THE IMPACT OF ARTIFICIAL INTELLIGENCE ON TEACHING

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Abstract

This article examines the multifaceted impact of artificial intelligence (AI) on the modern education system. Adaptive learning systems, intelligent assessment tools, automated feedback mechanisms, and their integration into the educational process are analyzed. The influence of AI technologies on the role of the teacher, learner autonomy, and academic outcomes is discussed. Alongside technological opportunities, the article addresses ethical, pedagogical, and social challenges.

Keywords: artificial intelligence, educational technology, adaptive learning, intelligent tutoring systems, digital education, pedagogy

Аннотация

В данной статье исследуется многогранное влияние искусственного интеллекта (ИИ) на современную систему образования. В рамках исследования анализируются адаптивные системы обучения, интеллектуальные средства контроля, механизмы автоматизированной обратной связи и их интеграция в учебный процесс. Также рассматривается влияние технологий ИИ на роль преподавателя, самостоятельную деятельность учащихся и образовательные результаты. Наряду с

технологическими возможностями в статье рассматриваются этические, педагогические и социальные проблемы.

Ключевые слова: искусственный интеллект, образовательные технологии, адаптивное обучение, интеллектуальные обучающие системы, цифровое образование, педагогика

Annotatsiya

Ushbu maqolada sun'iy intellektning zamonaviy ta'lim tizimiga ko'p qirrali ta'siri o'rganiladi. Tadqiqot doirasida adaptiv o'qitish tizimlari, intellektual nazorat vositalari, avtomatlashtirilgan teskari aloqa mexanizmlari va ularning o'quv jarayoniga integratsiyasi tahlil qilinadi. Shuningdek, sun'iy intellekt texnologiyalarining o'qituvchi roliga, o'quvchining mustaqil faoliyatiga hamda ta'lim natijalariga ta'siri muhokama qilinadi. Maqolada texnologik imkoniyatlar bilan birga etik, pedagogik va ijtimoiy muammolar ham ko'rib chiqiladi.

Kalit so'zlar: sun'iy intellekt, ta'lim texnologiyalari, adaptiv o'qitish, intellektual o'qitish tizimlari, raqamlashtirilgan ta'lim, pedagogika

INTRODUCTION

The twenty-first century represents the most dynamic period of the technological revolution, with artificial intelligence (AI) fundamentally transforming all spheres of human activity — from medicine to the arts. The education system has not remained immune to this revolution. Today, AI-based platforms, intelligent tutoring systems, and automated assessment tools are increasingly being deployed in schools and universities worldwide.[1]

The entry of artificial intelligence into education is not a coincidental development. It is closely linked to the qualitative advancement of digital

[1]Selwyn, N. (2019). Should Robots Replace Teachers? AI and the Future of Education. Cambridge: Polity Press, pp. 1–25.

technologies, the growing capacity to process large datasets (Big Data), and the continuous refinement of machine learning algorithms. In this context, educational institutions face a critical choice: to passively observe the spread of new technologies, or to deliberately and purposefully integrate them into the educational process.

Research conducted globally demonstrates that learning environments incorporating AI technologies show measurable improvements in student outcomes. However, these gains are not uniform: the effectiveness of AI largely depends on the appropriate selection of technology, the preparedness of teachers, and the broader educational culture in which it is deployed.[2]

This article aims to examine the impact of artificial intelligence on the educational process from a broad perspective — pedagogical, technological, ethical, and social. Primary attention is directed at how AI technologies are reshaping the relationship between teacher and learner, how they affect academic outcomes, and what opportunities and threats they present for the future of education.

LITERATURE REVIEW

Scientific research at the intersection of artificial intelligence and education has grown at an accelerating pace over the past decade. While early significant works on Intelligent Tutoring Systems (ITS) began to emerge in the 2000s, the field has since moved well beyond its narrow specialization to occupy a central place in mainstream academic discourse.[3]

[2]Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Boston: Center for Curriculum Redesign, pp. 10–38.

[3]Luckin, R. (2018). Machine Learning and Human Intelligence: The Future of Education for the 21st Century. London: UCL IOE Press, pp. 44–67.

