AI-enhanced creative teaching in primary and secondary school Chinese education, the technological support framework still exhibits significant shortcomings that fail to fully meet the humanistic, contextual, and personalized demands of such pedagogical approaches. Firstly, existing intelligent technologies lack sufficient adaptability: most AI-based teaching tools are designed for general use, with few customized solutions specifically tailored to Chinese curriculum standards, textual characteristics, or creative expression patterns [7]. These tools demonstrate limited effectiveness in areas such as immersive recreation of classical poetry atmospheres, multimodal generation of literary imagery, or personalized guidance for creative writing, making it difficult to precisely align with educational objectives focused on aesthetic appreciation and cognitive development. Secondly, disparities in technological resource distribution between urban and rural schools remain pronounced. Urban institutions enjoy comprehensive smart devices, robust network infrastructure, and advanced hardware/software capabilities like AIGC and VR simulations, whereas schools in remote regions face challenges including outdated equipment, insufficient bandwidth, and low adoption rates of intelligent teaching tools [9], exacerbating the technological divide in implementing creative Chinese language instruction. Thirdly, AI algorithms inherently possess limitations—they tend to decompose literary texts into modular, oversimplified components, failing to deeply interpret underlying emotional nuances, cultural significance, or implicit logic[10]. This results in standardized, template-based feedback that stifles students' innovative thinking. Finally, the integration level of multimodal technologies remains low; at present, technologies such as VR, AIGC, and intelligent assessment are primarily used in isolation and have not yet formed a synergistic teaching framework [3]. This makes it challenging to establish an immersive creative learning environment that integrates scenario creation, creativity stimulation, process guidance, and diversified evaluation, thereby failing to fully realize the comprehensive potential of technology-enhanced education.

4.2. Technical Improvements

To address technical challenges in AI-enhanced creative teaching of Chinese language education—such as inadequate tool compatibility, uneven resource distribution, algorithmic limitations, and insufficient multimodal integration—approaches should prioritize teacher leadership and institutional support to implement adaptive optimizations and human-guided improvements that compensate for existing technological shortcomings. First, educators should proactively select and integrate suitable AI teaching tools based on practical needs, avoiding standardized, cookie-cutter platforms in favor of specialized tools aligned with Chinese curriculum standards and tailored for text analysis, creative writing, and classical poetry interpretation. They should also manually review, refine, and

creatively restructure AI-generated content to mitigate algorithmic biases toward superficiality and standardization, leveraging human expertise to bridge technical limitations. Second, urban and rural schools should collaborate to balance resource allocation: under-resourced schools can utilize free, accessible AI teaching materials, cloud-based simulation classrooms, and smart education platforms to bridge hardware gaps. Teachers should actively leverage high-quality digital resources to address local deficiencies, thereby reducing disparities in technology distribution through strategic integration. Third, educators must define clear boundaries for AI application, minimizing algorithmic dominance in core instructional areas like text analysis, creative expression, and cultural understanding. This approach preserves space for independent thinking, emotional engagement, and collaborative discussions, ensuring that technology serves pedagogical objectives rather than constraining students' creativity through rigid interpretations or formulaic outputs [10]. Finally, teachers proactively explore multimodal teaching integration approaches by manually combining technologies such as VR environments and AIGC-generated materials. and intelligent assessment systems. They independently create immersive learning scenarios tailored to textbook content and creative instructional objectives, transforming fragmented technologies into a cohesive teaching framework. This approach leverages educators' instructional design expertise to address limitations in technological synergy, ensuring that AI consistently serves as an auxiliary tool that supports the humanistic educational goals of creative language instruction.

5. Solutions for Enhancing Creative Chinese Language Teaching in Primary and Secondary Schools Through AI Technology

5.1. Technical Improvement Strategies

5.1.1. Strengthening Technology Research and Development and Optimization

In the process of leveraging AI to enhance creative teaching in primary and secondary school Chinese education, technological research and development as well as optimization remain pivotal for improving AI application effectiveness. Currently, AI still faces significant limitations in core technologies such as semantic understanding and sentiment analysis, which directly impact its accuracy and suitability for classroom applications. For instance, intelligent writing tutoring systems often fail to fully capture students' expressive intentions, resulting in modification suggestions that deviate from actual needs [6]. Additionally, underdeveloped sentiment analysis techniques hinder systems from accurately identifying textual emotional tendencies, thereby diminishing their support for creative writing activities. Therefore, increasing investment in R&D for these key technologies is crucial. By adopting advanced deep learning algorithms, enhancing natural language processing capabilities, and building large-scale specialized corpora, the performance of AI in Chinese language instruction can be significantly

improved. Furthermore, developing customized AI models tailored to the specific demands of Chinese teaching represents a key direction for future technological advancement. For example, integrating generative AI technologies to create intelligent tools that generate personalized writing materials based on individual student characteristics can more effectively stimulate creativity and imagination. In summary, sustained efforts in technological innovation and refinement not only provide robust technical support for creative Chinese language teaching but also lay a solid foundation for the intelligent transformation of the entire education sector.

