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PEDAGOGICAL MECHANISMS FOR IMPROVING STUDENT KNOWLEDGE WITH THE HELP OF ARTIFICIAL INTELLIGENCE

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ANNOTATION: The disruptive impacts of Artificial Intelligence (AI) are currently affecting various aspects of society, including education. Despite some doubts and fears, many studies suggest that AI could offer advantages to education, and AIbased applications have been developed for teaching and learning, and English as a Foreign Language (EFL) classrooms in particular.

INTRODUCTION: In recent years, the development of artificial intelligence technology has been encouraging. Corresponding activities such as academic conferences, scientific research, and technical competitions in the field of artificial intelligence have spread all over the world. The technology and applications have been rapidly updated and expanded. What is more, the continuous innovation of intelligent products has brought substantial convenience and innovation to people's study, work, and life. The research of robotics has promoted the development of many artificial intelligence ideas, and there are some technologies that can be used in artificial intelligence research to build world state models and describe the process of world state changes [1, 2].

In view of the status and influence of robotics in artificial intelligence, practical content such as robot programming and behavior development should be appropriately introduced in the teaching of artificial intelligence, which can bring more fun and satisfaction to the programming of professional students. At the same time, it can also better understand the ideas and technologies in artificial intelligence [3].

Literature Research Method. In the process of preliminary preparation and research, a large number of searches from Internet literature, library journals, books, and other materials collect research and artificial intelligence technology, artificial intelligence technology teaching applications, and artificial intelligence technology to promote teaching reform. And for other relevant Chinese and foreign literature, analyze and interpret these documents, grasp the current status of artificial intelligence technology, theory, and research, and make theoretical and technical learning reserves.

Case Analysis Method. This method specifically analyzes practical examples of artificial intelligence teaching applications, extracts which teaching elements have artificial intelligence and what impact, and analyzes how artificial intelligence technology is well integrated into the teaching process. It discusses how artificial intelligence technology exerts force in teaching, how to promote teaching reform, and provides case references for future artificial intelligence technology teaching applications.

Interview Method. At the beginning of the dissertation, through interviews with relevant experts and scholars, investigate the current situation of the use of artificial intelligence technology in teaching, students and teachers' attention, and recognition and use of educational artificial intelligence and understand what artificial intelligence will change in teaching. Effectively grasping the development direction of educational artificial intelligence through investigation will help to better promote the theoretical and practical improvement of the deep integration of artificial intelligence and education and teaching.

The term Artificial Intelligence (AI) was firstly coined by John McCarthy, considered by many as the father of AI, in 1955 when he and his colleagues wrote a proposal for the 1956 Dartmouth Summer Research Project on Artificial Intelligence. In the proposal, they introduced a

description of AI as machines that "… use language, form abstractions and concepts, solve kinds of problems now reserved for humans, and improve themselves" (McCarthy et al., 2006, p. 12). Since then, AI as a branch of computer science started to develop. In its course of history, the studies and developments of AI diverged, where the discussions and contributions came from researchers and engineers from different fields, not only computer science but also anthropology, biology, philosophy, psychology, and linguistics (Luckin et al., 2016). This is one of the reasons why it is difficult to find a single definition of AI as different authors proposed their own versions. In general, the works on AI are about making intelligent machines (Nilsson, 2011), and as described in many other suggested definitions (e.g., Kurzweil, 1990; Luckin et al., 2016; Rich, 1983; Stone et al., 2016), the intelligence here refers to human intelligence. In other words, AI technologies are the models of human thinking and action. In line with that proposition, in education, and in language teaching and learning in particular, AI would behave as a language teacher (Bailin, 1987; Matthews, 1993).

Studies in AI and language learning should focus on the roles of teachers. The development of AI technologies that help learners learn languages should be based on what teachers would do in language teaching and learning contexts. In language teaching and learning, AI is part of the evolution of the use of computer technology in the language classroom. These practices started around 1960s and gave birth to Computer Assisted Language Learning (CALL). About a decade later, the rising of AI applications further extended CALL studies into Intelligent CALL, or ICALL (Lu, 2018). The first recognised publication on ICALL was the article by Weischedel et al. (1978) who developed an AI German tutor. This might initialise the development of Intelligent Tutoring System (ITS) in the 1980s. Self (1998) provides a thorough description of the early versions of ITS during the 1980s and 1990s; emphasising on compassion and precision. The initial developments are about systems that 'care' for the learners; adapting to the needs of the learners, while the next decade brings more computationally precise forms in the design with more additional features such as learning environment and collaboration. At the turn of the new millennium, as computer technologies enhances, AI begins to show its significance in working with big data, and within the context of this paper, it deals with the data of learners' language (Godwin-Jones, 2017). Moreover, the developments in Natural Language Processing (NLP) techniques have brought new enhancements in language learning. NLP would make computers to communicate in a human language (Stone et al., 2016), or in a more detailed description, to analyse, comprehend, and produce human language in both spoken and written forms (Lu, 2018). With these technologies, AI-powered devices are now able to talk to and understand learners, provide feedback to their spoken language, and grade their writing.

Conclusions

Artificial intelligence is the product of development in the intelligent age. At present, various corporate departments are in the initial stage of research in this field and are scrambling to seize opportunities to promote new series of intelligent products to seize opportunities. As the main force of national scientific research, universities have an unshirkable responsibility for the study of artificial intelligence. Some universities offer artificial intelligence courses to lead the trend of the times. As a teacher, understanding and using artificial intelligence is a familiar skill. The theory of teachers' professional development at home and abroad is relatively mature. The advancement of educational technology will bring about changes in education. At present, the most popular artificial intelligence products have been put into use in the field of education, which has brought a certain impact on traditional education. This article uses questionnaires, interviews, and data collection to understand the use of artificial intelligence among teachers.

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