From Boring to Engaging: AIGC-Empowering Innovation in the Practice Sessions of International Chinese Language Education

Xiaoer Dong

Chongqing Vocational College of Culture and Arts, Ba'nan, Chongqing, China

Abstract: International Chinese Language Education(ICLE), as an emerging discipline for disseminating Chinese culture and serving national strategies, has a practice session that is crucial to teaching effectiveness. However, current practice sessions suffer from issues such as dull and monotonous forms, content divorced from reality, lack of personalized design, and inadequate effective feedback and assessment, which limit the improvement of students' learning experiences and outcomes. This study aims to explore the paths and strategies for AIGC to empower innovation in the practice sessions of International Chinese Language Education, providing theoretical and practical references for promoting the digital and intelligent development of this field.

Keywords: AIGC, International Chinese Language Education, Practice Innovation

1. Introduction

International Chinese Language Education(ICLE) refers to the education provided to learners for whom Chinese is a second language. It is an emerging discipline with Chinese characteristics that demonstrates cultural confidence, and it has important functions and special attributes in serving national strategies and cultural dissemination[1].

AIGC (Artificial Intelligence-Generated Content) technology, as a significant innovation in the field of artificial intelligence, has witnessed rapid development in recent years. Based on deep-learning models, it can learn and train from massive data, enabling it to possess powerful language understanding and generation capabilities. It can automatically generate various types of data, such as text, images, and audio, according to diverse user prompts. The Adaptive Educational System theory proposed by Brusilovsky and Peylo emphasizes that by using artificial intelligence technology to analyze students' learning characteristics and preferences, personalized scenario design and feedback can be provided for each student to meet different learning needs [2].This technology shows great potential in the education field, presenting new opportunities for the innovation of practice sessions in International Chinese Language Education.

2. Deficiencies in the Practice Sessions of ICLE

In International Chinese Language teaching, practice design is an essential part. From the teacher's perspective, practice can highlight key points, strengthen teaching content, and thus improve teaching efficiency. From the student's perspective, practice can consolidate knowledge and enhance learning, thereby improving language proficiency[3]. The effectiveness of practice directly determines the success rate of language learning. However, research has found that there are still some deficiencies in the design and implementation of practice sessions in current International Chinese Language Education.

2.1 Dull and Monotonous Practice Forms

The traditional practice forms in International Chinese Language Education mainly focus on written assignments, such as fill-in-the-blanks with selected words, sentence-making, and writing compositions. These practice methods are mechanically repetitive, and long-term engagement can make students feel bored, making it difficult to stimulate their learning interest and enthusiasm. Written assignments lack interactivity. Students usually complete them independently and rarely have the opportunity to interact with peers or teachers in real-time to correct pronunciation, intonation, or word usage.

2.2 Practice Content Disconnected from Reality

The practice content in Chinese teaching often deviates from real-world language use scenarios. Students may be able to correctly select grammar and vocabulary in exercises but fail to apply them correctly in actual communication situations to achieve communicative purposes. For example, when learning grammar, students can complete relevant written exercises but have difficulty using the sentence patterns naturally to describe scenarios in daily conversations. Practice assignments are mostly arranged separately according to modules such as vocabulary, grammar, and reading, lacking knowledge integration.

2.3 Lack of Personalized Practice Design

In International Chinese Language Education, practice design often ignores students' individual differences, resulting in practice content that does not match students' actual levels and needs. Students vary significantly in terms of Chinese proficiency, learning ability, and interests. However, traditional practice designs are usually uniformly assigned to the whole class without providing personalized practice content tailored to these differences. This "one-size-fits-all" approach may make high-level students feel that the practice is too simple and lacks challenge, while low-level students may find it too difficult to complete. Moreover, unified practice designs cannot fully consider students' learning interests and motivations, causing some students to lose interest in the practice content and reducing their learning enthusiasm.

3. AIGC-Assisted Innovation in Practice Sessions of ICLE

3.1 Innovation in Diverse Practice Forms

With the help of AIGC technology, various new practice forms can be introduced. For example, it can generate images related to Chinese learning content. Students can describe the scenes, objects, and their characteristics in these images, which not only exercises their language expression ability but also cultivates their observation and imagination. In addition, AIGC can be used in music-creation practice. Students can use AIGC music-generation tools to create songs based on given Chinese themes or vocabulary, combining Chinese knowledge with music creation, thus improving language application ability and increasing the fun of learning. AIGC can dynamically generate diverse practice content, such as gamified practices and interactive Q&A, according to students' learning interests and needs, stimulating students' learning interest and participation.

