BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

THE ROLE OF HUMAN BEINGS IN THE AGE OF ARTIFICIAL INTELLIGENCE

Asia International University
Faculty of Social Sciences and Engineering,
Student of the Uzbek Language program, Philology and Language Teaching
Dostmurodova Sanjana

Annotation: This article examines the contemporary significance of artificial intelligence, its impact on human life, and the place of humanity in an era of rapidly advancing technology. It also analyses the capabilities, advantages, shortcomings, and limitations of artificial intelligence, while highlighting the importance of distinctly human qualities.

Keywords: Artificial intelligence, human being, technology, education, development, innovation.

Introduction

Today the world is changing at an unprecedented pace. New technologies are created every day, and innovative solutions that ease human labour are steadily entering our lives. The most significant of these is artificial intelligence. It stands at the centre of attention as one of the principal drivers of future progress. For the younger generation, understanding artificial intelligence is no longer merely an additional skill but a genuine necessity. For this reason, the question “Will artificial intelligence replace human beings?” troubles everyone today.

Main part

Artificial intelligence is the ability of computers and software to perform certain tasks characteristic of human mental activity. It supplies information, analyses data, translates, and assists in carrying out complex assignments. Today it is being used effectively in many fields such as medicine, education, the economy, agriculture, and industry. In medicine, for example, artificial intelligence helps to detect diseases at an early stage and to prevent illness. In the education system, it creates great opportunities for assessing learners’ knowledge, designing curricula, and quickly retrieving information. As a result, human time is saved and the efficiency of work increases.

At the same time, the advance of artificial intelligence gives rise to certain concerns. Many people fear that it will cause some professions to disappear. Indeed, as a result of automation, some simple and repetitive tasks are being transferred to technology. Yet this same process leads to the emergence of entirely new professions. Historically, every technological revolution has placed new demands on people and encouraged them to acquire new knowledge.

However sophisticated artificial intelligence may become, it cannot take the place of a human being, because there are qualities that make a person truly human. Love, compassion, conscience, spirituality, and faith are not characteristic of a machine. Artificial intelligence answers on the basis of data, but it cannot fully feel the emotions of the human heart. After all, as its very name suggests, it is “artificial” intelligence.

Rather than fearing artificial intelligence, learning to use it correctly is the demand of the age. In the future, those who succeed will be people who have mastered new technologies and who are creative and capable of critical thinking. Artificial intelligence can analyse millions of pieces of data within seconds, yet it cannot feel moral responsibility as a human does. The difference between the two is that artificial intelligence works through programs and algorithms, while the human being makes decisions on the basis of values. Many believe that, because artificial

intelligence can create pictures and songs, the role of human creativity will diminish. In reality, artificial intelligence relies on existing data, whereas the human being generates new ideas — and this is precisely what distinguishes humans from all other living beings.

To understand the role of human beings in this new era, it is useful to recall how quickly artificial intelligence has developed. What began as simple rule-based programs has grown into systems capable of learning from vast quantities of information, recognising images, understanding speech, and producing coherent text. Modern artificial intelligence does not merely follow fixed instructions; it identifies patterns and gradually improves its own performance. This capacity for learning is what makes the technology so powerful, but it also means that the quality of its results depends entirely on the quality and fairness of the data it is given.

The benefits of artificial intelligence become especially clear when we examine individual fields more closely. In agriculture, intelligent systems analyse soil conditions, weather forecasts, and satellite imagery to help farmers use water and fertiliser more efficiently and to predict harvests. In the economy, such systems detect fraudulent transactions, manage logistics, and support decision-making in banking. In industry, automated monitoring warns of equipment failures before they occur. Each of these applications demonstrates that the technology is most valuable when it works alongside human specialists rather than instead of them.

Nevertheless, the spread of artificial intelligence raises serious ethical questions. Because these systems learn from data created by people, they may absorb and even reinforce existing prejudices. A program trained on biased information can produce unfair outcomes in hiring, lending, or justice. Moreover, the collection of enormous amounts of personal data poses real risks to privacy and security. For this reason, many countries are now developing laws and ethical standards requiring artificial intelligence to be transparent, fair, and accountable. Ultimate responsibility for these systems must always remain with human beings.

Perhaps the most important consequence concerns the future of education. If routine knowledge can be obtained instantly from a machine, schools and universities must place far greater emphasis on the skills that technology cannot replace: critical thinking, creativity, communication, and moral judgement. Learning to cooperate with artificial intelligence — to ask the right questions, to evaluate its answers, and to use it as a tool — is becoming as essential as traditional literacy. The teacher's task is no longer simply to transmit information but to teach young people how to think independently in a world saturated with it.

It is also worth emphasising that emotional intelligence and empathy remain uniquely human. A physician may rely on artificial intelligence to read a scan, but it is the physician who comforts the patient and explains the diagnosis with compassion. A teacher may use a program to check exercises, yet it is the teacher who inspires and motivates a child. These dimensions of care, encouragement, and ethical responsibility cannot be reduced to algorithms. Artificial intelligence may imitate the outward form of such interactions, but it cannot share the meaning behind them.

Therefore, the relationship between humanity and artificial intelligence should be regarded not as a competition but as a partnership. When people direct technology wisely and keep human values at the centre, artificial intelligence becomes a powerful instrument for solving global problems — from disease and poverty to climate change. The decisive factor in this future will not be the machines themselves, but the wisdom, conscience, and responsibility of the people who guide them.

Conclusion

In conclusion, artificial intelligence has become an inseparable part of modern progress. It eases human life, creates new opportunities, and contributes to the development of many fields. Yet

however far technology may advance, the place and worth of the human being do not change. The future will be shaped not by technology itself, but by knowledgeable, spiritual, and responsible people who are able to govern it. No program can replace the humanity granted to mankind. Artificial intelligence is not a rival to the human being but a helper.

References

1. Abdumanonov A. A., Quchqarov A. A. Sun'iy intellekt asoslari: darslik. – Farg'ona: "Sunrise-pro" nashriyoti, 2025. – 344 b.
2. Abdumutalov B. M. Ta'lim jarayonini optimallashtirishda sun'iy intellekt va kompyuter dasturlarining ahamiyati: uslubiy qo'llanma. – 2025.
3. Maxkamova G. A. Ona tili darslarida sun'iy intellekt yordamida o'quvchilar nutqini rivojlantirish usullari. – 2025.
4. Djurabayeva Z. A. O'zbek tilida sun'iy intellekt bilan bog'liq tushunchalar haqida // Sun'iy intellektni pedagogik ta'limga integratsiya qilish: muammo va yechimlar mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari. – Andijon, 2025.