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TECHNOLOGICAL INNOVATIONS IN EDUCATION

Andijan state institution of foreign languages

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Abstract: The aim of this study is to investigate the attitudes of students at Westminster International University in Tashkent (WIUT) towards the use of Artificial Intelligence for different academic purposes. The research helps to analyze students' perceptions on AI in different areas, such as assistance for learning and self-improving, career development, helper in the assessment tasks and others, as the usage of AI becoming popular day by day in academia. Online questionnaire method, which is created on Google platform, was used to collect data on students' perspectives and involvements with AI. The respondents were asked to fulfill the questionnaire, which contains various kinds of question types, such as multiple choice, open-ended, Likert-scale. The findings demonstrates that all students in the Certificate of International Foundation Studies (CIFS) have experienced AI for different aims from getting feedback for their written work, to cheating through using AI generated tools to paraphrase or complete the work for themselves. Results showed that a huge number of students using AI to finish their academic tasks to get a good mark, while some of them considered it as plagiarism and not reliable. Overall, CIFS students have knowledge to implement Artificial Intelligence in Academia.

Keywords: Bing, ChatGPT, feedback, Artificial Intelligence, Neuroset.

Introduction: In the current global environment, neuro networks system revolutionizing every aspect of our lives and changing the world we know ever before. Many job places such as accounting, programming, serving in the hotel and duties are being owned by Artificial Intelligence, which is the results of many algorithms that uses almost all data on the Internet, and prepares results for your search in a matter of

seconds. It can work and survive in different environments, such as on space, or planets where there is no Oxygen, can hold heavy things that human cannot and do multitasking work better compared to human. What is more, developed countries even planned to use them in the military tasks, in order not to lose their troops in risky missions. In the last few decades, the Artificial Intelligence becoming popular in the academic sphere, also. Despite it gives many opportunities for learners through giving feedback, summarizing, and exploring data, many users who are irresponsible for their tasks consider using them to finish the whole work for themselves, not doing any individual work. Although a lot of AI detector systems in use in academic environment, the users of AI try to be one step ahead from these plagiarism checkers. That is the reason why the knowledge of using Ai is becoming more crucial factor than ever before.[1] The study tries to explain and give further opinion about WIUT students attitudes towards AI for different academic purposes in the academic sphere. This study covers the opinions of 30 foundation-year students that are studying CIFS course at WIUT about their usage of AI for academic purposes. This section is followed by the literature review, methods, results, discussion, conclusion, and recommendations of this paper. The utilization of AI technology in education has been on the rise due to its flourishing. Its potential in this field is considerable, as it could facilitate meaningful interactions, offer personalized learning, and operate in a dynamic manner during online, mobile, or blended learning experiences. Academics have put forth the more provocative notion of substituting certain teaching positions with AI-powered machines in response to the teacher shortage in the United States Edwards & Cheok (2018).

Literature Review

The following literature review explores the usage of Artificial Intelligence for academic purposes, both, benefits, and negative sides. Different types of research articles were used to determine the data and analyze it.

[1] D. Y. Dr. Yashpal, "Artificial Intelligence in Higher Education", ResearchGate.net, [onlayn maqola] https://www.researchgate.net/publication/Artificial_Intelligence_AI_in_Higher_Education, 2024-yil, 13-bet.

Benefits of using AI in education and academia:

Frank et al. (2024) argue that there are numerous benefits of integrating Artificial Intelligence into education, and these advantages have a positive impact on students' educational experiences. Some of the primary advantages of AI in education are highlighted as self-studying, AI enabled learning environments are able to analyze huge amounts of data to figure out the learning preferences, styles, and comprehension gaps of individual students.[2] With the help of this data, AI can offer each student customized resources, content, and evaluations. With personalized learning, students are able to concentrate on their areas of weaknesses, move at their own speed, and as soon as they are ready, study more complex ideas. Overall learning outcomes, motivation, and engagement of students are enhanced by this customized approach. They also state that instantaneous and constructive feedback: AI makes it possible for teachers to provide learners constructive feedback in the quickest way possible. Assignments, tests, and quizzes can be swiftly graded using automated grading system driven by AI algorithms, giving students instant feedback on their performance. Students can recognize areas for growth, assess their strengths and limitations, and make the required corrections in real time thanks to this rapid feedback. Through timely remediation of knowledge gaps, students can enhance their learning and advance more efficiently. According to Dr Yashpal (2023) academicians spend a lot of time and effort on grading the examination, accessing homework, and making available valuable suggestions and guidance to their students. In accordance with this automated grading system may be applied with the help of Artificial Intelligence (AI), academicians have no need to spend a long time in evaluation and assessment which may be saved and utilized for some other important tasks.[3]

