

Artificial Intelligence in the Hands of Children: The New Generation and Educational Challenges

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"A few months ago, I visited a girls' elementary school to meet with first-grade teachers. As the session concluded, and I was about to leave, the school's vice-principal, with a smile, suggested:

'Would you like to participate in the religious celebration for the third-grade students for a few minutes?'

It was an unexpected invitation. I attempted to politely decline, but the vice-principal's smile indicated there was no escape. 'Now that I'm going to speak, what should I say?' I inquired.

She confidently replied, 'Just say the things that are always said at these ceremonies. It's not difficult!'

We walked together to the prayer hall. I had only a few moments to gather my thoughts. But what could I say that would resonate with these children?

As I stood behind the podium, I looked at their small, curious faces. I couldn't be cliché. I decided to share a personal story.

'Let me tell you a story... the story of my mother and me.'

Their eyes lit up. Children love stories. I continued:

'My mother always asked me to tell her grandchildren to use their phones less when they came to her house. She said, 'I want them to be truly present when they're with me, not lost in their phone screens.'

At that moment, one of the children excitedly asked, 'What's your mother's name?'

I smiled and said, 'Mom Bahar.'

A group of students exclaimed enthusiastically, 'We have a Bahar too!'

I continued that one day, my mother asked me, 'How do these phones even work?'

To explain, I tried to introduce artificial intelligence in her own language. When she understood that my phone could hear, analyze, and respond, she said with astonished eyes:

'Then ask this artificial intelligence what to do for my knees!'

Suddenly, the classroom erupted! Someone asked, 'Which artificial intelligence do you use?'

Before I could answer, several others excitedly responded:

'ChatGPT is the best!' 'No, Copilot is more accurate!' 'Gemini is smarter!'

Each of them enthusiastically spoke about their favorite features. They were third-grade students... yet, in the world of artificial intelligence, they were ahead of many adults.

I glanced at the teachers, the vice-principal, and the principal. Their eyes were wide open. It was as if they were seeing for the first time how the new generation has grown up with technology, how they live it.

And I, right there, understood a simple but terrifying truth:

Education is still trying to keep children away from phones, but it doesn't even have a specific plan for teaching the proper use of artificial intelligence.

In the future these children will live in, artificial intelligence is not a tool, it's a language.

And if education still seeks to close the doors to this new world, who will be responsible when this generation leaves school and we were not ready for them?

Our schools must change, before they fall behind forever..."

"The Generational Divide in the Age of Technology: Challenges and Opportunities in Artificial Intelligence Education"

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Introduction

With the rapid advancement of technology, new generations are growing up in an environment where their learning methods and interactions with the world are fundamentally different from the past. These changes have posed significant challenges for educational systems, families, and teachers. The narrative presented illustrates an example of these shifts; third-grade elementary school students who are familiar with artificial intelligence concepts without formal education, while the educational system is still grappling with issues such as limiting mobile phone usage. This highlights the generational gap in understanding and utilizing modern technologies. This paper examines this phenomenon from three perspectives—educational, sociological, and psychological—and ultimately, proposes solutions to improve the situation.

Discussion

1. Educational Challenges and the Need for Learning System Transformation

Traditional educational systems still emphasize outdated knowledge transfer methods, whereas today's students have discovered alternative learning approaches. They utilize the internet, artificial intelligence, and digital tools to search for information and solve

problems. In such circumstances, the lack of educational planning for the integration of artificial intelligence into the learning process can lead to educational inequality.

Children from families with access to technology will have an advantage, while others will lag behind. Proposed solutions to address this issue include:

Revising curriculum content and incorporating artificial intelligence topics into educational programs.

Conducting training courses for teachers to familiarize them with new technologies.

Implementing blended learning methods that integrate traditional and digital education.

2.Shifting Social Values and the Generational Divide

From a sociological perspective, the narrative indicates that older generations, such as the narrator's mother, still emphasize values like direct communication and family interactions, while contemporary children are more reliant on digital communication.

This divergence in values can lead to communication challenges between generations.

While parents and teachers are concerned about excessive mobile phone use among children, children perceive it as a tool for learning and exploring the world. Therefore, instead of complete prohibition, children and parents should be educated on the proper use of technology.

3.Psychological Impact of Technology on Children

From a psychological standpoint, contemporary children exhibit distinct cognitive characteristics compared to previous generations. They:

Engage in multitasking and can perform multiple tasks simultaneously.

Process information rapidly and seek immediate answers.

Utilize digital interactions for learning.

Nevertheless, excessive technology use can lead to issues such as decreased concentration, dependence on digital devices, and diminished social skills. To mitigate these problems, a culture of responsible technology use should be promoted within families and schools.

Conclusion

The presented narrative exemplifies the extensive changes occurring within the educational system and society. Schools can no longer rely on traditional methods;

instead, they must embrace technology and adapt learning accordingly. Teachers must transition from their traditional role as knowledge transmitters to learning path designers and facilitators. Parents must also strike a balance between family values and the digital world. The future of education hinges on accepting these changes and intelligently leveraging technology. If the educational system fails to align itself with the needs of the new generation, this generation will forge its own path without it—and then, there will be no opportunity to accompany them