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ARTIFICIAL INTELLIGENCE AND YOUTH THINKING

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Abstract: This article philosophically analyzes the positive and negative aspects of the impact of artificial intelligence on human thinking. It is also recognized that artificial intelligence, while being a significant achievement of our time, is also causing some social problems.
Keywords: artificial intelligence, social problems, youth, thinking, optimism.

Artificial intelligence is the process of creating intelligent machines from large amounts of data. Systems learn from past learning and experiences and perform human-like tasks. This increases the speed, accuracy, and efficiency of human actions. AI uses complex algorithms and techniques to create machines that can make independent decisions.

Artificial intelligence is a set of algorithmic, mathematical, and software systems capable of performing functions such as analysis, learning, reasoning, and decision-making that are characteristic of human intelligence.

Cognitive processes represent the totality of mental activities related to human perception, information processing, memory storage, thinking, and problem solving. Metacognition is a higher-order form of thinking that reflects a person's ability to understand, evaluate, and manage their own thought processes. Algorithmic thinking is a way of thinking that focuses on solving problems based on a clear sequence, logical steps, and a systematic approach, and it is an important component of modern digital thinking.

Deep learning of technology forms the basis of artificial intelligence. A number of measures are being taken to expand the use of artificial intelligence technologies, improve the system of collecting, storing, and processing digital data, train qualified personnel in our country, and support scientific projects in this area. We are all happy that the reforms initiated in our country's education system encourage students to work on themselves, to explore, and to engage in scientific and creative activities. However, the question of whether all young people can effectively use artificial intelligence remains relevant.A long-term AI plan has been developed as part of the Artificial Intelligence Technology Development Strategy for 2030, adopted by the President of the Republic of Uzbekistan in 2024. This plan also focuses on implementing ethical principles alongside AI development — privacy, human rights, and risk assessment systems are being developed. It also aims to create a new approach to human thinking. In the technical community, a heated debate continues about ethics in artificial intelligence, human thought. Most university programs have included courses in AI ethics in the curriculum. Thinking about the incredible potential of AI in education, ideally, Lynch writes in The Ed Advocate: “AI does not reduce learning in the classroom, but rather improves it in many ways.” He summarizes five exciting potential benefits of integrating artificial intelligence into education. Yann Le Cun, a professor at New York University, said about artificial intelligence: “Our intelligence makes us human, and artificial intelligence is a

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continuation of that quality."Artificial intelligence is a field of study that produces and studies machines that aim to stimulate human intellectual processes." The main goal of SI is to optimize routine processes, increasing their speed and efficiency (if it is implemented and supported correctly). As a result, the number of companies using SI continues to grow worldwide [1].

”AI technologies widely used today can be exemplified by intelligent web search engines (such as You Tube Search), recommendation systems (You Tube, Amazon,and Neftlix), natural language comprehension (Google Assistant, Siri, and Alexa), self-driving cars (such as Waymo), and more " [2]. Alan Turing was the author of the first research in the field of artificial intelligence. Artificial intelligence was founded as an independent field of study in 1956. At a conference at Dartmouth College this summer, John McCarthy first used the term "artificial intelligence" and entered history as the author of this term. Although research on artificial intelligence has been done from the mid-20th century, public interest in it has shown in 2012 that deep learning is superior to other artificial intelligence techniques, and in 2017 Advances in transformer architecture have increased dramatically. In early 2020, this field has been booming, with many companies, universities, and laboratories making significant advances in artificial intelligence. In philosophical reflection, Dartmouth also raises philosophical questions about the nature of intelligence and the ethics of creating artificial beings. An optimistic approach to artificial intelligence is necessary. Currently, artificial intelligence has become an important part of the technology industry and offers solutions to many of the most difficult problems in society. In recent years, artificial intelligence technologies have been affecting many aspects of our lives. Interest in these technolagies, especially among young people, is increasing, bringing about a significant change in their thinking. Various programs developed using artificial intelligence are helping young people gain knowledge and solve problems. For example, in areas such as rapid information search, language learning, solving mathematical problems, artificial intelligence tools serve not to simplify, but to accelerate the thinking of young people.The introduction of artificial intelligence in the educational process increases the effectiveness of youth learning. Through Individual curricula, interactive textbooks and test systems, the opportunity arises to organize a flexible lesson for each student's approach and style of thinking. This serves to promote the cognitive processes of youth. To effectively organize communication between young people and artificial intelligence and modern technologies, it is necessary to adequately inform them about digital literacy, information security, and ethical standards. At the same time, it is advisable to pay special attention to the development of independent thinking and a creative approach.

