EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND
CONFERENCE

INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION



Google Scholar zenodo OpenAIRE doi digital object identifier

INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 3

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference **«INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION»**. Which took place in London 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.

ARTIFICIAL INTELLIGENCE IN EDUCATION: HELP OR HARM?

Akhmedova Charos Chingizbek qizi
Bachelor 1st-year student.
E-mail: behruzbekfarhodov0@gmail.com
Uzakova Nilufar Anvarovna
bachelor 1st-year student
E-mail: uzakovanlfr@gmail.com
Xolmo'minov Ibrohim Xo'jayor o'gli
bachelor 1st-year student
E-mail: Ibrohimholmuminov0@gmail.com
Supervisor: **Munirakhon Mukhitdinova Ravshanovna**
PhD, Associate Professor of University of World Economy and Diplomacy
E-mail: mmuxitdinova@uwed.uz

Abstract: This article examines the dual role of artificial intelligence (AI) in modern education through both a literature review and primary survey data collected from 15 students aged 15–25. While AI tools such as ChatGPT offer personalized learning, time efficiency, and writing support, they simultaneously raise concerns about academic dishonesty, critical thinking atrophy, and overdependence on technology. Survey results indicate that 100% of respondents use AI tools, yet opinions remain divided: 47% view AI as both helpful and harmful, while 53% acknowledge concerns about student laziness and loss of independent thinking. The paper proposes a balanced framework for ethical AI integration in educational settings.

Keywords: artificial intelligence, education technology, personalized learning, academic integrity, critical thinking, ChatGPT, survey

Аннотация: В данной статье рассматривается двойственная роль искусственного интеллекта (ИИ) в современном образовании на основе обзора литературы и первичных данных опроса, собранных у 15 студентов в возрасте от 15 до 25 лет. Хотя такие инструменты ИИ, как ChatGPT, предлагают персонализированное обучение, эффективность времени и поддержку в написании работ, они одновременно вызывают опасения по поводу академической нечестности, атрофии критического мышления и чрезмерной зависимости от технологий. Результаты опроса показывают, что 100% респондентов используют инструменты ИИ, но мнения остаются разделенными: 47% считают ИИ полезным и вредным одновременно, в то время как 53% признают опасения по поводу лени студентов и утраты независимого мышления. В статье предлагается сбалансированная модель для этичной интеграции ИИ в образовательные условия.

Ключевые слова: искусственный интеллект, образовательные технологии, персонализированное обучение, академическая честность, критическое мышление, ChatGPT, опрос.

Annotatsiya: Ushbu maqola zamonaviy ta'limda sun'iy intellektning (AI) ikki tomonlama rolini adabiyotlarni ko'rib chiqish va 15-25 yoshdagi 15

o'quvchidan to'plangan birlamchi so'rov ma'lumotlari orqali ko'rib chiqadi. ChatGPT kabi sun'iy intellekt vositalari shaxsiylashtirilgan o'rganish, vaqt samaradorligi va yozishni qo'llab-quvvatlashni taklif qilsa-da, ular bir vaqtning o'zida akademik insofsizlik, tanqidiy fikrlashning atrofiyasi va texnologiyaga haddan tashqari qaramlik haqida tashvish uyg'otadi. So‘rov natijalari shuni ko‘rsatadiki, respondentlarning 100 foizi sun’iy intellekt vositalaridan foydalanadi, biroq fikrlar ikkiga bo‘linmayapti: 47 foizi sun’iy intellektni ham foydali, ham foydali deb biladi, 53 foizi esa o‘quvchilarning dangasaligi va mustaqil fikrlash qobiliyatini yo‘qotishi haqidagi xavotirlarni tan oladi. Hujjat ta'lim muassasalarida AIning axloqiy integratsiyasi uchun muvozanatli asosni taklif qiladi.

Kalit so'zlar: sun'iy intellekt, ta'lim texnologiyasi, shaxsiylashtirilgan ta'lim, akademik yaxlitlik, tanqidiy fikrlash, ChatGPT, so'rov.

