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# Concerns on Empowering Humanities Education with Generative Artificial Intelligence: from Mechanical Introduction to Effective Integration

Ruohan Li<sup>1</sup>, Jianing Zhao<sup>2</sup>, Yuling Liu <sup>3\*</sup>

<sup>1</sup> School of Military and Political, National University of Defense Technology, China
<sup>2</sup> School of International Law, East China University of Political Science and Law, China
<sup>3\*</sup> School of Law, Central South University, China

#### ABSTRACT:

With the rapid development of technology, generative artificial intelligence has become a revolutionary force driving the development of education. Generative artificial intelligence has shown unique advantages in improving the efficiency and quality of humanities education, but mechanically introducing generative AI into humanities education will bring risks such as homogenization of teaching content, loss of educational significance, and distortion of educational evaluation. To address this issue, by reshaping teaching and training objectives, restructuring the student development evaluation system, reshaping the role of teachers in education, and other measures, we can promote the Effectiveness Integration of humanistic education and generative AI achieve a benign interaction and common development between technology and education.

KEYWORDS: generative artificial intelligence, higher education, humanities education, effective integration

### 1. INTRODUCTION

Generative artificial intelligence (AI) is one of the most cutting-edge AI technologies, which has made breakthroughs in multiple fields such as natural language processing, speech recognition, image recognition, and video generation, demonstrating powerful abilities in intelligent emergence, natural language understanding, and multimodal content generation. In specific application scenarios, AI can provide functions like dialogue interaction, text generation, intelligent modeling, machine translation, code writing, and picture and animation production, greatly improving the efficiency of knowledge content production. It also shows great application value in the field of higher education teaching. The rapid development of AI teaching technology has expanded the possibilities of higher education. From smart classrooms to virtual experiments to personalized learning plans, AI teaching technology has become an important driving force for teaching reform in colleges and universities. On the other hand, introducing generative AI into higher education also brings many associated risks. From the perspective of educational ethics, the text generation and content creation capabilities of AI may lead to academic integrity issues among teachers and students. It can also cause phenomena such as technological alienation, algorithmic bias, or tool dependence in higher education, as well as trigger problems of privacy leakage or data abuse. These issues have attracted the attention of many scholars and educators. Currently, there is relatively little research on the specific impact of generative AI on humanities teaching. Due to the significant differences between humanities teaching and science and engineering teaching - humanities teaching focuses on the cultivation of creative expression, humanistic qualities, and critical thinking, while science and engineering teaching emphasizes experimental operation, problem - solving, and logical reasoning abilities. The impact of generative AI on humanities teaching in higher education is far greater than that on science and engineering teaching.

Generative AI in humanities teaching not only challenges the traditional humanities teaching model but also has a considerable impact on the core values of humanities education. From the perspective of knowledge production and dissemination, the widespread use of AI may exacerbate the phenomenon of technological dependence inhumanities education, neglecting the core values of human subjectivity and creativity inhumanities education, and thus leading to the alienation of educational goals. This may weaken students' indepth understanding of knowledge and critical thinking ability in humanities teaching, causing the learning process to become superficial and making it difficult to achieve the cultivation of speculative ability and innovative spirit emphasized inhumanities education.

The intervention of AI will change the traditional teaching interaction model. Students may overly rely on AI tools to obtain answers, while teachers may transform from knowledge transmitters to technology managers. This transformation weakens the educational relationship based on trust and interaction between teachers and students, affecting the humanistic care and emotional connection in the educational process. Since humanities education emphasizes the cultivation of cultural understanding and moral judgment ability, excessive reliance on AIGC poses a potential threat to students' formation of a multicultural perspective and moral judgment ability. Therefore, when facing the impact of AI, humanities teaching urgently needs to find a balance between technological application and the essence of education to address these adaptation challenges and safeguard the unique value of humanities education.

