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THE IMPACT OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES ON EDUCATIONAL STRATEGIES

Summary.
This article examines the impact of artificial intelligence technologies on educational strategies and practices within the context of digital transformation. It explores how AI enables personalized learning by adapting learning paths to individual student needs. Findings indicate that AI integration modernizes educational systems, redefines the role of teachers, and increases resource accessibility – factors essential for fostering educational inclusivity. Additionally, the article highlights that AI-driven interactive platforms support the development of critical competencies and thinking skills, thereby enhancing the overall quality of educational services.
Keywords: *artificial intelligence; educational strategies; digital transformation; interactive platforms; inclusive education; learning trajectories; higher education.*

The processes of globalization, societal digital transformation, and rapid advancements in information technology are establishing new paradigms in education. The complex challenges facing humanity today demand innovative solutions, including the integration of cutting-edge IT developments into the educational process.

At the turn of the twentieth and twenty-first centuries, education underwent a digital transformation, marked by the emergence and growth of e-learning. This evolution – from analog media (audio, video) to interactive computer platforms – demonstrates the strong connection between society's educational needs and technological progress.

The integration of digital technologies into everyday life has created a new generation of users who rely on digital tools as their primary means of accessing information and communication. This shift requires a rethinking of traditional teaching methods and the development of innovative educational programs that leverage modern ICTs and align with the digital competencies of today's youth. As S. Yahodzinsky notes, "at the beginning of the twenty-first century, the globalization of society is carried out by means of convergence of technologies. They are based on innovative communication technologies, in particular, artificial intelligence technologies" [1].

E-learning possesses vast didactic potential that is challenging to quantify. The variety of e-learning technologies and tools fosters an open educational process, removing geographical and age barriers. This adaptability enables e-learning to serve not merely as a form of instruction but as a comprehensive approach to integrating diverse information and communication technologies in education. The most promising path for the advancement and modernization of educational electronic systems lies in the application of artificial intelligence.

Problem statement. The rapid development of artificial intelligence technologies and their integration into educational systems necessitate an in-depth analysis of their impact on educational strategies and practices. Modern challenges – such as globalization, digitalization, and evolving educational needs – demand that institutions not only adopt the latest technological solutions but also rethink foundational approaches to teaching and learning. AI technologies have the potential to transform traditional education

models by enhancing flexibility, personalization, and accessibility of resources for diverse student groups. However, this shift raises crucial questions regarding ethics, security, and the effectiveness of AI in education. The absence of clear criteria and standards for evaluating AI's impact on educational quality, coupled with the risks associated with its integration, underscores the need for research on these issues to promote effective and sustainable educational development within digital transformation.

Defining the purpose of the publication. The purpose of this article is to provide a comprehensive analysis of the impact of artificial intelligence technologies on educational strategies and practices, identifying both the opportunities and challenges associated with their integration into the educational process.

Analysis of the literature on this issue. In the context of educational digital transformation, research underscores the importance of integrating artificial intelligence technologies into educational processes to address the challenges of globalization and rapid technological advancement. For instance, O. Dushenko highlights that the current phase of digital transformation in education calls for both the adoption of cutting-edge technologies and a re-evaluation of traditional educational paradigms. Dushenko argues that adapting curricula to evolving technological conditions is essential, as evidenced by the success of e-learning in creating interactive platforms that promote student engagement and self-development [2].

Additionally, the research by A. Dzhurilo and colleagues, examining transformation processes in school education in the European Union and the United States, reveals that the integration of advanced information technologies, including AI, not only modernizes educational systems but also fundamentally alters the role of teachers. This shift creates opportunities for implementing adaptive learning, which tailors educational trajectories to meet the diverse needs of various student groups [3].

Researchers also highlight that the integration of AI technologies enhances the availability and quality of educational resources, which is crucial for promoting inclusive education [4].

