The Practice of Chinese Philosophy in Artificial Intelligence Education

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Abstract: In the current era of rapid technological development, artificial intelligence education has become an important part of the national strategic development, and at the same time, how to combine traditional culture with modern technology education has also become an urgent problem to be solved. Firstly, we analyze the core concepts of Chinese philosophical thoughts of "Taoism and nature", "the middle way" and "unity of knowledge and action", and explore the influence of these thoughts on the cognitive process and behavioral patterns of individuals. We explore the impact of these ideas on individual cognitive processes and behavioral patterns. Next, we examine the current challenges in AI education, including the lack of technological ethics education, the deficiency of innovation ability cultivation, and the lack of humanistic care. Starting from three aspects, namely, curriculum design, teaching methodology and evaluation system, a model of AI education integrating Chinese philosophical ideas is proposed, emphasizing the integration of Chinese philosophical elements in the teaching of AI technology.

1 Introduction

In the vast field of exploring the intertwining of science and technology and philosophical thought, artificial intelligence education reveals its strategic position that cannot be ignored. As a cutting-edge technology leading the fourth scientific and technological revolution and industrial change, the development of AI not only reshapes the industrial structure and promotes scientific and technological innovation, but also profoundly affects the cognitive mode and thinking habits of human beings. Incorporating Chinese philosophical thinking into AI education is not only a modern inheritance of traditional wisdom, but also an important strategy to enhance cultural influence in

global technological competition. Chinese philosophy, with its deep historical heritage and unique value system, provides a rich dimension of thinking and ethical orientation for the field of AI. From the materialistic view of history to systems philosophy, from ontology to epistemology, these philosophical theories provide a multi-faceted vision for understanding the nature of AI, its laws of development and its social impact. Especially nowadays, when intelligent technology continues to penetrate into the field of education, the wisdom of Chinese philosophy to scrutinize and guide AI education has an irreplaceable role to play in cultivating talents with critical thinking and innovation ability.

The application of AI technology in the field of education has become increasingly widespread, involving teaching assistance, personalized learning, assessment and analysis and other aspects. However, technological progress has brought many challenges, such as data privacy protection, machine ethics and other issues, the solution of which urgently needs the guidance of philosophical thinking. The concepts of Chinese philosophy, such as the unity of heaven and man and the middle way, can provide unique insights for balancing technological development and humanistic care. In addition, the ideas of practical rationality and unity of knowledge and action emphasized in Chinese philosophy provide important methodological guidance for the combination of theory and practice in AI education [1].

In exploring the vast field where technology and education are intertwined, especially the rapid rise of AI education, it is not difficult to find that the unique perspective and deep heritage of Chinese philosophical thought have injected new vitality into this modern technological field. Therefore, this study aims to deeply analyze the application of Chinese philosophical thought in AI education and explore its significance in promoting the development of this field. The purpose of the study is not only to explain how Chinese philosophical thinking influences teaching concepts, curriculum content and teaching methods in the field of artificial intelligence, but also to reveal how this ancient wisdom is translated into practical strategies in modern technology education. In addition, the study will also focus on how such philosophical applications can help students develop critical thinking and become both technically skilled and ethically responsible.

2 Overview of Chinese Philosophical Thought

2.1 Core Concepts of Chinese Philosophy

Chinese philosophy is not a collection of isolated concepts, but a fluid idea whose core concepts are intertwined and together form a rich and complete system of thought.

The concept of the unity of heaven and man is an important part of Chinese philosophy, which emphasizes the harmonious coexistence of man and nature. This concept holds that the universe is an organic whole, and human beings are part of the universe and should conform to the laws of nature and maintain a balance with the environment. In AI education, this concept guides us to reflect on the relationship between technological development and the natural environment, prompting us to focus on ecological protection and sustainable development while pursuing technological progress.

The Middle Way, another essence of Chinese philosophy, advocates the search for balance and moderation in any matter or behavior. It advocates finding a middle state between opposites and avoiding going to extremes. In the education and application of artificial intelligence, the Middle Way reminds us to find a balance between innovation and tradition, science and technology and humanism, and freedom and order, in order to realize the harmonious development of society [2].