# 2. THE ADVERSE EFFECTS OF GENERATIVE ARTIFICIAL INTELLIGENCE EMPOWERING

#### HUMANITIES EDUCATION

The fundamental goal of humanistic education is to cultivate individuals with independent thinking ability, critical thinking, cultural understanding, and moral judgment, forming a complete personality. Its core approach involves in - depth reading, text analysis, speculative discussions, and practical experiences, guiding students to conduct in - depth exploration and reflection on the complexity and diversity of human culture, history, and philosophy. Traditional humanistic education emphasizes ideological content because it is the soul of humanistic education. It requires students to form their own value judgments and worldviews through dialogues with classic texts, historical events, and philosophical issues. This process not only demands knowledge accumulation but also emotional engagement and rational speculation.

Generative artificial intelligence shows obvious deficiencies in spreading ideological content. Since the content it generates is based on statistical patterns of existing data, it lacks a true understanding of cultural backgrounds, historical contexts, and philosophical depth. It cannot generate creative insights or critical reflections through ideological collisions like humans, and it is even more difficult to convey the emotional resonance and value care emphasized in humanistic education. Therefore, although generative artificial intelligence can assist in knowledge dissemination, its role is limited in the ideological dimension of humanistic education and cannot replace the deep - learning and thinking process based on human subjectivity in traditional humanistic education. Introducing a large amount of generative artificial intelligence content in humanities education without any reflection may lead to shallow educational content and rigid thinking among humanities students.

#### 2.1 The homogenization of educational content accompanied by the transfer of knowledge authority

Currently, generative artificial intelligence is still unable to conduct in - depth understanding and creative interpretation of fields such as culture, history, and philosophy. The fundamental reason lies in its generation mechanism, which relies on statistical laws of large - scale data rather than a true understanding of complex human experiences and thoughts. The algorithms of generative AI lack an inherent understanding of cultural backgrounds, historical contexts, and philosophical depths. They cannot perform emotional resonance, value judgment, and creative thinking in specific situations like humans. Although they can imitate the form of human

language, they struggle to capture the multi - dimensionality and complexity of human thoughts and cannot handle issues in the fields of culture, history, and philosophy that require in - depth interpretation and critical reflection.

In contrast, teachers possess such abilities. As educational subjects, they not only have accumulations of professional knowledge but also rich life experiences, emotional experiences, and critical thinking skills. Teachers can conduct in - depth interpretation and creative dissemination of cultural, historical, and philosophical content according to students' individual needs and in combination with specific situations, guiding students to form their own insights through dialogues with texts, historical events, and philosophical problems.

However, in current educational practices, generative AI can quickly provide knowledge that conforms to mainstream views by generating content based on the statistical laws of large - scale data, meeting the requirements for immediacy and standardization in educational scenarios. This efficiency advantage has led to its widespread adoption in educational practices, and in some fields, it is even regarded as a tool to replace teachers in knowledge dissemination. Nevertheless, behind this technological reliance is the unconditional trust of the educational system in technological tools. The efficiency advantage of technological tools and the educational system's pursuit of standardization jointly drive the transfer of knowledge authority, but few people notice that this process undermines the diversity and ideological nature of humanistic education.

In traditional humanistic education, teachers transmit knowledge and ideas through personalized teaching and in - depth speculation. After the intervention of AI, the knowledge authority has shifted from teachers, who are educational practitioners with subjectivity, critical thinking, and creativity, to algorithms, which are technological tools lacking emotional resonance and value judgment. Although the content generated by generative AI can quickly meet the needs of knowledge dissemination, it lacks in - depth interpretation and personalized guidance for complex issues. As a result, students gradually rely on technological tools rather than teachers' guidance during the learning process. This reliance further weakens teachers' leading role in knowledge dissemination, transforming them from knowledge guides to technological assistants and even marginalizing them in some situations. The transfer of knowledge authority not only affects the diversity and ideological nature of humanistic education but may also lead to students' superficial understanding of knowledge and make it difficult for them to develop independent thinking abilities and critical thinking.

#### 2.2 Digital rationality replacing human emotions leads to the loss of educational significance

The significance of liberal arts education lies in stimulating students' perception of the meaning of life and understanding of the value of existence through in - depth dialogue, emotional resonance, and critical thinking, thereby realizing the life - oriented purpose and humanistic care of education. However, the generative mechanism of generative AI relies on the statistical laws of large - scale data, and its content output is oriented towards efficiency and standardization, lacking an inherent understanding of complex human experiences and thoughts. This technological characteristic makes generative AI unable to truly convey the life experiences and value reflections required in liberal arts education, causing the educational process to gradually become formalized and instrumentalized. The subjectivity of teachers and students is weakened, and the "meaning" of education is lost accordingly.

