










Transforming Natural Science Education with AI and Biotechnology for the Next Generation of Environmental Stewards

Gulkhayo Ganiyeva^{1*} , Nilufar Barnoyeva² , Gulhayo Sayfullayeva³ , Asqar Rajabov⁴ ,
Ulugbek Sattorov⁵ , Dilrabo Quvvatova⁶ , Tohir Nazarov⁷ 

^{1*}Termez State Pedagogical Institute, Termez, Uzbekistan. E-mail: gulhayoganiyeva965@gmail.com

²Senior Lecturer, Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, Tashkent, Uzbekistan. E-mail: nilufarbarnoyeva1984@gmail.com

³Professor, Navoi State University, Navoi, Uzbekistan. E-mail: gulhayoixtiyorqizi0409@mail.ru

⁴Associate Professor, Tashkent State Medical University, Tashkent, Uzbekistan.
E-mail: doctorrajabov1976@gmail.com

⁵University of Tashkent for Applied Sciences, Tashkent, Uzbekistan. E-mail: ulugbek.s@mail.ru

⁶Professor, Bukhara State University, Bukhara, Uzbekistan. E-mail: dilrabo68@mail.ru

⁷Associate Professor, Bukhara State Pedagogical Institute, Bukhara, Uzbekistan.
E-mail: nazarovtohir910@gmail.com

Abstract

The paper describes how AI and biotechnology can be integrated into the teaching of natural science, why these two areas can be used to support student learning and career preparation. In subjects, such as biology and environmental science, using AI-based applications, such as personalized learning systems and virtual laboratories, student engagement is increased, and problem-solving skills are improved. Real-life experiences are provided by biotechnology devices (such as PCR machines, genetic engineering kits, etc.) that could offset the difference between theoretical and practical knowledge. Such a combination of technologies will lead to STEM career preparedness, particularly in fields like bioinformatics, genetic research, and environmental biotechnology. The case study of such organizations as Harvard University and the University of California indicates the positive impact of AI and biotechnology on the performance of students, their activities, and the tendencies of their further career. The success does not come without the obstacles that have made the universal implementation of such technologies a daunting task; this will include the cost, training of teachers as well as making them available. To overcome such obstacles, the paper suggests the following strategies, including, but not limited to, public-private partnerships, teacher professional development, and adopting cloud-based platforms and open-source AI tools. These steps will aid in eliminating the financial constraint, and making sure that both AI and biotechnology will become more affordable in learning institutions around the world. The key to the future of natural science education

is to overcome these challenges to more effectively integrate AI and biotechnology. It is through so doing that we will be well placed to design more personalized, interactive and practical learning experiences that will better equip students to be able to deal with global challenges.

Keywords:

Artificial Intelligence, biotechnology, natural science education, personalized learning, virtual labs, career readiness, STEM education.

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Introduction

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines that have been programmed to think and learn like humans. Within the framework of natural science education, AI can be used to help in personalized learning experiences, to enhance scientific simulations, and the decision-making process in the educational setting using data (Patarakin et al., 2024). Biotechnology, however, is the use of biological systems, organisms or derivatives to create or develop new products and technologies. In teaching Biotechnology is applied in the real-world learning and application and provides practical application of environmental science, plant biology, etc. (Erduran & Levrini, 2024). Both AI and biotechnology will be on the frontline to transform natural science learning by offering new tools and methods that will help to enhance student engagement and learning (Jia et al., 2024).

The introduction of AI and biotechnology to the education of natural science is an obligatory step to educate the new generation of environmental guardians (Olatunde-Aiyedun, 2024). With the growing world challenges such as climatic changes, loss of bio-diversity, and environmental pollution, it is now significant that students are exposed to state of art tools that can help students to gain better problem solving skills, critical thinking and a thorough understanding of complex environmental systems. AI can be used to help customize learning environments to individual needs, and biotechnology can be used to enable students to study real-life implementations in other fields such as conservation biology, agricultural sustainability, and genetic research. With the implementation of such technologies, teachers will be able to offer students a more interactive, immersive, and up-to-date education that becomes more relevant to the needs of the 21st century.