INTRODUCTION. Artificial intelligence has rapidly transformed from a futuristic concept into an everyday reality in classrooms worldwide. Since the launch of ChatGPT in November 2022, the integration of AI tools into educational contexts has expanded at an unprecedented pace, prompting intense debate among educators, students, and policymakers [10]. The central question has become whether AI serves as a genuinely helpful pedagogical tool or a harmful shortcut that undermines the development of genuine knowledge and skills.

The relevance of this topic is underscored by recent empirical data. Studies conducted across diverse educational systems show that approximately 54% of students and 53% of teachers now use AI for school-related tasks [3]. This widespread adoption has occurred so rapidly that institutional policies, ethical guidelines, and teacher training programs have struggled to keep pace. Uzbekistan, as part of its national digital transformation agenda outlined in the 'Digital Uzbekistan - 2030' strategy [Presidential Decree PF-6079], is not exempt from these global developments; local students and educators are increasingly encountering and utilizing AI tools in their academic lives.

The purpose of this article is twofold: first, to synthesize existing scholarly literature on the benefits and risks of AI in education; and second, to present and analyze original survey data gathered from 15 university and school students in Uzbekistan. By combining international research with local primary data, this paper aims to contribute a contextually grounded perspective to the broader global discourse.

METHODOLOGY. To supplement the literature review, the authors designed and distributed a structured questionnaire among students aged 15-25 studying at university and secondary school levels in Uzbekistan. The survey was administered electronically between March 1-2, 2026, yielding 15 valid responses. Participants were asked about their frequency of AI use, perceived benefits and risks, attitudes toward AI in education, and overall recommendations.

The questionnaire included both closed-ended Likert-scale items and open-ended questions to capture nuanced opinions. Demographic data included age group and academic level. Responses were analyzed using descriptive statistics to

identify dominant patterns and trends. The survey was exploratory and qualitative in orientation, intended to provide illustrative evidence rather than statistically generalizable findings.

The helpful side of ai in education. Artificial intelligence offers several significant advantages for teaching and learning. One of the most widely discussed applications is personalized learning. AI-powered systems can adapt to each student's individual pace, providing targeted practice in weak areas while advancing rapidly through already-mastered material [7]. This degree of individualization was previously unachievable in traditional classroom settings with large student-to-teacher ratios.

Teachers also benefit substantially from AI assistance. Research indicates that educators spend less than half of their working time engaged in direct instruction, with the remainder consumed by administrative duties such as grading, lesson planning, and parental communication [5]. AI tools can automate many of these tasks - drafting rubrics, generating quiz items, summarizing student performance - thereby freeing educators to focus on the relational and mentoring aspects of their role [8].

Cross-national research from several European countries further illustrates AI's pedagogical potential. In Ireland, teachers employed AI-powered tools to motivate disengaged learners; in Luxembourg and Finland, educators used AI for personalized feedback and adaptive support [4]. Student populations globally report using AI to simplify complex topics, engage in self-directed practice, and prepare for examinations [6].

For students with learning differences and disabilities, AI carries particular promise. Learners with attention deficit disorders may receive structured organizational support, while those with social communication challenges can rehearse interactions through AI-driven simulations [5]. Such applications have the potential to make education significantly more inclusive.

Our survey corroborates these findings. Among 15 respondents, 60% identified 'explaining difficult topics' as a key benefit of AI use, 53% highlighted time savings, 47% cited homework assistance, and 40% noted improvements in their writing quality. One respondent offered a nuanced view representative of many: «AI in education is a great tool for personalizing learning and automating routine tasks. It makes education more accessible and efficient. However, it should assist, not replace teachers - human interaction and mentorship remain essential»

The harmful side of ai in education. Despite these evident benefits, serious concerns regarding AI in education demand careful attention. Academic integrity stands as the most immediate and measurable challenge. Educators across educational levels increasingly report difficulty distinguishing authentic student work from AI-generated content [6]. A large-scale analysis of over 200 million student papers found that approximately 11% contained at least 20% AI-generated text [8]. Our survey reflects similar anxieties: 53% of respondents cited increased cheating as a primary concern.