Generative AI analyzes language patterns and content distributions in massive amounts of data, extracts frequently - occurring viewpoints and expression methods, and generates content based on these statistical laws. To ensure the rationality and acceptability of the content output, the content generated by generative AI tends to conform to mainstream viewpoints or high - frequency patterns. This mechanism makes it difficult for generative AI to break through the framework of mainstream discourse during the content - generation process, lacking in - depth exploration and presentation of marginalized viewpoints, minority cultures, or critical thoughts. Meanwhile, generative AI lacks an inherent understanding of cultural backgrounds, historical contexts, and philosophical depths and is unable to conduct emotional resonance and value judgment in specific situations. This technological characteristic is in sharp contrast to the needs of liberal arts education for diversity, critical thinking, and creativity, resulting in generative AI failing to truly meet the core goals of liberal arts education when empowering it.

In terms of specific manifestations, although the content generated by generative AI can quickly meet the needs of knowledge transmission, it lacks in - depth interpretation and personalized guidance in fields such as culture, history, and philosophy. As a result, students have difficulty forming a profound understanding of the meaning of life and the value of existence during the learning process. The lack of diversity and critical thinking, as well as the homogenization of content, further compress the space for students' independent thinking and creative expression, causing liberal arts education to gradually lose its core function of stimulating subjectivity and cultivating critical thinking.

Due to the fundamental contradiction between the technological characteristics of generative AI and the inherent goals of liberal arts education, the impact of AI empowerment on the "loss of meaning" in liberal arts education is relatively more severe. Liberal arts education emphasizes the generation and transmission of meaning through dialogue and interaction between subjects, while generative AI lacks the ability of emotional resonance and value judgment between humans. The interaction between AI and humans cannot replace the role of teacher - student interaction in liberal arts education. Therefore, when the education system overly relies on generative AI, the "meaning" of liberal arts education is replaced by technological efficiency.

#### 2.3 The formatting of AI algorithm logic leads to distorted evaluation of education

An issue that cannot be ignored in the process of AI empowering higher education is that it affects the traditional education evaluation mechanism. AI relies on the statistical laws of large - scale data, and its evaluation system is oriented towards efficiency and standardization. Through its technical mechanism, it simplifies complex educational phenomena into quantifiable data or scales, and then conducts quantitative evaluations of educational achievements through preset indicators and models. This simplified logic fails to capture the diverse values and meanings in the educational process and overlooks core elements such as emotions, creativity, and subjectivity that cannot be quantified in education.

The core elements in humanities education that cannot be evaluated by quantitative indicators include emotional resonance, value judgment, critical thinking, and subjective experience. These elements are the essence of humanities education, and their formation and expression depend on individuals' in - depth participation and reflection in specific cultural backgrounds and historical contexts. For instance, emotional resonance involves students' emotional responses and internalization of texts, historical events, or works of art. This process is highly subjective and context - dependent and cannot be measured by standardized data. Value judgment requires students to make value choices and ethical reflections on complex social phenomena based on a multi - cultural perspective and philosophical thinking. This ability requires long - term accumulation and practice and is difficult to simplify into a single indicator. Critical thinking emphasizes students' questioning and reconstruction of existing views and authoritative discourses. Its manifestations are diverse and dynamic and cannot be quantitatively evaluated through a fixed model. Subjective experience is students' understanding of the meaning of life and the value of existence during the educational process. This experience is uniquely individual and internal and cannot be fully captured by external data. These values are often neglected or marginalized in the quantitative evaluation system of generative AI.

Al's evaluation mechanism lacks an inherent understanding of complex human experiences and thoughts and is unable to achieve emotional resonance and value judgment in specific situations. As a result, its evaluation results often remain superficial and are difficult to reflect the true quality and effectiveness of educational activities. This phenomenon is particularly evident in humanities education because there are too many factors in humanities education that cannot be accurately measured by simple data or scales, and their impact on the quality and effectiveness of education is also stronger. As Al fully occupies the field of higher education, education evaluation is gradually being simplified into data - driven and digital expressions. The diversity and ideological nature of humanities education are gradually distorting in digital form, and the authenticity and comprehensiveness of education evaluation are also being lost.

