MIKC DAUGAVPILS DIZAINA UN MĀKSLAS VIDUSSKOLA “SAULES SKOLA”

MĀCĪBU PRIEKŠMETS:

SVEŠVALODA I (B2)

SPECIALITĀTE: **ANGĻU VALODA**
3. KURSS

METODISKĀ IZSTRĀDNE

ANGĻU VALODAS STUNDA: KRITISKĀS DOMĀŠANAS ATTĪSTĪBA. «MŪSDIENĪGĀS TEHNOLOĢIJAS: MĀKSLĪGAIS INTELEKTS UN TO PIELIETOJUMS IKDIENAS DZĪVĒ»

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Daugavpils
2025

Anotācija

VĀRDS UZVĀRDS Jekaterīna Ņikiforova

METODISKĀS IZSTRĀDNES NOSAUKUMS: Angļu valodas stunda: Kritiskās domāšanas attīstība. «Mūsdienīgās tehnoloģijas: Mākslīgais intelekts un to pielietojums ikdienas dzīvē»

Sasniedzamais rezultāts: Iemācīt 3.kursa audzēkņus kritiski domāt, izteikt savas idejas par tēmu un veikt secinājumus atbilstoši lasītam, redzētam un dzirdētam. Sagatavot 3.kursa audzēkņus angļu valodas eksāmena rakstu un mutvārdu daļām.

Mērķauditorija (programmas nosaukums, kurss vai pedagogi): Svešvaloda I (B2) angļu valoda, 3.kursa audzēkņi, angļu valodas skolotāji

Metodiskās izstrādnes praktiskais pielietojums: Metodiskā izstrādne var būt pielietota kā atsevišķa tēma gatavošanos angļu valodas eksāmenam, vai kā daļa no tēmas «Mūsdienu tehnoloģijas»

Uzskates un citi mācību līdzekļi: Metodiskajā izstrādnē tika pielietoti un apkopoti teorētiskie un praktiskie materiāli no interneta vietnēm: ibm.com , youtube.com, founderjar.com, merriam-webster.com/dictionary

Metodiskās izstrādnes aktualitāte/novitāte: Šodienas angļu valodas eksāmena gan rakstu daļa, gan mutvārdu daļa satur uzdevumi, kuru izpildei ir vajadzīgas kritiskās domāšanas prasmes. Lai pievērstu uzmanību šai prasmei mācību procesā tika izvēlēta ļoti aktuālā tēma «Mākslīgais intelekts». Daudzi no audzēkņiem lieto mākslīgā intelekta aplikācijas un čati uzdevumu izpildei, bet viņi neaizdomājās par tā pielietojuma ētisku pusi, par priekšrocībām un trūkumiem. Šī izstrādne palīdzēs audzēkņiem padziļināt viņu angļu valodas zināšanas, attīstīt kritiskās domāšanas prasmes, kā arī pilnveidot viņu klausīšanās, lasīšanas, runāšanas un rakstīšanas prasmes.

Saturs:

1. Ievads …… slaids 4

2. Stundas saturs: …….. slaids 5
   1) Iesildīšanas uzdevums ……. slaids 15
   2) definīcijas …… slaidi 6, 7
   3) mērķa izcelsme ……..... slaids 8
   4) jautājumi diskusijai ……. slaids 9
   5) video (daļas, 3:35 min) skatīšana, atbilde uz jautājumiem, darba lapas aizpildīšana …… slaidi 10, 16, 17
   6) sarunas par ētiku sākums, tās definīcija …….. slaids 11
   7) dažādu scenāriju lasīšana un atbildēšana uz jautājumiem (uz kopijām) ……. slaidi 18, 19

3. Nobeigums: Savu darbību analīze, atbilde uz jautājumiem, secinājumu veidošana un izteikšana …….. slaids 20

4. Debates pēc tēmas …… slaidi 21, 22

5. Pielikumi:
   1) Burti iesildīšanas uzdevumam
   2) Darba lapas
      Atbildes

Ievads

Angļu valodas eksāmena rakstu daļas un mutvārdu daļas uzdevumi tiek veidoti tā, ka audzēkņiem jāpielieto kritiskās domāšanas prasmes . Audzēkņi baidās no tādiem uzdevumiem, jo vajag ne tikai izlasīt uzdevumu vai tekstu, vēl vajag salīdzināt izlasītu informāciju, izteikt savu viedokli un veikt secinājumi.