Natural science education currently faces several challenges, such as the use of outdated teaching methods, a lack of access to practical learning activities, and an overall growing disconnection between classroom instruction and real-life applications (Erduran, 2023). Conventional approaches to science education are often textbook-based and lecture-based, which leaves little opportunity to explore interactive learning, nor to apply new technologies. Although there has been progress in the application of technology in learning, the potential of AI and biotechnology is still unexplored. Teachers and schools are just realizing that the curriculum needs to be updated, and most particularly at the higher grade levels, there is a need to incorporate technological applications that can make the learning process more dynamic, accessible, and in line with the current scientific progress. Integration of these technologies in the education systems is, however, very slow, with barriers such as the unavailability of resources, inefficient training of teachers, and resistance to change in the educational institutions.

Even existing education systems are based on traditional approaches that restrict student interaction and hands-on experience. Although AI and biotechnology have enormous potential in enhancing personalized learning and the provision of hands-on applications in such areas of study as environmental science, their incorporation into the curricula is minimal. The paper fills this gap by suggesting a framework that will

incorporate AI and biotechnology into the natural science course to enhance the learning process and help students to address the global environmental issues.

The current paper addresses how artificial intelligence and biotechnologies could contribute to the process of teaching of natural sciences, addressing how these technologies could help to deal with the existing issues of teaching of natural sciences and improve the quality of education in environmental sciences and sustainability. The paper pays attention to the actual ways of using technologies for delivering practical education, such as personalized learning by means of AI and virtual labs and applications in biotechnology. Evidence of the positive effect of these technologies on learning outcomes and student preparedness to face the environmental challenges they will have to encounter in the future is also presented in the paper through case studies and successful implementations.

The sections of the paper are as follows: Section II is about the role of AI in personalized learning and simulations. Section III covers the effects of biotechnology on environmental science and STEM professions. Section IV contains case studies of AI and biotechnology in education. Section V discusses the future implications and suggestions of implementation. In Section VI, the conclusion will include the main findings and the future of the education of natural sciences.

The Role of AI in Natural Science Education

Use of AI for Personalized Learning

AI can transform personalized learning in natural science education by modifying the content to the learning style, speed, and level of comprehension of each student (Ranasinghe et al., 2024; Khalilirad et al., 2024). Through the interaction of data with the students, AI systems can observe a pattern in the way a student learns and tailor the lessons accordingly. To illustrate, AI-powered adaptive learning platforms can dynamically increase or decrease the difficulty of questions, provide hints or explanations, and offer resources that are customized to the needs of individual students (Telaumbanua, 2025). With this individual approach, students get the appropriate level of difficulty, whether they are having problems with the basic concepts or they are ready to work with more complex material. Constant learning is also supported by the fact that progress can be tracked and immediate feedback provided to help students focus on the areas where they do not attain high grades and build on their strengths. Individualized learning also strengthens the interest of the student and promotes better comprehension, which is especially important with natural science subjects, which require more conceptual mastery and problem-solving abilities.

Table 1: Comparison of traditional vs. AI-enhanced learning in natural science education

| Aspect | Traditional Learning | AI-Enhanced Learning |
|-------------------------------|----------------------|---------------------------------------|
| Learning Pace | Fixed | Personalized |
| Feedback | Delayed | Real-time |
| Student Engagement | Moderate | High |
| Access to Resources | Limited | Extensive (Virtual Labs, Simulations) |
| Cost of Implementation | High (Physical Labs) | Low (Cloud Platforms, Open-Source AI) |

Table 1 contrasts the conventional forms of learning (e.g., textbooks and lectures) with the AI-enhanced learning in the sphere of natural science education. It identifies the major differences in the learning pace, feedback provision, student engagement, access to virtual laboratories and simulations, and implementation costs, highlighting the benefits of AI, including personalized learning pathways, real-time feedback, and unrestricted access to virtual laboratories and simulations.

AI Applications in Virtual Labs and Simulations

Virtual laboratory and simulations are AI-based interactive environments, which allow students to perform experiments and learn about scientific concepts without having to be in a physical classroom (Radhamani et al., 2018). These platforms model real-life phenomena in areas of study such as chemistry, biology, and physics, and allow students to visualize abstract concepts and run experiments that may be too costly, complex, or unsafe in the real world. These simulations can be improved by AI through the analysis of the actions of students and modifying the virtual environment according to the actions of the student, creating dynamic simulations that react to the actions of the student. An example could be in a course in biotechnology, students may simulate genetic modification in microorganisms, with AI guiding them through the process and displaying the possible results under different conditions (Nordqvist & Aronsson, 2019). In addition, AI can give feedback on the success of the experiment in real-time, suggest alternative actions, or provide other learning resources, depending on the success of the experiment. This allows practical learning in a safe, cost-effective, and scalable manner, which makes more complex scientific concepts more accessible to students in remote locations or with limited resources.

