

The Role Dilemma and Practical Challenge of the Educational Subject in the Digital Age

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Abstract: As the extension and expansion of the "subjectivity" problem, the "educational subjectivity" tries to promote the application and development of the subjectivity thought in the field of modern education. The key problem of the educational subjectivity is how to divide the elements of educational subjectivity. This study on the subjectivity, subject, and other thoughts, on the basis of highlights the educators aims to guide the value, the theory of communication, emphasize the play of the subject consciousness and the subject ability, by constructing the benign interaction of subjectivity interaction, intellectual times close relationship between teachers and students, realize the two-way progress and common development. To explore the status and role of "number" and "wisdom" in the transformation of modern education, it not only highlights the role of digital technology in promoting education reform and innovation, but also examines the influence and restriction of digital technology on education transformation and the development of the main body. The focus is to analyze the realistic root of the subjectivity dilemma in the potential crisis of technology-enabling education, so as to promote the high-quality construction and development of modern education.

Keywords: Digital media; Education subject; Role dilemma; Modern education

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1. The Connotation Interpretation of the Era of Digital Wisdom

"Age of digital intelligence" as a new era, The overlapping concepts include "Cyber Society", "Information Society", "High-speed Society", "Digital Age", Domestic research related to this is mostly combined with emerging concepts such as "digital society" and "artificial intelligence", Its representative views are: Li Zhihui, According to Deng Bojun, Digital society form follows the agricultural society, industrial society and information society, With the extensive application and iterative development of digital information technology as the characteristics of The Times, Digital technology, as a core element, A more advanced social form integrating data mining, data storage, data analysis and data decision-making. Chen Gang and Xie Peihong described it as the general concept of the new social form of technology, believing that it is a social system formed on the basis of big data and artificial intelligence due to the promotion of digital technology. Wei Qingong sees this as a general era, emphasizes the digital technology (including the Internet, mobile phone and all other digital way to collect storage, analysis and sharing information tools) in society widely popular, penetration, influence and change peoples social life, behavior and values, and in the deep promote a development trend of social change. The "era of digital intelligence" is a new form of society driven by technology, and its potential influence has penetrated into the internal mechanism of social development, indicating the new trend of the integration

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of digital technology into social development

2. The Basic Content of Educational Subjectivity

As far as "educational subjectivity" is concerned, there is a kind of "encounter" of "here", and the integration of two or more "subjects", just as the traditional Chinese educational thought, there must be teachers for "three people", contains the simple principle of educational subjectivity. This study is based on the participants of the educational process—educators and educators, to interpret the basic connotation of educational subjectivity. On the one hand, in the educators subjectivity. Some scholars believe that subjectivity is teachers to realize professional development, their subjectivity on the basis of the basic attributes of people as the main body, more emphasis on their subjectivity as teachers in the education teaching activities^[1], some scholars think in the tool rational level of artificial intelligence for teachers or "people" produce oppression and cover of reality, emphasizes the teachers subjectivity is to change in the value level of judgment, namely emphasizes the subjectivity of "people", the spirit of the people-oriented kernel.^[2]On the other hand, regarding the subjectivity of the educated, some studies combine the special attributes of the autonomy of the students;^[3]some studies suggest that the autonomy of teachers cannot be ignored for the students.^[4]Besides, some studies suggest that teachers and students should be considered. The initiative of the body emphasizes the "subjectivity synergy" between the two with the educational "double subjectivity theory", or pays attention to the process and symbiotic relationship of the cooperation between teachers and students from the perspective of process philosophy. Another research points out that facing the institutionalized power behind teachers, the subjectivity status of students will be suppressed by the authority of teachers, leading to the alienation of the teacher-student relationship. Therefore, the reform of school education should give full play to the main role of students and appropriately limit the authority of traditional teachers.^[5]The above research discusses the subjectivity of educators, the subjectivity of the educated and the relationship between subjects, which not only clarifies the concept of subjectivity in the field of education, but also lays a theoretical foundation for us to study the subjectivity in the era of digital intelligence.

3. Analysis of the Current Situation of Educational Subjectivity Dilemma in the Era of Digital Intelligence

(1) Research on educational development opportunities

In terms of "opportunities for educational development", Domestic scholars start from the theoretical basis, It can be summarized as "five theories": first, the natural evolution and the human evolution of the education system jointly promote the change of the education industry, Second, the "technology catalysis theory" that technology promotes the change of education business by replacing, enhancing, improving, or reshaping, Third, digital education can enhance the resilience and integrate into the education system of the "education strain theory", Fourth, digital technology can be embedded as an important component in different but complementary value logic of the "technology fusion evolution theory", Fifth, the "intelligent education theory" based on student center, fitness development, demand-driven, open innovation, man-machine collaboration and data empowerment.^[6]At the same time, some scholars started from the basic characteristics, summarized the five characteristics of networking, virtualization, multi-media, intelligence and socialization.^[7]Some even put forward the new digital idea of "yuan universe+ education", believing that the education yuan universe has opened up a new mode of education development: open and flexible intelligent learning space, the realization of scene-driven open education simulation and training, promoting experiential learning and situational learning, and then constructing "digital citizen" education.^{[1][2]}

