

## The role of artificial intelligence in shaping human life: looking toward the future

ЖАРИЯЛАНДЫ  
14.04.2026

СІЛТЕМЕ  
<https://bilimger.kz/188113/>

**Абди Дариға Талғатқызы**

Академик Е. А. Бөкетов атындағы Қарағанды ұлттық зерттеу университеті  
Шетел тілдері факультеті

UDC004.8:37.01:316.3

*Karaganda National Research University named after academician E. A. Buketov*

*Faculty of two foreign languages*

*Abdi Dariga Talgatovna*

**Abstract.** This article examines the role of artificial intelligence in transforming human life across education, work, communication, and everyday decision-making. AI is interpreted not merely as a technical tool, but as a factor influencing human cognition, behavior, and social interaction. Along with its benefits, the paper discusses the risks of dependency, weakening critical thinking, and ethical limits, emphasizing the need for human-centered implementation.

**Keywords:** artificial intelligence, future, digitalization, education, human life.

**Introduction.** At the present stage, artificial intelligence is becoming one of the most relevant, not peripheral, mechanisms of human life. Previously, it was recognized as a computing tool in a narrow professional field, but now it has become a universal digital medium that contributes to study, work, health, communication, language acquisition, information search, word processing, plan creation, and even up to everyday choices. In this regard, the relevance of the research topic is determined by the fact that artificial intelligence becomes not just an indicator of technical progress, but a socio-cultural force that affects the organization of human existence. The purpose of the article is to scientifically analyze the role of artificial intelligence in the formation of human life and demonstrate its potential future

influence through human - oriented criteria. The objectives of the study were to identify the influence of artificial intelligence in education and professional activity, explain its impact on the process of motivation, independence and decision-making, as well as a comparative analysis of its advantages and risks. The object of research is human life in the conditions of a digital society, and the subject of research is the activities of artificial intelligence tools that are recreating the same living space. While the theoretical significance is related to the interpretation of artificial intelligence as a complex component of human experience, the practical significance lies in determining the principles of its responsible application in education, everyday life and in the professional environment. The scientific novelty is that the problem is considered not only from the point of view of technological efficiency, but also from the point of view of human autonomy, cognitive activity and place in the future.

**Research methods.** The article used methods of analysis, comparison, compilation and interpretation. Kazakh and foreign works of recent years have been selected, and their content has been systematized in accordance with the imrad principle. The literature was selected on the basis of relevant research and methodological documents after 2022, and the conclusions regarding the impact of artificial intelligence on education and social life were considered sequentially.

**The main part. Research results.** The potential of artificial intelligence to change human life is manifested primarily in its speed of information processing and its ability to offer personalized support. In the methodological recommendations prepared by the National Academy of Education named after I. Altynsarin, it is indicated that artificial intelligence allows you to adapt the content of education, offer tasks according to the individual pace of the student and save the teacher's time. In this work, the introduction of AI into school practice is assessed not only as a digital fashion, but as a mechanism for personalizing the educational process; the document states that ethics, safety and pedagogical control should coexist during its implementation [1, 18]. Therefore, artificial intelligence needs to be seen as a companion tool that expands the cognitive and organizational capabilities of a person, and not as a substitute force for a person in the future.

This trend is even more pronounced in the field of language education. The methodological recommendations for the foreign language discipline of 2025 indicate that artificial intelligence creates a flexible environment for the development of listening, pronunciation, reading and writing skills, especially effective in rapid feedback and task differentiation [2, 7]. The impact of this approach on human life is very real: previously, language learning was limited only by the class, time and teacher's schedule, but now the student can receive feedback at any moment, correct his mistakes and progress along his trajectory. This in the future turns the concept of education from an institution-dependent system into a continuous process that takes place throughout life.

Kazakhstan's research also proves that this change is not only theoretical, but also practical.

