Education Reform and Development, 2025, Volume 7, Issue 11
https://ojs.bbwpublisher.com/index.php/ERD
Online ISSN: 2652-5372
Print ISSN: 2652-5364

Research on the New Models and Practical Dilemmas of Middle School Chinese Classroom Teaching Under Technology Empowerment

Tianqi Chen*

Jilin International Studies University, Changchun 130117, Jilin, China

Author to whom correspondence should be addressed.

Abstract: Against the background of the rapid development of digital technology, the integration of technology in the field of education has become an inevitable trend, and middle school Chinese classroom teaching has also ushered in an important opportunity for model innovation. Technology empowerment has injected new vitality into middle school Chinese teaching, promoting the formation of various new teaching models such as contextualized teaching, personalized learning, and interactive discussion, which have effectively expanded the boundaries and dimensions of Chinese teaching. However, in the practice process, middle school Chinese teaching under technology empowerment also faces many dilemmas, such as insufficient adaptability between technology application and the essence of Chinese teaching, an imbalance between teachers' technical literacy and teaching needs, scattered students' learning attention, and homogenization of teaching resources. This paper deeply explores the new models of middle school Chinese classroom teaching under technology empowerment, analyzes the dilemmas encountered in practice, and puts forward corresponding countermeasures, aiming to provide a useful reference for promoting the in-depth integration of technology and middle school Chinese teaching.

Keywords: Technology empowerment; Middle school Chinese; New teaching models; Practical dilemmas; Countermeasures

Online publication: December 12, 2025

1. Introduction

Chinese is a core course in middle school. While undertaking the educational function of language and characters, it also assumes important functions such as cultural inheritance, thinking construction, and aesthetic education [1]. In recent years, with the continuous popularization of information technology, various technical forms such as big data, artificial intelligence, and multimedia have been introduced into the field of education and teaching, which provides a strong technical guarantee for promoting the reconstruction and reform of middle school Chinese classroom teaching. Technology empowerment is by no means a simple application of

technology; it is a process of organically integrating technology with the teaching content, teaching methods, and teaching ideas of middle school Chinese through technology integration, thereby reconstructing and optimizing the teaching process and improving teaching effectiveness. In the field of middle school Chinese teaching, the application and integration of technology have broken the time and space constraints of traditional teaching, innovated the presentation forms of teaching content and methods, and provided students with more diverse learning scenarios [2].

2. Core presentation of new models of middle school Chinese classroom teaching under technology empowerment

2.1. Contextualized teaching model: Strengthening the sense of experience in Chinese learning

Emotions, ideas, and culture in language and characters are the fundamental content of Chinese learning and appreciation, and the understanding of emotions, ideas, and culture often needs to be supported by relevant contexts. In the process of constructing teaching contexts in the past, teachers mainly built contexts through language introduction, picture display, and key-point emphasis, which were difficult to promote students' direct contact and perception with the contexts. With technology empowerment, a broad world and approaches have been opened up for the in-depth contextual construction of Chinese courses, promoting the continuous evolution and development of situational and immersive contextual teaching. In the context of text teaching, teachers can play corresponding voices and videos through multimedia tools, shifting the understanding of the relevant content of the text from superficial textual images to vivid textual and auditory information; in the context of narrative text teaching, they can play clips of films, animations, etc., related to the text content, allowing students to quickly associate and immerse themselves in the plot, and enhance their understanding of the text's implication [3].

2.2. Personalized learning model: Adapting to students' differentiated needs

There are obvious individual differences in the cognitive level, learning ability, and learning interests of middle school students. The traditional "one-size-fits-all" teaching model is difficult to meet students' differentiated learning needs, and it is easy to lead to the polarization of learning effects. Under technology empowerment, the application of big data technology and intelligent learning platforms has made it possible to construct a personalized learning model, realizing the implementation of the "student-centered" teaching concept [4]. Intelligent learning platforms can accurately analyze students' learning status by recording their learning behavior data, such as learning duration, answer situation, and error distribution, clarifying students' strengths and weaknesses in mastering Chinese knowledge and improving their abilities. Based on these analysis results, the platform can push personalized learning resources and tasks for students. At the same time, the personalized learning model also provides students with a flexible learning rhythm and methods. Students can arrange their learning time independently according to their own situation, carry out learning anytime and anywhere through online platforms, and repeatedly watch teaching videos and consult relevant materials for unfamiliar knowledge points until they fully master them [5].