From a philosophical perspective, human thought is inextricably linked to complex components such as consciousness, experience, and moral responsibility, and is not limited to a set of logical operations alone. Human thought is based on subjective perception, a system of values, and free will. In particular, Immanuel Kant interpreted human reason as the ability to make independent decisions and understand moral responsibility. Rene Descartes, on the other hand, valued thought as the main sign of human existence, considering it the criterion that distinguishes us as conscious beings.

Artificial intelligence systems, on the other hand, are fundamentally different from human thought. They operate on predetermined algorithms and data without the ability to perceive consciousness, emotion and morality. While artificial intelligence can model or imitate human thought processes, it cannot fully capture the spiritual, moral, and reflective qualities that are unique to the human mind. Therefore, it is more appropriate to view artificial intelligence not

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as an alternative to human thinking, but as a supporting tool that optimizes certain intellectual processes.

Artificial intelligence is not a direct factor in shaping the thinking of young people, but rather a tool that can influence its development or, conversely, its stagnation. When AI technologies are introduced into the educational process consciously, goal-oriented and methodically based, it serves to develop the metacognitive thinking skills of young people, that is, the skills of understanding, analyzing and managing their own thinking process. On the contrary, uncontrolled and excessive use of these technologies can lead to negative consequences, such as simplification of thought processes and a decrease in independent thinking activity. Therefore, the issue of using artificial intelligence requires a comprehensive analysis of it not only as a technological phenomenon, but also as a complex social problem that combines pedagogical and philosophical aspects.

However, the negative aspects of artificial intelligence in society cannot be ignored. Although artificial intelligence (SI) technologies are central to the development of society, its widespread use also has some negative consequences. Especially these cases have a significant impact on youth thinking and social consciousness.

First, there is a weakening of independent thinking. Young people are getting used to getting answers by relying on artificial intelligence instead of analyzing complex issues. This negatively affects the development of logical thinking, creativity and critical thinking skills.

Secondly, intellectual laziness is emerging. The ability to quickly achieve ready-made answers and solutions simplifies the process of acquiring knowledge, reducing the need for work and search. As a result, knowledge becomes superficial.

Thirdly, there is a problem of decreased social communication. Constant communication with artificial intelligence limits face-to-face conversation with real people. This condition leads to a weakening of loneliness, social adaptation difficulties and communicative skills in young people.

Fourth, moral and spiritual dangers are emerging. Artificial intelligence does not have moral values, it only operates based on the algorithms given. Moral standards can be violated when young people accept false or false information without critically evaluating it.

Fifth, there is a possibility of psychological dependence. Excessive reliance on artificial intelligence can lead to a loss of independence in decision-making, reducing a person's self-confidence.

Within the framework of this study, a small-scale survey was carried out among students of the Andijan branch of the University of Kokand as an empirical study. A total of 25 students participated in the survey. The main goal of the study was to determine the impact of using artificial intelligence technologies on the thinking of young people.

According to the survey, 64% of respondents noted that artificial intelligence tools can speed up the learning process and increase learning efficiency. At the same time, 20% of participants noted that the frequent use of artificial intelligence leads to a decrease in the activity of independent thinking. The remaining 16 percent of respondents rated the impact of artificial intelligence on youth thought as neutral.

