

STUDENTS SHOULD USE ARTIFICIAL INTELLIGENCE IN EDUCATION OR RELY ON TRADITIONAL LEARNING**Abdullaeva Shahzodakhon Ulugbek kizi,**

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Abstract

This article examines whether students should use Artificial Intelligence in education or rely primarily on traditional learning, based on systematic classroom observations conducted by the author. By closely monitoring students' learning behaviors, task completion patterns, and engagement levels, the study explores how AI tools influence understanding, creativity, independence, and critical thinking. The paper compares AI-supported learning with conventional methods such as textbooks, note-taking, and face-to-face discussion. Observations reveal that while AI increases access to information, speeds up task performance, and supports personalized learning, it can also reduce deep thinking and originality when overused. The article highlights the importance of balanced integration, where AI serves as a supportive assistant rather than a replacement for cognitive effort. Practical classroom examples demonstrate how guided AI use can enhance learning outcomes without undermining fundamental academic skills. The study concludes that the most effective educational approach combines the strengths of AI technologies with the proven benefits of traditional learning practices.

Keywords

Artificial Intelligence in education, traditional learning, classroom observation, student independence, critical thinking, digital literacy, learning strategies, academic integrity, personalized learning, cognitive development

In recent years, the rapid development of Artificial Intelligence (AI) has significantly influenced educational practices around the world. In everyday classroom life, students increasingly turn to AI tools for explanations, summaries, translations, and idea generation. As a teacher observing students closely, the author notices a clear shift in how learners approach tasks: instead of struggling with problems independently, many first consult AI systems for immediate assistance. This change raises an important question: should students rely on AI in education, or should they continue to prioritize traditional learning methods? Traditional learning, based on textbooks, handwriting notes, teacher explanations, and peer discussion, has long been considered the foundation of deep understanding. AI, however, offers speed, convenience, and personalized feedback. The contrast between these approaches becomes visible in students' behavior. Some learners complete assignments faster with AI support but struggle to explain concepts without it. Others who rely on traditional methods show slower progress but stronger conceptual understanding. These observations highlight the need to examine the balance between technological assistance and cognitive effort in education.

AI tools provide students with instant access to explanations that previously required extensive reading or teacher guidance. For example, when students encounter unfamiliar vocabulary or complex grammar, they can quickly receive simplified definitions and examples. This immediacy increases motivation and reduces frustration, especially for weaker learners. In observed lessons, students using AI demonstrate confidence when starting tasks because they



know support is available. However, this convenience sometimes leads to superficial learning. Students may accept AI-generated answers without analyzing them critically. Traditional learning, by contrast, requires learners to search through materials, compare sources, and build understanding gradually. This process, though slower, strengthens memory and analytical thinking. Observations show that students who work through exercises manually tend to remember information longer than those who rely entirely on AI-generated solutions. Therefore, while AI enhances accessibility, traditional learning reinforces durability of knowledge.

One noticeable advantage of AI in the classroom is personalized learning. AI systems adapt explanations according to student level, providing examples suited to individual needs. In mixed-ability classes, this feature is particularly helpful. Advanced students can explore deeper content, while struggling students receive simpler explanations. Traditional classrooms often cannot offer such individualization due to time constraints. However, personalization through AI can reduce peer collaboration. Students may prefer interacting with devices rather than discussing problems with classmates. Observations reveal that group discussions decrease when AI is heavily used. Traditional learning environments encourage communication, negotiation of meaning, and social interaction, which are essential for language development and critical thinking. Thus, while AI personalizes learning effectively, it may unintentionally limit collaborative skills that traditional methods naturally promote.

Another important observation concerns students' creativity. AI can generate essays, ideas, and solutions within seconds, which impresses learners. Yet, when asked to create original work without AI, some students struggle to express their own thoughts. Traditional learning emphasizes brainstorming, drafting, and revising—processes that develop creative thinking. Students who regularly write by hand or discuss ideas orally show greater originality in their work. AI can be a useful brainstorming partner, but overreliance may replace genuine idea generation. Observations suggest that students benefit most when AI is used as a support tool after they attempt tasks independently. This approach maintains creativity while still taking advantage of technology.