The idea of benevolence, deeply rooted in Confucian philosophy, emphasizes the goodwill relationship between people and social responsibility. Renai advocates a people-oriented value

orientation, emphasizing inner moral cultivation and outer social responsibility. In the field of artificial intelligence, the idea of Renai prompts us to pay attention to the impact of technology on human society, especially at the ethical and moral levels, to ensure that the development of technology is not only for the sake of efficiency and profit, but also to reflect the care for human well-being.

The Taoist philosophy of doing nothing proposes a non-interventionist approach to the management of nature. This approach emphasizes following the laws of nature and achieving social order and governance through non-intervention or minimal intervention. In the development of artificial intelligence, the idea of ruling by doing nothing reveals that we should respect the law of development of the technology itself, avoid excessive human intervention, and allow the technology to evolve naturally, while remaining vigilant to ensure that the development of the technology does not deviate from the right track.

These core concepts are not only cornerstones of Chinese philosophy, but also important principles that guide the development of modern society, especially in the field of artificial intelligence. They provide a unique perspective to help us maintain the depth of thought and the pursuit of values in the rapidly developing technological wave, and to ensure that technological progress can better serve the overall development of human society.

2.2 The Value of "Taoism and Nature" in Modern Education

In the Chinese philosophical system, "Tao" is the fundamental principle of growth, change and development of all things, while "Law" is the code of conduct or pattern of behavior that follows this principle. The term "nature" refers to the state of things as they really are, without artificial coercion or decoration. Therefore, "Dao Fa Nian" advocates conforming to the laws of nature and acting in accordance with the nature of things, without force or presumption.

Applying this idea to modern education means that the process of education should respect the inner nature and growth of students, rather than simply exerting external pressure or patterned teaching methods. In the traditional concept of education, teachers often play the role of knowledge transmitters, and students are passive receptacles of knowledge. However, the educational concept of "Taoism and Nature" believes that each student is a unique individual with different interests, potentials and learning rhythms. Education should be a kind of guidance, not coercion; it is a kind of inspiration, not duck [3].

In such an educational model, the role of teachers is transformed into that of guides and assistants who, by observing and understanding the characteristics and needs of each student, provide the appropriate environment and support so that students can explore and develop freely in their own areas of interest. This student-centered approach to education stimulates students' enthusiasm for learning and fosters their creativity and critical thinking skills.

The "Taoism of Nature" also emphasizes the harmonious nature of education. In nature, there is a natural balance and harmony among all things, and similarly, harmony between teachers and students and among students should be pursued in the process of education. This does not only mean harmony in interpersonal relationships, but also a balanced unity between instruction and learning, theory and practice, knowledge and emotion, and other aspects. Through this approach, education is no longer an isolated transfer of knowledge, but becomes a process of fostering the development of the whole personality of the student.

2.3 The "Middle Way" and Cognitive Balance

The "Middle Way" advocated in the Confucian classic "Zhongyong" emphasizes finding and

maintaining a balanced and harmonious state in all things, neither excessive nor insufficient. In the context of cognitive science, this balance can be understood as an optimization strategy in information processing and decision-making processes.

The cognitive balance advocated by the "Middle Way" is in fact an embodiment of metacognitive skills, i.e., an individual's monitoring and regulation of his/her own cognitive processes. In AI education, learners are encouraged to develop this skill in order to adapt more effectively to changing technological environments. For example, in the face of information overload, learners need to learn to sift through critical information rather than being overwhelmed by irrelevant details; when solving problems, they need to find a balance between algorithmic efficiency and accuracy.

Further, the application of the "middle way" in AI ethics education is particularly important. With the increasing advancement of AI technology, the question of how to formulate and follow ethical guidelines to control or guide machine behavior has become an urgent issue. In this regard, the "middle way" provides a framework for thinking: when developing and deploying AI systems, one should avoid going to the extremes, whether it is over-reliance on technology to the neglect of the importance of human judgment, or complete exclusion of the convenience and benefits brought by new technologies [4].

At the same time, from the perspective of the "middle way", we should pursue a balanced state in which technological advancement serves the overall well-being of the society in terms of AI learning and application. This means that while promoting innovation, we should also consider its impact on the social structure, job market, and cultural traditions. At the educational level, this requires us to train our students to be critical thinkers so that they can assess whether the application of AI technologies promotes equity, justice, and inclusiveness.