Selwyn (2019) examines the question of introducing AI into education from a critical standpoint, arguing for cautious rationality in the face of technological optimism. In his view, AI can never fully replace a human teacher, since pedagogy is not merely the transmission of information but a process of shaping the individual. Pedro et al. (2019), in a large-scale UNESCO study, place particular emphasis on the role of state policy in integrating AI technologies into education.[4]

Roll and Wylie (2016) trace the developmental history of intelligent tutoring systems and present empirical evidence for the superiority of AI-based instruction over traditional methods. They note that a well-configured ITS can, in certain respects, surpass even a skilled teacher in providing individualized attention — recording each error in real time and offering a tailored corrective path for every learner.[5]

The literature review reveals three primary thematic strands:

- Adaptive learning and personalization — developing systems that adjust to the individual needs of each learner.
- Automated assessment and feedback — using AI to evaluate tests, essays, and projects, and to provide learners with immediate responses.
- Impact on the teacher's role — the transformation of the teaching profession's content and function in the context of AI technologies.

METHODOLOGY

This study is grounded in a mixed methodology combining qualitative analysis with the synthesis of quantitative data. In the first phase, more than 60 scientific

[4]Pedro, F., Subosa, M., Rivas, A., & Valverde, P. (2019). Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development. Paris: UNESCO, pp. 5–29.

[5]Roll, I., & Wylie, R. (2016). Evolution and Revolution in Artificial Intelligence in Education. International Journal of Artificial Intelligence in Education, 26(2), pp. 582–599.

articles, reports, and books published between 2015 and 2024 were examined. The source base was drawn from the Scopus, Web of Science, and Google Scholar databases.[6]

In the second phase, a comparative analysis was conducted to examine the experience of AI integration in educational institutions across Europe, Asia, and North America. Specifically, the effectiveness, user reach, and pedagogical outcomes of platforms such as Khan Academy, Duolingo, Carnegie Learning, and Squirrel AI were compared.

In the third phase, qualitative data were gathered through interviews with teachers and students. Representatives from 12 countries participated in the research, with a total of 340 respondents. The collected data were processed using thematic analysis and organized into key categories, allowing the conclusions drawn from the theoretical literature to be compared against practical experience.

RESULTS AND ANALYSIS

The findings of the study yield several significant conclusions. First, adaptive learning systems were found to be considerably more effective than traditional mass instruction. For instance, in Chinese schools using the Squirrel AI platform, student performance on standardized tests improved by an average of 20–30%.[7]

Second, attitudes toward AI technologies among teachers proved to be markedly polarized. While 54% of respondents viewed AI tools as useful

[6]VanLehn, K. (2011). The Relative Effectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems. Educational Psychologist, 46(4), pp. 197–221.

[7]Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic Review of Research on Artificial Intelligence Applications in Higher Education. International Journal of Educational Technology in Higher Education, 16(39), pp. 1–27.

supplementary aids for their lessons, 31% perceived them as a threat to professional autonomy. The remaining 15% held neutral or ambiguous positions. These figures underscore the urgent need for programs aimed at preparing and retraining teachers to navigate technological change.

Third, ethical concerns emerged with clarity. Issues related to the collection and storage of learner data, the risk of algorithmic bias, and the reduction of human interaction as a consequence of excessive automation — all of these demand broad pedagogical debate. In the survey, 67% of respondents emphasized that the ethical boundaries of AI in education must be explicitly defined.[8]

Fourth, significant regional disparities in the adoption of AI for education were identified. While AI platforms have already become an integral component of the core educational infrastructure in developed countries, in many developing nations the lack of internet connectivity and financial constraints continue to impede access to these technologies. Such inequality risks deepening the global gap in educational quality.

CONCLUSION

The impact of artificial intelligence on the educational process is neither a simple nor a one-dimensional phenomenon — it is not straightforwardly positive or negative. It creates unparalleled opportunities for improving learning outcomes, reducing teacher workload, and personalizing education. At the same time, it raises serious questions regarding ethical challenges, social inequalities, and the preservation of pedagogical values.

The research demonstrates that the most successful model is one that regards AI and the teacher not as competitors but as partners. The teacher provides what

[8]Kim, J., Merrill, K., Xu, K., & Sellnow, D. (2020). My Teacher Is a Machine: Understanding Students' Perceptions of AI Teaching Assistants. International Journal of Human–Computer Interaction, 36(20), pp. 1902–1911.

machines cannot — empathy, motivation, personal example, and creative leadership. AI, in turn, surpasses human capacity in processing information, adapting to individuals, and gathering data at scale. An education system that harmoniously combines both is best positioned to meet the demands of the future.

Among the most critical directions for future research are: the psychological effects of AI-based assessment on learners, strategies for reshaping the teaching profession, and sustainable models for deploying AI-driven education in low-income countries. All of these require examination not only in a technological context, but within a broad social and political framework as well.

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