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USING ARTIFICIAL INTELLIGENCE IN EDUCATION: BENEFITS, RISKS AND IMPLEMENTATION

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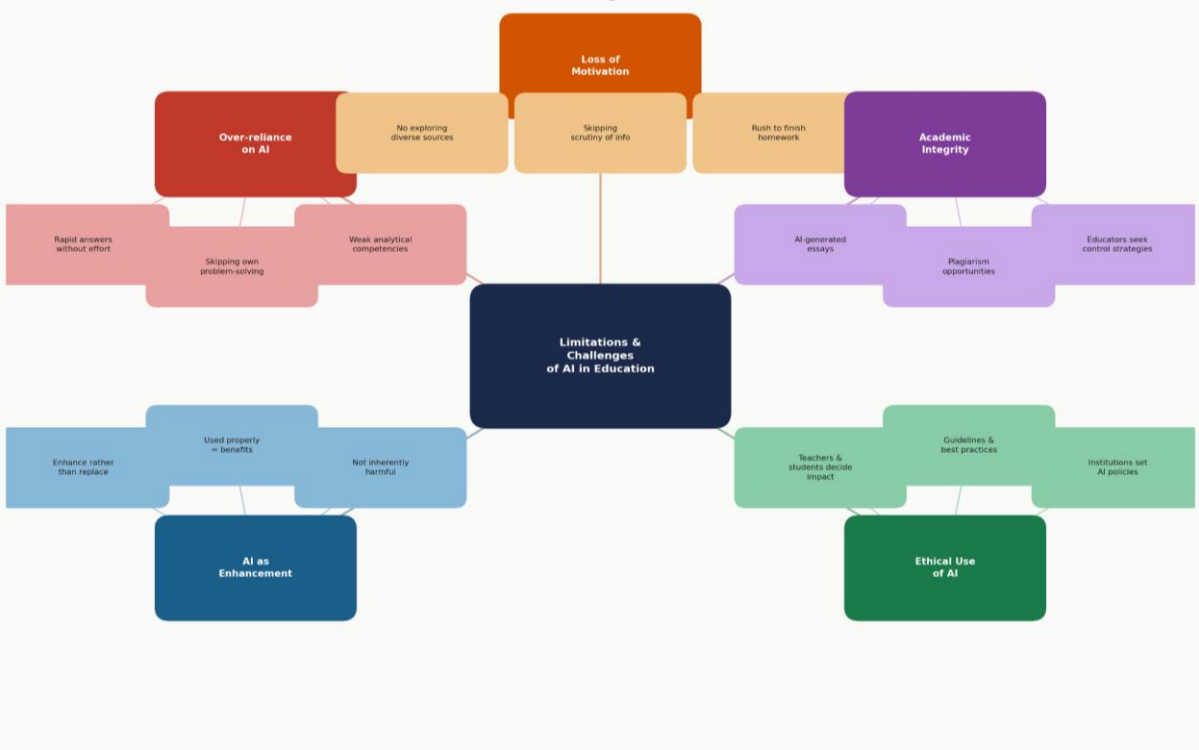
Abstract: *In the present article, the role of artificial intelligence in the modern system of education is going to be explored, particularly in the context of the growing use of such technologies among students in the course of their learning. As the role of artificial intelligence technologies expands in various facets of modern society, the system of education is also facing considerable change. ChatGPT is increasingly being used by students for their homework and improving their writing skills. The article is going to touch upon the possible shortcomings of the role of artificial intelligence in the system of education, but at the same time, the benefits of such an approach are going to be explored. The role of artificial intelligence in the system of education is going to be explored, particularly in the context of its integration into the system of the University of World Economy and Diplomacy for the development of additional foreign languages among students.*

Key words: *artificial intelligence, ChatGPT, technological transformation, AI instruments*

