

Research on the Integration Path of Artificial Intelligence and Humanistic Spirit in English Education

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Abstract: Based on the background of globalization, English education needs not only language skills training, but also the transmission and practice of the humanistic spirit. As the frontier of technological innovation, artificial intelligence, through its application in teaching, provides a brand-new perspective and tool for college English teaching, so as to ensure the development of teaching activities and formulate personalized teaching programs, so as to meet students' diverse learning needs and realize the cultivation of a humanistic spirit. Personalized learning supported by artificial intelligence can provide one-to-one customized learning content for students with different levels and learning styles, and narrow individual differences. This study will explore how to effectively integrate artificial intelligence and humanistic spirit, so as to enhance the interest and depth of English learning and further transport talents with an international vision and humanistic care for society.

Keywords: Artificial intelligence; Humanistic spirit; College English; Educational integration

Online publication: November 14, 2025

1. Introduction

With the continuous development of information technology, the advent of the 5G era has brought innovative changes to education. With the continuous rise of emerging technologies such as artificial intelligence, big data, and cloud computing, the contents, methods, and means of education have been innovated and changed. Among them, the “artificial intelligence+education” mode makes learning personalized and ensures a higher quality of teaching, which not only improves the teaching quality but also enables students to enhance their language ability in a real context. However, this transformation will also lead to thinking about the teaching quality and the inheritance of the humanistic spirit. In this context, people should use artificial intelligence technology to promote the development of education reasonably and integrate a humanistic spirit, hoping to provide new ideas for the reform of English teaching in colleges and universities, so as to cultivate all-round talents with both

language ability and humanistic quality.

2. The connotation and development of artificial intelligence

Artificial intelligence technology is actually an important branch of computer science. Since 1956, it was first proposed at Dartmouth University in the United States, and it has developed rapidly ^[1]. Its core is mainly to simulate and expand human intelligence, and its practical application scenarios are very extensive, mainly including language learning, image recognition, autonomous driving, and other fields. In college English teaching, the development of artificial intelligence technology has gradually advanced towards practicality, including text recognition, voice recognition, image recognition, natural language understanding, and other forms, which brings infinite possibilities in the development of personalized education.

In 2016, the MOOC Buddy teaching robot designed and developed by Holotescu mainly uses big data of courses to provide learners with more personalized learning advice guidance, which can not only recommend resources according to students' actual situation, but also accurately evaluate students' learning status, so as to ensure that each student can adjust his/her learning plan and further demonstrate the educational concept of teaching students in accordance with their aptitude ^[2]. In 2017, the State Council released the "New Generation Artificial Intelligence Development Plan", which clearly emphasized that the use of artificial intelligence technology can achieve educational reform. It is pointed out in this plan that a brand-new education system should be established, which involves intelligent schools and an interactive learning environment, effectively transforming the traditional single teaching mode into a relatively flexible and diverse method, so that teachers are no longer the only ones imparting knowledge, but the guides during students' actual learning. In addition, AI-assisted instruction can make it possible to learn anytime and anywhere. This technology mainly provides students with teaching content that adapts to their learning level and needs according to their mastery of knowledge, thus greatly enhancing their sense of participation and autonomy. Teachers can conduct accurate analysis and feedback through students' actual performance, and give appropriate guidance to students, so as to check and fill in the gaps in knowledge and further show a more personalized and efficient learning model ^[3]. Moreover, artificial intelligence technology can also provide rich resources for education, such as various video micro-courses, online English training, interactive exercises, etc., to ensure that the teaching content is not always limited to the acquisition of previous textbooks, but through the Internet, so that high-quality resources can contribute. In this new mode, no matter how time and space change, students can learn independently conveniently, thus cultivating their ability to think and solve problems independently.

3. The concrete application of artificial intelligence in the cultivation of college English humanistic spirit

In today's education field, the rapid development of artificial intelligence technology provides new impetus for the reform of college English teaching. Colleges and universities, as the main bases for cultivating applied talents, should especially integrate a humanistic spirit into English teaching. Artificial intelligence can not only break the previous single teaching mode, but also solve the difficulties and problems existing in English teaching.

