Research on the Crisis of Teacher Subjectivity Induced by Generative Artificial Intelligence and Countermeasures: A Humanistic Educational Philosophy Perspective

Wei Yuan
School of Management, Guangdong Ocean University, Zhanjiang, Guangdong, China

Abstract: The rapid advancement of generative artificial intelligence has profoundly reshaped the educational ecosystem, and its impact on teacher subjectivity has emerged as a core issue concerning the essence of education. From the perspective of humanistic educational philosophy, this study explores the deep-seated influence of technological transformation on teachers' instructional practices, educational values, and role positioning. It further reveals a triple crisis in teacher subjectivity under the pervasive influence of generative artificial intelligence: cognitive conservatism, manifesting as alienation and disconnection when teachers confront disruptive technologies; technological subservience, leading to the erosion of ethical care and humanistic spirit in the educational process; and relational fractures, resulting in the interruption and severance of emotional bonds and deep interactions between teachers and students. In response, countermeasures guided by humanistic principles are proposed: advocating for a human-machine symbiosis concept and promoting lifelong learning in teachers' professional skills to master technology; returning to the authentic goals of education and reaffirming the holistic education concept to break free from technological subservience; and reshaping teacher-student interaction models by strengthening emotional engagement and humanistic care within knowledge transmission. This provides a theoretical reference and practical pathways for resolving the crisis of teacher subjectivity in the era of artificial intelligence, aiding education in returning to its value essence of "human-centeredness".

Keywords: Generative Artificial Intelligence; ChatGPT; Humanistic Education; Crisis of Teacher Subjectivity

1. Introduction

We find ourselves in the era of artificial intelligence (AI), an age propelled by the core drivers of the Internet of Things big data, and cloud computing. Its development speed is rocketing forward, pushing the boundaries of human cognition. Statistics from the International Telecommunication Union (ITU) reveal that global data exchange volume has experienced exponential growth over the past two years, with internet users surpassing 5.3 billion. This surge resembles a colossal "computational thread," weaving a magnificent and boundless "network of information exchange". More crucially, the deep integration of AI and Natural Language Processing (NLP) technologies, particularly the groundbreaking application of Generative Artificial Intelligence (GenAI), is revolutionizing the field of education.

As the epitome of NLP technology, ChatGPT stands as the vanguard of this transformation. Its launch on November 30, 2022, ignited global attention, amassing over one million users within just five days and soaring to 100 million by January 2023, merely two months later. As a landmark breakthrough in NLP, ChatGPT demonstrates near-human-level capabilities in contextual understanding and generation. Even more disruptive is the GPT-4 model, introduced in March 2023, boasting a parameter scale of 1.8 trillion. This signifies the model's ability to integrate vast amounts of knowledge in real-time during conversational interactions. The newly iterated GPT-4o, released in May 2025, further enhances multimodal capabilities, supporting real-time interaction through

voice, images, and text, improving response speed by 50%, and introducing a "visualized chain-of-thought" function. Particularly noteworthy is GPT-4o's "adaptive context memory" feature, which breaks through the limitations of short-term conversational memory by enabling long-term storage of dialogue history. This constructs a dynamically evolving contextual framework for personalized learning.

This technological breakthrough not only pioneers a new paradigm characterized by precise knowledge transfer, personalized learning paths, and concrete subject-specific dialogues but also prompts profound philosophical scrutiny regarding the ontological significance of the teacher's subjectivity. When GenAI possesses the capability to dynamically adapt to individual cognitive needs, we are compelled to ask this fundamental question: In this AI era, amid both unprecedented opportunities and challenges, will human education ultimately be replaced by AI? Will the subjectivity of teachers face fundamental challenges? And does the core value of humanistic educational philosophy remain secure?

2. Overview of the Evolution of Humanistic Educational Philosophy

The humanistic educational philosophy is grounded in profound respect for the intrinsic value and potential of individuals, asserting that education should center on promoting human self-actualization and holistic development [1]. Its intellectual origins can be traced back to the philosophical pursuit of reason and freedom during the Enlightenment era, gradually taking shape through critiques of traditional education's neglect of individuality. Building precisely on this philosophical reflection, pioneers like John Dewey, from the early 20th century to the 1940s, laid the psychological and practical foundations of humanistic educational philosophy by emphasizing individual differences, experiential learning, and the cultivation of critical thinking [2].