Research also underscores the role of interactive technologies in developing students' critical thinking and argumentation skills. For instance, O. Khomenko, M. Paustovska, and I. Onyshchuk argue that interactive technologies not only enhance the quality of the educational process but also foster key competencies in higher education students. The integration of AI in educational environments creates new opportunities for dynamic learning platforms that cater to students' individual needs and encourage active participation in the learning process [5].

Modern research emphasizes the necessity of integrating AI technologies into the educational process as a key factor in enhancing the quality and efficiency of education amidst rapid socio-economic changes.

Summary of the main text. Artificial intelligence technologies rely on the algorithmic capabilities of software solutions to autonomously analyze environments to a certain degree during algorithm execution. Key characteristics, such as self-learning abilities and anthropomorphized traits of intelligence – such as "intelligence," "rationality," and "awareness" in specific contexts – are crucial for understanding AI at its core.

A generalized view of AI's goals in education often boils down to the idea that AI technologies serve to improve education. However, the concept of "improving education" conceals the complexity and multifaceted nature of educational phenomena. The growing adoption of AI systems in education is driven by the alignment of AI solutions with key educational trends: increasing flexibility and decentralization of the global education system, personalizing the learning process, and digitally recording competency-based educational outcomes. These trends have been further accelerated by the massive, forced transition to remote learning during the 2019 pandemic [6, p. 62].

Let us highlight the goals of using AI systems in education, categorizing them according to three key aspects of understanding education and the current trends in their evolution:

– education as a system
– education as a process;
– education as a result.

In line with these core objectives, we will also examine the limitations and risks that may arise. On one hand, there are concerns about the failure to achieve the expected outcomes; on the other hand, there are potential unforeseen consequences for both developers and users.

Education as a system (the systemic aspect of education) requires effective management at both local and national levels. It is anticipated that AI systems can transform the administration of the education system – ranging from educational organizations to the national level – through the implementation of an "evidence-based educational policy" [7]. Similar to the concept of evidence-based medicine, this approach calls for the use of management methods grounded in high-quality data, reliable evidence, and experimentally validated findings.

Data mining, which identifies meaningful patterns and relationships, combined with learning analytics, which involves evaluating data to characterize students and provide feedback, aims to generate recommendations for education managers at local, regional, and national levels. In this context, AI systems are presented as tools to support expert and managerial decision-making in education by offering recommendations for managing current activities and planning future changes.

The key question is how effective such a support system will be in producing the desired and predictable results. AI used to generate national education statistics and analytics should be developed with the goals of education in mind, which are inherently qualitative and not limited to quantitative metrics. In education, it is not merely generalized data and forecasts that matter, but rather understanding the underlying causes of specific parameters and trends, and identifying the relationship between actions and outcomes [8; 9]. Therefore, for AI technologies to effectively support management decisions in the education system, it is crucial that the model behind each technological solution is transparent and clearly interpreted.

Digital solutions are both a factor and a manifestation of the globalization and unification of the educational space [10, p. 52]. These trends are supported by the availability of massive open online courses, which have no geographical or time-based restrictions, the development of platforms offering interactive learning materials from leading universities and educators, and educational analytics. AI-based solutions within these courses and platforms can eliminate language barriers – real-time speech recognition subtitles enable learning in one's native language – and support students with special educational needs, such as those with hearing impairments, through the same subtitling tools to enhance interaction with teachers.

Thus, AI can provide access to educational resources for various groups, including gifted students, internally displaced persons, students with special educational needs, members of isolated and marginalized communities, and individuals seeking additional education.

However, it is important to note the potential for conflicts of interest, as formal and informal education providers may have incompatible goals, differing approaches to upbringing and socialization, and varying expectations of educational outcomes. The widespread use of AI systems could exacerbate the tensions between global and local trends in the educational space on an international scale.

Education as a process of learning and upbringing (the process aspect of education) is significantly transformed by digitalization. Notably, AI systems are presented as a means to personalize and individualize the educational process in students' best interests [11; 12]. However, in practice, the demand for such systems does not emerge from the participants in the educational process, but rather from the developers of technological solutions who are driving the trend of personalization and individualization in education.