The results confirm that artificial intelligence technologies have a two-way impact on the thinking of young people. That is, while these technologies can increase the efficiency of learning when used correctly and purposefully in the educational process, they can lead to a weakening of independent thinking processes when used uncontrolled and excessively. Thus,

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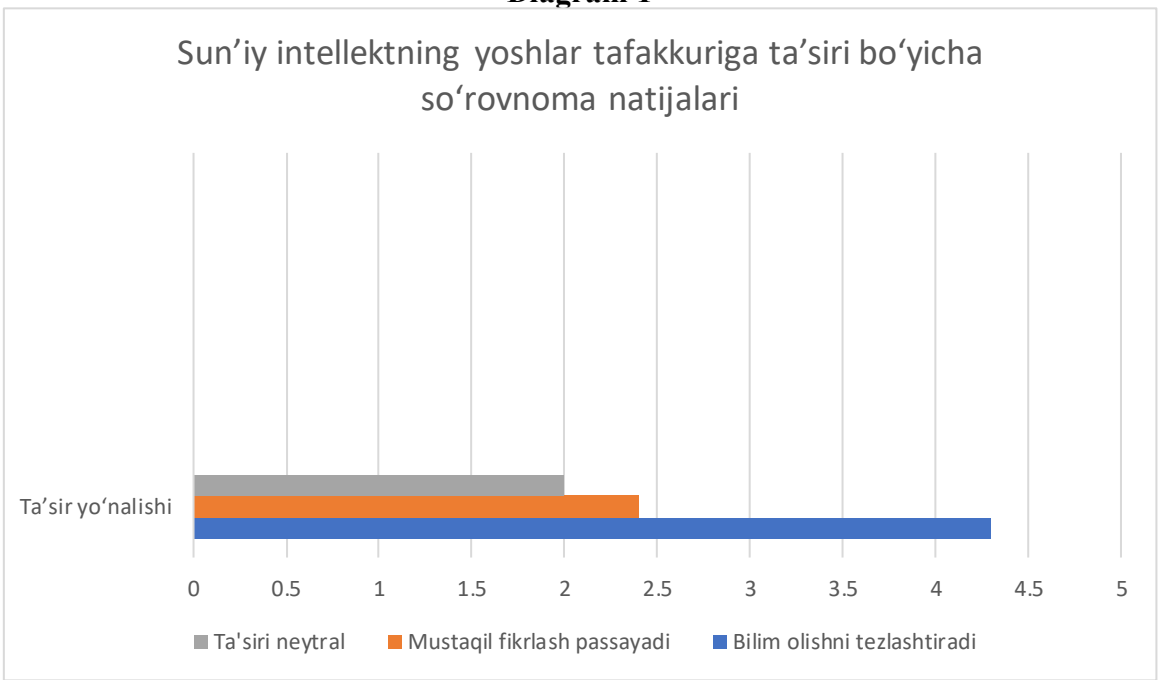
it is determined that the effectiveness of using artificial intelligence directly depends on the culture of its use by users and the level of pedagogical control.

Diagram 1



The results of the survey show that a large majority of respondents (64%) rated artificial intelligence tools as a factor that accelerates the learning process and increases the effectiveness of education. At the same time, there are those among students who believe that the use of artificial intelligence leads to a decrease in independent thinking, and their share is 20 percent. The remaining 16 percent of respondents said that these technologies have no significant positive or negative impact on the thinking of young people. These results confirm that the impact of artificial intelligence technologies on the thinking of young people directly depends on the form of use, purpose, and level of pedagogical control.

In short, if the potential of artificial intelligence is not used wisely, it can lead to a slowdown in the thinking of young people and an increase in social and moral problems. Therefore, artificial intelligence should be used as a tool to enhance human thinking, not to replace it. Artificial intelligence is emerging as an important factor that significantly influences the thinking of young people in modern society. Conscious, methodical, and purposeful integration of education into the learning process increases the effectiveness of young people's learning and develops their critical, analytical, and metacognitive thinking skills. At the same time, uncontrolled or excessive use of artificial intelligence technologies can lead to intellectual laziness, a decrease in independent thinking, and the emergence of psychological dependence. Therefore, it is important to adhere to ethical standards when using artificial intelligence, ensure pedagogical control, and increase young people's digital literacy. Overall, artificial intelligence should be seen as a tool that enhances, supports, and improves human thinking, not as a replacement for it. This approach not only increases the effectiveness of the educational process, but also helps to strengthen young people's independent thinking and creative approach skills.

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