#### 2.4 Lack of ethical constraints leads to the disintegration of educational integrity

Educational integrity serves as the core cornerstone of the education system. Its significance lies in its direct connection to the authenticity of knowledge, the fairness of academia, and the social trust in education. The application of generative artificial intelligence in higher education has a negative impact on educational integrity.

Generative AI, through large - scale data training and efficient content generation, can quickly produce seemingly complete and persuasive texts. However, this technological mechanism tends to encourage academic misconduct.

It is more difficult to evaluate or monitor plagiarism, piracy, and academic fraud using AI in the humanities. This is mainly due to the profound contradiction between the characteristics of knowledge production in the humanities and the ambiguity of AI - generated content. The core of the humanities lies in the in - depth interpretation and critical thinking of culture, history, philosophy, and art. The research results in this field often feature high subjectivity, diversity, and context - dependence. Compared with natural sciences, the textual expressions in the humanities rely more on the artistry of language and the uniqueness of ideas. As a result, AI - generated content may highly resemble original works in the humanities in form, which increases the difficulty of identification. AI - generated content can imitate high - frequency language patterns and mainstream viewpoints to generate seemingly reasonable and coherent texts. However, it lacks an in - depth understanding of specific cultural backgrounds and historical contexts, leading to the fact that although the generated content is fluent on the surface, it lacks real ideological depth and originality. This ambiguity makes it difficult for traditional plagiarism - checking tools and detection techniques to effectively distinguish between AI - generated content and human - created original works, especially in texts involving complex ideological expressions and emotional resonance.

In the educational process, integrity is the foundation for building trust among students, teachers, and researchers. Its absence can disrupt the collaboration and sharing mechanism of the academic community, resulting in the waste and inefficiency of educational resources. The lack of educational integrity can weaken the cultivation of students' critical thinking and independent research abilities, exposing them to higher moral risks and ability deficiencies in their future academic and professional development. The breakdown of educational integrity will call into question the legitimacy of knowledge production, reduce the credibility of academic achievements, and further undermine the social functions and values of education. Academic misconduct not only damages the academic reputation of individuals but also erodes the fairness and authority of the entire education system. From a broader social perspective, the breakdown of educational integrity will also undermine the fairness mechanism of education as a means of social mobility and talent selection, exacerbating social inequality and the trust crisis.

# 3. IT IS NECESSARY TO REPLACE MECHANICAL INTRODUCTION WITH EFFECTIVE INTEGRATION

#### IN HUMANITIES EDUCATION

The advantages of AI technology are mainly reflected in the extensive access to information and the high efficiency of data processing. Generative artificial intelligence can quickly generate content related to higher education through large - scale data training, significantly enhancing the efficiency and scale of knowledge production. The essence of humanities education lies in its in - depth understanding of human nature, critical interpretation of culture, and original expression of ideas. The core of humanities education is to guide students to explore the diversity of human experiences and values through text analysis, historical research, philosophical reflection, and artistic creation, and to form independent thinking and judgments on this basis. Humanities education emphasizes the contextualization and individualization of knowledge, requiring students to conduct in - depth thinking and creative expression under specific cultural backgrounds and historical conditions, which is difficult for AI technology to fully replace.

However, the advantages of AI technology and the essence of humanities education are not completely opposite. Instead, they can achieve complementarity through reasonable coordination and balance. The core of this task is how to enable humanities education to go beyond the superficial fluency of AI - generated content, dig deep into the cultural significance and ideological connotations behind it, and form genuine humanistic knowledge through independent research and creative expression. The negative impacts of generative artificial intelligence on humanities education are not insurmountable. The key lies in constructing a balanced mechanism that can both leverage the advantages of AI technology and safeguard the essence of education through the combination of institutional design, technological optimization, and educational practice, so as to achieve a benign interaction and common development between technology and education.