Lai rastu pārliecību, paplašinātu valodas zināšanās, dotu noderīgus padomus, iemācītu kritiski domāt un spriest, veidot secinājumi, tika veidota šī izstrādne.

Metodiskā izstrādne sastāv no divām daļām: teorētiskās un praktiskās, kuras tika saliktas stundas formātā, kur teorētiskais ir tuvu saistīts ar praktisku.

Teorētiskajā daļā tiek prezentētas definīcijas.

Praktiskā daļa sastāv no uzdevumiem, kuri tiek pielietoti teorētiskā materiāla apguves pastiprināšanai.

Critical thinking: Modern technologies and artificial intelligence and their application in modern life

The flow of the lesson:

1. Students are divided into small groups of four. Each group receives a set of letters. The task is to make two abbreviations out of these letters. (the letters: M, T, A, I) and they need to get MT , and AI . The teacher asks what these abbreviations stand for: Modern technologies, Artificial Intelligence.
(5 min. max)

2. The teacher asks the students if they can define Modern Technologies in their own words: What Modern Technologies mean?
Then provides the students with the definition (slide 6)
And the same question about Artificial Intelligence. And the definition (slide 7) (max. 5 min)

3. The ethics of the Artificial intelligence. Setting the objective of the lesson (slide 8)

4. Question to discuss: Do you think AI helps more than it harms? Why or why not? (max 5.min) (slide 9)

5. Watching video: Provide students with a copy and ask them to answer two questions while watching a part of the video. Discuss the answers. (copy, Section 1, slide 15) (video up to 4 min, discussion up to 5 min) (slide 10)

6. Discuss with the students, what ethics is in their opinion. Then, provide them with the definition. (slide11) (max 5 min)

7. Continue working with the copy. Section two: Read the scenarios and answer the questions. (slide 12) (max 10 min)

8. Wrap-up activity. Analyze the work done during the lesson. Answer the questions. Self-assessment (slide 13) (max. 5 min)

9. As an additional task, you can ask you students to conduct a debate club discussion on the topic proving two different views on the topic of AI. (section 3 on the copy).

MODERN TECHNOLOGY

MODERN TECHNOLOGY (MT) REFERS TO THE ADVANCED TOOLS, SYSTEMS, AND METHODS THAT HAVE DEVELOPED OVER TIME, SIGNIFICANTLY IMPACTING VARIOUS ASPECTS OF HUMAN LIFE. THIS INCLUDES INNOVATIONS IN COMMUNICATION, AGRICULTURE, AND TRANSPORTATION THAT HAVE TRANSFORMED HOW SOCIETIES FUNCTION AND INTERACT, INFLUENCING CULTURAL DIFFUSION AND AGRICULTURAL PRACTICES.