2.3. Interactive discussion model: Improving classroom participation and thinking depth

In traditional middle school Chinese classrooms, teacher-student interaction is mostly manifested as one-way or

two-way interaction where teachers ask questions and students answer. There is relatively little communication and discussion among students, making it difficult to fully mobilize students' thinking and enthusiasm. Under technology empowerment, the application of technical means such as online interactive platforms and instant messaging tools has constructed a multi-directional interactive discussion-based teaching model, making classroom interaction more efficient and in-depth [6]. In classroom teaching, teachers can issue discussion topics through online interactive platforms, and students can submit their views and ideas in real time through the platform. The platform can summarize and display students' speeches, facilitating teachers and students to intuitively understand different viewpoints, and then guide students to conduct in-depth discussions. In addition, the interactive discussion model can also be extended to after-class. Students can continue to discuss unresolved classroom issues through online learning communities, share relevant learning materials they have found, and teachers can participate in guidance and enlightenment at any time, realizing the organic connection between classroom teaching and after-class learning, and further cultivating students' independent thinking ability and cooperative inquiry ability.

3. Practical dilemmas of middle school Chinese classroom teaching under technology empowerment

3.1. Insufficient adaptability between technology application and the essence of Chinese teaching

The essence of Chinese teaching lies in the learning of language and characters, the cultivation of thinking ability, the improvement of aesthetic taste, and the inheritance of cultural connotation, with its core being the understanding and perception of "form" and "meaning." However, in the practice of technology-empowered Chinese teaching, some teachers believe that the integration of technology and Chinese disciplines is the teaching of technology application itself rather than Chinese education, making technology "dominate the guest" and move away from the origin of Chinese education. Some teachers focus on technology "showmanship" in Chinese classroom teaching [7], presenting one "material" after another, such as "picture guessing games," playing long video clips one after another, and showing animations one after another. The classroom is driven by lively, noisy, and intense audio-visual and situational experiences. Teachers focus a lot on vision and hearing, but forget or ignore the interpretation of the text itself. The "blank space" of the text that should be emphasized is lost for students, and students do not shift their attention to the text itself. The emotions and thoughts that teachers should focus on are forced to be transferred to extracurricular education. A large number of technical processing methods in the classroom have brought a lot of impact to the originally relatively clear Chinese courses, moving further away from the essence of Chinese education [8].

3.2. Imbalance between teachers' technical literacy and teaching needs

Teachers are the main body of technology-empowered Chinese teaching, and their own technical literacy restricts the process of in-depth integration and development of technology and Chinese teaching. However, the overall technical literacy of current middle school Chinese teachers cannot meet the needs of technology-empowered teaching development and is mismatched with the development of technology-empowered Chinese teaching. First, some young and middle-aged teachers are greatly influenced by traditional teaching concepts, are unable to accept new technologies well, are unwilling to learn technologies, and can only perform simple operations, such as making and playing multimedia courseware. They cannot use cutting-edge technologies

such as intelligent learning platforms and interactive discussion tools to carry out teaching activities, making it impossible to implement the teaching model of technology-empowered Chinese teaching [9]. Second, although some young teachers have mastered various technical operations, technology and teaching cannot be organically combined. They can skillfully operate various technical tools, but they do not select appropriate technical means according to the characteristics and teaching needs of Chinese teaching, and cannot organically integrate Chinese teaching and Chinese technology. Technology and teaching cannot be effectively and organically integrated, leading to technology-empowered Chinese teaching becoming a form of superficial technology [10].