5.1.2. Improving the Data Security Protection Mechanism

As AI technology continues to expand its application in creative Chinese language education at primary and secondary schools, the collection, storage, and utilization of student data have sparked widespread societal concerns regarding data security and privacy protection. AI systems rely on extensive student data—including learning behavior records, writing content, and personal information—which, if leaked, could pose significant threats to student privacy. Therefore, establishing robust and stringent data security mechanisms is crucial. First, a technical defense framework must be implemented: employing advanced encryption algorithms for sensitive data, implementing multi-layered access controls, and ensuring security during data transmission and storage. Second, educational institutions and administrative authorities should establish clear data usage guidelines specifying collection purposes, scopes, and usage rules to prevent misuse and unauthorized sharing. Additionally, enhanced data security awareness training for both teachers and students is essential to reinforce their understanding of data protection and proper handling practices. By combining technological and managerial measures, we can effectively mitigate data security risks and create a favorable environment for the sustainable application of AI in creative Chinese language teaching.

5.2. Strategies at the Educational Level

5.2.1. Teacher Training and Professional Development

In the practice of leveraging AI to enhance creative Chinese language teaching in primary and secondary schools, teachers play a pivotal role, as their understanding and application of AI technologies directly determine instructional effectiveness. Currently, some educators exhibit cognitive biases and resistance toward AI adoption, primarily due to insufficient awareness of its practical value or excessive concerns about AI replacing their roles [4]. Such negative attitudes not only hinder the effective integration of AI into classroom instruction but also impede educational innovation progress. Therefore, specialized AI pedagogical training for Chinese language teachers is essential. Training programs should cover fundamental principles and operational methods of AI technologies, along with specific applications in language teaching—such as utilizing intelligent writing assistance

systems for personalized guidance or employing virtual learning environments to foster creative text comprehension. Additionally, it is crucial to cultivate teachers' innovative mindset by encouraging them to explore synergistic approaches between AI and traditional teaching methods, thereby innovating instructional models. Activities like case studies and teaching demonstrations can help teachers accumulate practical experience and improve instructional design skills. Through systematic training and sustained professional development support, educators can confidently employ AI technologies to optimize classroom teaching, ultimately more effectively stimulating students' creativity and cognitive engagement.

5.2.2. Establishing a diversified evaluation system

The traditional evaluation system centered on scores has, to some extent, hindered the development of AI-enhanced creative teaching in Chinese language education at primary and secondary schools. This system overly focuses on final outcomes while neglecting the creativity and cognitive development demonstrated during students' learning processes [5]. To meet the evolving demands of creative Chinese language teaching in the AI era, establishing a diversified evaluation framework has become imperative. The core of such a system lies in conducting comprehensive assessments across multiple dimensions—including creativity, critical thinking, collaborative skills, and emotional attitudes. For instance, in writing instruction, students' creativity can be evaluated by analyzing their creative approaches, linguistic richness, and depth of emotional expression; in reading instruction, critical thinking abilities can be measured through students' understanding of texts and original insights. Moreover, AI technologies provide essential support for implementing diversified evaluations—natural language processing techniques, for example, can automatically analyze student compositions and generate multi-dimensional assessment reports, offering educators more scientific evaluation criteria. Adopting this diversified evaluation system not only provides a more comprehensive reflection of learning achievements but also effectively encourages students to actively engage in innovative teaching activities and explore new ideas, ultimately fostering personalized growth and overall academic excellence.

6. Future Prospects of AI-Enabling Creative Teaching in Chinese Language Education in Primary and Secondary Schools

6.1. The Integration Trend Between Emerging AI Technologies and Language Teaching

With the continuous advancement of artificial intelligence technologies, emerging innovations such as generative AI are increasingly integrating into education, creating new opportunities for creative language teaching. Generative AI possesses multiple capabilities—including text generation, image creation, and video synthesis—which significantly enhance the interactivity and immersive experience

in language instruction. For instance, text-to-text technology not only assists students in revising essays and assigning personalized learning tasks but also provides intelligent recommendations for writing ideas and materials, effectively stimulating creative thinking. Text-to-image technology transforms complex textual content into visual representations, aiding students in understanding abstract concepts like classical poetry and historical narratives while fostering creative expression skills. Text-to-video technology enables the creation of virtual learning environments where students deepen their comprehension through interactions with digital learning companions, expanding their cognitive horizons. The application of these technologies not only demonstrates AI's innovative potential in education but also offers diverse approaches to enhancing creative language teaching practices.

