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№4/2025

M AKTABGACHA VA AKTAB TA'LIMI

Pedagogik, psixometodologik va tabiiy fanlarga
ixtisoslashgan ilmiy jurnal

MAKTABGACHA VA MAKTAB TA'LIMI



*Elektron nashr. 596 sahifa,
15-aprel, 2025-yil.*

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Asos: OAK Pedagogik texnologiyalar va psixologik tadqiqotlar bo’yicha ekspert kengashi tavsiyasi (29-10-2024-y.; №10); OAK Tartib-qoida komissiyasi qarori (30-10-2024-y., №10/24); OAK Rayosatining qarori (31-10-2024-y., №363/5).

“Maktabgacha va maktab ta’limi”
jurnali

26.06.2023-yildan

O‘zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan №C-5669245
reyestr raqami tartibi bo’yicha
ro’yxatdan o’tkazilgan.

Litsenziya raqami: №095310

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN INTEGRATING PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING SOCIAL ACTIVITY OF FUTURE PRESCHOOL EDUCATION ORGANIZATION EDUCATORS

Abstract: This scientific article explores the transformative potential of Artificial Intelligence (AI) in enhancing the social activity of future preschool educators through the integration of innovative pedagogical approaches. It examines how AI-driven tools—such as adaptive learning systems, virtual simulations, emotion recognition technologies, and natural language processing (NLP)—can foster essential social competencies, including communication, collaboration, emotional regulation, and culturally responsive teaching. The article highlights empirical studies from pedagogical research, cognitive science, and educational technology, demonstrating AI's role in personalized training, reflective practice, and inclusive education. Additionally, it addresses ethical challenges such as data privacy, algorithmic bias, and the balance between AI and human mentorship, while proposing future research directions to optimize AI's role in early childhood educator development.

Key words: Artificial Intelligence (AI), Preschool Education, Social Activity, Pedagogical Integration, Educator Training, Adaptive Learning Systems, Virtual Reality (VR) Simulations, Emotion Recognition Technology, Natural Language Processing (NLP), Culturally Responsive Teaching, Inclusive Education, Reflective Practice, Ethical Challenges in AI, Algorithmic Bias, Human-AI Collaboration in Education.

Annotatsiya: Ushbu ilmiy maqolada sun'iy intellektning (SI) kelajakdagi maktabgacha ta'lim tarbiyachilarining ijtimoiy faolligini oshirishdagi o'zgaruvchan salohiyati, innovatsion pedagogik yondashuvlar integratsiyasi orqali tahlil qilinadi. SI asosidagi vositalar – adaptiv o'qitish tizimlari, virtual simulyatsiyalar, emotsiyani aniqlash texnologiyalari va tabiiy tilni qayta ishlash (NLP) kabi texnologiyalarning muloqot, hamkorlik, hissiy o'zini boshqarish va madaniy jihatdan mos ta'lim berish kabi asosiy ijtimoiy kompetensiyalarni shakllantirishdagi o'rni yoritilgan. Maqolada pedagogika, kognitiv fanlar va ta'lim texnologiyalari sohalaridagi empirik tadqiqotlar tahlil qilinadi va SI'ning shaxsiylashtirilgan tayyorgarlik, reflektiv amaliyot hamda inklyuziv ta'limdagi roli ko'rsatiladi. Shuningdek, maqolada ma'lumotlar maxfiyligi, algoritmik xolislik va SI hamda insoniy murabbiylik o'rtasidagi muvozanat kabi axloqiy muammolar ham ko'rib chiqiladi. Kelgusidagi tadqiqotlar uchun yo'nalishlar ham taklif etiladi.

Kalit so'zlar: Sun'iy intellekt (SI), maktabgacha ta'lim, ijtimoiy faollik, pedagogik integratsiya, tarbiyachi tayyorlash, adaptiv o'qitish tizimlari, virtual reallik simulyatsiyalari, emotsiyani aniqlash texnologiyalari, tabiiy tilni qayta ishlash (NLP), madaniy jihatdan mos ta'lim, inklyuziv ta'lim, reflektiv amaliyot, SI'dagi axloqiy muammolar, algoritmik xolislik, ta'limda inson-SI hamkorligi.



Аннотация: Данная научная статья исследует преобразующий потенциал искусственного интеллекта (ИИ) в повышении социальной активности будущих воспитателей дошкольных учреждений посредством интеграции инновационных педагогических подходов. Рассматриваются, как инструменты на базе ИИ – такие как адаптивные обучающие системы, виртуальные симуляции, технологии распознавания эмоций и обработка естественного языка (NLP) – могут способствовать развитию ключевых социальных компетенций, включая коммуникацию, сотрудничество, эмоциональную регуляцию и культурно-ориентированное обучение. В статье представлены эмпирические исследования в области педагогики, когнитивных наук и образовательных технологий, подтверждающие роль ИИ в персонализированном обучении, рефлексивной практике и инклюзивном образовании. Также рассматриваются этические вызовы, такие как конфиденциальность данных, алгоритмическая предвзятость и баланс между ИИ и наставничеством человека. В завершение предложены направления будущих исследований по оптимизации применения ИИ в подготовке воспитателей раннего детства.