3.3. Scattered students' learning attention and insufficient learning depth

While technology provides students with rich learning resources and diverse learning experiences, its entertaining and interactive characteristics are likely to distract students' learning attention, leading to insufficient learning depth. This problem is particularly obvious in middle school Chinese classroom teaching. On the one hand, when using technical tools such as multimedia equipment and intelligent terminals, some students are easily attracted by the entertainment functions and network information in the equipment, such as secretly browsing web pages, playing games, and chatting in class, resulting in their attention being separated from the teaching content and affecting the classroom learning effect. Even with teachers' supervision, it is difficult to completely avoid such problems, increasing the difficulty of classroom management. On the other hand, the fragmented learning resources and convenient information acquisition methods provided by technology have weakened students' in-depth thinking ability to a certain extent [11].

4. Ideas for addressing the dilemmas of technology-empowered middle school Chinese teaching

4.1. Adhere to the essence of Chinese teaching and realize precise technology empowerment

Technology is an auxiliary means of teaching, not the main body. In technology-empowered middle school Chinese teaching, first of all, teachers must adhere to the essence of Chinese teaching and adhere to the purpose of technology empowerment to improve efficiency and quality, and cultivate students' core Chinese literacy [12]. The selection of technical means and the design of teaching processes should be based on Chinese teaching content. According to teaching objectives, key and difficult points, and students' actual learning situation, select technical tools that match the teaching content, avoiding the mechanical application of technology and simple stacking of technologies. For example, in text interpretation teaching, the teaching objectives should be achieved mainly through teachers' organization and guidance, and students' independent reading and discussion. Only when it is necessary to create contexts and help students understand the text, multimedia, VR, and other technical means should they be appropriately used; in writing teaching, intelligent writing platforms can be used to push writing materials for students and provide services such as grammatical error correction for students. However, the core of writing teaching should still be students' learning of thematic conception, language expression, and logical sorting. By closely combining technology with the essence of Chinese teaching, precise technology empowerment can be realized, and technology can truly serve the improvement of Chinese teaching quality [13].

4.2. Strengthen teacher training and improve technical literacy and integration ability

Improving Chinese teachers' technical literacy is the foundation for using technology to empower middle school Chinese teaching. Schools should build an effective teacher training model and carry out hierarchical and

classified training for Chinese teachers of different age groups and technical literacy levels. For older Chinese teachers, basic technical operation training should be carried out to enable them to master the operation of some basic technical tools such as multimedia courseware and intelligent learning platforms, eliminating their fear or resistance to technology application; for younger Chinese teachers, training on the integration ability of technology and teaching should be carried out to guide them to think about the value of integrating technology with Chinese teaching and improve their ability to integrate technology with Chinese teaching content and methods. Schools should also provide an interactive communication platform for Chinese teachers, encouraging and guiding them to exchange experiences and insights on technology-empowered Chinese teaching, conduct collective lesson preparation, teaching seminars, and other activities, and enhance teachers' technical literacy through mutual learning, communication, and discussion; at the same time, teachers themselves should establish the concept of lifelong learning, actively understand the latest trends of integrating information technology with education and teaching, learn advanced technologies and concepts in a timely and targeted manner, and continuously improve their own quality and accomplishment [14].

4.3. Strengthen student guidance and cultivate independent learning and in-depth thinking abilities

In response to problems such as scattered learning attention and insufficient learning depth caused by technology for students, teachers should strengthen student guidance, cultivate students' independent learning ability and in-depth thinking awareness, strengthen classroom management of students in classroom teaching, formulate certain teaching standards for the use methods and requirements of technical tools, make clear requirements for technology use, and keep students focused on the teaching content through arranging appropriate learning tasks and creating teaching interactions. When guiding students to use network resources for learning, it is necessary to cultivate students' skills in retrieving effective resources and improve their information literacy [15]. Strengthen the cultivation of students' independent thinking awareness, allowing students to learn to use their own awareness and thinking to solve problems independently when encountering questions and doubts, and only try to use relevant information from technical means to solve problems when they encounter difficulties, supplementing rather than directly searching for answers on the Internet. For example, in the process of text interpretation, let students conduct independent text interpretation first, write down their initial understanding of the text, and then find text interpretation materials through the Internet to compare and reflect on the differences in their own views, so as to understand the text more deeply and systematically. By strengthening guidance to students, students can make reasonable use of technical means for learning and enhance the depth of learning.