Personalization and individualization, achieved through content differentiation (i.e., the creation of personalized "smart content"), can be supported by AI systems in various forms. Let us highlight those that currently have practical applications:

– formation of individualized educational programs based on standardized curricula, i.e., selecting educational content (courses, modules, topics, practices, etc.) that is crucial for developing specific competencies in particular groups or individuals;

– creation of educational content within formats that align with students' characteristics and needs (e.g., digital educational interfaces with personalized settings, individual digital textbooks). AI systems

can structure and enhance the content by linking to external resources, generating summaries of sections, and creating tests. The imperfections in current models (such as inaccuracies in term interpretation due to their inherent ambiguity and unresolved issues in expert assessment of system results for adequacy) should not be viewed as evidence against the feasibility of personalizing content;

– creation of an educational web environment with continuous information updates and visualization, active gamification, and the integration of virtual and augmented reality.

AI systems are developed to provide methodological support for educational programs, both during their creation through the algorithmization of course development and during implementation through a feedback system in the teaching of individual subjects. Personalized learning analytics can serve as the foundation for training neural networks, which in turn can facilitate the creation of dynamic course models as they are taught. Identifying educational material that poses difficulties for most students or specific groups, along with providing timely alerts, allows teachers to improve explanations and materials, and implement preventive measures to address these challenges. Additionally, such data helps students focus on the key aspects of courses and programs.

The use of AI systems for personalizing and individualizing the educational process can focus on creating individualized educational trajectories across various formats: online, offline, or hybrid modes of instruction.

The concept of "adaptive learning" involves creating individualized models (schedules) of the educational process, granting access to courses at the appropriate level, which may not be available within a student's educational institution. AI systems focus on creating new opportunities for organizing both classroom and independent activities, taking into account the optimal educational regime based on the student's individual experience, knowledge level, digital skills, as well as their psychological comfort and emotional state. Teachers can consider various learning styles and cognitive approaches in real-time or asynchronously, a key factor in improving educational outcomes. AI systems assist students in setting learning goals and selecting methods to achieve them, which positively impacts their motivation and engagement.

AI-based solutions can significantly influence the transformation of social roles within the educational process, particularly through the introduction of tutoring and support systems [13, p. 50]. AI systems can act as digital tutors, enabling the creation of diverse educational environments that foster essential learning skills such as attention, memory, and other algorithmic abilities unrelated to high-level creative thinking. Tutoring support provided by AI can relieve parents from the need to monitor homework and reduce the burden on teachers for additional explanations.

The goals and advantages of integrating AI into the educational process for students include personalizing the content and formats of educational activities, taking into account factors significant to the individual, and providing continuous feedback through individual monitoring of educational outcomes. It is anticipated that personalizing educational tasks and the learning process will help students avoid the negative pressure of social comparison and foster comfortable collaboration. For example, platforms where students can exchange solutions while maintaining independence in problem-solving, with message filtering based on machine learning algorithms, illustrate this approach. For teachers, the use of AI in education is presented as a means of realizing pedagogical goals related to personalizing the educational process.

It is important to note that each of the arguments used to justify the targeted use of AI in the educational process can be subject to debate.

The use of artificial intelligence technologies in education, from a result-oriented perspective, is linked to the automation of routine tasks such as tracking and recording learning progress, including grade assignment. Automation is already in place for testing tasks of varying complexity and is rapidly advancing in the development of technical tools for evaluating text-based assignments.

Artificial intelligence systems are designed to record educational experiences and track the development of individuals within the educational system. AI-driven solutions can provide visualized, personalized learning analytics. The use of "digital avatars" for students brings us closer to automating the assessment of the educational process. A unique digital trace – often referred to as a "digital shadow" or "digital profile" – of educational activities, collected in both active and passive modes, allows for the creation and

continuous updating of a student's knowledge and skills model. The structure of this model is defined by the developer and client, meaning technological solutions can vary significantly based on the indicators being monitored.

