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ARTIFICIAL INTELLIGENCE AND THE TRANSFORMATION OF THE TEACHER'S PROFESSIONAL ACTIVITY AND THE ASSESSMENT SYSTEM

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Abstract

This article analyzes the transformation of the teacher's professional activity and of the assessment system under the conditions of the integration of artificial intelligence technologies into education. The study substantiates the position that these technologies do not displace the teacher but redistribute professional functions, transferring routine and formalizable operations to automated systems and increasing the weight of functions not reducible to information processing. The requirements placed upon the teacher's competence are examined in their technological, pedagogical and ethical unity, and directions for the redesign of assessment toward process-oriented forms are proposed.

Keywords: artificial intelligence, teacher's professional activity, digital competence, Intelligent-TPACK, assessment system, formative assessment, academic integrity, generative artificial intelligence, ethics of educational technology, professional development of teachers.

INTRODUCTION

The integration of artificial intelligence into education has raised two questions which are usually discussed separately although they are closely connected. The first concerns the professional position of the teacher: which functions are subject



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to automation and which remain irreducibly human. The second concerns assessment: how the quality of learning is to be measured when a technically acceptable answer to a standard assignment may be obtained without the intellectual effort the assignment was designed to elicit [1].

The two are connected because assessment is a principal instrument of the teacher's activity, and its devaluation alters the whole structure of pedagogical work: the teacher loses not merely a means of measurement but a means of diagnosis. The purpose of the article is to analyze the changes in the structure of the teacher's professional activity, to determine the components of the competence required for integrating these technologies, and to substantiate directions for the redesign of assessment.

RESEARCH METHODOLOGY

The research employed the study of scientific sources on pedagogy, educational technology and the theory of assessment, comparative and systematic analysis, generalization and pedagogical observation, together with the analysis of international policy documents and of existing frameworks describing the professional competence of teachers.

The methodological foundation consisted of competency-based, systemic-activity and humanistic pedagogical approaches, supplemented by the concept of the teacher's technological, pedagogical and content knowledge in its extension to artificial intelligence tools. The competency-based approach requires that mastery of a new instrument be understood not as technical operating skill but as the capacity to determine the situations in which it is appropriate. The systemic-activity approach entails that introducing a technology into one component of the system requires adjusting the others, in particular assessment. The humanistic approach requires the preliminary validation of such systems for pedagogical and



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ethical appropriateness and the protection of learners' data [2]. Contemporary research adds a fourth component of professional knowledge, the capacity for ethical assessment of automated decisions, since a teacher using such systems assumes responsibility for their recommendations [3].

RESULTS

The analysis showed that the integration of artificial intelligence does not displace the teacher but redistributes the structure of professional working time. The transmission of information, routine checking and the mechanical repetition of explanation pass in part to automated systems, while the design of learning, motivation, the interpretation of individual difficulty and the formation of values acquire greater weight. The pedagogical relation contains components — trust, moral authority, the recognition of a learner as a particular person — not reducible to information processing, and their absence cannot be compensated by technical quality [1].

In respect of professional competence, technological knowledge alone proved an insufficient predictor of effective integration; the decisive component is the combination of technological and pedagogical knowledge together with the capacity for ethical assessment [3]. This result has a direct practical significance, since professional development programmes constructed exclusively around the technical operation of tools do not improve the quality of teaching [4].

With regard to assessment, the accessibility of generative technologies renders uninformative any assignment whose fulfilment consists in the reproduction of information or in the production of a standard text according to a known pattern, while automated tools intended to detect such use possess insufficient reliability and generate false accusations. The analyses demonstrated instead the effectiveness of forms in which the process of work is observable: oral defence,



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tasks on locally specific material, staged submission with intermediate discussion, comparison of the student's own draft with a machine-generated variant, and reflective commentary substantiating the decisions taken. In these forms the object of measurement is the student's reasoning rather than the finished text, which corresponds to the established understanding of formative assessment and of the function of feedback [5; 6]. Formalised methods of multi-criteria analysis are applied in a comparable way at the level of institutional evaluation, permitting comparison across heterogeneous indicators [7].

DISCUSSION

The principal risk consists not in the replacement of the teacher but in introducing these technologies into an unchanged pedagogical design, which reproduces its limitations at greater speed and creates an impression of modernization without improved results [8]. The sequence of institutional decisions is therefore essential: the redesign of assessment should precede or accompany the introduction of the technology rather than follow it. This entails a shift from summative toward formative assessment, whose object is the process of learning and which is far less vulnerable to the accessibility of generative tools.

The professional development of teachers requires a corresponding reorientation and should be constructed around pedagogical tasks rather than around individual tools. Research on teachers' attitudes toward digital learning management systems shows that attitude predicts successful adoption more strongly than the technical capability of the platform [9], and studies of teaching practice after the transition to distance formats confirm that systematic methodological support is decisive [10]; international competency frameworks for teachers formulate the same requirement at the level of policy [11]. At the institutional level, the effect of integrating artificial intelligence into education, science and practice depends on



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organizational readiness [12], while collaboration and partnership between educational systems are regarded as a condition of balanced development, since isolated adoption reproduces existing disparities [13]. In the Republic of Uzbekistan the corresponding framework is established by the national digitalisation strategy [14].

CONCLUSION

The transformation of the teacher's professional activity consists not in the reduction of the teacher's role but in its reconstruction. Routine and formalizable operations pass to automated systems, while the design of learning, the diagnosis of individual difficulty, the maintenance of motivation, the formation of values and responsibility for pedagogical decisions remain with the teacher and acquire greater weight.

The assessment system requires a corresponding redesign. The productive direction consists not in attempts to detect the use of these technologies, which are unreliable and ethically problematic, but in the transition to forms in which the process of the student's work is observable and the object of measurement is reasoning rather than the finished product. The enhancement of teachers' competence in its technological, pedagogical and ethical unity, the redesign of assessment toward process-oriented forms, and the establishment of institutional procedures for the validation of such systems and the protection of learners' data therefore serve as important factors for improving the quality of education.



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