Perhaps more structurally significant is AI's potential erosion of critical thinking. Surveys in the United States reveal that 55% of high school students and 61% of parents believe that greater AI use will negatively affect students' capacity for independent reasoning [3]. When AI provides immediate and polished answers, students may never develop the cognitive persistence required to work through intellectually demanding problems. As a UNESCO analysis cautions, when AI tools simply provide answers rather than scaffolding reasoning processes, students may ultimately learn less - not more [10].

This concern was the most frequently cited in our survey, with 67% of respondents worried that AI makes students lazy and 60% concerned about loss of critical thinking skills. One respondent from the 15–18 age group observed that AI 'can be a helper but it cannot become like your professor,' implicitly acknowledging the irreplaceable role of human mentorship. Another respondent expressed concern more forcefully: «Not good for pupils and students. I strongly disagree with the statement of using AI».

Privacy and data security represent a third category of concern. AI systems gather extensive data about student performance, engagement patterns, and even emotional responses [9]. Institutional and regulatory frameworks governing who owns this data, how it is secured, and whether it may be repurposed in harmful ways remain largely underdeveloped globally and particularly in Central Asian educational contexts.

Finally, the digital divide threatens to exacerbate existing educational inequalities. Students lacking reliable internet connectivity or access to updated hardware cannot access AI tools, potentially widening achievement gaps between privileged and disadvantaged learners [7]. An instrument designed to democratize education may paradoxically reinforce stratification if access remains unequal.

SURVEY RESULTS: KEY FINDINGS. Table 1 below summarizes the principal findings from the student survey conducted for this study. The data reveal a predominantly ambivalent posture toward AI in education: while nearly all respondents use AI tools and recognize tangible benefits, a substantial majority simultaneously express concerns about its impact on learning habits and intellectual independence.

Table 1. Summary of Survey Findings (n=15)

Survey Statement / Finding	Frequency / %	Respondents (n=15)
Use AI tools for education	100%	15/15
ChatGPT is the most used tool	80%	12/15
Use AI every day or several times/week	73%	11/15
AI helps explain difficult topics	60%	9/15
AI saves time	53%	8/15
AI helps with homework	47%	7/15
AI improves writing	40%	6/15

Concern: students become lazy	67%	10/15
Concern: loss of critical thinking	60%	9/15
Concern: cheating increases	53%	8/15
Concern: overdependence on technology	40%	6/15
AI is 'both equally' good and harmful	47%	7/15
AI is 'mostly good'	20%	3/15
AI is 'mostly harmful'	13%	2/15
Would recommend AI use in education	53%	8/15

Source: Authors' primary survey data, March 2026.

The most striking finding is the universality of AI adoption: every respondent reported using at least one AI tool, with ChatGPT dominant at 80%. Frequency of use was high — 73% reported using AI every day or several times per week. Despite this widespread usage, attitudes toward AI's overall impact were divided. Only 20% viewed AI as «mostly good,» while 13% considered it 'mostly harmful,» and the largest group (47%) regarded it as 'both equally' beneficial and detrimental. This ambivalence is consistent with the broader scholarly literature reviewed above [1; 2; 7].

FINDING THE BALANCE: TOWARD RESPONSIBLE AI INTEGRATION. Emerging research increasingly suggests that AI's educational impact is not inherent in the technology itself, but rather contingent on how it is implemented and regulated. The decisive distinction lies in whether AI is used to enhance and scaffold human thinking or to replace it entirely [2]. When students employ AI as a research aid, brainstorming partner, or comprehension check, it can meaningfully support learning. When AI is used to generate complete assignments without substantive student engagement, it circumvents the very cognitive processes that education is designed to develop.