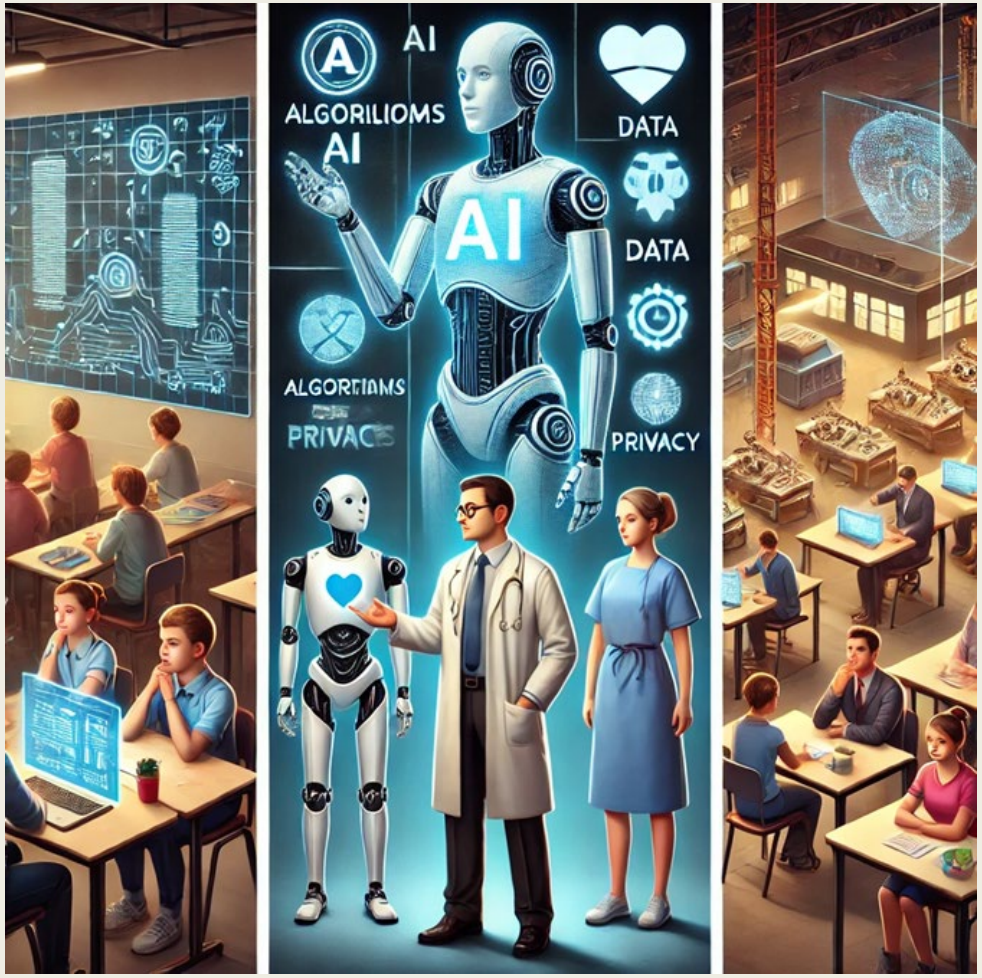
https://www.founderjar.com/modern-technology/

ARTIFICIAL INTELLIGENCE

ARTIFICIAL INTELLIGENCE (AI) IS TECHNOLOGY THAT ENABLES COMPUTERS AND MACHINES TO SIMULATE HUMAN LEARNING, COMPREHENSION, PROBLEM SOLVING, DECISION MAKING, CREATIVITY AND AUTONOMY. APPLICATIONS AND DEVICES EQUIPPED WITH AI CAN SEE AND IDENTIFY OBJECTS. THEY CAN UNDERSTAND AND RESPOND TO HUMAN LANGUAGE.

HTTPS://WWW.IBM.COM/THINK/TOPICS/ARTIFICIAL-INTELLIGENCE

THE ETHICS OF ARTIFICIAL INTELLIGENCE



OBJECTIVE: TO ANALYZE CRITICALLY THE ETHICAL IMPLICATIONS OF ARTIFICIAL INTELLIGENCE (AI) AND FORM OPINIONS ON ITS ROLE IN SOCIETY.

Do you think AI helps more than it harms? Why or why not?

WATCH A VIDEO EXTRACT AND ANSWER THE QUESTIONS

https://www.youtube.com/watch?v=sAO-oYQdiFs

What benefits of AI did you notice?

What risks stood out to you?

WHAT ETHICS IS?

ETHICS IS A SYSTEM OF MORAL PRINCIPLES. THEY AFFECT HOW PEOPLE MAKE DECISIONS AND LEAD THEIR LIVES. ETHICS IS CONCERNED WITH WHAT IS GOOD FOR INDIVIDUALS AND SOCIETY AND IS ALSO DESCRIBED AS MORAL PHILOSOPHY.

https://www.bbc.co.uk/ethics/introduction/intro_1.shtml

Answer the questions after reading the scenarios

WRAP-UP REFLECTION

- What is one thing you learned about AI today?
- How do you think AI will impact your future ?

THANK YOU!

Letters:

M T A I

Handout: The Ethics of Artificial Intelligence

Name: _____
Date: _____

Section 1: Video Reflection

Watch the video and answer the following questions:

1. What are two benefits of AI mentioned in the video?
    - _____
    - _____
2. What are two risks or concerns raised in the video?
    - _____
    - _____
3. Do you think the benefits outweigh the risks? Why or why not?