With the deepening of individual psychology research, Abraham H. Maslow's Self-Actualization Theory, proposed from the 1940s to the 1960s, focused the goals of humanistic education on fulfilling students' higher-level psychological needs, significantly enriching its theoretical core [3]. Subsequently, from the 1950s to the 1970s, figures like Carl Rogers further advanced the philosophy into practical application, systematically articulating the "student-centered" educational principle. They emphasized the critical role of "Individualized Education" and "Meaningful Care" in constructing emotionally supportive learning environments [4].

Accompanying the exploration of educational practice, humanistic philosophy exhibited significant expansion and integration after the 1970s, actively incorporating and synthesizing diverse teaching methods such as experiential education and cooperative learning. Entering the 21st century, faced with complex challenges arising from globalization, technological revolution, and cross-cultural integration, humanistic educational philosophy has demonstrated unprecedented contemporary relevance due to its strong emphasis on cultivating student agency, creative thinking, and problem-solving abilities. Its importance and adaptability have become increasingly prominent.

Surveying its evolutionary trajectory, humanistic educational theory is rooted in deep philosophical reflection, nourished by insights from individual psychology, and elevated by self-actualization theory, ultimately leading to the systematic construction of concrete educational practices. It has not only profoundly reshaped educational objectives at the theoretical level (shifting from knowledge transmission to holistic development) but has also consistently guided the restructuring of teacher-student relationships (teacher as partner and facilitator) and the creation of learning environments (respectful, inclusive, democratic) at the practical level. Therefore, the conceptual framework and practical pathways provided by humanistic educational theory hold enduring significance for cultivating adaptable individuals equipped with global perspectives, innovative capabilities, and well-rounded competencies.

3. Subjectivity Concerns Accompanying Technological Transformation under Humanistic Educational Philosophy

The evolution of science and technology is intricately intertwined with that of human education. This interactive relationship permeates the entire course of human civilization and has manifested significant changes across different historical stages. From ancient inscriptions to the technological upheavals of the Industrial Revolution, and further to the pervasive infiltration of digital information in the internet age, humanistic theory has consistently coexisted with these developments, providing core value guidance for the deep integration of technology and education.

From a humanistic perspective, the essence of "human" is defined as an individual possessing independence, dignity, and intrinsic value, emphasizing the indispensability of care, empathy, free will, and social justice. Consequently, education is endowed with multiple missions—it is not merely the transmission of knowledge but also the stimulation of individual potential, alongside the holistic development of emotional cultivation, social skills, and humanistic concern. Therefore, within this conceptual framework, the relationship between "human" and "technology" is constructed as a dynamic, balanced symbiotic relationship. This relationship particularly emphasizes the instrumental nature of technology: namely, as a medium connecting students with society and facilitating personalized learning, its application must always serve the optimization of teaching resources and the goal of students' comprehensive development.

In this process, teachers bear core functions. Through pedagogical innovation, cultivation of qualities, moral guidance, and relationship building, they are dedicated to nurturing individuals capable of independent thinking, possessing well-rounded competencies, and demonstrating social responsibility. However, the deep integration of AI is causing technology's impact on education to transcend the boundaries of its traditional instrumental role. This not only reconstructs the fundamental logic of knowledge acquisition and teaching modalities but also potentially entails multiple risks, such as restricting freedom and dignity, weakening interpersonal emotional bonds, and challenging data ethics. This fundamental transformation profoundly impacts the principles of individual respect and holistic development advocated by humanistic educational philosophy, thereby rendering the "crisis of human subjectivity" within the educational sphere increasingly apparent. Simultaneously, the value positioning and functional boundaries of the teaching profession consequently face unprecedented challenges.

3.1 Profound Impact of Technological Transformation on Teaching Practices

It goes without saying that the continuous development and deep integration of intelligent technologies are fundamentally reconstructing the form and essence of classroom teaching. The emergence and application of cutting-edge technologies such as online learning platforms, virtual reality (VR), and artificial intelligence (AI) have broken through the rigid temporal and spatial constraints of traditional classrooms. They have expanded the boundaries of knowledge acquisition and skill development, opening unprecedented possibilities for teachers' instructional design and implementation. However, this technology-driven transformation inevitably poses a profound challenge to the traditional model rooted in standardized, group-based teaching, compelling educators to confront a core question: How can we embrace the wave of technology while steadfastly upholding the essence and core values of education?