**3.1 Effective integration emphasizes the deep alignment between technological tools and educational goals** The core of humanities education lies in cultivating students' critical thinking, cultural understanding, and original expression. The achievement of these goals depends on students' in - depth thinking and original expression of knowledge. In - depth thinking enables students to go beyond the surface of knowledge, delve deeply into the cultural background, historical context, and ideological connotations, and thus form a comprehensive understanding and unique insights into complex issues. Original expression requires students to transform this understanding into academic achievements with personal characteristics, reflecting their creative reconstruction and value judgment of knowledge. This process can not only enhance students' academic abilities but also cultivate their cultural awareness and ethical responsibility, enabling them to become individuals with independent thinking abilities and humanistic care. Through in - depth thinking and original expression, humanities education can, on the basis of knowledge transmission, achieve the profound goals of shaping students' personalities and enlightening their minds, thereby truly realizing its core value.

However, the mechanical introduction of AI technology often directly uses the generated content as learning materials or task answers, leading students to overly rely on the results generated by technology and neglect the exploration of the cultural background, historical context, and ideological depth behind the knowledge. This way of using technology not only weakens students' independent thinking abilities but also may make their understanding of knowledge remain on the surface, failing to truly achieve the fundamental goals of humanities education.

The application of generative artificial intelligence in humanities education should not be limited to content generation and information acquisition. Instead, it should serve the core goals of humanities education, namely, cultivating students' critical thinking, cultural understanding, and original expression. A well - integrated technology application requires a close combination of AI technology with educational goals, making it a tool to stimulate students' thinking and innovation rather than a substitute for their thinking. To achieve a deep fit between technological tools and educational goals, multi - level strategies and methods are needed. In terms of functional positioning, educators need to clearly define the auxiliary role of AI technology - using process, educators should pay attention to the matching of the generated content with educational needs and dynamically adjust the way of using technology and teaching content to ensure that the generated content serves students' critical thinking and ethical responsibility, guiding them to conduct independent research and original expression with the assistance of technology.

# **3.2** Effective integration emphasizes the dynamic interaction between technology use and educational process

Humanities education is a highly contextualized and individualized process that requires students to engage in in - depth thinking and creative expression within specific cultural backgrounds and historical conditions. The mechanical introduction of AI technology typically generates content in a standardized and large - scale manner, making it difficult to meet the different learning needs and cognitive levels of students. This way of using technology overlooks the dynamism and diversity in the educational process, resulting in a disconnection between the generated content and educational requirements.

The disconnection between the two has serious adverse effects on humanities education. It weakens students' independent thinking ability and cultural understanding. For educators, the mechanical introduction of AI technology may marginalize their teaching roles and undermine their core functions in knowledge dissemination and ideological guidance. In terms of the educational system, this disconnection may lead to blind worship of technological tools, causing educational evaluation criteria to deviate from the core goals of humanities education. There is an over - emphasis on efficiency and quantitative indicators while neglecting the in - depth attention to students' personality shaping and ideological enlightenment. Regarding humanities education itself, the disconnection between technological tools and educational needs may cause it to gradually lose its functions

of cultural inheritance and ideological enlightenment, reducing it to a mere tool for knowledge transfer, thus weakening its unique value in social and cultural development. These profound impacts not only endanger the sustainable development of humanities education but may also have adverse consequences for the overall cultural awareness and ethical responsibility of society.

Conversely, achieving a dynamic interaction between technology use and the educational process can bring about multi - level promotion to humanities education. For students, dynamic interaction can stimulate their in - depth thinking and creative expression, enabling them to better explore cultural backgrounds and ideological connotations with the assistance of technology, thereby enhancing their critical thinking and cultural understanding. For educators, dynamic interaction provides them with tools to optimize teaching strategies, allowing them to adjust the generated content according to students' feedback and needs, and thus play a more active role in knowledge dissemination and ideological guidance. For the educational system, dynamic interaction promotes the diversification of educational evaluation criteria, making it not only focus on efficiency and quantitative indicators but also attach importance to students' personality shaping and ideological enlightenment, thus returning to the core goals of humanities education. For humanities education itself, dynamic interaction can achieve the in - depth integration of technology and education, enabling it to further leverage the advantages of technological empowerment on the basis of its functions of cultural inheritance and ideological enlightenment, thereby enhancing its unique value in social and cultural development.