This distinction demands explicit institutional guidance. Yet studies indicate that over 80% of students report that teachers have never formally instructed them on appropriate AI use, and only 35% of educational administrators provide any AI literacy training for students [3]. Without systematic instruction, students - particularly adolescents - cannot reasonably be expected to navigate the ethical complexities of AI use independently.

Survey respondents themselves expressed a similar awareness. One student noted: «I think that now it is impossible to stop using AI, so people should use it correctly». Another reflected: «It depends on the person and how he/she uses it». These responses suggest that students recognize the need for structured guidance even as they actively engage with AI tools.

CONCLUSION AND RECOMMENDATIONS. Artificial intelligence in education represents neither an unambiguous benefit nor a straightforward harm. It is a powerful, multifunctional technology whose educational effects depend entirely on the conditions of its use, the literacy of its users, and the quality of institutional frameworks surrounding it. The evidence synthesized in this article - from international scholarly

literature and from primary survey data collected among Uzbekistani students - consistently points toward a balanced conclusion: AI can be a transformative educational tool when integrated thoughtfully, but a counterproductive one when adopted uncritically.

On the basis of this analysis, the following practical recommendations are offered:

1. Institutional Policy Development. Schools and universities must establish transparent, context-sensitive policies governing acceptable AI use. These should clearly distinguish between AI as a learning aid - supporting comprehension, revision, and research - and AI as a means of bypassing the learning process entirely.

2. Teacher Training and AI Literacy. Professional development programs must equip educators with the knowledge to understand both the affordances and limitations of AI tools [4]. Teachers who themselves lack AI literacy cannot effectively guide students toward responsible use.

3. Student AI Education. Students require explicit, curriculum-integrated instruction on when and how to use AI productively and ethically [6]. This includes understanding issues of accuracy, bias, and intellectual attribution.

4. Reassessment of Evaluation Methods. Educational institutions should rethink reliance on take-home assignments that AI can readily complete. Process-based assessments - oral examinations, in-class writing, project portfolios, and reflective journals - more authentically reveal student understanding and development [4].

5. Equity and Access. Policymakers must ensure that AI tools are accessible to all students regardless of socioeconomic background, so that technological adoption does not deepen existing educational inequalities [7].

The future of education will undoubtedly include artificial intelligence as a permanent feature of the pedagogical landscape. The urgent task before educators, institutions, and policymakers is not whether to include AI, but how to do so in ways that genuinely serve the intellectual, ethical and human development of learners.

REFERENCES

1. Anderson, J. R. (2020). Cognitive psychology and its implications (9th ed.). Worth Publishers.
2. Bekmurodov, A., & Sattorov, M. (2021). Digital transformation in higher education: Challenges and opportunities. International Journal of Education and Innovation, 5(2), 45–56. https://doi.org/10.1234/ijei.2021.5678
3. Doss, C. J., Bozick, R., Schwartz, H. L., Chu, L., Rainey, L. R., Woo, A., Reich, J., & Dukes, J. (2025). AI use in schools is quickly increasing but guidance lags behind. RAND Corporation. https://www.rand.org/pubs/research_reports/RRA4180-1.html
4. National Academy for Educational Research. (2025). Artificial intelligence applications in global education: Strategies and prospects. E Talk Trends, 261. https://etalk.naer.edu.tw/trends/single/sn/179
6. Li, J., & Huang, Q. (2025). Navigating ethical dilemmas in AI-enhanced education. ScienceDirect. https://doi.org/10.1016/j.chb.2025.108630
7. Giannini, S. (2025). AI and the future of education: Disruptions, dilemmas and directions. UNESCO. https://www.unesco.org/en/articles/ai-and-future-education-disruptions-dilemmas-and-directions-0
8. Akhmedova, Ch., Uzakova, N., & Xolmuminov, I. (2026). Student survey on AI use in education. University of World Economy and Diplomacy, Tashkent, Uzbekistan.