The urgency of this question is particularly pronounced within the context of the "Information Society". The high density and uneven distribution of information not only reshape social structures but also directly impact teachers' traditional roles as knowledge producers and transmitters. Technology plays a dual role in this process: it is both an enabling tool and a key variable shaping the direction and value orientation of teaching practices [5].It is worth noting that a potential risk may lie concealed within teachers' pursuit of the instrumental rationality of technology tools (e.g., efficiency, precision): the neglect of non-rational domains (such as emotions, values, and creative thinking) and a weakening understanding of the humanistic connotations embedded within complex, non-linear learning phenomena.

Simultaneously, the concept of

"Human-Computer Integration" provides another crucial dimension for examining technology application. It enlightens us that in the process of technologizing teaching practices, we must look beyond the tools themselves and focus on the dynamic, deep-level interactive nature among technology, teachers, and students. The core questions are: Can this interaction genuinely catalyze deep learning? Furthermore, how can we ensure that technological empowerment is inclusive rather than exacerbating disparities? [6] This inevitably demands a thorough examination of the prevalence and accessibility of digital learning tools. Only then can we ensure that all learners can equitably share the educational benefits brought by technology, rather than allowing technology to become a new force of division.

3.2 Redefining Teachers' Educational Value Amidst Technological Transformation

Education has traditionally carried the core missions of transmitting humanistic care, shaping character, and cultivating social responsibility. However, the leapfrog development of technology, represented by AI, is powerfully driving the educational focus towards technical competencies and practical skills, with the rise of STEM education increasingly dominating. This trend is not only redefining the priorities of knowledge transmission but is also substantially impacting the core value system of traditional education, which emphasizes respect for and understanding of human culture, history, and art. This consequently triggers profound reflection on the essential nature of the teacher's role and potentially entails the risk of causing an imbalance in educators' value orientations, thereby shaking the foundations of traditional educational philosophy.

Analyzed from a humanistic perspective, the technological upheaval has catalyzed two critical issues within the teaching profession, constituting the endogenous roots of the value crisis: First, The Cognitive Conflict of "Technological Resistance". When emerging educational models and tools disrupt teachers' ingrained experiences and habits, intense cognitive dissonance and psychological anxiety readily arise [7]. This psychological resistance is essentially an endogenous defense mechanism triggered by teachers facing technology-driven educational transformation, stemming from apprehension about the uncertainty of role transition. Second, The Value Deviation of "Escaping Freedom". Faced with the complexity of modern society and the convenient paths offered by technology, individuals (including educators) may tend to avoid deep independent thinking and responsibility, instead embracing technology-driven pragmatic solutions [8]. In the educational field, this tendency manifests concretely as an excessive emphasis on transmitting STEM knowledge and cultivating technical skills, while relatively neglecting or even diminishing the fundamental value of teachers as transmitters of humanistic care and guides in character formation.

Therefore, although technology possesses unparalleled advantages in the efficiency of information transmission and acquisition, the impact of the technological tide on education's core values is already evident. There is an urgent need, against the backdrop of technological impact, to re-anchor the comprehensive value of teachers and seek a new equilibrium point. This ensures that their core essence—manifesting humanistic care and social responsibility—can consistently be demonstrated in teaching practice. This is not merely an adherence to traditional educational values but also a reaffirmation of the fundamental nature of teachers in the technological age.

3.3 The Subtle Displacement of Teacher Role Positioning by Technological Transformation

The deep integration of intelligent educational tools is progressively assuming some foundational teaching tasks. This is not merely a simple substitution of functions; it constitutes an externally driven, cross-boundary force for role reconfiguration. Its potential impact lies in the possibility of blurring or even dissolving the teacher's traditionally clear role positioning within the educational ecosystem, placing them at risk of marginalization. The forceful entry of intelligent educational tools, gradually replacing parts of basic teaching work, signals a risk that the teacher's role may be profoundly reconstructed by technology. This reconstruction is far from a simple

functional replacement; it represents a subtle yet potent force that crosses the boundaries between traditional teaching and technological innovation, potentially leading to the displacement of the teacher's role within the educational ecology.

