

Reshaping the Humanist Position in the Era of Smart Education

Jiaocheng Tang^{1, a}, Yiming Chen^{2, b}

¹School of Marxism, Southwestern University of Finance and Economics, Chengdu, China.

²School of Marxism, Southwestern University of Finance and Economics, Chengdu, China.

^a1479693583@qq.com, ^b1132529943@qq.com

Abstract

With the breakthrough and development of artificial intelligence technology, intelligent education has sprung up and has become the focus of social attention. In the era of smart education, on the one hand, the educational changes brought about by technological innovation have made it easier for people to learn with the help of technology; on the other hand, this smart technology has also brought a negative impact on the educational field. This kind of individual originates from the "fear" of educational technology produced by psychological cognition. Behind this appearance is the essence of Marx's "man and machine". This alienation relationship that transcends time and space needs to be adjusted urgently by reshaping the humanist position.

Keywords

Artificial intelligence; Intelligent education; Human-computer relationship; Humanist position.

1. RAISING THE PROBLEM

The times continue to accelerate, and changes are caught off guard. After the pre-Internet era, the Internet era, and the era of big data, human society has entered the era of artificial intelligence (AI era). In the era of artificial intelligence, resource allocation has penetrated into various fields of daily social life in the form of logistics, people flow, financial flow, information flow, and technology flow. The core elements of the industry in the new era have been transformed from land capital, labor capital, and currency capital. Intellectual capital, intellectual capitalization is gradually occupying the high end of the value chain. "Artificial Intelligence + Education" is a new combination product that is at the top of the wave under the successive integration of industries in the new era. Here, we call it the educational technology of the era of intelligent machines. Educational technology in the era of intelligent machines provides humans with new and different ways and methods on the road to pursue education and gain knowledge, and enhance the convenience and accessibility of learning. However, the advanced concepts, super-technologies, and perfect effects displayed by educational technology make us consciously trapped in thinking and feel a trace of fear. In the "Future of Education" it was mentioned: "Students face a digital future, and routine jobs are becoming less and less. Higher education institutions do not use extremely novel facts to fill students' brains, but use defensive robots. Education model to cultivate creators." [1] From the real surface, this is a reflection of the fear of educational technology by educational subjects in the era of intelligent machines; in terms of its profound essence, it reflects the "human and machine" background in the era of intelligent machines. Thinking about the problem of relationship.

2. CHANGES IN THE HUMAN-MACHINE RELATIONSHIP IN THE INTELLIGENT ERA

The machine was born in the first industrial revolution. At that time, the old form of productivity was no longer able to meet the people's needs for the material basis of production and life. Advanced production tools represented by machines entered the historical scene in time. The relationship also began to emerge from this. At that time, at the time of the economic and social prosperity of the large machine industry, the relationship between man and machine underneath was very harmonious due to the convenience of material life. However, the gradual change of the environment caused a "slavery theory" in the relationship between man and machine. And the theory of "tools". In this regard, we cannot simply regard the machine as a tool for the extension of human organs. The essence of the human-machine relationship is not an enslaving relationship. How to correctly view the essence of the human-machine relationship can be in Marx's thinking Found the answer. Marx pointed out: "In our age, everything seems to contain its own opposite. We see that machines have the magical power to reduce human labor and make labor more effective, but they cause hunger and excessive fatigue...Technology's victory seems to be at the cost of moral corruption...All our discoveries and advancements seem to result in making material forces into intelligent life, and human life into dull material forces." [2] It can be seen that as early as the birth of the machine, Marx has paid attention to the real relationship between man and machine. The starting point of his research is not only based on a single perspective of economics or sociology, but on dialectical materialism and history. On the basis of materialism, a comprehensive and in-depth investigation has been done. Although we are in the era of intelligent machines, which is different from that of Marx, we can still stand in the view of the new changes, new characteristics and new problems in the current "human-machine relationship". From the standpoint of "outdated", learning from Marx's "human-machine relationship" thinking is used to solve the educational problems faced by the intelligent age and reshape the identity of the educational humanist standpoint.