Negative sides of AI in academia

[2] J. Kengam, "Artificial Intelligence in Education", [onlayn maqola] https://doi.org/10.13140/RG.2.2.16375.65445, 2020-yil, 22-bet.
[3] B. I. Edwards va A. D. Cheok, "Why Not Robot Teachers: Artificial Intelligence for Addressing Teacher Shortage", *Applied Artificial Intelligence*, Jild 32, №4, 2018-yil, 349-bet.

Akgun. S and Greenhow Ch (2024) states that although AI applicants for education offer certain advantages, they also present ethical and societal concerns, as renowned scientist Stephen Hawking noted it is critical for the future of humanity to evaluate this. Consequently, it is imperative that measures be taken to rectify the situation.[4] They also add that to ensure that an inclusive and diverse citizenry can participate in the development of the future of AI, we must provide teachers and students with opportunities to learn about AI through professional development and AI and ethics. According to Kengam J (2020) both students and teachers run the risk of becoming overly dependent on technology that is driven by artificial intelligence. It is possible that this will hinder the learning process for kids, particularly the development of critical thinking skills. This difficulty is also faced by those who work in education. The production of lesson plans can be sped up with the help of AI, but speed does not necessarily mean quality. It's possible that educators will be persuaded to accept the initial content that was generated by AI rather than devoting time to analyzing and improving it so that it has the greatest possible instructional value.[5]

Methods

This study was designed to investigate the attitudes of WIUT students towards utilization of Artificial Intelligence in academic settings. The primary research tool was structured in questionnaire method via Google Forms. The research was conducted among Certificate Foundation students. The questionnaire was shared through Telegram groups and channels, meanwhile participating in this questionnaire was voluntary and nobody was forced to do it during the process of collecting data. The questionnaire included only general questions and all the answers were anonymous for the sense of security of the answerers. The questionnaire was organized to know students' perceptions and suggestions towards AI in their academic tasks. The survey included different types of questions open-ended, multiple choice and selection, Likert-

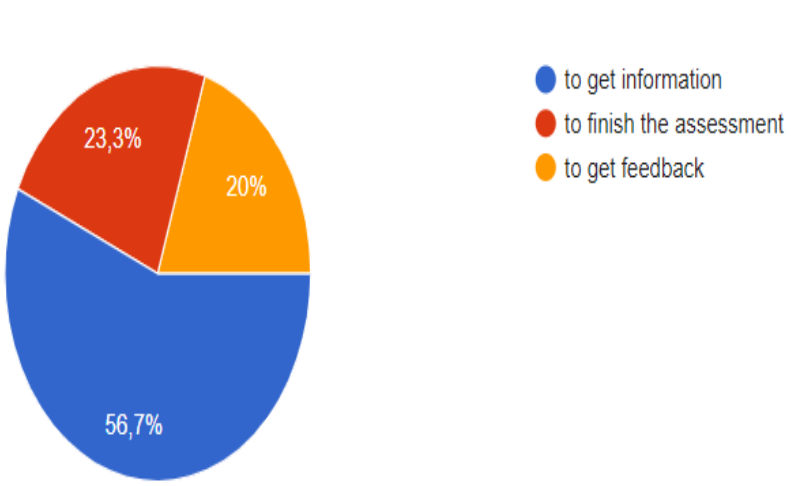
[4] S. Akgun va Ch. Greenhow, "Artificial Intelligence in Education: Addressing Ethical Challenges in K-12 Settings", [onlayn maqola] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8455229/, 2021-yil, 27-bet.
[5] A. Frank, S. Kumar va R. Lee, "The Impact of Artificial Intelligence on Students' Learning Experience", Social Science Research Network, [onlayn maqola] https://doi.org/10.2139/ssrn.4716747, 2024-yil, 18-bet.