Examined through the lens of "Symbolic Violence" the substitution effect of technology is particularly alarming. When technological tools begin to carry or reshape the symbols, language, and symbolic meanings within education, they may subtly erode students' inherent perceptions and attitudes towards teacher authority and professional substance [9]. This suggests that within the sphere of technology application, we must proactively construct and maintain an educational symbolic system that embodies the unique value of teachers, preventing its rich connotations from being diluted or overshadowed by technological symbols. Simultaneously, the phenomenon of "Educational Technology Environment Dependency" reveals another layer of risk: excessive reliance on technology can alienate the essence of the teacher-student relationship [10]. The deep humanistic care, emotional connection, and social shaping functions inherent in traditional teacher-student interactions are difficult for cold algorithms and interfaces to replicate. If technology becomes dominant, it risks confining teachers to the level of technical operation, diminishing the creativity and flexibility of their teaching processes. More critically, it may lead educational processes to neglect the emotional needs and social attributes of students as "human beings," degenerating into one-way information transmission.

Therefore, amidst the wave of technological substitution, upholding humanistic principles is not only necessary but crucial to ensuring the core essence of education is not overridden by technological logic. It demands that educators, while embracing the conveniences of technology, must consciously defend their core role positioning as value guides, emotional supporters, and facilitators of socialization. Only then can technology truly serve the humanistic essence of education.

4. Manifestations of Teacher Subjectivity Crisis Triggered by Generative Artificial Intelligence

The AI-driven digitalization and intellectualization of education is triggering a deep-seated structural transformation. This transformation is not only manifested in the disruptive iteration of technological tools but also drives a comprehensive reshaping of educational philosophies and teaching strategies. Ultimately, it points toward a fundamental shift in the ontological paradigm of education and the dynamic reconfiguration of the boundaries of the teaching domain. Within this process, the risk of the deconstruction of educator subjectivity is becoming increasingly prominent, revealing multidimensional and deep-seated crisis symptoms.

4.1 Cognitive Conservatism: Alienation and Disconnection Among Teachers Facing Disruptive Technology

GenAI leveraging its powerful Transformer architecture and multimodal learning capabilities, is profoundly reshaping the educational landscape, unlocking immense potential for personalized and intelligent teaching. However, this technological disruption has triggered a subjectivity crisis in some teachers, with its core manifestation being "cognitive conservatism". This conservative mindset stems from unfamiliarity with emerging technologies and distrust of their perceived threats (such as concerns about technology's excessive intrusion or even replacement of the teacher's role [11]), leading to a tendency to adopt a cautious attitude. The result is a significant gap forming between these teachers and the rapidly evolving technological ecosystem, causing alienation and disconnection.

Examining its roots, the effective diffusion of technology within the educational system is not solely determined by technical advancement. Instead, it is deeply constrained by a complex interplay of multiple factors, including social institutions, cultural traditions, policy orientations, and value systems [12]. Against this backdrop, some teachers, limited by asymmetric information access and inherent cognitive inertia, are highly susceptible to developing resistance towards cutting-edge educational technologies represented by deep learning, machine learning, and multimodal learning. This cognitive limitation directly impedes

their deep understanding of the nature of technology (e.g., that it aims to empower rather than replace), thereby delaying the overall transformation process of the educational technology ecosystem. The deeper logic of "cognitive conservatism" also manifests as an aversion to uncertainty, leading directly to a significant divergence in the "technology adoption curve". The consequence is that late adopters will inevitably face issues like restricted access to resources, with adaptation costs soaring dramatically. The incident where OpenAI suspended new user registrations for ChatGPT Plus due to surging demand exceeding capacity serves as a typical case of this resource allocation dilemma. Simultaneously, the educational objectives of the digital-intelligence era are themselves evolving, increasingly emphasizing student competencies in areas like cognitive computing, reinforcement learning, and knowledge graphs, driving the educational paradigm towards deeper and more integrated development [13]. This undoubtedly places unprecedented demands on teachers' capacity for knowledge renewal and skill iteration. However, limitations imposed by subjective and objective conditions (such as lack of training opportunities and scarcity of time resources) prevent some educators from keeping pace with technological advancements. The resulting uneven distribution of "digital intelligence literacy" constitutes a critical bottleneck for the holistic upgrade of the educational ecosystem.

Notably, even among teachers actively experimenting with digital-intelligence tools, "cognitive conservatism" manifests in another form. They not only risk encountering "technological obscuration" (where tool functionality overshadows educational essence) but also face "cognitive barriers" due to the high threshold of underlying expertise in areas like machine learning and natural language generation. This deep-seated gap in understanding confines some teachers' application of intelligent tools to superficial operations, preventing them from grasping core functionalities. Consequently, the cognitive chasm between the "technological elite" (those possessing deep understanding and application abilities) and the "technological periphery" (those mastering only basic operations) is continuously widening. This division not only diminishes the professional efficacy and innovation potential of some educators but also subtly exacerbates the risk of stratification within the knowledge society.

