

DOI <https://doi.org/10.30525/978-9934-26-397-2-43>

ARTIFICIAL INTELLIGENCE IN EDUCATION: NEW LEVELS COGNITIVE PROCESS

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Introduction. Today, humanity is totally absorbed by the maelstrom of technologies that “penetrate” all spheres of life. And cognitive processes are unstoppably taking on new forms, in particular, artificial intelligence technologies are confidently entering our everyday life, which are no longer considered a fantastic future, but are becoming a permanent element of modern realities.

Despite the development of rather “heated” polemics about the use of artificial intelligence, technologies are gaining more and more influence on our lives. Educational ideas relatively artificial intelligence, as the analysis of numerous articles reveals, gravitates towards the idea that services and tools of artificial intelligence are able to contribute to filling gaps in learning, which, in turn, eliminates ineffective educational strategies (for example, working with printed literature, which is less and less are currently being addressed, and which is in danger of manifesting as a certain atavism – printed literature is gradually becoming a less effective teaching tool). It can be assumed that artificial intelligence can be decisive in the “reformatting” of the modern education system, meanwhile, it can also be a challenge for education.

The purpose of the publication is to evaluate the use of artificial intelligence in the educational process as a factor of influence.

Methods. The implementation of the formulated goal of this publication is seen in the use of a problem-analytical approach as a basis for building a research logic: a synthesizing analysis of existing scientific research theoretical developments and publications of domestic and foreign authors from the selected problem area, what

makes it possible to expand ideas about artificial intelligence in education on a variety of interconnected levels of management of the educational process and educational product.

The results obtained. The use of artificial intelligence services and tools can in a certain way improve the quality of education, significantly increasing the student's success rate. In particular, we are talking about the following factors influencing the implementation of the learning process:

- effective processing of large-scale materials (scientific, journalistic literature, video content, etc.);
- productivity in the temporal sense of performing research intelligence in the direction of automation of certain processes both in research and in the educational process as a whole;
- new levels of creativity;
- acquisition of knowledge and constant improvement of analytical and research competence (construction of research logic, identification of key aspects, outline of research procedures) during not only training in an educational institution, but also throughout life as individualized training according to a self-determined educational trajectory and pace.

At the same time, it is necessary to emphasize the extremely negative factors of influence on the educational process due to the ubiquitous involvement of artificial intelligence in it, namely:

- non-independent performance of tasks – dependence of the education seeker on technologies;
- a fundamental reduction in the need for educational efforts by the education seeker.

Conclusion. This publication, without a doubt, does not exhaust the analysis of the mentioned problem, only outlining the outline of the use of artificial intelligence in the educational process as a factor of influence. Prospects for further research consist in a multi-aspect scientific analysis of the effects and risks of the total involvement of the latest technologies in the educational process.

Key words: artificial intelligence; controversy over the use; risks.