

ANTHROPOCENTRIC PRINCIPLES AND THE POSSIBILITIES OF ARTIFICIAL INTELLIGENCE IN THE DEVELOPMENT OF HUMANITY VIRTUES

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Abstract: This article explores the issues of developing moral, ethical, and humanistic qualities in primary school children by integrating anthropocentric principles and modern artificial intelligence technologies. In the educational system, the needs, integrity, and individual abilities of the student's personality are prioritized. The creation of adaptive and interactive tasks through AI tools enhances the effectiveness of fostering empathy, goodwill, and high moral values in children.

Keywords: student-centered learning, digital pedagogy, moral and ethical education, empathy, artificial intelligence, individual trajectory, compassion, moral values

INTRODUCTION

Nowadays, school is not only a place of academic education, but also a spiritual and educational space that allows children to realize their own worth, think independently and critically, understand others, and find their place in society. In the 21st century, the education system has set as its main goal the formation of a person not only as a recipient of information, but also as an active, independent decision-maker, a subject who respects human values, and has a sense of empathy [1]. In this regard, the anthropocentric approach (anthropos - human, centrum - center) places the value and personality of the student at the center of the educational process [2]. The Law of the Republic of Uzbekistan “On Education” (2020) and the Decree of the President of the Republic of Uzbekistan No. PF-60 (2022) define the intellectual and spiritual and moral development of young people as a priority [5]. Therefore, the formation of humanistic qualities in primary school students is not only a pedagogical, but also an important socio-pedagogical task. Anthropocentric views, originating from ancient Greek philosophy (Socrates, Plato, Aristotle), were developed by enlightened educators of the 17th-19th centuries (YA Comenius, JJ Rousseau, IG Pestalozzi, KD Ushinsky) and scientists of the 20th century (J. Dewey, M. Montessori, LS Vygotsky), and turned into the concept of “person-centered education” in pedagogy [1, 2, 3]. Today, this approach is reflected in the UNESCO “Education 2030” declaration [4]. In recent years, as a result of the acceleration of digitalization processes in education, Artificial Intelligence (AI) tools have been entering the pedagogical process. However, the issue of humanizing technologies and directing them towards the moral development of the student's personality is one of the urgent problems in modern pedagogy that has not been sufficiently studied.

RESEARCH METHODOLOGY

In the research process, a set of theoretical and empirical methods was used to address the problem of developing spiritual, moral and humanistic qualities of primary school students. The historical and philosophical foundations of the anthropocentric approach (Socrates, Kant, Dewey, etc.) and modern person-oriented educational theories (L.S.Vygotsky, J. Piaget) were scientifically analyzed. A model of integrating artificial intelligence technologies (adaptive learning systems, role-playing interactive cases, adapted fairy-tale scenarios) with anthropocentric principles (individualization, empathy, subjective communication) was developed. The methodology of psychological and pedagogical observation and situational tasks was used to assess the level of formation of empathy, tolerance and moral choice skills in primary school children.

RESEARCH RESULTS

The conducted research and theoretical and practical analysis showed that the pedagogical integration of the anthropocentric approach and artificial intelligence tools provides the following important results in the formation of humanistic qualities in primary school students. By making the student the central subject of the educational process, the following pedagogical changes are achieved. An individual educational and upbringing trajectory is determined in accordance with the level of psychological and emotional development of each student. An environment of communication based on trust and equality is created between the teacher and the student. This increases the motivation and psychological peace of students in the lesson. AI algorithms were used to create humanistic fairy tales, scenarios and stories adapted to the name and character of each child, depending on their level of mastery and moral preparation. With the help of AI, students are presented with virtual situations that require a moral choice (for example: “Helping an animal left in a deserted place”, “Consoling a friend”). The child understands the consequences of the decision he makes, which increases his real-life responsibility and sense of empathy.

DISCUSSION

In the process of analyzing the relationship between anthropocentric principles and digital pedagogy, the following scientific conclusion was made: Artificial intelligence is a modern technical tool that delivers humanistic and anthropocentric ideas in the educational process to each child individually. Although in traditional pedagogy, technology is considered a limiting factor in human relations, within the framework of an anthropocentric approach, AI, on the contrary, increases the influence of humanistic education. According to psychological theories (J. Piaget, L.S.Vygotsky), children of primary school age acquire moral principles not through dry rules, but through personal experiences and social communication [3]. Interactive scenarios and role-playing games created using AI allow the child to be at the center of events and increase personal moral experience.

However, the following conditions were discussed when using SI tools in the pedagogical process. Artificial intelligence can never replace the live affection, sincere communication and personal example of a teacher [6]. SI acts only as an auxiliary methodological tool for the teacher. All materials and exercises generated through SI are selected by the teacher for their compatibility with the psychology of primary school age, national and universal values. Humanistic concepts formed through virtual and interactive tasks should be reinforced with real-life charity actions, collective and ecological projects.

CONCLUSION

The results of the study show that the integration of anthropocentric principles and artificial intelligence capabilities in the development of humanistic qualities in primary school students is one of the most effective and strategic directions of modern education. While the anthropocentric approach provides the spiritual and philosophical foundation of the education system and puts the child's personality and his dignity at the center, artificial intelligence technologies serve to deliver this foundation to each student in an individual, interactive and modern form. As a result of this integration, students not only acquire academic knowledge, but also grow up as tolerant, empathetic, socially responsible and highly spiritually mature individuals in society. The anthropocentric approach provides the spiritual and philosophical foundation of the education system. It elevates the student's personality to the level of an active subject, recognizing his integrity, needs and unique abilities as the highest value. This helps the child to understand his own worth and to treat others with respect and tolerance during the lesson. Artificial intelligence technologies serve as a means of implementing the anthropocentric foundation in practice in an interactive and modern way, in accordance with the individual psychological characteristics of each student. Adaptive tasks, role-playing virtual scenarios and interactive cases formed through AI algorithms adapt to the learning

pace and emotional state of each child, allowing them to practice empathy, compassion and ethical decision-making skills in conditions close to real situations. As a result of the combination of this foundation and technological capabilities, students not only gain solid academic knowledge, but also form a commitment to national and universal values, tolerance in society, empathetic perception, social responsibility and a high spiritual and moral culture. In conclusion, the integration of anthropocentrism and artificial intelligence protects the educational process from a technocratic one-sided approach, humanizes it, and ultimately serves to develop a well-rounded, tolerant, and spiritually mature individual for society.

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