3.1. The introduction of an intelligent learning platform

With the continuous development of big data analysis and artificial intelligence technology, the intelligent learning platform came into being. Through comprehensive analysis and tracking of students' learning data, the platform can generate a more detailed analysis report of the learning situation, thus providing good data support for teachers and ensuring an accurate understanding of students, so as to adjust the teaching plan according to each student's learning situation and the overall performance of the class ^[4]. This data-driven teaching mode enables teachers to devote more time and energy to more valuable teaching content and students' personalized guidance. For example, in order to meet the practical needs of "telling China stories in English" in college English courses, teachers can use the intelligent learning platform to provide students with rich English materials suitable for their actual ability level, thus alleviating the burden of teachers' preparation before class and ensuring the promotion of students' writing speeches and oral expression under this theme.

3.2. Listening training and intelligent matching

Listening is a key part of English teaching in colleges and universities. In the past listening training, students' enthusiasm for English learning was often low because of the lack of attractive training. However, the artificial intelligence platform based on the corpus can proceed from many aspects, such as students' majors, English learning level, and students' learning styles, so as to match the appropriate resources ^[5]. For example, in the "Daily English Listening" App, students can be provided with listening materials in different directions and at different levels through a modular design. This personalized recommendation system can steadily improve the effect of listening training and further stimulate students' interest in language learning. In addition, through different types of news, songs, films, and television dramas and other materials, the platform can provide real-time English subtitles, so as to achieve targeted autonomous learning assistance according to the function of word search and single sentence loop playback, and ensure that students can achieve information acquisition and stable improvement of language use ability in a relatively relaxed environment.

3.3. The promotion of oral expression ability

Oral English is the key to English teaching, but it is a severe challenge for many college students. With the help of artificial intelligence applications such as "English Fluency" in teaching practice, and according to the voice recognition technology and professional databases, the platform can grade users, so as to formulate more personalized practice content according to users' previous data, and further help students overcome the tension in one-on-one communication. By implementing the companion interactive mode, it is convenient for users to practice in real scenes and further meet the goal of fluent expression in English teaching. Moreover, this kind of application can also encourage users to establish their own communication environment, so that they can make oral expression, thus fundamentally enhancing their self-confidence in expressing in English and ensuring that they can successfully complete the expression of "China Story."

3.4. writing assistance and feedback mechanism

During the writing period, the intelligent writing platform of "Correction Network" under artificial intelligence plays an important role ^[6]. The traditional marking method is not only time-consuming but also inefficient. However, the platform mainly uses artificial intelligence for composition marking. On the one hand, it can provide feedback on students' scores in time; on the other hand, it can also make detailed suggestions for

revision, such as sentence structure, vocabulary collocation, and so on. This kind of immediate feedback mechanism enables students to make repeated corrections against their own mistakes, thus significantly improving their writing ability. In addition, the system also has a good peer review function, which is convenient for students to comment on each other, and helps to form a good interactive learning environment, so that students can practice their scoring skills, so as to find inspiration in other people's works and absorb the advantages of others, which affects the whole class and makes the writing course more lively and interesting.

3.5. The development of translation skills

During the translation period, the products of Iflytek and other companies can fully demonstrate the practical potential of artificial intelligence technology in language conversion. Through high-speed and accurate information processing technology, the language and text can be transformed into the target language based on translation tools. Compared with traditional translation methods, this model can steadily improve the overall efficiency of translation and save more time for students to understand the content more deeply, so as to imitate and use it. At the same time, the tool also has the functions of offline translation and scene translation, which can meet the students' language use requirements in different scenarios and improve their business communication skills. It can be seen that the introduction of artificial intelligence technology in college English teaching can not only show the modern education direction, but also provide a new direction for the education of artificial spirit ^[7]. During the practical application, students can get support from information processing to practical application during the autonomous learning stage of artificial intelligence tools, so as to realize the leap of time and space, avoid restrictions, and make the overall knowledge acquisition more flexible.