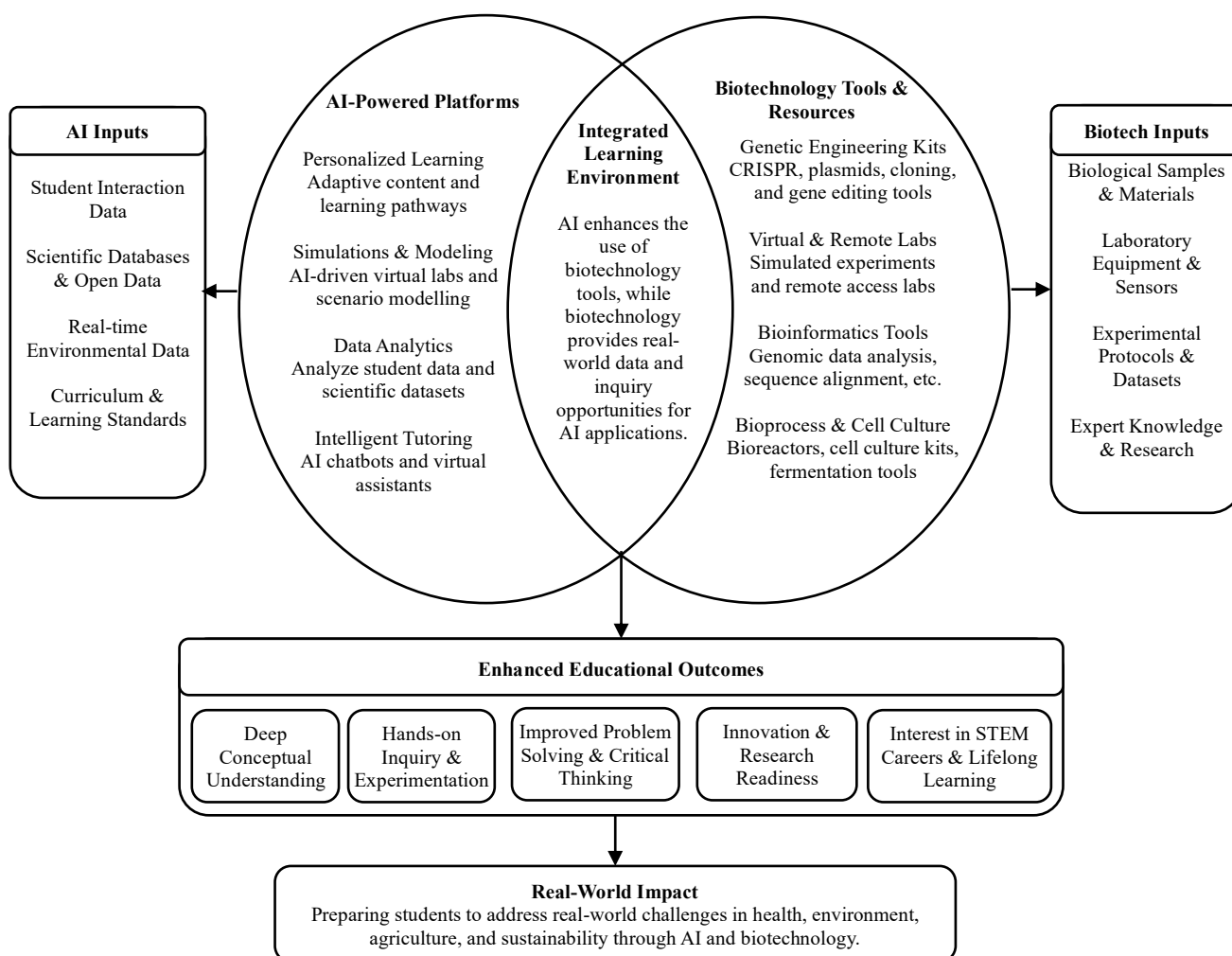


Figure 1: AI and biotechnology integration model in natural science education

Figure 1 demonstrates the dynamic integration of AI-based services and biotechnology tools in natural science education. It includes a center Venn diagram that indicates the intersection between AI and biotechnology, how AI can improve biotechnology tools and systems for personalized learning, virtual

laboratories, and inquiry. The model emphasizes the avenues to improved educational outcomes and impact in the real world in health, environment, and agriculture, to prepare students to work in STEM and research.