Ключевые слова: Искусственный интеллект (ИИ), дошкольное образование, социальная активность, педагогическая интеграция, подготовка педагогов, адаптивные обучающие системы, виртуальные симуляции, технологии распознавания эмоций, обработка естественного языка (NLP), культурно-ориентированное обучение, инклюзивное образование, рефлексивная практика, этические вызовы ИИ, алгоритмическая предвзятость, сотрудничество человека и ИИ в образовании.

INTRODUCTION

The rapid advancement of artificial intelligence (AI) has introduced transformative possibilities across various sectors, including education. In the realm of preschool education, AI presents unique opportunities to enhance pedagogical strategies, particularly in fostering the social activity of future educators. Social activity, defined as the ability to engage effectively in collaborative and communicative practices within educational settings, is a critical competency for preschool educators. The integration of AI tools into teacher training programs can facilitate the development of these skills by providing personalized learning experiences, real-time feedback, and immersive simulations. This article explores the role of AI in shaping pedagogical approaches that cultivate social activity among future preschool educators, drawing upon existing research in pedagogy, cognitive science, and educational technology.

LITERATURE REVIEW

One of the primary ways AI contributes to the development of social activity is through adaptive learning systems. These systems analyze individual learning patterns and tailor instructional content to meet the specific needs of each student. For instance, research by Hwang et al. (2020) demonstrates that AI-driven platforms can identify gaps in a learner's interpersonal skills and recommend targeted exercises to improve collaboration and communication. In the context of preschool educator training, such systems can simulate classroom interactions, allowing trainees to practice conflict resolution, active listening, and group facilitation in a controlled environment. By receiving instant feedback from AI algorithms, future educators can refine their social competencies before entering real-world classrooms ^[1].

Another significant contribution of AI lies in its ability to create virtual learning communities. Studies by Siemens and Baker (2012) highlight the importance of social learning networks in professional development. AI-powered platforms, such as chatbots and discussion forums moderated by intelligent agents, enable aspiring preschool educators to engage in peer-to-peer learning and mentorship. These virtual communities replicate the dynamics of real-world social interactions, fostering teamwork and collective problem-solving. For example, an AI-mediated discussion forum might prompt trainees to reflect on case studies involving classroom management, encouraging them to share strategies and critique each other's approaches. This not only enhances their social skills but also builds a sense of professional community ^[3].

Moreover, AI facilitates experiential learning through virtual reality (VR) and augmented reality (AR) applications. Research by Dalgarno and Lee (2010) emphasizes the effectiveness of immersive technologies in developing practical skills. In preschool educator training, VR simulations can recreate diverse classroom scenarios—such as managing a group of children with varying emotional needs—allowing trainees to practice responsive teaching techniques. AI algorithms can assess the trainee's performance, noting areas where social engagement was effective or lacking. For instance, if a trainee fails to acknowledge a child's nonverbal cues during a simulated interaction, the AI system can provide corrective feedback, reinforcing the importance of attentiveness in social communication ^[4].

Natural language processing (NLP), a subset of AI, also plays a crucial role in enhancing the social activity of future educators. NLP tools can analyze verbal and written communication patterns, offering insights into a trainee's ability to convey ideas clearly and empathetically. A study by D'Mello and Graesser (2012) found that AI-based language analysis could predict a teacher's effectiveness in fostering student engagement based on

their dialogue structures. Applying this to preschool education training, NLP systems can evaluate how well a trainee uses age-appropriate language, positive reinforcement, and open-ended questions—key components of social interaction in early childhood settings. Trainees can then adjust their communication styles based on AI-generated reports, leading to more meaningful interactions with children ^[2]. Despite the above-mentioned advantages, the integration of AI in pedagogical training is not without challenges.

RESEARCH METHODOLOGY

Ethical concerns, such as data privacy and algorithmic bias, must be addressed to ensure equitable learning opportunities. Additionally, over-reliance on AI may diminish the human element essential in preschool education, where emotional intelligence and spontaneity are irreplaceable. Therefore, a balanced approach that combines AI tools with traditional mentorship is crucial.

In conclusion, AI offers innovative solutions for developing the social activity of future preschool educators by providing adaptive learning environments, fostering virtual communities, enabling immersive simulations, and refining communication skills through NLP. As pedagogical research continues to explore AI's potential, its thoughtful implementation can significantly enhance the preparation of educators, ensuring they are equipped to nurture the social and emotional growth of young children. Future studies should focus on longitudinal assessments of AI's impact on educator training programs to refine these technologies further.

