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MAKTABGACHA
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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APPLICATION OF ARTIFICIAL INTELLIGENCE-BASED LEARNING ACTIVITIES FOR DEVELOPING CRITICAL THINKING IN TEACHER TRAINING

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Abstract: The rise of artificial intelligence (AI) in education offers new possibilities for developing critical thinking among pre-service teachers. This study examines how AI-supported learning activities can be integrated into teacher education, drawing on constructivist and sociocultural theories and recent research. Findings show that AI enhances critical thinking when used in structured, ethically guided learning environments. The article provides recommendations for effectively incorporating AI to prepare reflective and digitally competent future educators.

Key words: artificial intelligence (AI), critical thinking, teacher education, AI-supported learning activities, constructivist and sociocultural theories, digital competence.

Annotatsiya: Ta'limda sun'iy intellekt (SI)ning rivojlanishi bo'lajak o'qituvchilarda tanqidiy fikrlashni rivojlantirish uchun yangi imkoniyatlar yaratmoqda. Ushbu tadqiqot konstruktivistik va sotsiomadaniy nazariyalar hamda so'nggi tadqiqotlarga tayanib, SI qo'llab-quvvatlagan o'quv faoliyatlarini o'qituvchilarni tayyorlash jarayoniga qanday integratsiya qilish mumkinligini o'rganadi. Natijalar SI tartibli va etik talablar asosidagi o'quv muhitida qo'llanganda tanqidiy fikrlashni sezilarli darajada rivojlantirishini ko'rsatdi. Maqola SI ni samarali joriy etish bo'yicha tavsiyalar berib, aks ettiruvchi va raqamli savodli bo'lajak o'qituvchilarni tayyorlashga xizmat qiladi.

Kalit so'zlar: sun'iy intellekt (SI), tanqidiy fikrlash, o'qituvchilarni tayyorlash, SI qo'llab-quvvatlagan o'quv faoliyatlari, konstruktivistik va sotsiomadaniy nazariyalar, raqamli kompetensiya.

Аннотация: Рост использования искусственного интеллекта (ИИ) в образовании открывает новые возможности для развития критического мышления у будущих учителей. В исследовании рассматривается интеграция учебной деятельности, поддерживаемой ИИ, в программы подготовки педагогов на основе конструктивистских и социокультурных теорий, а также современных исследований. Результаты показывают, что ИИ эффективно развивает критическое мышление в структурированной и этически регулируемой образовательной среде. В статье представлены рекомендации по внедрению ИИ для подготовки рефлексивных и цифрово грамотных педагогов.

Ключевые слова: искусственный интеллект (ИИ), критическое мышление, подготовка учителей, учебная деятельность, поддерживаемая ИИ, конструктивистские и социокультурные теории, цифровая компетентность.

INTRODUCTION

Critical thinking competence is widely recognized as a fundamental component of teacher education programs (Brookfield, 2017; Ennis, 2018). This competence includes the ability to analyze, evaluate, and synthesize information, make reasoned decisions, and approach problems reflectively. In the context of teacher education, critical thinking enables pre-service teachers to plan lessons effectively, evaluate student learning, manage classrooms, and support learners in developing independent reasoning skills (Paul & Elder, 2020). The integration of digital technologies has transformed educational environments globally, and AI stands out as a particularly influential innovation (Luckin et al., 2016). AI-supported learning activities – such as intelligent tutoring systems, automated feedback tools, virtual simulations, and adaptive learning platforms – have been shown to foster higher-order thinking skills by providing personalized guidance, interactive learning experiences, and reflective prompts (Holmes, Bialik, & Fadel, 2019; Chen, 2021). These technologies offer teacher



education programs opportunities to simulate real-world teaching scenarios, encourage critical reflection, and engage learners in collaborative problem-solving. Despite these opportunities, the use of AI in education comes with challenges. Over-reliance on AI tools may lead to passive learning, reduce independent reasoning, and foster uncritical acceptance of algorithmic outputs (Popenici & Kerr, 2017; Selwyn, 2019). Additionally, ethical concerns, including data privacy, algorithmic bias, and equitable access, require careful consideration (Ng & Nicholas, 2018). Consequently, AI must be integrated thoughtfully, guided by instructional objectives and pedagogical principles, to ensure that it enhances, rather than diminishes, critical thinking competence. The purpose of this study is to examine how AI-supported learning activities can enhance critical thinking competence in teacher education programs. The study addresses three research questions:

1. How can AI be integrated to support critical thinking development?
2. Which pedagogical strategies maximize the effectiveness of AI in fostering reflective reasoning?
3. What challenges must be addressed to ensure meaningful AI integration in teacher education?