Integration of AI in Curriculum Development

AI is changing how educational curricula are designed by enabling educators with potent tools to design data-driven learning experiences (Khalikova et al., 2024). Examining the data of student performance and tracking of learning behaviors, AI allows for identifying which concepts students have the most difficulty with and how the curriculum may be enhanced. For instance, using AI algorithms, the patterns of typical misconceptions or mistakes in some scientific topics may be identified, thus allowing for their correction within the context of lesson plans or overall course structure. In addition, by ensuring that the learning materials in the curriculum are always updated with the most recent scientific findings, AI makes sure that whatever the learners will have to deal with is always up-to-date and relevant to the latest advances in natural sciences (Cooper, 2023). AI algorithms also take care of some administrative tasks related to assessment and progress monitoring of particular learners, while the educator has enough time to concentrate on other, more important aspects of learning activities. With a continuous improvement of the curriculum and its modification according to the needs of particular learners, AI creates a perfect environment for efficient and targeted learning.

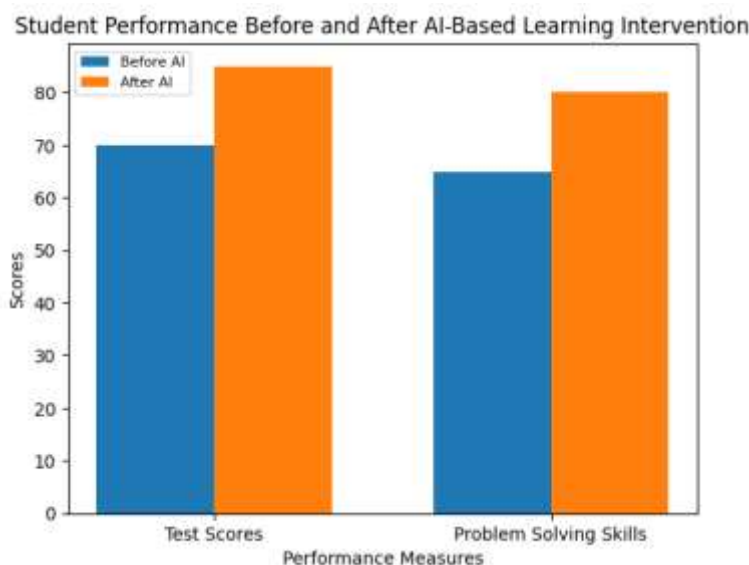


Figure 2: Student performance before and after AI-based learning intervention

Figure 2 is a representation of the effectiveness of students' performance on tests and in problem-solving abilities before and after introducing AI-based learning software. The blue bars are the scores prior to AI intervention, and the orange bars are the scores after the AI intervention. The comparison shows the improvement in performance in both categories.

The Role of Biotechnology in Natural Science Education

Biotechnology Tools for Hands-On Learning

Biotechnology provides a variety of tools that can be used to enrich hands-on learning in natural science education (Delebecque & Philp, 2019; Dewi et al., 2024). Such practical uses as genetic engineering, DNA analysis, and bioremediation methods give students the first-hand experience of the practical implementation of the scientific process. Purchasable equipment, such as PCR (Polymerase Chain Reaction) machines, gel

electrophoresis kits, and bioreactors, enables the students to do experiments that were previously only available in advanced laboratories or industry settings. Such tools enable students to engage in tasks such as DNA sequencing, genetic modification, and enzyme assays that will equip them with practical skills in biotechnology (Gomes et al., 2024). With the help of cooperation with these technologies, students can develop a notion of biological systems and learn to apply scientific methods in a manner that can be felt. The practical experience will make the students appreciate more the role of biotechnology in solving global problems, including healthcare, agriculture, and environmental conservation, and will enable the students to be more active in the learning process (Marklin Reynolds & Hancock, 2010).

Table 2: Biotechnology tools used in education and their applications

| Biotechnology Tool | Application | Example Educational Use Case |
|-------------------------------|----------------------------------|-------------------------------------|
| PCR Machine | DNA Amplification | DNA fingerprinting and analysis |
| CRISPR-Cas9 Kit | Gene Editing | Teaching genetic modification |
| Bioreactor | Microbial Growth and Cultivation | Simulating fermentation processes |
| Genetic Sequencing Kit | DNA Sequencing | Studying genetic disorders |

Table 2 provides an overview of some biotechnology instruments applied in the field of education and their application in the form of PCR machines, CRISPR-Cas9 kit, and bioreactor with their application along with biotech application in education. The table highlights the use of different instruments to teach biotech subjects, such as DNA sequencing and gene editing.