Scale, and others. It was designed on frequency of AI tool usage, whether they suggest using it or not, their marks from the modules they implemented AI. The survey remained open for five weeks, reminders were sent during the period. The Google Forms gave us quality to collect the data, at the result, process was conducted with relative ease. The data collected automatically as the respondents followed the link and filled the forms, the survey captured real time data and was printed out for further analysis. Open-ended and close-ended answers were analyzed in both descriptive statistics and thematic analysis to identify patterns. The study adhered to ethical guidelines, that participants can withdraw any time they want, the anonymous version of the questions was remained throughout the whole research and did not change. The only limitation is that the research does not represents the entire students at WIUT.

Results

As indicated by the questionnaire responses answered by different gender types, more than 23 % of the participants mentioned that they used AI to complete their coursework, while almost 57 percent of them utilized AI to obtain necessary information to support their ideas. In addition to this, only 20 percent of them used AI to get feedback for the work that they have done, in order to make sure that they are doing their best.

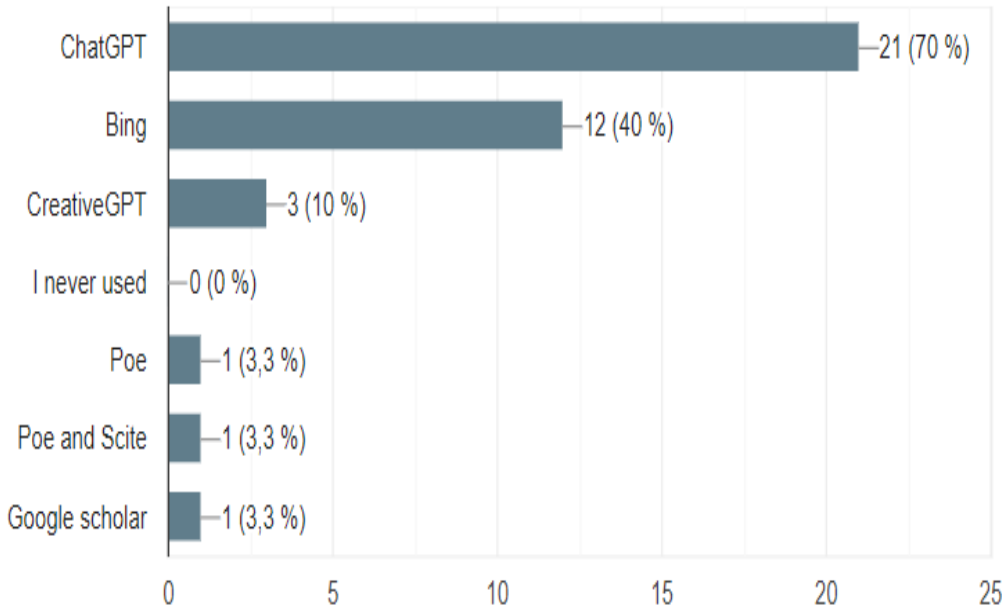
Purposes of using Artificial Intelligence



It is widely known that that some of the students do not want to write, they want Machine Intelligence to do all the work that is required from them. It can be seen easily from the pie chart that almost 54 percent utilized it to finish the assessment while nearly seven percent resembles there was no usage of AI in their assessment papers

