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Due to the Cold War era, research and development budgets were significantly reduced, so Russian-language texts could not be translated into English using artificial intelligence. Since the 1980s, countries such as Japan, the United Kingdom and the United States of America began to work with expert systems that imitate human actions in the field of artificial intelligence in order to further develop in terms of industry. Since these systems were programmed by human hands, artificial intelligence could not acquire new functions without the touch of a “human hand”. For artificial intelligence programmers, it was a very time-consuming and difficult task to code all the rules for artificial intelligence. After a while, it turned out that expert systems coded by human hands did not produce the expected results. Since the 1990s, interest in artificial intelligence has decreased sharply. Later, with the discovery of the “deep learning” technique by Andrew Ng, Yann LeCun and Geoffrey Hinton, a period of revival in artificial intelligence began. Thus, solving some algorithms that were previously considered very difficult has now become possible through deep learning. What are the other benefits of the “deep learning” technique? This technique has a number of applications that approach and sometimes exceed human performance. For example, in medicine, the “deep learning” technique is used to diagnose skin cancer, in self-driving cars it is used to determine the direction and speed of the car, and in social media it is used to evaluate the originality of texts on the “Facebook” platform.

Keywords: artificial intelligence, development, modernity, technology, human intelligence

Since the early years of the 21st century, the level of development of artificial intelligence had increased so much that in 2001, robots called “Kismet” were created that used human facial expressions to repeat human voices and movements (turning their heads, etc.) exactly. These robots improved themselves by establishing social relationships just like humans.

In our modern era, the most common forms of artificial intelligence include Siri, which most of us know from our iPhones, driverless cars, translation programs, automatic face and voice recognition programs. If we summarize what we have discussed above, we can outline the stages of development of artificial intelligence as follows: Henry Ford has a quote: “If I asked people what they wanted, they would say a faster horse.” If we evaluate the answer given from this perspective, it can be said that schools have turned into “fast classes” in a short period of time. But is it enough for such “fast classes” to continue operating in the 21st century, or should new systems that were never thought of before be created as we move towards the 22nd century? It is thought that these topics will be on the agenda again in the near future. Can artificial intelligence really replace teachers or not? According to some authors, developments in the field of artificial intelligence will “usually make people more human.” According to their opinion, the use of artificial intelligence in education will further personalize learning, help students discover their talents, improve their creativity, and also reduce the workload of teachers. They also believe that the application of artificial intelligence will be beneficial for people who are isolated from society and do not go to school, the disabled, and refugees. However, there are researchers who think the opposite. Thus, they assess the transfer of the role of the teacher to the computer as a risk for the future.

Among the first contributors to the application of artificial intelligence in the education system, we can mention Sidney Pressey. Thus, according to Pressey,

these mechanisms not only immediately showed the test results of students, but also created conditions for providing them with the necessary knowledge. Pressey stated that the mechanism that enabled the application of artificial intelligence in education was convenient not only for students, but also for teachers. Because teachers would now be able to spend more time with their students in the time they used to spend checking their students' exam results.

The next discovery regarding the development of educational interests was made by Burrhus Skinner in 1958. Skinner developed the concept of operant learning by working on operant behavior. He developed a project to control aircraft fire using pigeons during World War II. According to the learning mechanism discovered by Skinner, students would write and turn the answer on a rotating system, and then see the correct answer.

In my opinion, the answer to the question of how and when to use artificial intelligence in the classroom should be given to teachers. Because the application of artificial intelligence in education should reduce the work of teachers, not their importance. Thus, the application of artificial intelligence The application of the entity is to be made. In order to make these effects more positive, the application of the application of the application of the application of the application of the application of the entity is expected to help the teachers to communicate with the students in a more positive way. For example, thanks to the artificial intelligence used by Google, our searches are now shaped according to our geographical location and previous searches. In addition, students can do personalized homework according to their academic skills and learning levels (the Alloproof application will come to their aid at this time). Another example is the application of artificial intelligence in the education system, which creates the opportunity for students to travel to virtual reality. That is, through this

application, some aspects of the real world (for example, geographical locations, historical and inaccessible environments, places where a person cannot actually go, etc.) are presented in a simulated form.

With the use of artificial intelligence applications in the classroom, teachers:

- They had to correctly evaluate and make correct judgments about the already developing artificial intelligence applications;
- They had to analyze the data provided by artificial intelligence technologies in order to guide students correctly, and develop their research skills;
- They had to effectively assess this situation, since artificial intelligence technology would also help them during the teaching of lessons.

Considering the benefits of artificial intelligence technologies, some countries are investing in the further development of artificial intelligence. It is expected that investments in this direction will reach \$6 billion by 2025. China and the United States are very famous in this field. It should be noted that more than half of the expenses related to artificial intelligence in the world belong to these two countries. SquirrelAI, located in China, aims to provide each student with an artificial intelligence teacher. Similarly, ALEKS, developed by McGraw-Hill in the United States, and WATSON, produced by IBM, are popular. Another example is the program called "third space learning", implemented in England, which creates online teaching opportunities for students and teachers. In addition, as a result of the feedback received from the program, the level of comprehension and mastery of each student's lesson can be determined and the lessons that the teacher will teach next time can be determined according to the level of comprehension of each student. More precisely, the learning system is built according to the knowledge and skills of the individual. Studies show

that as a result of the personalized learning method, students show better results.

Another country where personalized teaching methods are applied is Sweden. Thus, the company Sana Labs, located in Sweden, unlike other companies, is working on teaching programs that cover several areas of education (mathematics, specialized subjects, etc.). Thanks to these programs, the "knowledge table" of students is constantly updated.

Let's touch on the experience of Turkey in the application of artificial intelligence in education. Thus, many conferences and events are being held in Turkey regarding this field. According to the decision of the Institute of Educational Industry and Technology, the implementation of the "Smart Classroom Behavior Management" (Smart Classroom Behavior Management) system was discussed. Thanks to this system, cameras will be placed in classrooms and it will be possible to determine from the facial expressions of students during the lesson how much they understand the lesson, which part of the lesson is easier for them and which part is uninteresting for them. This will help teachers determine the best teaching method for the next lessons. At the same time, these cameras are planned to be installed at the entrance and exit of the school.

However, the Turkish Ministry of Education, together with Istanbul Technical University, has launched a project to establish and implement a personalized learning system and is negotiating a number of projects. Within this framework, a project to teach the subject of "Artificial Intelligence for Children" has been launched, and it is currently being clarified whether related books will be written within this project. Among those supporting the project are the Cambridge Professional Education Academy in England, CCS in Ireland, and IBM Watson.