Biotechnology Applications in Environmental Science Education

The biotechnology in environmental science education provides new solutions to acute environmental problems (Klop et al., 2010). Biotechnological approaches such as bioremediation (use of microorganisms to clean up the environment) and plant tissue culture (to preserve endangered species) provide students with information on how biotechnology can be used in solving real-life environmental problems. As an example, students might be exposed to the idea that genetically modified plants might be utilized to reduce pollution or that algae can be used to create biofuels or to treat wastewater. By incorporating these applications in the curriculum, the students will be able to have a realistic picture of how biotechnology relates to environmental sustainability. Furthermore, the application of biotechnology in the conservation of biodiversity (e.g., genetic fingerprinting) can also be discussed by students, whereby tools based on biotechnology can also be used to improve the restoration of degraded ecosystems. These applications not only make the students more knowledgeable in environmental science, but also stimulate them into thinking critically about the ethical and ecological consequences of the biotechnological advances.

Biotechnology's Impact on STEM Career Readiness

The inclusion of biotechnology in the education curriculum for natural sciences holds great importance in preparing students for STEM careers, especially those that pertain to environmental science, health care, and agriculture (Xu & Ouyang, 2022). As the biotechnology in centralizing its activities in addressing the global challenges continues, students who are exposed to this continue to be well placed to join the high-demand career sectors of bioinformatics, biotech research, and environmental biotechnology. The practical skills gained during the work with the biotechnology tools, the critical thinking and problem-solving skills developed in the course, make students more competitive in the job market. Furthermore, by exposing students to real-life examples of biotechnology, it is possible to motivate students to work in the life sciences that would allow them to be innovative and sustainable. By helping close the divide between education and industry,

biotechnology education helps in achieving career preparedness in the emerging areas where technological expertise and environmental awareness are important.

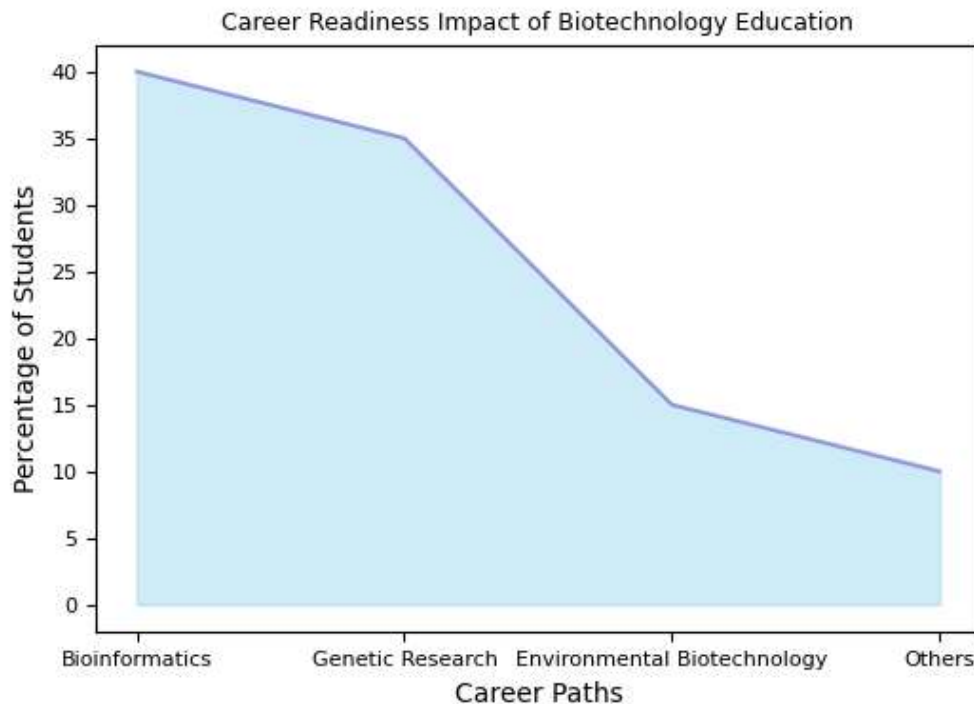


Figure 3: Career readiness impact of biotechnology education

Figure 3 demonstrates how education in biotechnology affects career readiness, indicating the percentage of students seeking careers in bioinformatics, genetic research, environmental biotechnology, and others. The chart shows the distribution of students in the various biotech careers and highlights the career pathways that are formed by biotechnology education.