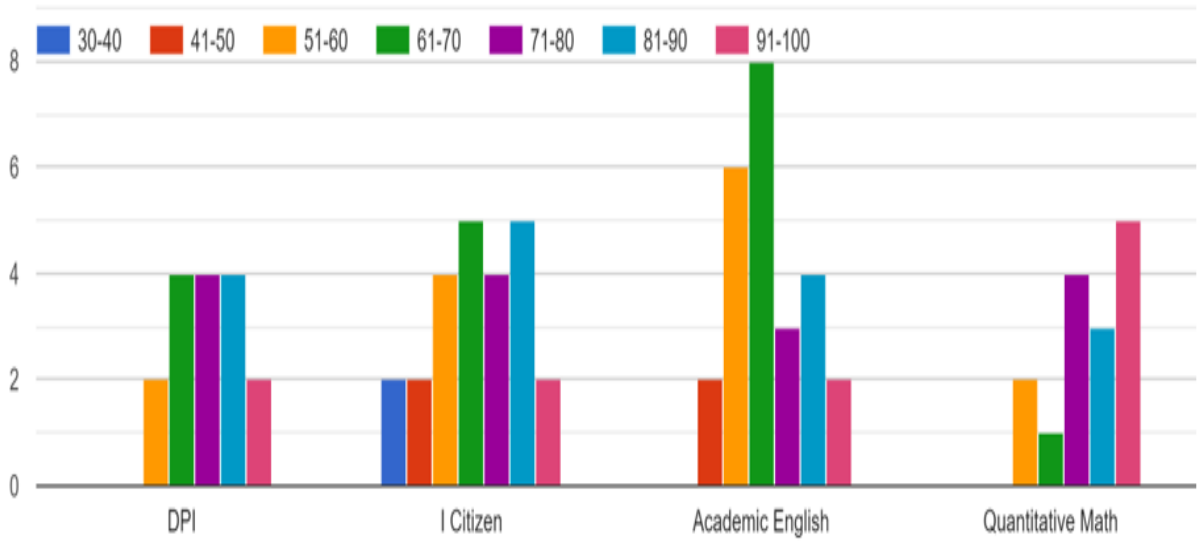
Furthermore, an extensive array of neuro-networking systems exists, each of which provides you with a multitude of benefits for your scholarly endeavors and is continuously being enhanced by their developers. For instance, when we inquired about the "Thinking Computer Systems" categories that the interviewees wished to incorporate into their module-based duties, they provided astounding responses. ChatGPT exhibits an identical 70 percent user referral rate, whereas Microsoft Bing ranks second in terms of referral trend with 40 percent. This indicates that most students make extensive use of these artificial intelligence tools. Additionally, it is worth mentioning that Creative GPT, a neural network that was recently developed by Microsoft, has gained 10 percent of the user base's support and has surpassed Poe and Scite.

Types of data machines popular among students.



We then set our sights on the grades that students received for the modules in which they utilized AI-powered content and systems; the outcomes are astounding. Academic English was the module in which students utilized AI the most, and the majority of them achieved scores between 61 and 70 in this subject. From 51 to 60 points, the second indicator with the highest percentage also corresponded to this module in the sector. Notwithstanding the implementation of such synthetic intelligence, individuals who achieved ranks between 91 and 100 are granted particular acknowledgment. For the Developing Professional Identities module, the majority of stable options receive equal votes for scores ranging from 61 to 70, 71 to 80, and 81 to 90. The majority of students whose Quantity Math module utilized AI achieved a grade between 91 and 100. Notably, this was the only module to reach the pinnacle, and as higher achievers are rewarded with greater points than others.

Scores achieved with the help of Artificial Intelligence



When the participants were questioned about the primary challenges and academic issues that they would encounter when employing artificial intelligence, the majority of the students indicated plagiarism as the primary tendency that they encountered. A few percentages of the responses indicated that there was a lack of accurate data, and oftentimes, the source of the information was either unreliable or anonymous. The majority of the students did not conceal the fact that Turnitin has the

potential to detect information created by artificial intelligence, which might result in plagiarism and even failure. On the other side, one of the comments demonstrated that if you utilize the premium version, there is no danger or worry about being discovered by plagiarism checkers such as Turnitin. This was illustrated by the fact that there is no risk involved. Additionally, one of them stated that it might comprehend in an incorrect manner and lead you in the wrong direction. Additionally, it occasionally offered replies that were similar to one another, and the rate of similarity rises to a very high level.

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