**3.3 Effectively integration emphasizes the combination of technological ethics and educational responsibility** Technological ethics refers to the moral norms and principles that systematically consider the potential social, cultural, and ethical impacts of technology during its development, application, and management. It emphasizes that the use of technological tools should adhere to core values such as fairness, transparency, responsibility, and respect, ensuring that technological applications do not violate the ethical bottom - line of human society and minimizing their potential risks.

Educational responsibility, on the other hand, refers to the duties and obligations that educators assume for the all - round development of students in the teaching process. It not only includes knowledge imparting and skill training but also places great emphasis on the shaping of students' personalities, ideological enlightenment, and value guidance. The core of educational responsibility lies in ensuring the fairness, effectiveness, and ethics of the educational process through the professional competence and moral integrity of educators, helping students achieve healthy growth both academically and in terms of personality.

Technological ethics and educational responsibility differ in terms of their goals and scopes. Technological ethics mainly starts from the moral norms of technological applications, focusing on the potential impacts of technological tools on society and individuals. In contrast, educational responsibility starts from the professional ethics of educators, emphasizing the comprehensive responsibility of the educational process for students' development. However, in the field of education, they are highly complementary and synergistic in educational practice. Technological ethics particularly focuses on the impacts of emerging technologies such as generative artificial intelligence on academic integrity, educational fairness, and privacy protection, requiring that the application of technological tools must conform to educational goals and academic norms. In the context of educational technology applications, educational responsibility requires educators to effectively supervise and guide the use of technological tools to ensure that technology - assisted teaching does not deviate from educational goals.

The effective integration of technological ethics and educational responsibility is crucial for humanities education. Technological ethics provides a moral framework for the application of technological tools, ensuring that the use of the generated content conforms to academic norms and social values. Educational responsibility provides a practical path for the implementation of technological ethics. Through the guidance and supervision of educators, students are ensured to always follow the basic principles of academic morality and educational fairness during the use of technology. The effective integration of the two can not only curb the emergence of academic misconduct but also promote the realization of educational fairness and academic integrity, thus providing a solid ethical support and institutional guarantee for the sustainable development of humanities education. This integration can not only achieve a positive interaction between technological tools and

educational goals but also ensure that the educational process does not deviate from its core goals while being empowered by technology, all the while realizing educational fairness, academic integrity, and ethical values in humanities education.

# 4. IT IS NECESSARY TO MAKE ADAPTIVE ADJUSTMENTS TO HIGHER HUMANITIES EDUCATION

# TO OPTIMIZE AI EMPOWERMENT

Traditional higher humanities education centers around teachers, emphasizing knowledge transmission and ideological guidance. However, in the context of AI empowerment, this model is difficult to adapt to the educational changes brought about by technological tools. Due to the difficulty of fully utilizing the advantages of AI technology in information processing and content generation in traditional models, it may lead to inefficient utilization of educational resources and formalization of the educational process. Adhering to traditional models may marginalize the core role of educators in technology assisted teaching, affecting the dynamism and diversity of the educational process, and thus unable to meet the personalized learning needs of students in the context of technology empowerment. Therefore, higher humanities education must adjust its own adaptability, reposition the role of educators, optimize the application of technological tools, ensure the deep integration of AI empowerment and educational goals, and achieve sustainable development of humanities education while maintaining academic integrity and educational equity.

# 4.1 Reshaping the training objectives of humanities education to meet the needs of the AI era

With the weakening of educational sovereignty, the degradation of knowledge and thinking, and the alienation of cultivation goals, in order to adapt to the needs of the intelligent revolution more quickly, humanities students in the future urgently need top - level design to reshape the cultivation goals of humanities students from multiple dimensions.