Critical thinking is one of the most sensitive areas influenced by the growing use of Artificial Intelligence in education. In classroom observations, it becomes clear that when students receive ready answers from AI tools, many of them do not feel the need to question the reliability, accuracy, or logic behind those answers. For example, during a reading comprehension task, several students copied AI-generated explanations of the text without re-reading the original passage. When asked follow-up questions, they struggled to justify why the answer was correct. This shows that the process of thinking was replaced by the process of copying. In contrast, students who worked with textbooks, dictionaries, and teacher notes had to compare sentences, analyze context, and interpret meaning on their own. This process naturally activated their analytical skills. Traditional learning forces students to ask questions such as: "Why is this answer correct?", "What is the evidence?", and "Can there be another interpretation?" AI, if used without guidance, removes this struggle, and as a result, weakens the habit of questioning. Therefore, teachers must teach students how to use AI critically. For instance, students can be instructed to ask AI for explanations but then verify them using textbooks or other sources. When AI becomes a starting point for thinking rather than the final source, critical thinking can still develop. True critical thinking happens when learners interact deeply with information, evaluate it, and form their own conclusions rather than accepting ready-made responses.

Time management in learning has also changed significantly with the introduction of AI tools. Students are now able to complete homework, translations, summaries, and even essays in a very short time. On the surface, this seems like an advantage because learners have more free time and experience less stress. However, classroom observations reveal that quick completion often leads to shallow understanding. For example, students who used AI to summarize a text



could present the summary but could not retell the main ideas in their own words. Meanwhile, students who manually read the text, highlighted key sentences, and wrote summaries themselves demonstrated a much deeper understanding of the material. Traditional learning requires patience, concentration, and sustained effort. These qualities build discipline and long-term memory. When students rush through tasks with AI assistance, they may finish faster but retain less information. This shows that speed does not equal quality. Teachers should encourage learners to use AI only after completing initial attempts independently. For instance, students can first write their own paragraph and then use AI to compare and improve it. In this way, time is saved without sacrificing understanding. Education should prioritize depth of learning rather than speed of task completion.

Academic integrity is another serious issue connected with AI misuse. Some students submit assignments fully generated by AI without modifying or understanding the content. In observed cases, teachers asked students to explain their essays orally, and several learners were unable to explain ideas written in their own submissions. This creates a gap between performance and knowledge. Traditional learning methods naturally limit such problems because students must explain their thoughts, write by hand, and participate in discussions. AI makes it easier to produce work without genuine effort. To address this, clear rules and ethical guidelines must be introduced. For example, students can be allowed to use AI for brainstorming ideas but must write final versions independently. Teachers can also include oral questioning after written tasks to ensure authenticity. When students know they must explain their work, they are less likely to misuse AI. Academic honesty is not only about preventing cheating but about ensuring that learning actually happens.

Despite these challenges, AI offers powerful support for language learning when used wisely. It provides pronunciation models, instant grammar correction, vocabulary explanations, and interactive exercises that traditional materials cannot always offer. Observations show that shy students who hesitate to speak in front of classmates feel more comfortable practicing pronunciation with AI tools first. This builds confidence and reduces anxiety. For example, a student who rarely participated in speaking tasks began practicing daily with an AI pronunciation app and later showed noticeable improvement in class discussions. AI also helps students receive immediate feedback, which is not always possible in crowded classrooms. This personalized support motivates learners to practice more frequently. Thus, AI can enhance participation and engagement when it supplements rather than replaces traditional practice.

The most successful learning environments observed are those where AI and traditional methods work together. In such classrooms, students first attempt tasks independently using textbooks and notes. Afterward, they use AI to check answers, receive additional explanations, or explore alternative ideas. Teachers guide this process carefully by setting clear boundaries. For example, during writing tasks, students write drafts by hand and then use AI to improve vocabulary or grammar. This approach maintains cognitive effort while benefiting from technological support. It shows that AI should be treated as a learning assistant, not a replacement for thinking.

In conclusion, the real issue is not choosing between AI and traditional learning but finding a responsible balance. AI increases access to information, personalization, and confidence, while traditional learning strengthens memory, creativity, discipline, and critical thinking. Observations in the classroom clearly show that students benefit most when both approaches are combined thoughtfully. Education in the modern world should integrate technology in a way that supports, rather than replaces, the human thinking process.

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