From a developmental perspective, the integration of generative AI with other emerging technologies will further accelerate the digital transformation of language education. For instance, by combining natural language processing techniques, generative AI enables more precise semantic analysis and emotional recognition, providing students with tailored learning support . Meanwhile, the adoption of blockchain technology holds promise in addressing data security and privacy concerns, laying the foundation for large-scale AI applications in education. Furthermore, with the widespread deployment of 5G networks and advancements in edge computing, AI-driven language teaching applications will achieve higher efficiency and reduced latency, ensuring optimal performance for real-time interactive learning scenarios. In the future, generative AI is expected to deeply integrate with virtual reality (VR) and augmented reality (AR) technologies, creating immersive language learning environments that enable students to engage through multi-sensory experiences. This convergence trend will not only reshape the landscape of language education but also redefine the relationship between teaching and learning, infusing innovative approaches into educational practices.

6.2. The profound impact on the educational ecosystem

The widespread application of AI technology in creative language teaching will profoundly impact the entire educational ecosystem, manifesting primarily through transformations in three key areas: teachers' roles, students' learning approaches, and the allocation of educational resources.

First, at the level of the teacher's role, the introduction of AI is transforming educators from traditional knowledge transmitters into learning guides and facilitators. AI technology can automatically handle repetitive tasks such as grading assignments and explaining fundamental concepts, enabling teachers to devote more time and energy to fostering students' creative thinking and critical reasoning skills. However, this transformation also imposes higher demands on teachers: they must continuously learn to enhance their technical competence to adapt to

intelligent teaching environments; simultaneously, they must maintain a humanistic focus when applying technology to ensure that the educational purpose of the Chinese language discipline remains intact.

Secondly, regarding students' learning approaches, the application of AI technology is transforming learning models from traditional one-way instruction, where teachers lecture and students listen, to personalized, self-directed learning. Emerging technologies like generative AI can tailor customized learning plans based on students' learning behaviors and interests, enhancing both learning efficiency and engagement. For instance, intelligent writing tutoring systems provide personalized guidance tailored to students' writing proficiency, while virtual learning environments stimulate interest and creativity through immersive experiences. Additionally, AI-powered collaborative learning platforms offer more opportunities for interaction and teamwork, fostering innovation awareness and practical skills. This transformation in learning methods not only improves students' overall competencies but also lays the foundation for their lifelong learning journey.

Finally, regarding the allocation of educational resources, the application of AI technology helps address disparities in resource distribution and promotes educational equity. Leveraging internet and AI technologies, high-quality educational resources can transcend geographical limitations to reach broader student populations, particularly those in remote areas [3]. For instance, intelligent teaching platforms can share courses developed by outstanding teachers from first-tier cities with schools nationwide, thereby narrowing the urban-rural education gap. Meanwhile, AI technology analyzes student learning data to accurately identify individual needs and learning weaknesses, providing a scientific basis for educational decision-making. This data-driven approach to resource allocation not only enhances resource utilization efficiency but also creates favorable conditions for improving overall educational quality. In summary, AI-powered innovations in creative Chinese language teaching will drive systematic optimization of the entire education ecosystem and provide crucial support for building a modern education system.

7. Conclusion

This study systematically reviews the current state, existing challenges, and feasible approaches of AI-enhanced creative teaching in Chinese language education for primary and secondary schools, while outlining future development directions.

The research findings demonstrate that AI technology holds significant potential in areas such as intelligent writing assistance and virtual teaching environment development, effectively stimulating students' creative thinking and enhancing their comprehension of textual content. However, the current application of AI in creative Chinese language education faces multiple challenges: first, AI technology itself

remains underdeveloped; second, there are prominent concerns regarding data security and privacy protection; additionally, traditional educational philosophies and teaching methodologies also hinder the widespread adoption and deeper integration of AI applications.

To address the aforementioned issues, this study proposes corresponding optimization strategies: strengthening AI technology research and development, enhancing data security protection mechanisms, and conducting specialized teacher training programs, aiming to provide theoretical references and practical guidance for the deep integration of AI with creative Chinese language teaching. The study further emphasizes the need to establish a diversified teaching evaluation system that aligns with AI-driven educational transformations and promotes reforms in educational assessment models.

The findings of this study not only enrich the theoretical framework for creative Chinese language teaching but also provide actionable practical approaches for classroom practice, holding significant importance for advancing innovative development in Chinese language education.

Looking ahead, with the rapid advancement of emerging technologies such as generative AI, the application prospects of AI in creative language teaching will become even broader. Future research should further explore effective approaches to integrate these technologies into classroom instruction and optimize instructional design, thereby enhancing learning outcomes and student experiences. Concurrently, sustained attention must be paid to AI's profound impact on the educational ecosystem, including issues related to teachers' role transformation, diversified student learning approaches, and equitable distribution of educational resources. Additionally, developing evaluation systems for AI-enhanced creative language teaching and assessing their long-term effectiveness will remain key focuses for future research.

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