



**AT THE INTERSECTION OF PEDAGOGY, MEDIA AND TECHNOLOGY: THE
ROLE OF ARTIFICIAL INTELLIGENCE**

Zulfiya Normakhamatovna Shakirova

Associate Professor,

International Islamic Academy of Uzbekistan

Abstract : This article analyzes the place and role of artificial intelligence (AI) at the intersection of pedagogy, media, and technology. The possibilities, limitations, and prospects of AI technologies in education are highlighted, and their impact on media and pedagogical processes is discussed. In particular, AI is considered an important factor in making learning processes more effective and individualized, enriching media tools, and developing educational technologies. As a result, a general idea is formed about the integration of AI into modern education systems, new teaching methods, and its contribution to the development of students' abilities.

Keywords: artificial intelligence, educational technologies, teaching methods, digital media, innovations, individualization, educational process.

Introduction: Today, the education system is changing rapidly, and these changes are due to the need to adapt to modern technologies and the requirements of global development. The mutual integration of pedagogy, media, and information and communication technologies (ICT) is shaping new approaches to educational processes. In particular, the introduction of artificial intelligence (AI) technologies into the field of education is making fundamental changes at the junction of these areas, bringing the educational process to an interactive, individualized, and digital form.

Artificial intelligence tools are making it possible to reconsider many traditional methods in education. In particular, with the help of AI, opportunities are being created such as developing educational content tailored to the individual needs of students, automatically assessing the level of knowledge, monitoring the learning process, and increasing effectiveness. At the same time, AI technologies, combined with media platforms, enrich the educational process through visual, auditory, and interactive elements, providing new experiences for both teachers and students. This, in turn, is accelerating the digital transformation of education and paving the way for a new paradigm based on innovative methods.

This article analyzes the role of artificial intelligence at the intersection of pedagogy, media, and technology. The article comprehensively examines the capabilities, current limitations, practical applications, and prospects of AI technologies in education. It also evaluates its integration into pedagogical processes, synergy with media, and role in shaping a modern learning environment from a scientific perspective. The results of the analysis serve to determine the directions for the effective development of artificial intelligence-based education systems and provide a deeper understanding of the role of digital innovations in education.

Main part: In the modern education system, pedagogy, media and technology are three main components that are closely interconnected and complement each other. While pedagogy determines the theoretical and practical foundations of the educational process, media acts as a tool for conveying knowledge to students in a visual and interactive form. Technology plays an important role in increasing the efficiency of the educational process and automating the teaching and learning processes. Artificial intelligence is taking this trinity to a new level, further

deepening their integration.

AI is an effective tool for identifying the individual needs of students in the educational process and developing customized teaching methods. For example, adaptive learning platforms analyze the level of knowledge of students and provide materials appropriate to their level of difficulty. Thus, an individual approach is provided to each student. In addition, automatic assessment systems of artificial intelligence lighten the burden on teachers and increase the objectivity of the assessment process.

There is an opportunity to make education more interactive and interesting through media. With the help of AI, advanced media technologies such as video, animation, virtual and augmented reality more actively involve students in the learning process. This helps to increase motivation in education and make it easier to understand difficult topics. For example, with the help of virtual laboratories, students can master practical skills safely and effectively.

AI technologies are also creating new opportunities in the media sector. For example, artificial intelligence is widely used in the automatic creation, personalization and distribution of content. This process increases the efficiency of educational media platforms and helps to deliver customized content to students faster. AI technologies also facilitate the analysis of media data, allowing for real-time feedback during the educational process.

At the same time, there are some problems in the application of artificial intelligence in the field of education and media. There are factors such as the high cost of technologies, issues of information security and confidentiality, and difficulties for teachers in mastering new technologies. In addition, issues of transparency and ethics of AI decisions are also relevant. To address these problems, it is necessary to update pedagogical approaches along with technological developments.

Materials and Methods

This study examined the place and role of artificial intelligence in the education system, in particular at the intersection of pedagogy, media and technology. During the research, the integration of artificial intelligence technologies in education, their advantages, existing limitations and prospects were analyzed. The study was conducted based on qualitative and quantitative approaches.

The material was based on scientific articles published between 2020 and 2024, reports of international educational organizations (UNESCO, OECD, World Economic Forum), the activities of educational platforms based on artificial intelligence (for example: ChatGPT, Duolingo Max, Khanmigo, Sora, Google Classroom AI), and the experiences of real educational projects implemented in Uzbekistan and abroad. In addition, semi-structured interviews were conducted with 15 teachers, IT specialists and methodologists working in the field of education.