At the same time, the new development of educators also highlights the overall innovation of education. Some scholars put forward several intellectual era is the new opportunities of educators, teachers should master digital leadership "six force" is the future opportunity of teacher development, namely: digital leading insight, wisdom teaching organization, teaching integration learning, professional development, digital communication, digital education policy decision-making.^[8] At the same time, some scholars propose that teachers should become "learner center", thinking about whether technology matches students learning needs, aiming to use digital technology to assist students to learn and realize students development. Thus it can be seen that digitalization and intelligence are the future trend of education development. However, dialectically viewing the construction of education in the era of digital intelligence, digital technology will inevitably greatly impact the subjectivity of educators, and also make the subjectivity of the educated complex and changeable, and technological opportunities and challenges will inevitably coexist. Therefore, the transformation of education in the era of digital intelligence has profoundly affected the subjectivity of education.^[3]

(2) Research on educational subjectivity crisis

Driven by the digital technology, education is generated by real existence, which leads to the degradation of physical function of educators. At the same time, education shifts from positive efficiency to passive training, which leads to the alienation of the mental function of the educated, and then the "Moravik paradox" appears in the teaching field. In view of this problem, the impact of digital technology on education is mainly discussed from three aspects: educator, educator and teacher-student relationship.

From the perspective of educators, the emergence of digital teaching in the era of digital intelligence has not only changed the traditional teaching mode, but also impacted the subjectivity of educators, and then triggered the subjectivity crisis of educators. Domestic research on the subjectivity of educators takes the transformation of teacher identity to explore the dilemma of teachers in digital teaching. Some scholars with "moral authority" to express the contemporary teachers moral discourse, words and the decline of charisma, teachers should complete "from knowledge transfer to knowledge synergy, from course executor to course developers, from learning regulators to learning leader", to deal with the identity of the digital education loss. Some scholars also point out the "triple anxiety" of current teachers: substantive anxiety, value anxiety and ontological anxiety. More scholars point out that teachers are facing the "crisis of the subversion of the authority of knowledge", and the teaching mode with the transmission of knowledge as the mission can no longer meet the requirements of students learning, and is transforming into the identity of "learners". Based on the above research, how to reconstruct the subjectivity of educators by digital technology has become the primary problem to constructing the new education model in the era of digital intelligence.

From the perspective of the educated, the intervention of digital technology makes education full of variables, which accelerates the digital learning process of learning subjects, but also generates new learning risks. In terms of the subjectivity crisis of students, some scholars have comprehensively outlined the subjectivity crisis of the educated: first, the complexity of the network application causes the excessive monitoring of parents; second, the spread of the bad information which leads to the network behavior anomie; third, the overload of the network information takes up the extra time of the learning subject; and fourth, the hidden pressure of the learning subject. At the same time, focusing on educational equity, some scholars believe that the lack of integration of the underlying digital infrastructure, the lack of digital literacy preparation for 5G, the new technology may trigger the Matthew effect, and the lack of digital technology effectively integrated into the learning process cause the emergence of "educational gap", and thus the subjectivity crisis of the educated.^[9] In the process of modern education construction and development, the educators, as a complex and changeable group, not only include complex and diverse educational needs, but also easy to produce diversified, personalized and independent subject changes in the process of education, and are in the core position in the

educational reform in the era of digital intelligence.^{[4][5]}

From the perspective of the teacher-student relationship, the era of digital intelligence has reconstructed the subjective relationship between educators and the educated, which, to some extent, leads to the difficulty and alienation of the interaction between teachers and students, and even leads to the breakdown of the teacher-student relationship in the process of education. At present, the research on the relationship of educational subjectivity mainly focuses on the reconstruction of teacher-student interaction and content in digital space, the construction of teacher-student relationship in virtual interaction scene, the influence of teacher-student interaction in online teaching on students' academic performance or deep learning, the process and quality of teaching interaction in distance education, etc. The efficiency and validity of the interaction between teachers and students under the technology field are not high. While conforming to the convenience provided by intelligent technology, the educational subject is easy to be invaded by the reaction of intelligent technology, which breeds inert thinking, leads to the reduction of initiative and judgment, and the gradual reduction of the effective interaction between teachers and students. Due to the lack of human physiological and psychological mechanism of intelligent technology, it is easy to lead to the life experience of teachers and students, unable to realize the synchronization of the teaching rhythm of teachers and students, and the life tension cannot go in each other direction. In this regard, Li Zhengyi proposed the strategy of teacher-student relationship in the online teaching field, including "student-centered", improving information literacy and creating a good environment; Mu Su proposed the design and implementation of online teaching teacher-student interaction; Sun Tianlin from the perspective of technical mediation constructs the relationship between "man and technology" to realize the fusion and symbiosis of man and technology. However, the number of the era between teachers and students interaction evolution rational reflection, also research to redefine the intelligent era human teachers in the role of teachers and students interaction, establish the interaction between teachers and students in the center to rebuild the learning community between teachers and students, it needs to artificial intelligence as the evolution of the interaction between teachers and students, reflect on the plight of the interaction between teachers and students, seeking teachers and students interaction breakthrough and reconstruction.^{[6][7][8][9]}