Case Studies and Success Stories

Examples of Schools or Programs Using AI and Biotechnology in Natural Science Education

Multiple educational establishments and programs worldwide are effectively introducing AI and biotechnology in the curriculum of natural sciences to improve the quality of learning. As an example, the Biotech Lab at Harvard University provides students with practical experience with genetic engineering tools, enabling them to work on real-world research projects involving genetic engineering, such as gene editing and DNA sequencing. A study established that hands-on interventions on biotechnology learning greatly enhanced content knowledge and engagement in students' learning (Bigler & Hanegan, 2011). Also, the University of California, Berkeley, includes AI-powered simulations in its environmental science classes, where students are expected to use AI to model environmental systems and predict environmental changes based on real-time data. This application of AI in environmental education conforms to the findings, which examined the prospect of AI-enhanced methods of sustainable environmental education, and how these technologies can be used to improve the learning processes (Arif et al., 2025). In secondary schools, the International School of Geneva provides biotechnology kits and virtual labs that enable students to simulate the biological processes and to experiment with biochemical experiments remotely without the need to have a physical lab (Diwakar et al., 2011). The study has shown that ICT-based virtual laboratories can be of great use in enhancing the teaching of biotechnology, particularly in remote or resource-constrained environments (Diwakar et al., 2015). Such

programs help students to combine theory with practice and understand the material of the subjects better, and also be exposed to the latest technologies.

Student Outcomes and Achievements

Assessment of AI and biotechnology in educational institutions has seen a tremendous change in the performance of the students. Researchers at MIT found that students who studied using AI-based learning platforms improved their skills in solving complex problems in the fields of biology and environmental science by 25% (Alhassan et al., 2024). Moreover, biotechnology programs have resulted in a rise in the number of students who have been interested in taking up STEM careers. As an illustration, students enrolled at the University of Cambridge who have participated in genetic research, bioinformatics, and environmental biotechnology research projects have gone on to pursue advanced degrees in genetic research, bioinformatics, and environmental biotechnology (Papaneophytou & Nicolaou, 2025; Clement et al., 2020). In the International School of Geneva, the students who studied in virtual biotech laboratories scored 30% higher in practical exams, indicating a good understanding of the material despite the limited exposure to physical laboratory materials (French et al., 2026). These successes demonstrate that incorporating AI and biotechnology can have a positive influence on the learning of students and their further career opportunities.

Challenges and Lessons Learned

While these benefits may be present, there is a list of hurdles that must be overcome for the integration of artificial intelligence and biotechnology in natural sciences education. Among others, access to modern and sophisticated equipment, ranging from AI-powered software to biotechnology-based applications, poses an important problem because such innovations tend to be costly and out of reach for schools in less-developed countries (Mehdaoui, 2024). To exemplify this, some institutions have failed to procure the necessary equipment to carry out genetic sequencing or simulations being run by AI, and, as such, have not been able to offer practical experiences to all students. Moreover, teacher training has been cited as a key element; teachers should be well-trained to effectively apply them in the classroom. In other cases, educators have grumbled that they are so disoriented by the steep learning curve of AI tools or are unsure how to integrate biotechnology in existing curricula (Usman et al., 2025). Nonetheless, the difficulties have brought in tough lessons. Those schools that have successfully implemented these technologies have done so by securing the services of public-private partnerships, by liaising with professionals in the industry, and by offering teacher development programs to ensure that the teachers are well equipped (Okunade, 2024). In addition, the schools that already adopted the cloud-based solutions and open-source AI tools were able to overcome the financial constraints that these technologies come with, making them more affordable to a larger range of students (Lee et al., 2025).

Future Implications and Recommendations

Potential Benefits of Further Integrating AI and Biotechnology in Education

Further AI and biotechnology integration in education can potentially be massive in transforming the way the subjects of natural sciences are learned and taught. AI can provide a personalized learning experience, which can adapt to the needs of individual students, such that each learner can be provided with the appropriate support and challenge. It will lead to more efficient learning, higher interaction, and the possibility of a better understanding of such complex scientific concepts. Besides, biotechnology prepares students with a set of practical skills in the new STEM disciplines, including genetic engineering, bioinformatics, and environmental biotechnology, and provides them with a solid background to commence work in highly in-demand STEM disciplines. With the advent of technology like AI and biotech, there is an opportunity for educators to create

educational experiences in which learners are able to interact and manipulate the processes that occur in nature and any changes in the environment that may have occurred due to this, thus making learning more practical. The use of this technology will enable the educator not only to enhance performance in academics but also to improve thinking and innovating skills of the learner.