4.2 Technological Subordination: The Decline of Ethical Care and Humanistic Spirit in Educational Processes

With the widespread application of GenAI tools centered on NLP, the field of education faces a deeper structural crisis: teachers' excessive reliance on and pursuit of technological efficiency is gradually eroding their focus on ethical care and humanistic values, potentially even alienating the teacher role into a form of technological subordination.

The deep root of this crisis lies in the inseparability of technology from the values it embodies—technology is by no means a purely neutral tool; it is the concrete practice of developer intentions, social ideologies, and even capitalist logic. First, Bias in Value Transmission. The technological core of tools like NLP is inevitably shaped by the cognitive frameworks and value orientations of their designers. While excelling at information processing, the inherent limitations of models (e.g., data bias, algorithmic "black boxes") lead to systemic biases when transmitting values and humanistic spirit. The consequence is a loss of focus in value judgment and a dilution of humanistic care within the educational process. For instance, GenAI may unconsciously reinforce stereotypes on sensitive topics or implicitly transmit political biases [14]. This directly necessitates the establishment of strict ethical review mechanisms by educational institutions to prevent students from being subjected to technological conditioning disguised as "pseudo-objectivity". In this context, the teacher's subjectivity faces the severe test of whether "humanistic presence" can be maintained. Second, Conflict Between Law and Ethics. The ambiguity surrounding the copyright ownership of GenAI-generated content [15] is creating "legal barriers" between schools, teachers, and students. This ambiguity not only causes legal uncertainty but also creates deep-seated structural conflicts between legal liability and innovative practice. Simultaneously, the

data collection practices accompanying technology use and the "black box" nature of algorithmic decision-making inevitably raise profound concerns about fundamental ethical principles such as the right to informed consent and privacy [16]. These dilemmas clearly indicate they are not merely byproducts of technological iteration but symptoms of ethical disorder within the educational sphere during the deep penetration (or "technological colonization") of technology. Third, The "Threat" of Capability Leapfrogging. GenAI's breakthroughs in deep natural language understanding and generation, image analysis, logical reasoning, and processing capabilities enable it to exhibit human-like traits in standardized tests. According to OpenAI data: ChatGPT-4 achieved near-perfect scores on the GRE, scored 700 on SAT Math, surpassed 90% of test-takers on the Bar Exam, and demonstrated performance exceeding disciplinary thresholds in subjects like Biology and Economics [17]. However, this capability leap precisely catalyzes a new form of academic integrity crisis—students can easily use AI to generate assignments or papers that meet academic standards yet lack original thought or authentic learning processes, compelling educational institutions to confront the unprecedented governance challenge of "intelligent cheating".

The deeper crisis lies in the fact that as data mining and algorithmic decision-making penetrate educational management and instructional design, educators are significantly increasing their ceding of autonomy to "technological decisions". When teaching decisions primarily rely on data metrics output by algorithms, the deep understanding of individual students' unique needs, emotional states, and developmental potential, along with precise humanistic consideration, are inevitably excluded from the core decision-making chain. Over time, teachers' professional autonomy and their role as humanistic guides will persistently weaken. Their role ceases to be that of a "gardener" nurturing students' inner worlds, instead resembling more closely a "vassal" executing technical instructions and interpreting data results. The educational process faces a profound risk of "dehumanization".

4.3 Relational Fissure: The Interrupted Severance of Emotional Bonds and Deep Interaction between Teachers and Students

The rapid development of GenAI has significantly enhanced the efficiency of knowledge transmission. However, its deep integration into the educational sphere is potentially triggering a structural problem—a "relational fissure" between teachers and students. This refers to the gradual distancing or even breaking of the connection established through authentic communication and emotional resonance between them under technological intervention. Its impact is profound, not only touching upon emotional interaction, learning environment construction, and socio-cultural identity, but also deeply reshaping the educator's role and identity.