Students can request the results of artificial intelligence systems to more consciously plan their educational outcomes, aligning them with personal goals and selecting educational opportunities that match both their knowledge level and individual characteristics. For instance, when choosing educational content, supplementary programs, or one-time events, AI can serve as a tool for creating a personalized developmental trajectory toward the desired educational results.

Digital traces can clarify the relationship between specific educational activities and learning outcomes, allowing for an analysis of the learning process. This enables the demonstration of how certain forms of educational activity correlate with their results and reveals how effectively specific pedagogical tools address the intended educational goals.

By comparing digital profiles of students based on specific parameters, it becomes possible to identify the most effective educational trajectories and scale successful pedagogical practices. This can potentially reduce the labor-intensiveness of the educational process, focusing it on evidence-based practices with verifiable outcomes. Since the digital footprint reflects not only knowledge and skills but also the resources invested in achieving them, artificial intelligence can provide teachers and educational institutions with the opportunity to select effective tools for developing new types of activities that align with desired educational results.

Increasing transparency in the application of artificial intelligence technologies for recording educational results is a key step toward supporting career guidance and employment through AI. Digital analytics of "strong" competencies can serve as a foundation for selecting a specialty and field of work. While autonomous decision-making by individuals remains paramount, the digitalization of the economy may enhance the relevance and influence of AI-driven recommendations. As a tool for assessing educational outcomes, the digital educational trail generated by AI could become a standard for evaluating personnel potential.

The analysis of the impact of artificial intelligence (AI) technologies on educational strategies and practices highlights their transformative potential in the educational process. The introduction of AI contributes to the personalization of educational programs, enabling the adaptation of learning trajectories to meet the individual needs of students. By leveraging algorithms that assess educational progress, teachers gain valuable insights into student performance, which enhances the quality of education and fosters greater engagement. Additionally, AI offers flexibility in organizing the educational process, a crucial advantage in the context of rapidly advancing information technologies.

AI technologies not only modernize educational systems but also significantly transform the role of teachers, equipping them with new tools for adaptive learning. This enables the implementation of individualized approaches that cater to the diverse needs of students. Research shows that integrating AI into the educational process enhances the accessibility of resources, which is crucial for promoting inclusive education. Additionally, the use of interactive platforms with AI capabilities aids in the development of essential competencies in higher education students, fostering their critical thinking skills.

Therefore, the integration of artificial intelligence technologies into the educational process is a crucial step toward modernizing education in response to contemporary challenges. Enhancing the quality of education, increasing the flexibility of educational strategies, and developing adaptive learning models will improve the competitiveness of graduates in the labor market. To ensure the successful adoption of AI in education, ongoing research and development are essential to optimize educational processes in line with emerging trends and the evolving needs of society.

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Бобро Наталія

ВПЛИВ ТЕХНОЛОГІЙ ШТУЧНОГО ІНТЕЛЕКТУ НА ОСВІТНІ СТРАТЕГІЇ

Анотація.

У статті розглянуто основні аспекти впливу технологій штучного інтелекту на освітні стратегії та практики. Акцентовано на їх значущості в умовах таких сучасних викликів, як глобалізація та цифровізація. Глобалізаційні процеси, цифрова трансформація суспільства і розвиток інформаційних технологій вимагають нових підходів до організації навчального процесу. Підкреслено, що інтеграція цифрових технологій у повсякденне життя сучасної людини призвела до формування нового покоління користувачів, які вимагають адаптації традиційних методів навчання до нових реалій. Дослідження підтверджує, що ШІ здатен трансформувати традиційні моделі освіти, забезпечуючи гнучкість, персоналізацію та доступність освітніх ресурсів. Інтеграція технологій ШІ в освітній процес дає змогу створювати індивідуальні навчальні траєкторії, що враховують унікальні здібності, інтереси і потреби студентів. Це підвищує якість навчання, сприяючи кращому засвоєнню матеріалу та активізації навчальної діяльності учнів. З упровадженням нових технологій постають питання безпеки та ефективності використання ШІ в навчальному процесі. Підкреслено, що сучасні виклики ставлять перед освітніми установами завдання не лише щодо впровадження новітніх технологічних рішень, а й переосмислення самих підходів до навчання і виховання. Дослідження також вказує на те, що інтерактивні платформи з можливостями ШІ можуть значно покращити доступність освітніх ресурсів, що є критично важливим для забезпечення інклюзивності освіти. Перспективи подальших досліджень зосереджені на розробці нових методологій для оцінки ефективності використання ШІ в освітньому процесі, інтеграції теоретичних основ навчання з практичними розробками. Також важливо приділити увагу етичним питанням, що пов'язані з впровадженням ШІ в освіту. Підкреслено