Several methods were used in the study. First of all, the directions of modern application of artificial intelligence in education were studied by analyzing literary sources. Using the comparative analysis method, the introduction of SI technologies in the education system of Uzbekistan was compared with the experience of advanced countries such as the USA, Finland and South Korea. Also, a case study was conducted based on real examples to determine how SI technologies work in practice in some educational institutions and what results they produce.

In addition, the strengths and weaknesses, existing opportunities and potential threats in the integration of artificial intelligence into education were assessed through SWOT analysis. Using the expert assessment method, the opinions of experts on the impact of SI technologies on the educational process, the level of effectiveness and ethical risks were summarized.

Based on these methodological approaches, a scientific analysis was conducted of what opportunities artificial intelligence creates in the field of education, what problems it causes and what development prospects it has in the future.

Conclusion: Today, at the intersection of pedagogy, media and technology, artificial intelligence is becoming an important factor in radically changing educational processes. AI increases the effectiveness of the educational process by providing individualized teaching, improving teaching methods, and creating interactive and interesting environments. In combination with

media and technology, artificial intelligence creates unique opportunities for the rapid and effective delivery of educational content, automatic assessment of knowledge, and the provision of educational materials tailored to the needs of students.

However, in this process, technological limitations, information security, and ethical issues must also be taken into account. Therefore, along with pedagogical approaches, improving the digital literacy of teachers, mastering new technologies, and security measures remain a priority.

In the future, AI-based educational systems will develop further and form a modern model of learning. This not only increases the quality of education, but also serves to create an educational environment that is flexible, adaptable, and focused on creative development, tailored to the individual needs of each student.

References

1. Shakirova Z. The Efforts To Defend The Borders Of The City-State Madinah After The Hijrah (Migration) Of Muhammad (Saw) //Turkish Online Journal of Qualitative Inquiry. – 2021. – Т. 12. – №. 6.
2. Maryam S., Shakirova Z. TEACHING A FOREIGN LANGUAGE TO YOUNG CHILDREN //Ethiopian International Multidisciplinary Research Conferences. – 2025. – С. 33-36.
3. Shakirova Z. N. THE IMPORTANCE OF ARTIFICIAL INTELLIGENCE IN TEACHING ARABIC //SHOKH LIBRARY. – 2025.
4. Shakirova Z. The Influence of the Arabic Language on Language Development. (2024). *Intersections of Faith and Culture: American Journal of Religious and Cultural Studies* (2993-2599), 2(6), 91-94. <https://grnjournal.us/index.php/AJRCS/article/view/5294>
5. Shokirova Z. ORGANIZATIONAL FORMS OF TEACHING //Galaxy International Interdisciplinary Research Journal. – 2021. – Т. 9. – №. 12. – С. 127-130.
6. Shakirova, Z. . (2025). PEDAGOGIKA, MEDIA VA TEXNOLOGIYA TUTASHGAN NUQTADA: SUN'IY INTELLEKTNING ROLI. Педагогика и психология в современном мире: теоретические и практические исследования, 4(12), 7–9. извлечено от <https://in-academy.uz/index.php/zdpp/article/view/54189>
7. Begmatova B. M., Mutalova G. S., Kasimova S. S. The Direct Object And Its Use In Arabic Language //Boletin de Literatura Oral-The Literary Journal. – 2023. – Т. 10. – №. 1. – С. 3601-3609.
8. Kasimova S. TRANSLATION OF EXAMPLES OF EASTERN LITERATURE INTO UZBEKISTAN: ISSUES OF STYLE, CONTENT AND AESTHETIC CONSISTENCY //International Journal of Artificial Intelligence. – 2025. – Т. 1. – №. 3. – С. 116-119.
9. Kadyrova M. M. COMPARISON OF STANDARD ARABIC (FUSSHA) AND DIALECTS IN THE CONTEXT OF VOCABULARY LEARNING //Ethiopian International Journal of Multidisciplinary Research. – 2025. – Т. 12. – №. 02. – С. 3-6.
10. Касимова С. Традиционная арабская грамматика и изучение европейской ориентации //Востоковедения. – 2019. – Т. 4. – №. 4. – С. 68-77.