The core cause of this "fissure" lies in the inherent characteristics of GenAI and its mode of application: First, Limitations of AI Emotional Simulation. Although GenAI excels at dialogue generation, relying on semantic modeling and adaptive mechanisms to simulate human communication, its core operation is based on large-scale pre-trained data, Transformer architecture, and statistical patterns, lacking genuine consciousness and emotional experience. This results in a significant deficiency in "emotional resilience" when dealing with deep, diverse, and dynamic emotional connections. It cannot truly understand, empathize with, or respond to complex human emotional needs. Second, Instrumentalization Tendency in Teaching Processes. Over-reliance on AI-provided personalized learning support, adaptive content, and instant feedback can easily push the teaching process towards an instrumentalized track prioritizing efficiency while lacking emotional presence [18]. The teacher's role risks being reduced to a technology manager or content distributor, weakening or even replacing their core ability to continuously observe and perceive students' emotional states and dynamically adjust teaching strategies accordingly. Consequently, the teaching atmosphere tends towards a formulaic scenario lacking "human touch," opportunities for deep emotional connection among students are compressed, and the richness of the learning experience diminishes. Third, Alienation of

Interaction Patterns and Expansion of "Digital Distance". The forceful intervention of technology reconstructs the fundamental mode of teacher-student interaction. Traditional direct "human-human" interaction is replaced by indirect virtual "human-machine-machine-human" interaction [19]. While this model breaks physical space constraints, it gives rise to an infinitely expanding "digital distance" within the virtual field. When the interaction partner shifts from an embodied teacher to a depersonalized machine interface, students may receive efficient academic support but struggle to experience the emotional resonance and trust-building inherent in authentic human interaction. The result is not only a continuous attenuation of the tension in the teacher-student emotional bond but also a significant increase in the difficulty for teachers to perceive and respond to students' emotional needs. Simultaneously, students' trust in and reliance on teachers are eroded.

Thus, the rise of GenAI is a double-edged sword: it serves as a powerful catalyst for educational innovation while simultaneously posing a severe challenge to the core humanistic values of education. To resolve the resulting "relational fissure" and the potential crisis of teacher subjectivity, the key lies in returning to the essence of education and deeply grasping its humanistic dimension. At the level of technological positioning, AI should adhere to the fundamental principle of serving human development; at the level of educational practice, we must proactively adapt to technological iteration while steadfastly upholding humanistic care to cultivate independent individuals with reflective capabilities and social responsibility. Only by deepening our understanding of essential human needs can human-machine collaboration truly serve the essence of education, rather than replacing it.

5. Strategies for Addressing the Teacher Subjectivity Crisis within the Humanistic Educational Framework

Having deeply analyzed the challenges posed by GenAI to teacher subjectivity, it is imperative to shift our focus to the humanistic educational philosophy as the fundamental response framework. This shift in perspective arises not only from the practical need to address the intertwined realities of technological innovation and ethical dilemmas but also points profoundly to the philosophical question of redefining the educator's role amidst the wave of digitalization and intellectualization. Confronting the crisis of teacher subjectivity, humanistic education, with its core concern for individual dignity, potential, and the uniqueness of development, provides the fundamental framework for reshaping teacher subjectivity. Therefore, how to construct practical, feasible, and wise strategies grounded in the humanistic stance becomes the critical issue determining the future trajectory of education.

5.1 Advocating the Concept of Human-Machine Synergy: Promoting Teachers' Lifelong Learning of Professional Skills to Master Technology

The collaborative and symbiotic development of humans and machines represents not only an upgrade of educational models but also a profound reshaping of the educator's role. Technology should serve as an "enabler" of human development, not a "replacer". Guided by humanistic principles, we must build an interactive relationship where humans and technology mutually promote and thrive together. "Human-machine collaboration – symbiotic development" has become an inevitable direction for the future of education [20]. Therefore, lifelong learning of professional skills becomes a strategic choice for educators to cope with the rapid iteration of technology. The reconstruction of teacher capabilities must transcend traditional knowledge transmission, focusing instead on cultivating digital-intelligent literacy and learning capabilities. Only then can educators profoundly understand the dialectical relationship between "human" and "technology" under humanism, enabling them to transition from passive adaptation to active leadership amidst the technological tide.

5.1.1 Philosophical foundation

Human-Machine Symbiosis as the Starting Point for Clarifying Roles. Teachers need to deeply internalize the concept of "human-machine symbiosis," recognizing that digital-intelligent technology is a

"collaborative partner" in achieving teaching objectives. This requires teachers to accurately grasp the characteristics and advantages of technology, clearly define the roles and responsibilities of both humans and machines in the educational process, and commit to establishing a dynamic collaborative relationship characterized by "equitable and mutually beneficial" interaction, jointly serving the core values of education.