2.4 "Knowing and Doing" and Practice Orientation

The concept of "unity of knowledge and action" originated from Song Ming philosophy, which emphasizes the inseparability of knowledge and action, and advocates seeking knowledge in practice and deepening practice in knowledge. When we turn our attention to the modern education system, especially the rapidly developing field of artificial intelligence, we find that the concept of "unity of knowledge and action" is still alive and well. Artificial intelligence is not only a collection of theories and algorithms, but also an art of practice. In this field, the mastery of theoretical knowledge must be combined with practical operation in order to form a complete learning process.

In artificial intelligence education, students not only have to understand the principles of machine learning, but also have to write code, train patterns, and even participate in the design and implementation of actual projects. This transition from theory to practice perfectly embodies the educational concept of "knowledge and practice in unity". In this way, students can not only deeply understand the internal logic of AI, but also develop the ability to solve complex problems through practical activities.

Further, we can see that the application of "the unity of knowledge and action" in the field of artificial intelligence is not only limited to teaching methods. It also profoundly affects the research direction and application scenarios of AI. For example, in the research and development of self-driving cars, the exploration of theoretical knowledge and the simulation test of actual driving situations are closely connected. Engineers need to construct models in the laboratory and also test them on real roads to ensure the reliability and safety of the technology [5].

In addition, we can also look at the significance of "knowing and doing" in AI education from a more macro perspective. In the rapidly changing social environment, the development of AI technology needs to constantly adapt to new challenges and needs. This requires practitioners to

have not only a solid theoretical foundation, but also the ability to quickly transform knowledge into practical applications. The cultivation of this ability is exactly what is advocated by the concept of "unity of knowledge and practice".

3 Analysis of the Current Situation of Artificial Intelligence Education

3.1 The Development of Artificial Intelligence Education in the Global Perspective

Countries around the world have incorporated artificial intelligence into their national strategies to promote innovation and progress in the field of education. In this process, different countries have formed their own unique development paths and teaching models according to their economic, technological, cultural and other national conditions.

Take the United States as an example, as a global leader in science and technology innovation, it is also at the forefront of artificial intelligence education. Many famous universities have set up AI majors and courses to cultivate students' comprehensive literacy and innovation ability through interdisciplinary integration. Silicon Valley and other high-tech industrial parks work closely with colleges and universities to provide students with a platform for practical operation and scientific research and innovation, while attracting global talents to come to exchange and study.

Europe, on the other hand, focuses on the jointness and diversity of AI education. The EU promotes educational cooperation among member states, jointly develops curriculum standards, and encourages cross-border academic exchanges. In addition, Europe emphasizes education on ethics and social responsibility, aiming to cultivate composite talents with both technical skills and a deep understanding of the social impact of AI.

Asian countries, such as China, have also shown rapid development in AI education. The government has formulated relevant policies to support AI education, and a large amount of money has been invested in infrastructure construction and talent training. China's education model tends to strengthen basic education, focusing on the inculcation of basic knowledge such as mathematics and programming, and strengthening cooperation with enterprises at the higher education level to promote the integration of industry, academia and research [6].

Under the background of the rapid development of artificial intelligence, the education systems of various countries have gradually realized the limitations of the traditional education model and begun to explore teaching concepts that keep pace with the times. The emergence of new educational means such as online platforms, virtual laboratories, MOOCs (Massive Open Online Courses) and other new educational means has greatly broadened the access to educational resources, lowered the threshold of learning, and enabled the popularization of AI education to a wider range of people.

However, the development of AI education in a global perspective is not without challenges. Problems such as weak teachers, uneven distribution of educational resources, and the lack of uniform teaching standards and evaluation systems still exist, which need to be solved by the joint efforts of all countries and through international cooperation and exchanges step by step.

3.2 Challenges Facing Artificial Intelligence Education

The ability of the education system to quickly adapt and integrate new technologies has become a major test for measuring its effectiveness. In the face of artificial intelligence, a field leading the wave of science and technology, the challenges that the education system needs to address urgently are mainly manifested in the following aspects:

First, the problem of uneven distribution of educational resources. Despite the fact that AI technology can break through time and space constraints and provide personalized and flexible

learning methods, the disparity in hardware facilities and teacher strength between regions and schools still restricts the popularity and depth of AI education. Especially in some underdeveloped regions, due to the lack of necessary equipment investment and professional teacher training, it is difficult for students to come into contact with advanced AI knowledge and skills, thus exacerbating the phenomenon of educational inequality.