LITERATURE REVIEW

Critical thinking is a multidimensional competence encompassing cognitive skills, reflective dispositions, and applied knowledge (Ennis, 2018; Facione, 2015). In teacher education, it enables pre-service teachers to assess student learning needs, evaluate instructional strategies, and make informed pedagogical decisions (Brookfield, 2017). Studies indicate that critical thinking develops most effectively through inquiry-based learning, problem-solving activities, reflective practice, and exposure to authentic teaching scenarios (Schraw, Crippen, & Hartley, 2006; Paul & Elder, 2020). Reflective practice, a cornerstone of teacher development, is closely linked to critical thinking. Schön (1983) introduced the concept of “reflection-in-action,” emphasizing real-time evaluation and adjustment during teaching. AI-supported learning can scaffold reflective practice by providing feedback on lesson plans, simulating classroom challenges, and prompting learners to evaluate alternative instructional strategies (Heffernan & Heffernan, 2014; Woolf, 2010).

Artificial intelligence encompasses computational systems capable of performing tasks traditionally requiring human intelligence, such as reasoning, decision-making, and problem-solving (Luckin et al., 2016).

AI applications in education include automated assessment tools, intelligent tutoring systems, adaptive learning platforms, virtual simulations, and learning analytics dashboards (Roll & Wylie, 2016; VanLehn, 2011).

These tools facilitate personalized learning, monitor student progress, and provide actionable insights for both learners and educators. In teacher education, AI can simulate classroom scenarios, analyze learner performance, and provide feedback on pedagogical decisions (Chen, 2021).

For instance, AI-powered chatbots can engage pre-service teachers in reflective dialogues, prompting justification of instructional choices and critical evaluation of evidence (Holmes et al., 2019). Adaptive learning platforms can scaffold progressively complex teaching tasks, promoting metacognition and higher-order reasoning skills (Ng & Nicholas, 2018).

Empirical studies indicate that AI-supported learning activities can enhance critical thinking competence when thoughtfully designed. Automated writing evaluation tools encourage learners to revise lesson plans and reflections, promoting evaluation, synthesis, and metacognitive awareness (Heffernan & Heffernan, 2014).

AI-based simulations allow pre-service teachers to experiment with pedagogical strategies, analyze classroom data, and reflect on outcomes in low-risk environments (Chen, 2021; VanLehn, 2011).

Collaborative AI-supported platforms foster co-construction of knowledge, enabling learners to negotiate meaning, analyze data, and engage in decision-making in authentic contexts (Cope & Kalantzis, 2022).

Such activities mirror real classroom challenges and allow pre-service teachers to apply theoretical knowledge in practice, thereby strengthening analytical and evaluative capacities (Dede & Richards, 2018).

However, the unstructured use of AI may lead to over-reliance on technology, potentially reducing critical engagement (Popenici & Kerr, 2017).

Structured learning activities, reflective prompts, and instructor facilitation are necessary to ensure AI contributes meaningfully to the development of critical thinking. Constructivist and sociocultural theories provide a foundation for integrating AI in teacher education. Constructivist theory posits that learners actively construct knowledge through interaction, reflection, and problem-solving (Vygotsky, 1978).

AI tools can support active learning by providing scenarios that require reflection, decision-making, and iterative problem-solving (Angeli & Valanides, 2009).

Sociocultural theory emphasizes the mediating role of social interaction and tools in learning (Dede, 2019).

AI technologies act as cognitive mediators, scaffolding reasoning, supporting collaboration, and promoting reflective practice. Teaching-as-design theory further highlights the need for intentional instructional design, ensuring that AI activities are aligned with pedagogical objectives (Laurillard, 2012; Luckin et al., 2016).

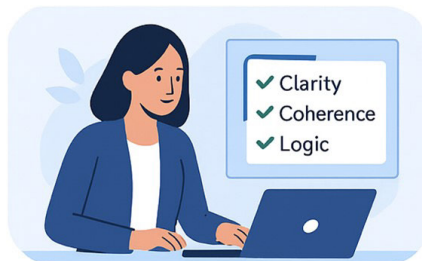
RESEARCH METHODOLOGY

This study employs a theoretical research design using conceptual analysis. Literature from pedagogy, cognitive psychology, and AI in education published between 2005–2025 was reviewed to examine the potential of AI-supported learning activities in fostering critical-thinking competence. Sources were selected based on relevance to teacher education, AI integration, and 21st-century skills development. The study synthesizes findings to develop a conceptual framework for AI-supported critical-thinking enhancement. This approach aligns with established methods for theoretical and conceptual studies in education (Holmes et al., 2019; Roll & Wylie, 2016).