5.1.2 Action pathway

Proactive Exploration is Key to Implementing the Philosophy. The symbiotic philosophy demands that teachers possess a spirit of proactive exploration. Teachers should actively seek out new concepts and methods in digital-intelligent education, courageously practice innovative teaching models, and deeply explore and integrate digital-intelligent teaching resources, tools, and platforms. Through this, they can uncover new teaching opportunities and unlock greater teaching potential. By participating in digital-intelligent research projects and designing and implementing digital-intelligent teaching activities, teachers can tangibly enhance their teaching proficiency and professional competence.

5.1.3 Capability guarantee

Continuous Refinement as the Support for Exploration and Practice. Sustained exploration and practice inevitably require teachers to view lifelong learning as the fundamental pathway to updating professional skills and knowledge, adapting to the times. Teachers need to continuously expand and deepen their digital-intelligent perspective, application capabilities, comprehensive literacy, and practical effectiveness through diverse methods such as systematically reading professional literature, participating in skills training, engaging in project collaborations, and sharing learning experiences. Only by maintaining highly conscious learning vitality can teachers continuously refine their individual capabilities and effectively meet the talent competency demands of emerging educational frameworks.

5.2 Returning to Education's Authentic Purpose: Reaffirming the Holistic Education Philosophy to Break Free from Technological Subservience

Amidst the wave of digital-intelligent transformation, education faces the risk of becoming a "technological appendage". Returning to education's authentic purpose—promoting the holistic development of individuals—is the fundamental response to this risk. This is far from a simple directional adjustment; it constitutes a foundational reflection on educational philosophy and methodology. At its core, schools must systematically reconstruct cultivation plans, curricula, and teaching methods during digital-intelligent reform, using the development of students' individuality, creative thinking, and social responsibility as anchor points. The key to realizing this authentic purpose lies in practicing the holistic education concept [21]. Holistic education is the core pathway to break free from technological subservience and achieve the comprehensive development of individuals. This requires teachers to transcend mere knowledge transmission, integrating the cultivation of core competencies like critical thinking, teamwork, and interdisciplinary abilities into teaching; organically incorporating technologies such as AI and deep learning into instructional design to ensure the unity of subjectivity (teacher-guided and student-centered) and intelligence within the teaching process [22]; and guiding students to apply knowledge to solve real-world problems through organized, "non-virtual" activities like teamwork and project practice, thereby forging their resilience and adaptability in the digital-intelligent era.

5.2.1 Value anchoring

Student-Centeredness is the Core of Educational Development. Educational theory and practice must profoundly focus on the essential value of "student-centeredness". This requires completely transcending the excessive pursuit of superficial, singular outcomes (such as scores, skill certificates) and shifting towards maximizing the stimulation of students' diverse potential and holistic growth. At the practical level, it necessitates firmly upholding the "student-first" principle, fully respecting students' individual differences and diverse needs while ensuring teachers' effective guiding role. The core objective is to awaken their endogenous developmental drive and enduring interest in learning.

5.2.2 Competency framework

Multi-dimensional Development is the Goal of Holistic Cultivation. The design of cultivation programs should strive for the coordinated development of students' multi-dimensional and comprehensive competencies—encompassing intellect, skills, physical well-being, emotions, and spirit—avoiding the trap of narrow, singular abilities. The key to achieving this goal lies in curricula and teaching methods emphasizing interdisciplinary and cross-cultural integration, as well as the interplay between digital-intelligent tools and traditional subject knowledge. By constructing such an integrative framework, we can effectively promote the interconnectedness of students' knowledge, the integration of their abilities, and the comprehensive enhancement of their competencies.

5.2.3 Integrated innovation

Technological Empowerment is the Fulcrum for Educational Balance. The innovation of teaching methods requires carefully seeking a dynamic equilibrium between technological empowerment and the essence of education. The core task is to precisely identify the optimal convergence points between individual differences and societal needs, and between the strengths of traditional education and the potential of digital-intelligent education. Therefore, teaching strategies should be flexibly adapted based on continuous assessment of students' actual levels and developmental potential. This ensures they can both respond to the demands of societal change and effectively serve the comprehensive and harmonious development of each individual student.