5. Conclusion

Technology empowerment has promoted the reform of middle school Chinese teaching, spawned new teaching forms such as contextualized, personalized, interactive, and resource-expanded teaching, greatly enriched the space and dimensions of Chinese teaching, and provided a new paradigm for improving the quality and efficiency of middle school Chinese teaching. Technology empowerment in middle school Chinese teaching also faces many problems such as mismatched technology and teaching nature, unbalanced technical application of teachers, and low quality of students' learning. To solve the above problems, it is necessary to firmly adhere to the essence of Chinese teaching, give full play to technology-empowered education for precise empowerment; improve teachers' technical application literacy to promote the in-depth integration of technology and teaching;

improve students' technical application literacy to promote students' in-depth learning.

Disclosure statement

The author declares no conflict of interest.

References

[1] Ouyang N, 2024, Strategies for Digital Intelligent Technology Empowering Rural Primary School Chinese Education. Rural Scientific Experiment, 2024(19): 184–186.

[2] Xiong Q, 2025, Empowering Primary School Chinese "Linkage of Reading and Writing" With Artificial Intelligence. Educator, 2025(40): 62–63.

[3] Qiu W, Weng Y, 2024, Research on the Application of Artificial Intelligence Empowering Middle School Chinese Teaching. Journal of Longyan University, 43(05): 110–115.

[4] Zhao G, 2024, "Wisely" Borrowing Digital Empowerment to "Wisely" Promote the Reform of Primary School Chinese Teaching. New Education, 2024(25): 109–111.

[5] Yu X, 2023, Diagnosis · Stratification · Push: The Path of Artificial Intelligence Empowering Chinese Teaching in Upper Primary and Secondary Grades. Reference for Primary School Teaching, 2023(25): 24–28.

[6] Du N, 2024, Practical Exploration of Primary School Chinese Teaching Empowered by AI Technology, thesis, Shanxi Science and Technology News.

[7] Yue Z, 2024, Research on the Innovative Model of Chinese Writing Teaching Under the Background of Technology Empowerment. Language Teaching in Middle School (Academic Edition), 2024(08): 57–58.

[8] Wang D, 2024, Research on the In-Depth Integration of Digital Media and Middle School Chinese Classroom Teaching, thesis, Guizhou Normal University.

[9] Tan J, 2024, Research on the Strategies of Artificial Intelligence Empowering Junior High School Chinese Reading Teaching, thesis, Yangzhou University.

[10] Meng W, 2023, Research on the Integration of Reading and Writing Teaching in Junior High School Chinese in the Digital Intelligence Era, thesis, Jiangxi Normal University.

[11] Zhang C, Yao Y, 2023, Research on the Optimization of Middle School Chinese Teaching Strategies Empowered by Digital Technology. Youth of the Times, 2023(16): 34–36.

[12] Zhang W, Chu Z, 2023, Innovative Strategies of Middle School Chinese Teaching Empowered by Digital Technology. Chinese World, 32(03): 12–16.

[13] Zhang Y, Wu X, 2024, Research on Interdisciplinary Learning of Middle School Chinese Empowered by Digital Technology. Digital Teaching in Primary and Secondary Schools, 2024(12): 11–15.

[14] Sun H, 2023, Research on the Development Mechanism of Senior High School Chinese Higher-Order Thinking in Technology-Rich Classroom Environments, thesis, Northeast Normal University.

[15] Zhang Y, 2023, The Application and Enlightenment of Data-Empowered Middle School Chinese Teaching Evaluation. Chinese Teacher, 2023(10): 73–75.