4. The teaching mode of “point-line-face” in college English humanistic spirit education

In the humanistic spirit of education of English in colleges and universities, by adopting the teaching mode of “point-line-surface”, the problems of “lack of effective input and difficulty in speaking” faced by students during their study can be effectively solved. This model is mainly based on the theory of the “output-oriented approach” and combined with the ideological and political status of English courses in higher vocational colleges, thus creating a brand-new English teaching system.

4.1. Points

“Point” emphasizes the setting of the “theme center point” in each unit in humanistic spirit teaching. Teachers should determine the theme of each unit according to the actual content of the syllabus and teaching materials, so as to ensure that humanistic spirit teaching has a clear direction and structure. The first layer means that each unit needs to carry out in-depth exploration and discussion around the “theme center” at all times, thus forming a more systematic and holistic curriculum system. By setting practical themes in teaching practice, teachers can guide students to clearly understand the humanistic spirit related to learning and further enhance their absorption and understanding of cultural knowledge. The second meaning is that in the early stage of classroom learning, teachers need to distribute relevant video resources to students to promote students' autonomous learning. By reading and watching the learning content before class, students can always take themselves as the center to perceive and absorb the initial knowledge, further stimulate students' enthusiasm for autonomous learning, and let students discuss with their personal understanding in class discussion, which is helpful to promote the

formation of a good learning atmosphere.

4.2. Line

In the “line” stage, the students in the class are mainly divided into different study groups, and the guidance group focuses on the reading materials, so as to conduct in-depth discussions and ensure that each student can elaborate and publish his personal views in the set “theme center”, which is not only a further extension of the personal knowledge system, but also the key to the ideological collision between groups. In the primary school discussion stage, let students share their different understandings of the “theme center” through communication, so that the vague cognition becomes clearer. Obviously, the discussion in groups can make students not only focus on the “dots” generated by their own reading, but also effectively connect the “dots” into “lines” in collective discussion. This structured, systematic, and interactive group discussion can help students form a deep understanding of what they have learned, and further promote students’ English communication and the stable promotion of a humanistic spirit.

4.3. Face-to-face

In the “face-to-face” stage, it is actually a video recording of each group’s speeches in groups to ensure that they can be displayed as works. This process can train students’ ability to tell Chinese stories in English, and it is more suitable for students’ preference for surfing the Internet and watching short videos in the new era. Through the video evaluation within the class, students’ interest in participating in activities can be promoted steadily, and further opportunities for students to compare and improve their works can be provided ^[8]. If educators choose excellent works, they can let students participate in the competition between classes, which can provide cross-class communication and enable excellent works to be shared on a wider platform. Excellent video works are uploaded to the public platform after being recommended by teachers and reviewed by the Youth League Committee, so as to promote the issue of influence and ensure that more teenagers can be exposed to positive cultural stories in China. During the specific application period, educators should also watch the “China Cultural English Speaking” short video contest and school-level English speech contest organized by the department, clearly recognize the feedback of humanistic spirit teaching assisted by artificial intelligence technology, ensure that students are more willing to participate in it, and further stimulate students’ strong desire and enthusiasm for knowledge. Therefore, artificial intelligence needs to be deeply integrated with educational concepts, so as to improve efficiency while retaining the cultural temperature and humanistic value of language learning.

5. Conclusion

In short, through the integration of artificial intelligence and humanistic spirit in English, it is found that the integration and development of the two can realize the stable improvement of teaching effect, which can not only provide students with a personalized learning experience, but also help teachers pay more attention to the cultivation of students’ emotions and values. In the future educational practice, educators need to comprehensively promote this integration mode, so as to ensure the creation of a personalized learning environment and help students master language skills accurately, thus realizing the establishment of correct values and world outlook, and further laying the foundation for the cultivation of compound talents with both professional ability and humanistic quality.

Funding

Support Project of Key Research Topics on Economic and Social Development of Heilongjiang Province (Foreign Language Special Project) in 2025, Project Title: Research on the Integration Path of Artificial Intelligence and Humanistic Spirit in English Education, Project Number: WY2025073

Disclosure statement

The author declares no conflict of interest.

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