The study conducted by Alina Fazilova and Aizhan Kayip analyzed the attitude of English teachers in Kazakhstan to lesson plans developed using artificial intelligence, and based on the feedback from 27 participants, it was found that teachers positively assess the effectiveness, time saving and ability to come up with new ideas [3, 30]. At the same time, the authors also pointed out the danger of insufficient personalization and excessive reliance on automation by teachers. At this point, it is seen that artificial intelligence, although it makes human life easier, cannot completely replace professional reasoning: technology offers a quick option, but it is the specialist himself who makes it a meaningful, context - appropriate and human-worthy solution.

Foreign works show that the influence of artificial intelligence is not limited to productivity, it also contributes to the internal motivation and autonomy of a person. In the work of Yi Ma and Mingyang Chen, it is described that the group given teaching support along with artificial intelligence had a higher result, and the autonomy indicator increased more clearly; the study showed that teaching scaffolding had a stronger effect on autonomy [4, 10]. This conclusion is very important: if organized correctly, artificial intelligence becomes not a mechanism that makes a person lazy, but rather a tool that prompts him to control his own learning. But if it remains only a medium for a ready-made answer, then the search for a person can weaken. Therefore, the main question in the future is not whether the technology exists, but the architecture of its application.

In the work of Aidos Myrzabek, Gaukhar Yersultanova and Medet Zhandildinov, the possibility of strengthening formative assessment by artificial intelligence is considered, and it is noted that such tools create conditions for providing prompt feedback, reducing the daily assessment load and adjusting training based on data [5, 100]. This is a change in the broad meaning of human life. In a future society, decisions will continue to be made not only by intuition, but also by prompt analysis of the collected data. This model in education will then extend to the labor market, medicine, management, household services. That is, artificial intelligence not only frees up a person's time, but also changes his style of action: a person is increasingly switching from repetitive activities to strategic thinking.

Lin Wei's study, built on mixed methods, showed that the group that introduced artificial intelligence had higher English language outcomes, L2 motivation, and self-regulation strategies compared to the group that received traditional learning; a total of 60 students participated in the Study [6, 7]. This fact gives reason to consider the future role of artificial intelligence not at a single level of convenience, but as a mechanism for the development of human abilities. However, even here the basic truth does not change: AI gives results, but it does not allow a person to set goals instead, choose values, take responsibility. Therefore, in the future, the most successful person will not be the one who uses AI, but the one who can subordinate AI help to his own cognitive and ethical dimension.

Discussion. Summarizing the research above, it can be seen that artificial intelligence is

reshaping human life on three levels. First, it changes the structure of time: previously long-performed actions are reduced, and a person has more space for analysis and selection. Secondly, it expands access to knowledge and skills: learning a language, composing a text, making a plan, or sorting data is much faster than before. Third, it requires new qualities from a person: the ability to ask questions, check the quality of the result, distinguish between a false or superficial answer, and observe ethical boundaries. So, in the future, the main question will be «Will there be artificial intelligence? and not the question » What should a person be next to him? the answer to the question » why?»

From a practical point of view, several principles are needed to make artificial intelligence a tool that improves human life. In education, AI should support lesson design, task differentiation, and feedback, without replacing the teacher. In everyday life, he should be used as a consultant who offers alternatives, without taking full responsibility for making decisions. For example, a student can ask GI for a structure in the analysis of the topic of an essay, but he must select the argument himself and form the conclusion himself. In a similar situation to medical advice, AI may help to sort out the initial information, but the final professional decision must be made by a person specialist. Thus, the future of artificial intelligence is determined not only by its technical power, but also by the quality of the human monitoring system.

Conclusion. Artificial intelligence is not only changing human life, but also reconstructing its future model. It makes learning more flexible, facilitates work, speeds up working with information, and offers personalized support. At the same time, it requires more responsibility, critical thinking, digital literacy and ethical alertness from a person than ever before. Therefore, the true value of artificial intelligence is not that it replaces a person, but that it strengthens human abilities. The quality of the future is measured not by how advanced technology is, but by how perfect a society is that has been able to subordinate that technology to the good of man.

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**ҚМ АА** Күәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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