Second, the reform of the curriculum system and teaching methods is lagging behind. The traditional education model emphasizes the inculcation of theoretical knowledge, while in the field of artificial intelligence, practical operation, innovative thinking and the comprehensive use of interdisciplinary knowledge are the core. At present, many educational institutions are still using outdated syllabi and evaluation standards, and lack curriculum and teaching methods that are compatible with the era of artificial intelligence, which undoubtedly hinders the comprehensive development of students' abilities [2].

Third, the neglect of teachers' professional development. Teachers are an important role in imparting knowledge and enlightening thinking, however, in the context of the rapid development of artificial intelligence, teachers' own professional skills and knowledge structure need to be constantly updated. In reality, teachers' professional development is often not given enough attention and support, which makes it difficult for them to keep up with the pace of the times and unable to effectively guide students to learn and explore the latest achievements of AI.

Fourth, the neglect of students' individual differences. AI education should respect the unique needs and developmental rhythms of each student; however, current educational practices make it difficult to achieve truly personalized teaching. Differences in students' interests, strengths and learning styles are often ignored in a unified teaching model, which not only weakens students' motivation to learn, but also affects the enhancement of educational effectiveness.

Fifth, the consideration of ethical and legal issues. As the application of artificial intelligence in education becomes more and more widespread, issues involving data privacy, machine autonomy and algorithmic bias are gradually emerging. How to ensure the rational use of AI technology and avoid possible discrimination and inequality while safeguarding the security of students' personal information is an issue that needs to be taken seriously by the education sector [5].

3.3 The Impact of the Lack of Chinese Philosophical Thought on Education

The lack of Chinese philosophical thought is quietly affecting the construction and practice of the education system. This absence is not accidental, but has far-reaching historical and cultural roots, which to a certain extent weakens the depth and connotation of AI education, and at the same time restricts students' in-depth understanding of AI ethics and social responsibility. Chinese philosophical thought, rich in moral ethics, harmonious symbiosis, and the unity of heaven and man, provides a unique value orientation for the development of AI technology. However, these elements are often ignored in current AI education. In their place, the cultivation of technical skills and the pursuit of efficiency are overemphasized, resulting in educational content that is biased toward instrumental rationality and lacking in the cultivation of humanism and social responsibility.

For example, the principles of "benevolence" and "mediocrity" in Confucianism, if integrated into AI education, will help cultivate students' sense of moral responsibility and prudence. When confronted with issues such as the moral dilemma of self-driving cars, students will be able to consider the issue in a more comprehensive manner, rather than only from the perspective of technological realization. In addition, the Taoist view of nature and the attitude of living in accordance with nature can stimulate students to think about the relationship between AI and environmental sustainability, and lead them to explore how to make AI better serve the harmonious coexistence of human society and the natural environment.

The neglect of Chinese philosophical thought in the current education system not only weakens students' critical thinking and innovation ability, but also makes them incapable of facing the ethical and social challenges brought about by the rapid development of AI technology. Therefore, integrating Chinese philosophical thinking into AI education can not only enrich the content of education, but also enhance students' understanding of the deeper values and potential impacts behind the development of technology, so as to cultivate AI-era talents with a more global outlook and local sentiments.

4 Model Construction of the Integration of Chinese Philosophical Thought and Artificial Intelligence Education

4.1 Theoretical basis and design principles of the integration model

Chinese philosophical thought, with its unique perspective and profound connotation, provides rich theoretical resources for AI education. Integrate these philosophical thoughts into AI education to construct an integration model with Chinese characteristics.

One of the cores of Chinese philosophical thought is "the unity of heaven and mankind", which emphasizes the harmonious coexistence of man and nature. In AI education, this idea can be interpreted as a harmonious interaction between learners and technology, advocating that with the assistance of intelligent technology, individuals can understand the laws of nature and social phenomena more deeply. Based on this, the design principles of the integration model should focus on the auxiliary, rather than alternative, nature of AI as a tool to ensure that the learner's subjective position is not weakened.