3.2 Creating Real-Life Context Practice

Creating a real-life language-learning context is crucial for International Chinese Language Education, and AIGC technology has unique advantages in this regard. AIGC can use its powerful language-generation and scene-building capabilities to create various real-life Chinese communication contexts for students. By simulating daily life scenarios such as shopping, ordering in a restaurant, and taking public transportation, students can engage in role-playing and communicate in Chinese in a virtual environment. AIGC can also create cultural-experience scenarios, such as Chinese traditional festival celebrations and cultural exhibition visits. In these scenarios, students can not only practice Chinese but also gain in-depth knowledge of Chinese culture, enhancing their cultural awareness and cross-cultural communication skills.

3.3 Personalized Practice Design

AIGC technology can analyze students' learning data, including learning progress, answering situations, and learning duration, to accurately understand each student's learning status and knowledge-mastering degree, thereby tailoring practice content for them. At the same time, AIGC can adjust the difficulty of practice according to students' learning situations. As students' knowledge levels improve, the challenge of practice can be gradually increased to achieve progressive learning.

4. Challenges and Responses to the Application of AIGC in ICLE

Generative artificial intelligence has vast application prospects in the field of language learning, and its development is urgent. Promoting the digital and intelligent development of International Chinese Language Education not only has great potential but also faces non-negligible challenges. We need to pay close attention to and address issues such as technology integration, teaching content quality monitoring, cross-cultural adaptability research, data privacy and security protection, teacher role transformation, and ethical responsibility definition[4].

In response to the challenges faced by AIGC applications, multi-faceted strategies are required. First, in terms of content review and quality control, educational institutions and teachers should establish a mechanism combining manual review and technical detection, strictly review the practice content and learning materials generated by AIGC to ensure their accuracy, legality, and suitability, and optimize algorithms and training data to improve content quality. Second, in terms of intellectual property protection and data security management, it is necessary to strengthen the publicity of intellectual property laws and regulations, clarify the sources and usage rules of AIGC data, establish a sound data security management system, and use encryption technology and access control to ensure the secure storage and transmission of students' data and prevent leakage and abuse. Finally, to prevent students from relying too much on AIGC, teachers should guide students to use technology correctly, encourage independent thinking and critical thinking, and cultivate students' autonomous learning ability by designing open-ended questions and analyzing AIGC-generated content, so that students can rationally utilize AIGC resources instead of blindly relying on them.

5. Conclusion

This study shows that the existing problems in the practice sessions of International Chinese Language Education hinder the improvement of teaching quality and the development of students' language abilities. Although the application of AIGC technology has demonstrated significant advantages in practice innovation, such as enriching practice forms, creating real-life contexts, meeting personalized learning needs, and realizing intelligent feedback and assessment, there are still many challenges in the process of integrating technology and education.

Looking to the future, with the continuous iteration of AIGC technology, its algorithms are expected to more accurately grasp the connotations of the Chinese language and culture, achieving a deeper and more comprehensive integration with International Chinese Language Education and constructing an intelligent and personalized learning ecosystem. At the same time, we need to pay great attention to the ethical and social issues in the application of AIGC, formulate standardized usage guidelines, guide students to rationally utilize technological resources, cultivate autonomous learning and critical thinking abilities, and ensure that the application of AIGC in the field of International Chinese Language Education can not only give full play to technological advantages but also follow educational laws, thus promoting the sustainable and high-quality development of International Chinese Language Education.

References

[1] Li Hui. ChatGPT from the Perspective of Educational Technology: An Analysis of Its Application in International Chinese Language Education [J]. China Educational Technology & Equipment, 2024(22): 7-11.

[2] Peng Min, Zhang Tian. The Application of the Situational Teaching Method in International Chinese Language Education in the Context of Artificial Intelligence: A Case Study of the Teaching Design of "Watching Beijing Opera While Drinking Tea" [J]. Journal of Guangxi College of Education, 2024, 39(05): 180-188.

[3] Wang Xin. The Dual Logic of International Chinese Grammar Practice: Goals and Methods [J]. Journal of Liaoning Normal University (Social Science Edition), 2024, 47(01): 33-38.

[4] Du Min, Zheng Dongxiao. An Analysis of Generative Artificial Intelligence Reshaping the Digital and Intelligent Innovation of International Chinese Language Education [J]. Jilin University Journal of Humanities and Social Sciences, 2025, 65(01): 225-233 + 240.