The first is the reshaping of ability goals. The accelerated iteration and evolution of AI urgently require humanities education to shift towards cultivating students' higher - order thinking abilities. Higher - order thinking should focus on cultivating humanities students' innovation ability, critical thinking ability, and practical problem - solving ability. Traditional Chinese culture advocates that "a gentleman has nine kinds of thinking", among which "when in doubt, think of asking questions" emphasizes the preciousness of the spirit of questioning and exploration in critical thinking. Especially with the assistance of AI, the repetitive knowledge - based labor of humanities students is gradually being replaced. Therefore, it is even more necessary to cultivate the cognitive plasticity of humanities students that keeps pace with the times, including social adaptability, flexibility, lifelong learning ability, and human - machine collaboration ability.

The second is the reshaping of knowledge goals. Humanities education should not be confined to the traditional scope of humanities and social sciences. Instead, it should integrate modern knowledge fields such as data analysis, information technology, and artificial intelligence to train students to be good at using AI to refine and innovate knowledge production. In addition, the knowledge goals should cover a profound understanding of artificial intelligence ethics and law to ensure that humanities students abide by ethical value bottom - lines and follow educational ethical norms when using technology.

The third is the reshaping of emotional goals. In humanities teaching, the cultivation of emotional goals is of crucial importance. This is not only related to the development of students' social emotions, self - emotion regulation, and the shaping of positive self - and environmental emotional experiences, but also concerns how to cultivate modern citizens with social responsibility and humanistic care. Facing the challenge of AI replacing repetitive knowledge production, the cultivation of emotional goals should be further extended to the cultivation of humanities students' adaptability to AI technology and the deepening of cognitive emotions, so as to prevent excessive dependence on technology and inappropriate attachment to virtual emotions. Through emotional education, teachers can help humanities students build stable and long - lasting social network connections, and promote students' in - depth understanding and respect for cultural diversity and value pluralism.

The fourth is the reshaping of value goals. In the process of reshaping value goals, the core position of the educational concept of "cultivating virtues and nurturing people" should be emphasized to cultivate the moral qualities, social responsibilities, and scientific and technological civilization qualities of humanities students. Especially in the intelligent era, the value goals must cultivate humanities students' in - depth insight into technological ethics and the correct orientation of using intelligence for good, so that they can become individuals with a high degree of value awareness and practical ability.

#### 4.2 Refactoring a student development evaluation system that focuses on humanities ability development

Under the impact of AI, it is urgent for higher education institutions to establish a scientific, reasonable, fair and just evaluation system for humanities education. The transformation of the evaluation system for humanities education in universities is a systematic project that requires design and consideration from multiple dimensions, including concepts, methods, functions, and subjects.

First, the evaluation concept should shift from knowledge - based to ability - based. In the field of AI application, thinking is more important than knowledge, questions are more important than answers, and logic is more important than enumeration. Therefore, it is necessary to guide education out of the rut of knowledge and form an evaluation orientation based on abilities. This means that humanities education should break students' inertial thinking of memorizing and repeating knowledge. On the one hand, attention should be paid to the cultivation and evaluation of students' thinking abilities. The breadth and depth of critical thinking, logical thinking, and innovative thinking can be evaluated through project research, case analysis, and thesis writing. On the other hand, focus on the cultivation of students' problem - solving abilities and interdisciplinary comprehensive abilities, especially the ability to solve problems in real - life situations, such as policy analysis, project planning, and social surveys.

Second, the evaluation method should transform from result - oriented to process - oriented. Al emphasizes the importance of the process. With the assistance of AI, humanities education weakens the scale evaluation of knowledge output and turns to the process - based evaluation that pursues the intrinsic value of education, enhances the educational abilities of teachers and students, and cultivates their qualities. Therefore, the process - based evaluation of humanities education must strengthen the multi - subject evaluation based on understanding.

Third, the evaluation function should shift from selective evaluation to developmental evaluation. The traditional selective evaluation of liberal arts students is mainly based on grades, while the process - based evaluation driven by AI pays more attention to students' ability improvement, individual differences, and development potential. Therefore, it is necessary to shift from the single selective function to the function of promoting students' all - around development, formulate ability improvement plans and personalized learning paths to support students' diversified development.