The "middle way" in Confucianism also provides a design principle for the integration model. In AI education, this means pursuing balance and moderation in the application of technology and avoiding over-reliance on or exclusion of technology. While promoting learning efficiency, the integration model should also pay attention to the humanistic care of the learning process and the moral and emotional development of the learners [3].

The Taoist idea of "ruling by doing nothing" emphasizes following the laws of nature without unnecessary intervention. In the integration model of AI education, this can be interpreted as allowing learners to explore independently in the technological environment, while educators play more of a guiding role to create a free and orderly learning environment.

In addition, the strategic idea of "know your enemy and know yourself" of the military school can be translated into strategies for personalized teaching. The integration model should utilize the data analysis capability of AI to gain an in-depth understanding of learners' needs and characteristics, so as to achieve accurate and effective matching of teaching content and methods.

In conclusion, Chinese philosophical thought provides a rich theoretical basis for the AI education fusion model. Guided by design principles, the model aims to achieve a harmonious symbiosis between technology and people, balance efficiency and humanistic care, promote learner autonomy, as well as enable personalized teaching strategies. Together, these principles constitute a new model of AI education that is both consistent with Chinese cultural traditions and adapted to the development of modern technology.

4.2 Philosophical Integration in Curriculum Design and Teaching Content

Infiltrating Chinese philosophical thinking into the classroom of AI education is not only an innovative attempt, but also an in-depth practice of integrating traditional and modern knowledge systems.

The curriculum should be designed from a macro perspective, integrating philosophical essences

such as Taoism's harmony of nature, Confucianism's middle way, and Mohism's love and mutual benefit into the basic concepts, ethical norms, and application practices of AI. For example, when teaching machine learning algorithms, the Taoist idea of "letting nature take its course" is introduced to emphasize the importance of following the natural laws of data in the learning process; when discussing the ethics of AI, Confucianism's "benevolence and love" is taken as the core to discuss humanistic care and social responsibility in the application of technology. In discussing the ethics of AI, the Confucian concept of "benevolence and love" is used as the core to discuss humanistic concern and social responsibility in the application of technology.

The integration of specific philosophies into the teaching content is more focused on the implementation at the micro level. Through the case study method, the philosophical thinking of ancient Chinese wise men who dealt with complex problems is applied to solve difficult problems in the field of artificial intelligence. For example, the strategy ideas in Sun Tzu's Art of War are used to guide the algorithm optimization process, or the concept of changeability in Zhouyi is borrowed to understand and cope with the uncertainty and variability in the era of big data [6].

Further, special lectures can be set up in the course to invite philosophers and technologists to discuss the deep connection between Chinese philosophy and AI. This can not only enrich students' knowledge horizons, but also stimulate their new understanding of the combination of traditional culture and modern technology. In terms of teaching methodology, a combination of heuristic and inquiry approach is adopted to encourage students to reflect on and explore the Chinese philosophical wisdom embedded in AI technology while learning it. Through group discussion, role-playing, situational simulation and other forms, students can experience the practical significance of philosophical thought in practice.

In summary, the integration of Chinese philosophical thought is not a simple superimposition of knowledge, but a process of deep integration and innovation. In this process, the teacher's role changes to that of a guide and facilitator, while students become active explorers and practitioners of knowledge. Through this teaching mode, we not only cultivate AI talents with solid technical skills, but also cultivate their deep cultural literacy and philosophical thinking ability.

4.3 Innovation and Practical Application of Teaching Methods

In the process of exploring the integration of Chinese philosophical thinking and AI education, it is important to focus on the innovation of teaching methods and their in-depth application in educational practice.

The key to innovative teaching methods is to draw on the core spirit of Chinese philosophy, such as Confucianism's idea of benevolence, Taoism's view of natural harmony, and Mohist's principle of love and non-attack, and integrate them into the design of AI courses. For example, by simulating the teacher-student dialogue scene in the Confucian classic The Analects of Confucius, students are guided to think about the ethical issues of AI, so as to cultivate their moral judgment and sense of responsibility. Meanwhile, the Taoist principle of conformity to nature is used as a guide to inspire students to pursue the harmonious symbiosis between technology and environment in programming and algorithm design.