Different from the educational vision in the Marx era, today's smart education is undergoing drastic changes. The school field has seen changes brought about by educational technology everywhere. On the one hand, educational technology has brought unprecedented progress to teachers and students; on the other hand, Educational technology has brought hidden fears to teachers and students. At the same time, on the one hand, educational technology endows the traditional teacher-student relationship with distinctive characteristics of the times; on the other hand, the irrational use of educational technology also makes the subject and object of education fall into a psychological crisis of fear. In the face of the fearful reality of educational technology, without making us think, is the ultimate goal of education in the intelligent age deviating from the correct driving track? Many scholars have also explored this issue, agreeing that the ultimate goal of education should be "people." For example, Suhomlinski's "education--this is first of all human studies" and Tao Xingzhi's "thousands of teachings teach people to seek truth, thousands of learnings to learn to be a real person", all confirming "people" It is not only the starting point of education, but also the end of education. The ultimate goal of education is to make people develop in an all-round way and live a happy life. [3] Therefore, in view of the negative correlation effect produced by educational technology, we should give people-oriented guidance and construct a practical path to reshape the road, so as to achieve a good ecology of intelligent educational technology and teachers and students harmoniously.

3. RESHAPING THE HUMANIST POSITION IN THE INTELLIGENT AGE

3.1. Correct the "Cooperation" Mentality

Intelligent education technology enters the school field and gradually becomes the "new darling" of school education applications, threatening the subjective status of teachers. Teachers who do not possess new qualities begin to feel a little confused and anxious, just like many illiterate people in the past. Farmers cannot do the same jobs as in the industrial age. To this end, we need to clear the fog, get to the essence, and realize that behind teachers and educational technology is a contest between two advanced intelligences: human intelligence and artificial intelligence. What kind of mentality should human intelligence use to face artificial intelligence? We must understand the characteristics of artificial intelligence and what they are good at, prepare to retreat from some fields, and start a competition and cooperation with artificial intelligence --- both competition and cooperation. In the school field, facing the advantages of big data, deep learning, strong computing power, self-adaptation, self-learning and other abilities of intelligent education technology in education and teaching activities, a large amount of repetitive and standardized education and teaching work will disappear, We have no choice but to be prepared to give up these jobs. While replacing simple and repetitive tasks, smart educational technology frees up the time for teachers to be confined. At this point, teachers can learn how to use smart educational technology to serve their development. In short, in the educational field of the intelligent age, in addition to wisely retreating in areas that are uncompetitive, the main countermeasure for teachers is "competition and cooperation": teachers should treat intelligent education technology as their partners, and consider human intelligence and machine intelligence. Combine them in depth to achieve the improvement of their own comprehensive capabilities; at the same time, teachers must have a sense of competition, give full play to their initiative and creativity, expand their advantages at the strategic level, and defend their own subjective status.

3.2. Cultivating Indigenous People in the Intelligent Age

Intelligent education technology has caused difficulties in the personalized training of students. As a solution, we need to train students with AIQ (Artificial Intelligence Quotient) capabilities and make them aboriginal in the era of intelligent machines. Generally speaking, different ages have different requirements for the quality of workers. The industrial age relies on IQ (intellectual quotient), the information age wins in EQ (emotional quotient), and the artificial intelligence age requires AIQ (artificial intelligence quotient). [4] If IQ is to deal with the relationship between "people and things", then EQ is to deal with the relationship between "people and people", including the relationship between people and others, and the relationship between people and themselves. As for artificial intelligence quotient, it is to deal with the relationship between people and people. AI" relationship. AIQ is the ability to use artificial intelligence technology. From now on, school education must pay close attention to cultivating the indigenous people in the intelligent age: let students play with intelligent technology early, and then they can work efficiently with intelligent technology in the future. In addition, the indigenous people in the intelligent age must possess three abilities: the first is creativity. Intelligent technology lacks creativity and can only engage in repetitive, standardized, and procedural tasks, while students have deep curiosity and creativity. Development should be guided; the second is communication skills. Intelligent technology cannot communicate complexly, and can only mechanize and carry out simple and predetermined dialogues. Knowledge service industry is undoubtedly the mainstream of future development and requires a lot of communication with people and the cultivation of communication skills. The third is learning ability. Intelligent technology is accelerating learning. Students should not lag far behind. Facing the emergence of a large number of new knowledge, new jobs, and new changes,

learning ability needs to be strengthened before they can do their job well. Whether you have AIQ, whether you have creativity, communication skills, and learning ability, affect the development of talented intelligence, and determine the gap between people's personality and educational development.