важливість інтеграції технологій ШІ в освітні стратегії як ключового чинника для покращення якості навчального процесу в умовах швидких соціально-економічних змін. Це може сприяти підвищенню конкурентоспроможності випускників на ринку праці, а також розвитку нових форм навчання, що відповідають потребам сучасного суспільства.

Ключові слова: *штучний інтелект; освітні стратегії; цифрова трансформація; інтерактивні платформи; інклюзивність освіти; навчальні траєкторії; вища освіта.*

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ОБДАРОВАНІСТЬ ЯК БОЖЕСТВЕННА ПРЕМУДРІСТЬ У ФІЛОСОФІЇ ГРИГОРІЯ СКОВОРОДИ

Анотація.
У статті досліджено проблему обдарованості у творчості українського філософа Григорія Савича Сковороди, який поставив низку важливих питань. Його філософія суцільна й монолітна, де головною постає передача духовного досвіду, зображення шляху на перехід до Божественної духовності. Цей шлях є відкриттям різних проявів обдарованості. Зазначено, що Сковорода називає дух голосом волі Божої і закликає прислухатися до нього. Але фактично це є голос того обдарування і таланту, які є в кожній людині, але їх потрібно розбудити. Ідеальним Сковорода вважав таке суспільство, де кожен реалізує свої природні здібності й обдарування в «сродній праці» і отримує насолоду від неї. У своїх творах Сковорода постійно апелює до Божественної премудрості, що тотожна обдарованості, природа якої також має божественний характер.

Ключові слова: *обдарованість; людина; Божественна премудрість; сродна праця; щастя; істина.*

Проблема обдарованості і таланту завжди привертала увагу українських мислителів, починаючи з часів виникнення української держави, витоки якої сягають Київській Русі. У той період уже Нестор Літописець у своїй історіософській концепції піднімає питання богообраності слов'янського народу. У житті вона реалізується в мудрості його керівників, які будували храми, зводили міста, впроваджували ідеї високої моральності, сили духу і закону. Саме обдарованість зробила князів Володимира Великого і Ярослава Мудрого «книжниками», на основі чого почала вибудовуватися українська культура і як результат – українська нація. Через віки ідея обдарованості стає одним із пріоритетів філософії Григорія Сковороди. Сам Сковорода був надзвичайно обдарованою людиною, формуючись як мислитель під впливом традицій давньоруської доби, філософського професіоналізму вітчизняних та інокультурних інтелектуалів, починаючи з античних часів до епохи німецького містицизму. У Григорія Сковороди немає остаточної, ґрунтовної відповіді на всі поставлені життям запитання, але попри все його філософія суцільна й монолітна. Головним у ній постає передача внутрішнього досвіду, зображення шляху на перебудови серця до вищої духовності. Цей шлях і є відкриттям різних аспектів обдарованості. Одним із головних, на нашу думку, є виявлення джерел обдарованості та її значення для становлення людини через розвиток свого духовного серця.

Для українського мислителя філософія є мистецтвом і метою життя. Звідси випливає специфічна риса його філософії – практична спрямованість. Коли життя є філософією, а філософія