Translate these philosophical ideas into specific teaching modes, such as case teaching and project-oriented learning. In case teaching, teachers can select historical allusions or modern examples and let students discuss the connection between the philosophical wisdom therein and AI technology, promoting the cultivation of critical thinking. Project-oriented learning, on the other hand, encourages students to design and develop intelligent systems by applying what they have learned around social realities, so as to realize the unity of knowledge and action.

With the help of modern information technology means, such as online learning platforms and

virtual reality technology, immersive learning environments are created to enable students to deepen their understanding of AI knowledge while experiencing traditional Chinese culture. For example, by using virtual reality technology to recreate the ancient academy lecture scene, students immerse themselves in the academic atmosphere of ancient scholars and stimulate their interest in learning [4].

In terms of practical application, the teaching method that combines Chinese philosophical thinking has been verified in several educational scenarios. The teaching strategy centered on "etiquette", which emphasizes respecting user privacy and social norms in the process of AI development, has achieved remarkable results in information security education. Another example is to draw on the principle of the interplay of odd and positive in the Art of War strategy, and instruct students to flexibly apply the strategy in algorithmic competitions, which effectively improves their problem-solving ability and innovative thinking.

In summary, the innovation of teaching methods of Chinese philosophical thinking not only enriches the connotation of AI education, but also provides a powerful educational model for cultivating innovative talents with international vision and local sentiment. Through the continuous exploration and optimization of these teaching practices, we have reason to believe that the effective integration of Chinese philosophical thought and AI education will open up a new path for future educational reform and development.

4.4 Establishment of Evaluation System and Moral Consideration

A scientific evaluation system not only measures the learning effect, but also reflects the value orientation and cultural connotation of the teaching process.

As the ancient saying goes, "Cultivate one's moral character, align one's family, rule the country, and pacify the world", the primary task of education is to cultivate people with both virtue and talent. Therefore, the evaluation system must go beyond the single assessment of knowledge and skills and extend to the students' moral cultivation and cultural literacy. For example, when teaching the ethics of artificial intelligence, the Confucian idea of "benevolence" is introduced to emphasize the reasonable use of machines and respect for human beings; when discussing the protection of data privacy, the Taoist concept of "doing nothing to rule" is used to advocate conforming to the laws of nature without infringing on the privacy of others. When discussing the protection of data privacy, the concept of Taoism's "Wu Wei Zhi Ruling" is used to advocate compliance with the laws of nature and non-infringement of others' privacy.

In addition, evaluation methods should also reflect the essence of Chinese philosophy. Take Confucius' view of education as an example, he emphasized the importance of teaching students according to their aptitude, which reveals that the evaluation system should be personalized and flexible. In AI education, this means that assessment methods should not be one-size-fits-all, but should be personalized to take into account students' learning progress, interests, and thinking characteristics [5].

Further, looking at the broader ethical dimension, the assessment system should take into account the impact of AI on society. The idea of Legalism can provide a reference here, which advocates the rule of law rather than the rule of man and emphasizes the importance of rules. Accordingly, corresponding standards and norms can be set up in the evaluation system to ensure that the application of AI does not violate social ethics and legal provisions.

To summarize, the construction of an evaluation system for the integration of Chinese philosophical thought and AI education requires careful consideration of individual student differences, cultural value inheritance and social and ethical responsibility. Through a well-designed evaluation system, it can not only promote students' academic growth in the field of artificial

intelligence, but also guide them to form correct values and social responsibility, thus laying a solid foundation for cultivating intelligent science and technology leaders in the future society.

5 Conclusion and Prospect

This study aims to explore the application of Chinese philosophical thought in AI education and has been analyzed in depth with the help of relevant literature. This study concludes that it is feasible and necessary to apply Chinese philosophical thought to AI education. By drawing on the theory of variable translation and the multi-dimensional scrutiny method, AI technology can be better understood and applied, thus promoting the development of AI education. At the same time, this will also help enhance competitiveness in the international AI field and lay a solid foundation for future technological innovation and social development.

Looking ahead, with the continuous progress of AI technology and the expansion of application fields, the application of Chinese philosophical thought in AI education will become more extensive and in-depth. From macroscopic educational concepts to microscopic teaching contents and methods, the wisdom resources provided by Chinese philosophy will help build a more comprehensive and sustainable AI education system. At the same time, it will also contribute Chinese wisdom to the global field of AI education, promote cultural exchange and integration, and jointly advance the harmonious development of human society.

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