Finally, the evaluation subject should change from the single - subject to multi - subjects. In the traditional evaluation system, teachers are the only evaluators. Driven by AI, the evaluation subjects need to be more diversified, including teacher evaluation, peer evaluation, student self - evaluation, and social evaluation. In particular, social evaluation provides students with opportunities for internships and links them to future workplaces. Through interactions with social members such as industry experts and enterprise representatives related to professional construction, students can gain a forward - looking understanding of society's expectations and specific requirements for humanities talents, and then adjust their career plans in a timely manner.

#### 4.3 Reshaping the role of teachers as designers and guides in humanistic intelligent education

Humanities education is not merely the transmission of knowledge but also the resonance of emotions and the shaping of values. Intelligent technology cannot replace teachers in guiding students' thinking, stimulating their potential, and cultivating their moral character. Therefore, regardless of how educational tools are updated, in the process of digital and intelligent transformation of liberal arts teaching, the dominant position of teachers in education remains unshakable. In the continuous intelligentization of humanities education, teachers are responsible for preventing education from becoming overly dependent on intelligent technology, which could lead to the alienation of the essence of education. At the same time, teachers also have the responsibility to

make adaptive adjustments and successfully transform their roles from humanities knowledge transmitters to designers and guides of humanities intelligent education.

In the process of educational intelligent transformation, humanities teachers need to make systematic adjustments in four aspects: ideology, technology, ability, and implementation. Ideologically, teachers should deeply understand the nature of intelligent technology as a tool, avoiding regarding it as the dominant force in education. Instead, they should use it as an auxiliary means to ensure that the humanistic core of education is not alienated by technology. Technologically, teachers need to actively master the basic principles and application scenarios of AI tools and integrate them into teaching design to improve teaching efficiency. Meanwhile, they should maintain sensitivity to technological ethics to ensure that the use of technology conforms to the orientation of humanistic values. In terms of ability, teachers need to strengthen the cultivation of higher - order thinking and interdisciplinary integration capabilities, guiding students to conduct critical thinking and creative practice through AI tools rather than passively receiving information. In the implementation process, teachers should focus on the dynamics and interactivity of the teaching process. Through the human - machine collaboration model, they can build a learning ecosystem where teachers and students explore together, enabling students to achieve personalized development with the assistance of technology. This transformation requires teachers to be not only users of technology but also guardians and innovators of educational values. By balancing technological empowerment and humanistic care, they can ensure that humanities education in the intelligent era can adapt to technological changes while adhering to its fundamental educational mission.

Universities and higher - education administrators should provide all - around support for the role transformation of humanities teachers through policy support, resource investment, platform construction, and cultural guidance. This enables teachers to adhere to humanistic values and fully utilize technological advantages in the educational reform of the intelligent era, achieving the unity of educational innovation and educational goals.

#### 5. CONCLUSION

In the era of the intelligent revolution, liberal arts education in universities, as an important force in talent cultivation, is facing unprecedented opportunities and challenges. The technological iteration of large AI models is irresistible. Al technology has had a significant impact on various aspects of liberal arts education in universities, including educational scenarios, educational environments, teaching methods, teaching contents, training objectives, training models, and teacher - student relationships. The integration of AI into education is an inevitable trend of history. While using generative AI technology to improve the efficiency of liberal arts teaching in universities, we cannot ignore the threats such as technological dependence, the reconstruction of educational ethics, and information security issues that may be brought about by the extensive application of generative AI. Mechanically introducing generative AI into humanities education will bring risks such as homogenization of teaching content, loss of educational significance, and distortion of educational evaluation. The traditional liberal arts teaching model is no longer sufficient to meet the rapidly changing social needs and technological changes. Liberal arts education in universities urgently needs to explore a more open, inclusive, and flexible new educational system. Universities need to correctly recognize the changes taking place in liberal arts education under the rapid development of generative AI, scientifically guide the application of generative Al in liberal arts education and teaching, and actively explore feasible paths for generative Al to empower the innovative development of liberal arts education. They should achieve goals such as reshaping teaching and training objectives, reconstructing the student development evaluation system, and redefining teachers' educational roles through policy support, resource investment, platform construction, and cultural guidance, so as to promote the effective integration of humanities education and generative AI.

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# <u>INFO</u>

**Corresponding Author: Ruohan Li, School of Military and Political, National University of Defense** Technology, China.

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