3.3. Strengthen the Humanistic Care of Data

In the process of education and teaching, schools will generate a lot of big education data. How to deal with the data reasonably involves issues related to personal privacy protection. Regarding the use and protection of educational big data, many schools will have many concerns, including the boundary issue of data use and the issue of personal data privacy. Today's existing education management big data mainly involves teacher information, student information, course information, etc., and personal privacy. The future teaching behavior information will also involve a series of privacy processing issues. This information needs to be used directly. The authorization of the owner (teacher, student, administrator, etc.) is a full respect for the subjectivity of the data generating subject and the data controlling subject. First of all, it is necessary to standardize the use and service of educational big data from the institutional level. How to analyze and use educational big data? The person who generates the data must have the right to know and the right to grant permission to use it. These must be strictly followed. A certain pre-process for standardized operation. Secondly, when the data center provides corresponding data management services, it should provide processed and cleaned data, and will not involve personal sensitive private information, especially the life data of teachers and students in the school, all-in-one card data, educational administration management data, etc. Even the medical data of teachers and students does not correspond to personal information, but is only provided for the overall trend analysis. It is clear that big data is not a database. The school's database corresponds to individual students, but when it becomes big data, it should not be targeted at individual students. This should formulate corresponding policies and systems. All private data related to individuals should be processed, cleaned and replaced. The humanistic care given to individuals with private data can also guarantee the individual's privacy rights from the root.

3.4. Return to the Practical Essence of Education

The essence of education has always been a commonplace question. Education is not a de-life activity, but a practice to cultivate social people. Not long ago, the third LIFE Education Innovation Summit hosted by the 21st Century Education Research Institute was held in Shenzhen. At the conference, Yang Dongping, Dean of the 21st Century Education Research Institute, and Zhao Yong, an outstanding professor of the University of Kansas Education Institute, delivered keynote speeches. Different angles explain the origin of education-what is good education and how to return education to its essence. What is a good education in the intelligent age? The education that treats children kindly, protects children from fear, and can guarantee children's sleep; is an education for the majority of people, not for a few key schools and the dominant class; education that can enhance the well-being of individuals and communities; cultivates hardworking, kindness, and Qualified citizens who have a sense of justice, can support themselves and serve the society; cultivate lifelong learners with self-development ability and entrepreneurial spirit, not "examination machines". [5] In the era of artificial intelligence, what kind of education do we need? To return to the essence of education, it is necessary to respect the individuality of students and allow them to develop in an all-round way. The education of blindly pursuing scores has come to an end. The cultivation of future education should be to equip it with the new qualities and abilities of the times. In the era of artificial intelligence, the greatest nature of people is not to become a machine, and the greatest ability is that people can continue to become people. This is the essence of education. Through the integration and development of intelligent education technology and people, promote the

harmonious coexistence of intelligent education technology and people, jointly promote the return of intelligent education to the essence of educating people, and finally realize the education concept of "student-centered and preparation for life", so that students can develop comprehensively, Live a more valuable and meaningful life.

4. CONCLUSION

We are already in the age of intelligence, enjoying the benefits of educational technology and also taking the risks it carries. Facing the uncertainty of this kind of educational technology risk, abiding by the principle of "human-oriented standpoint" is also the essence of educational activities and the starting point for education to serve the people. Under this premise, we should also pay attention to the educational practice of the "people-oriented standpoint", how to ensure the equality of educational technology to the educated, how to evaluate the fairness of educational technology to the educated, and how to make educational activities With the help of technology to improve its publicity and quality, these discussions should become a topic of eager attention in academic circles.

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