Strategies for Overcoming Barriers to Implementation

Even though the application of AI and biotechnologies in education promises many advantages, several major hurdles have to be overcome first. The problem of high costs and low accessibility of the modern technologies is among the biggest. This could be addressed by developing public-private partnership between educational institutions and the manufacturers of such tools, research centers, and universities that would contribute to making these technologies more affordable. For example, some open-source AI solutions might prove themselves to be helpful. Another crucial issue is the preparation of teachers for working with these technologies. It is essential to equip teachers with necessary skills and knowledge about how to integrate AI and biotech tools into their teaching process. In this case, it will be helpful to introduce professional development courses that will enable teachers not only to use new technologies efficiently but also to apply proper pedagogical approaches to the integration process. Finally, another challenge involves the careful introduction of these technologies into the curriculums used in modern schools. This means that it is necessary to make sure that the introduction of AI and biotech technologies will improve existing methods rather than complicate them further.

Suggestions for Future Research and Development in the Field

The future researches could examine the long-term impacts of these technologies on students as well as their effects on student's performance. For example, one can consider researching the effects of artificial intelligence-based personalized approach on student's critical thinking and problem-solving in relation to natural science studies, which include such difficult topics as genetic modification, ecology, and bioinformatics. Another area worth exploring is the impact of using biotechnological instruments in building environmental conscience in order to further the development of such fields as bioremediation, conservation biology, and agricultural biotechnology. The other important field for research concerns ethical issues related to the use of artificial intelligence and biotechnology in education. As soon as these technologies become more sophisticated, the issue of personal data protection and ethical use of biological material becomes crucial. Another thing that should be considered is how AI-assisted biotechnology simulators could be developed and utilized for teaching students about complicated biological mechanisms, as well as how such simulations could be used as an effective tool of learning in remote locations and underserved educational communities. Through conducting further research in the given fields, we will be ready to guarantee the implementation of both technologies in a way that will be useful for students, educators, and the entire society.

Limitations and Ethical Considerations

Despite being capable of enhancing the realm of natural sciences, the combination of Artificial Intelligence and Biotechnology is associated with several limitations: everybody will not be able to benefit from using this technology, and there must be specialists in order to facilitate its usage. Ethical issues that may arise during the implementation of the given technologies include privacy of information, bias in AI technologies, and negative impacts of biotechnology on society and nature. To solve such problems, we need certain policies, design thinking, and moral consciousness in education.

Conclusion

The paper explains how AI and biotechnology can be integrated into natural science learning, with the possibility of revolutionizing learning. AI is utilized to enhance personalized learning through offering customized pathways, real-time feedback, and simulation of complex processes with virtual laboratories. Practical experience is also provided through Biotechnology tools such as PCR machines and genetic engineering kits, which offer a transitional experience between theoretical knowledge and practical practice. These technologies, in addition to improving academic performance, also enable students to prepare to take up STEM careers through preparing students in such occupations as bioinformatics, genetic research, and environmental biotechnology. The benefits of natural science education outlined are increased use of AI and biotechnology, increased access to education, increased engagement, and more efficient education. These tools give tremendous possibilities of changing the way in which the students learn and acquire knowledge in the science field, in particular, in addressing the global problems in the health, environment, and sustainability sectors. Nevertheless, issues such as cost, training of the teachers, and their availability need to be tackled. The schools and institutions need to engage in a public-private partnership, invest in teacher professional development, and consider cloud-based platforms and open-source tools to ensure that such technologies reach more people. Additional recommendations to make in the future are to research the impact of learning through AI in science education, develop models that make use of biotechnology resources in rural communities, and to determine how scalable virtual laboratories can be. Teachers need to think of how they can integrate these technologies into their lesson plans in order to build critical and analytical skills. To ensure that all learners have equal opportunities, policymakers will need to allocate resources to make education technologies accessible to all learners. The above recommendations will lead to a more effective education system and equip learners with new biotechnology and AI technologies.

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