_____

_____

_____

Video Reflection Answers

1. **What are two benefits of AI mentioned in the video?**
    - AI can personalize education by adapting to each student's learning style.
    - AI automates tasks like grading, allowing teachers to focus more on students.
2. **What are two risks or concerns raised in the video?**
    - AI might encourage students to cheat or become overly dependent on technology.
    - AI raises concerns about data privacy when student information is collected.
3. **Do you think the benefits outweigh the risks? Why or why not?**
    - *Yes, because AI can make education more accessible and efficient if used responsibly.*
    - *No, because AI could reduce critical thinking skills and create unfair advantages for students who have better access to technology.*

Section 2: Ethical Dilemmas

Read the scenarios below and answer the questions:

1. **AI in Healthcare**
   Imagine an AI system must decide who gets life-saving treatment. It chooses based on patient data, such as age or health history.
   - Is this fair? Why or why not?

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2. **AI and Privacy**
   Companies use personal data to improve AI tools. Sometimes, they don't ask for permission.
   - Should companies be allowed to do this? Why or why not?

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3. **AI in the Workforce**
   A factory replaces 50 workers with robots to save money.
   - Is this ethical? What could the company do to support its workers?

Ethical Dilemmas - Suggested Answers

1. **AI in Healthcare**
   Scenario: An AI system must decide who gets life-saving treatment based on patient data.
   - **Is this fair? Why or why not?**
     - No, because AI might prioritize younger or healthier patients, ignoring ethical concerns like equal access to healthcare.
     - Yes, if the AI is designed to make the most logical and data-driven decision, maximizing survival rates.

2. **AI and Privacy**
   Scenario: Companies use personal data to improve AI tools without asking permission.
   - **Should companies be allowed to do this? Why or why not?**
     - No, because it violates user privacy and could lead to misuse of sensitive data.
     - Yes, but only if users give informed consent and understand how their data will be used.

3. **AI in the Workforce**
   Scenario: A factory replaces 50 workers with robots to save money.
   - **Is this ethical? What could the company do to support its workers?**
     - It is unethical if the company does not help displaced workers find new jobs or provide retraining.
     - It is acceptable if the company reinvests its profits into new job opportunities or offers training for workers to transition into tech-related roles.

Section 4: Wrap-Up Reflection

1. What is one thing you learned about AI today?

2. How do you think AI will impact your future (in school, work, or daily life)?

Section 3: Quick Debate Preparation

Your group's position: (Circle one)

- Ban AI in classrooms
- Embrace AI in classrooms

Write 2 arguments for your position:

1. _____
2. _____

Write 1 counterargument to the other side's position:

- _____

_____

Debate Topic: Should AI be banned or embraced in classrooms?

Position 1: Ban AI in Classrooms

Arguments For:

1. **AI discourages critical thinking** – Students may rely too much on AI tools like ChatGPT instead of thinking independently.
2. **Risk of cheating and plagiarism** – AI-generated essays and answers make it harder for teachers to assess genuine learning.

Counterargument Against Embracing AI:

- AI can provide personalized learning, but it also reduces creativity and problem-solving skills when overused.

Position 2: Embrace AI in Classrooms

Arguments For:

1. **AI supports personalized learning** – It can adapt to each student's needs, helping them learn at their own pace.
2. **AI prepares students for the future** – AI is becoming an essential tool in modern workplaces, and students should learn how to use it responsibly.

Counterargument Against Banning AI:

- Instead of banning AI, schools should focus on teaching ethical AI use, ensuring students use it as a learning aid rather than a shortcut.

Izmantotu avotu saraksts:

1. https://dictionary.cambridge.org/
2. https://www.founderjar.com/modern-technology/
3. https://www.bbc.co.uk/ethics/introduction/intro_1.shtml
4. https://www.ibm.com/think/topics/artificial-intelligence
5. https://www.merriam-webster.com/dictionary/ethic
6. https://www.oed.com/dictionary/ethics_n?tab=meaning_and_use&tl=true