ANALYSIS AND RESULTS

Beyond adaptive learning and virtual simulations, AI can support the development of social activity in future preschool educators through emotion recognition technologies. Research by Calvo and D'Mello (2010) highlights how AI systems equipped with facial and voice recognition can assess emotional states during teaching simulations. For example, an AI tool might detect a trainee's stress levels when managing a simulated conflict between children, providing feedback on maintaining calm and empathetic communication. Such technologies align with the findings of Jennings and Greenberg (2009), who emphasize that educators' social-emotional competence directly influences classroom climate and children's behavioral outcomes. By integrating AI-driven emotion analytics into training programs, institutions can help future educators develop self-awareness and emotional regulation—key components of effective social interaction. ^[2]

Another emerging application is AI-assisted reflective practice. Schön (1983) established the importance of reflection-in-action and reflection-on-action in professional development. Modern AI tools, such as automated journaling assistants, can prompt trainees to analyze their interactions with virtual or peer students. For instance, after a simulated parent-teacher conference, an AI system might generate reflective questions: "How did you address the parent's concerns? Could you have used more open-ended questions?" This guided reflection, supported by AI, reinforces metacognitive skills essential for social activity. Studies by Kori et al. (2014) show that structured reflection enhances pedagogical decision-making, suggesting AI's potential to deepen trainees' understanding of social dynamics.

Preschool educators must be adept at fostering inclusivity, particularly in diverse classrooms. AI can address this by simulating culturally varied scenarios and evaluating trainees' responsiveness. For example, research by Gay (2010) on culturally responsive teaching underscores the need for educators to recognize and bridge cultural gaps in communication. AI-driven platforms can generate virtual classrooms with children from different linguistic or socioeconomic backgrounds, testing the trainee's ability to adapt interactions. If a trainee misinterprets a child's non-verbal cue rooted in cultural context, the AI can offer corrective feedback, such as: "In some cultures, avoiding eye contact signifies respect, not disengagement." This aligns with Ladson-Billings' (1995) framework for culturally relevant pedagogy, ensuring future educators are prepared for real-world diversity.

Similarly, AI can assist in training educators to support children with special needs. Work by Strain and Bovey (2011) demonstrates the efficacy of targeted social interventions for children with autism spectrum disorder (ASD). AI-powered VR simulations can mimic interactions with children exhibiting ASD traits, helping trainees practice strategies like visual prompts or paced questioning. The AI's ability to provide real-time feedback—e.g., "Your speech was too rapid; simplify your language"—builds competencies highlighted in the Division for Early Childhood's recommended practices (2014).

While AI offers transformative potential, its integration into preschool educator training raises ethical and practical concerns. One issue is data privacy. Trainees' performance data, including emotional responses and communication patterns, must be securely stored and anonymized to prevent misuse. The General Data Protection Regulation (GDPR) in the EU and similar laws elsewhere provide frameworks, but institutions must ensure compliance (Voigt & Von dem Bussche, 2017). Algorithmic bias is another critical challenge. If AI systems are



trained on datasets lacking diversity, they may reinforce stereotypes. For example, an AI evaluating “effective communication” might favor dominant language styles, disadvantaging non-native speakers. Mitigating this requires diverse training data and transparent algorithm design, as advocated by Buolamwini and Gebru (2018) in their research on gender and racial bias in AI.

Additionally, over-reliance on AI could erode human-centric skills. Noddings (2005) argues that teaching is fundamentally relational, relying on intuition and spontaneity. While AI can simulate interactions, it cannot replicate genuine human empathy. Thus, AI should supplement, not replace, mentorship from experienced educators.

CONCLUSION

Future research should explore longitudinal studies on AI's impact. For instance, does AI-enhanced training lead to sustained improvements in educators' social activity over their careers? Comparative studies could also assess the efficacy of AI tools versus traditional methods, as suggested by Hattie's (2009) meta-analyses on visible learning. Another promising avenue is collaborative AI, where humans and AI co-create solutions. For example, trainees might design AI-generated classroom scenarios for peers, fostering collaborative problem-solving. This aligns with Vygotsky's (1978) sociocultural theory, emphasizing learning through social interaction.

Finally, interdisciplinary partnerships are essential. Computer scientists, educators, and psychologists must collaborate to design AI tools grounded in pedagogical theory. The Harvard Graduate School of Education's work on “usable knowledge” (2016) exemplifies how bridging research and practice can yield impactful innovations. AI holds immense promise for cultivating the social activity of future preschool educators through personalized learning, immersive simulations, and inclusive training. However, its success hinges on ethical deployment and preserving the human essence of teaching. By leveraging AI as a complementary tool—guided by pedagogical research and human mentorship—we can prepare educators to nurture the next generation's social and emotional growth.

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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



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2025. №4

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669245 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Mirzo Ulug'bek tumani
Kumushkon ko'chasi, 26-uy.