To sum up, from the perspective of digital technology analytical education subjectivity, has become a hot direction of domestic philosophy, education, the research mainly around the education digital transformation, teaching identity transformation, the educated subjectivity crisis and the relationship between teachers and students, etc., to a certain extent demonstrated the practical significance of this study and feasible space. In addition, need to point out that this research based on existing research, not to "subjectivity education" simple reference and subjective interpretation, but to highlight the subjectivity value for the research purpose, using the dialectical materialism and historical materialism research method, from the educators, educators, education subject relationship between triple dimensions to crack the number wisdom age "subjectivity crisis" in the field of education, trying to realize multiple collaborative education management modernization.

4. The Realistic Challenge of Educational Subjects in the Digital Age

From the existing research results at home and abroad, the research of "the era of digital intelligence" emphasizes the profound influence of technology on peoples production mode, life mode and communication mode, which provides ideas and methods for this topic to explore and improve the contradiction of "person-technology". At the same time, the foreign research on educational subjectivity has formed a relatively powerful and rich data analysis and empirical research as the demonstration support, and the overall research method is the derivative and reference for the field of educational science. In terms of the current situation of domestic research, the theoretical discussion on the "era of digital intelligence" is coupled and overlapped with the

related concepts of "artificial intelligence" and "digital society", which lays a theoretical foundation for the regulation of "human-technology". As for the problem of "educational subjectivity", domestic research is more targeted and guiding, which points out the construction direction for how to promote the development of socialist education with Chinese characteristics and cultivate new people who dare to fulfill the responsibility of national rejuvenation. In a word, "the era of digital intelligence" is a new concept with great times, and may usher an academic research boom in the future. "Educational subjectivity", as the extension and expansion of the subjectivity thought in the education field, "educational subjectivity" has proved the feasibility and necessity of academic research in the existing research.

In the research logic level: this study with "education subjectivity" as the topic of argument and the main line, the marxist human thought as the main theoretical basis, with "intellectual age" for the time background and the limit, through the depth analysis of digital technology of educators, the subject subjectivity, and subject interaction impact and reconstruction, deep reflection of intellectual age education subjectivity reality dilemma, and to reshape the subjectivity of thought, give beneficial measures to promote education progress and the all-round development of people. In general, this research basically follows the research logic of "theoretical interpretation-reality analysis-crisis analysis-root cause analysis and reconstruction path".

From the perspective of research perspective: the era of digital intelligence is the spatial and temporal direction of the study of educational subjectivity, which frames the research scope for the analysis of educators and trainees, and also makes solving the problem of the subjectivity dilemma in the field of education more problem-oriented and the flavor of The Times. On the basis of confirmed the feasibility of existing research, this study will be under the age of people and technology as the breakthrough point, combined with the realistic problems of education reform and innovation, to educators, educated and subjectivity relationship as the three major objects, continue to expand the interpretation of the research horizon and theoretical space, strive to more comprehensive to explore the subjectivity problems under the background of the new era.

"Educational subjectivity" is a difficult field of deepening research, and the scientific division of this concept affects the breadth and depth of research. The difficult work mainly includes two aspects: one is "education subjectivity" and "subjectivity education" concept to identify and distinguish, with philosophical thinking highlights "educators" "educated" subjectivity difference, with subjectivity interaction education subjectivity, with a multidimensional dynamic perspective and subjectivity education to make a clear division. The second is the concept analysis of "educational subjectivity". Education is a systematic system of multiple participation, with educators and educators as the dominant subjects, and also covers multiple elements such as family, society and government. At the same time, the relationship between teachers and students, as the link and bridge between educators and the educated, should also be included in the discussion of educational subjectivity. Through the three dimensions of educator subjectivity, educator subject subjectivity and teacher-student relationship, we should strive to construct the reconstruction path of educator subjectivity in the era of digital intelligence.

5. Conclusion

This topic is based on the new look of the era of digital intelligence, With Marxist humanism theory and Chinese and Western subjectivity thought as the theoretical source, Using the thinking methods of dialectical materialism and historical materialism, Strive to analyze the subjectivity of education with the teacher-student relationship as the link, Exploring the realistic root causes of subjectivity dilemma and relationship alienation between subjects, Relying on the strengthening of the foundation, platform reconstruction, value reconstruction, value remodeling and other ways, To create the overall pattern of education governance modernization in the era of digital intelligence, In order to the strong entry of digital technology education, The

original practice of returning to education to promote the all-round development of people, Thus enabling the multi-dimensional progress of education and the all-round development of people.

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