5.3 Reshaping Teacher-Student Interaction Models: Strengthening Emotional Engagement and Humanistic Care in Knowledge Transmission

The rapid advancement of technology is profoundly reshaping the essence of the teaching relationship and the modes of teacher-student interaction. This implicitly calls for a re-evaluation of the value of the core educational vehicle—the teacher-student relationship. This transformation brings a critical challenge: against the backdrop of deepening technological mediation, how can we prevent the weakening of emotional interaction and ensure knowledge transmission possesses both depth and warmth? Humanism provides core guidance here: it emphasizes the indispensability of close, positive teacher-student interaction for student development. Therefore, educators must transcend mere knowledge delivery and proactively build a new type of teacher-student relationship characterized by "benevolence". The cornerstone of this relationship lies in cultivating students' emotional intelligence, encouraging them to freely express their views, and achieving an organic integration of emotional experience and cognitive learning. The key to constructing this "benevolent" relationship is enhancing the "emotional stickiness" of knowledge transmission [23]. This requires educators to deeply embed emotional elements within the teaching process. By establishing deeper emotional connections, educators can effectively ignite students' learning enthusiasm and intrinsic motivation, thereby making the acquisition of knowledge more profound, resonant, and enduring.

5.3.1 Relationship reconstruction

Collaborative Co-creation is the Foundation of the New Interaction Model. Realizing a benevolent relationship first demands a fundamental shift in the power structure of teacher-student interaction. Teachers must abandon the traditional "authority-trainee" dynamic and transition towards a "collaborative co-creation" relationship based on mutual respect, supportive synergy, and shared growth. Teachers should actively relinquish authoritarian postures, acknowledging and respecting students' agency and initiative. They must proactively encourage students to participate in the design and implementation of teaching activities, making the teaching process a genuine act of co-creation between teacher and student.

5.3.2 Process empowerment

Emotional Embedding is Key to Deepening Knowledge. A benevolent relationship and a collaborative co-creation model inherently require the teaching process to transcend mere information transfer. Teachers need to place the transmission of emotion and affect at the core, utilizing emotional intelligence to empower teaching interactions. Specifically, by sincerely expressing care

and understanding, attentively listening to and respecting students' perceptions and insights, teachers can tangibly enhance mutual trust and intimacy. This creates the optimal psychological environment for the deep internalization of knowledge and the flourishing growth of students.

5.3.3 Systemic support

Holistic Caring is the Guarantee for Interaction Elevation. Deep emotional interaction and effective knowledge transmission ultimately depend on a systemic focus on the student's holistic development. Teachers must construct a "holistic caring" support system that goes beyond academic performance, comprehensively addressing students' individual characteristics, academic progress, physical health, and mental well-being. This system is by no means an educational accessory. It shifts the focus of care from technological competence performance towards the accumulation of humanistic cultivation and the shaping of moral character.

6. Conclusion

The rapid advancement of generative artificial intelligence is not only profoundly reshaping the educational ecosystem but also severely challenging the core position and value recognition of teachers within educational activities, triggering a crisis of subjectivity concerning the very meaning of the teacher's existence. Therefore, systematically examining and addressing this crisis of teacher subjectivity precipitated by generative AI, grounded in humanistic educational philosophy, constitutes the "imperative of safeguarding" education's original mission of nurturing people, the "imperative of reconstruction" for redefining teacher value in the technological age, and the "imperative of transcendence" for promoting the healthy development of the educational ecosystem.

Teachers, as the core agents and value guides of educational activities, bear the sacred mission of enlightening wisdom, shaping character, and caring for life. They are the irreplaceable soul of the educational process. In this era of surging technological waves, the manifestation and preservation of teacher subjectivity are paramount to education retaining its humanistic warmth and creative vitality. Facing the impact brought by GenAI, educators should consciously shoulder the dual roles of guardian of humanistic values and master of technological rationality. They must deeply understand the essence of humanistic educational philosophy, systematically explore the roots of the crisis, clarify value positioning, and innovate practical pathways, organically integrating humanistic care and technological empowerment into the entire process of teaching and learning. Only in this way can the crisis of teacher subjectivity be genuinely resolved, unleashing teachers' irreplaceable capacities in the intelligent age for guiding life, connecting emotionally, and discerning values, thereby ensuring that technology always serves the lofty, authentic purpose of cultivating holistically developed individuals.

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