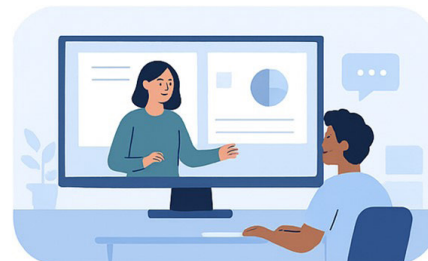
ANALYSIS AND RESULTS

The analysis indicates that AI-supported learning activities can enhance critical thinking when integrated with structured reflection, instructor facilitation, and collaborative learning. Specific findings include:

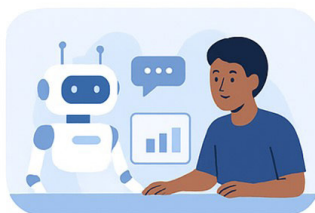
- 1. Automated feedback and reflection:** AI writing and lesson-planning tools prompt pre-service teachers to evaluate clarity, coherence, and logic, encouraging iterative reflection and metacognition (Heffernan & Heffernan, 2014; Zimmerman, 2002).
- 2. Simulated teaching scenarios:** virtual classroom simulations allow learners to test pedagogical strategies, analyze outcomes, and reflect on alternative approaches in a safe environment (Chen, 2021).
- 3. Adaptive problem-solving tasks:** AI platforms adjust task difficulty based on learner progress, fostering the progressive development of critical reasoning and decision-making skills (Ng & Nicholas, 2018).
- 4. Collaborative knowledge construction:** AI-facilitated platforms support peer discussion, co-analysis of data, and negotiation of instructional strategies, mirroring authentic teaching contexts (Cope & Kalantzis, 2022).
- 5. Ethical awareness and digital literacy:** integration of AI requires learners to critically evaluate algorithmic suggestions, understand limitations, and consider ethical implications such as bias and privacy (Popenici & Kerr, 2017; Selwyn, 2019).



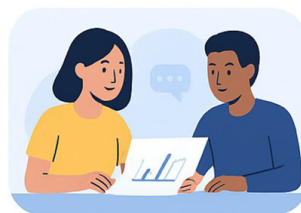
Automated Feedback and Reflection
(Heffernan & Heffernan, 2014; Zimmerman, 2002)



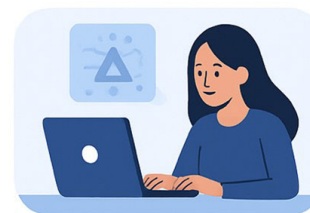
Simulated Teaching Scenarios
(Chen, 2021)



Adaptive Problem-Solving Tasks
(Ng & Nicholas, 2018)



Collaborative Knowledge Construction
(Cope & Kalantzis, 2022)



Ethical Awareness and Digital Literacy
(Popenici & Kerr, 2017; Selwyn, 2019)

Picture 1: AI-supported learning activities

These results indicate that AI can function as a powerful pedagogical tool for enhancing critical thinking, provided that instructional activities are structured, reflective, and scaffolded. The findings suggest that AI can significantly enhance critical thinking competence in teacher education programs. Constructivist and sociocultural perspectives emphasize that AI is most effective when mediating rather than replacing cognitive processes (Dede & Richards, 2018). AI activities should engage pre-service teachers in reflective deci-



sion-making, problem-solving, and evidence-based reasoning, aligning with curriculum objectives and professional standards. Pedagogical strategies for AI integration include problem-based learning tasks in which learners solve authentic classroom problems using AI-supported resources; reflective writing with automated feedback where AI prompts learners to revise and justify pedagogical decisions; virtual teaching simulations in which AI generates realistic classroom scenarios for decision-making practice; and collaborative AI platforms through which pre-service teachers co-construct knowledge, analyze student data, and evaluate instructional strategies collectively. Instructor guidance is crucial to ensure that learners critically engage with AI-generated insights, evaluate alternatives, and maintain professional judgment (Selwyn, 2019; Woolf, 2010). Developing digital literacy, metacognitive skills, and ethical awareness further enhances the effectiveness of AI-supported learning. Future research should include empirical studies evaluating long-term effects of AI on critical thinking competence, comparisons of different AI tools, and cross-cultural applications. Additionally, policy implications include integrating AI literacy into teacher education curricula to prepare educators for increasingly technology-mediated classrooms (OECD, 2020).

CONCLUSION

AI-supported learning activities have substantial potential to enhance critical thinking competence in teacher education programs. By scaffolding reflective practice, facilitating problem-solving, and supporting collaborative knowledge construction, AI can prepare pre-service teachers to think critically, make evidence-based decisions, and adapt to complex classroom environments. The effectiveness of such integration depends on structured pedagogical design, instructor facilitation, ethical awareness, and the development of digital literacy. Therefore, teacher education programs should incorporate AI as a reflective and mediating tool, ensuring that future educators can use technology responsibly and effectively to develop professional competencies.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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