Introduction: In contemporary discourse, the significance of artificial intelligence has markedly escalated, rendering it an indispensable component of modern society. AI technologies are now extensively integrated across numerous domains of existence, encompassing healthcare, commerce, entertainment, and communication. As technological advancements persist, artificial intelligence is progressively reshaping the methodologies through which individuals engage in work, interaction, and the acquisition of knowledge. The realm of education is not immune to this overarching technological transformation. Among the most salient AI instruments currently under examination is ChatGPT, a conversational artificial intelligence framework designed to produce human-like responses and facilitate users in accomplishing a variety of tasks. This application empowers users to pose inquiries, obtain elucidations, generate written content, and even address intricate problems within mere seconds. Owing to these capabilities, ChatGPT has rapidly attained widespread acclaim among students globally (Adiguzel, Kaya, & Cansu, 2023; Aslam & Nisar, 2023). A significant number of learners are increasingly utilizing artificial intelligence (AI) tools when faced with challenges in their academic pursuits. Students frequently engage with ChatGPT to elucidate complex subjects, obtain assistance with assignments, enhance their writing skills, or discover explanations that are more comprehensible than conventional textbooks (Banihashem et al., 2024). Consequently, artificial intelligence is emerging as a progressively prevalent adjunct in the educational process. Nevertheless, the escalating integration of AI within the realm of education prompts critical inquiries. While certain individuals regard these technologies as formidable instruments capable of enhancing learning outcomes and promoting educational accessibility, others express concern that an overdependence on AI might detrimentally impact students' critical thinking, creativity, and academic autonomy. As a result, the incorporation of artificial intelligence in educational contexts has become a subject of fervent discourse and scrutiny.

Limitations and Challenges of AI

Notwithstanding the numerous benefits that artificial intelligence offers in the realm of education, certain apprehensions have emerged regarding its escalating application within the learning paradigm (Banihashem et al., 2024). A predominant issue that has garnered considerable discourse is the potential for students to develop an excessive reliance on AI tools such as ChatGPT. Given the capacity of these technologies to rapidly furnish answers, elucidations, and even comprehensive assignments, it is plausible that some learners may depend on them rather than cultivating their own analytical and problem-solving competencies. Moreover, an additional concern pertains to the notion that the habitual utilization of AI may diminish students' intrinsic motivation to engage in independent thought. When intricate inquiries can be resolved in mere seconds, learners may exhibit a diminished propensity to invest time in exploring diverse sources, scrutinizing information, or arriving at their own conclusions. In certain instances, students might resort to utilizing AI tools merely to expedite the completion of homework assignments, as opposed to achieving a profound comprehension of the subject matter they are endeavoring to study. Teachers also occasionally voice concerns regarding academic integrity. Artificial intelligence may provide opportunities for plagiarism and other types of academic dishonesty because it may produce essays, summaries, or answers to a variety of problems (Amin Dar et al., 2024). Because of this, educators and educational institutions are still looking for practical strategies to control the use of AI in the classroom. It is crucial to remember that these worries do not always imply that artificial intelligence is detrimental to education. Many experts think that how teachers and students utilize AI ethically will determine how much of an impact it has. When used properly, these tools might nevertheless enhance rather than take the place of learning.



Positive aspects

Artificial intelligence is commonly used to develop and enhance various academic abilities. Language learners, for instance, can engage in simulated conversations, look up translations for unknown terms, and get immediate feedback on their written work. In disciplines like math and physics, students can turn to AI to break down problem-solving processes into clear, manageable steps, aiding their grasp of the underlying reasoning. Studies suggest that when students use AI to explore conceptual questions, their ability to solve complex problems can improve (Bang et al., 2023). In addition, AI supports personalized learning by tailoring explanations and examples to match a student's individual proficiency level. Artificial intelligence plays a significant role in developing and refining various academic abilities. Language learners, for instance, can engage in simulated conversations, look up translations of unfamiliar terms, and get immediate feedback on their written work. In disciplines like math and physics, students can turn to AI to break down problem-solving processes into clear, manageable steps, aiding their grasp of the underlying reasoning. Studies suggest that when students use AI to explore conceptual questions, their ability to solve complex problems improves. In addition, AI supports personalized learning by tailoring explanations and examples

to match individual knowledge levels, making education more adaptable and inclusive (Alabool, 2023). Similar observations regarding the development of analytical and stylistic competencies in learners are also supported in literary studies (Umida, 2023).Consequently, rather than being seen as a substitute for traditional teaching, AI is increasingly recognized as a valuable resource that enriches the learning process and contributes to stronger academic outcomes.

Implementation strategy for UWED

Artificial intelligence integration in higher education may create new avenues for enhancing university education. Language proficiency is especially crucial at the University of World Economy and Diplomacy (UWED), where students train for professions in international relations, diplomacy, and global cooperation. The implementation of AI-supported learning programs could greatly enhance this component of the curriculum and make language acquisition more engaging and successful (Aslam & Nisar, 2023) since UWED students select an additional foreign language during their second year of study. Such a program could be implemented to incorporate AI-based applications such as the ChatGPT into an extracurricular program intended for learning a second foreign language (a third language). Students may use these AI-based applications to practice their curriculum or possibly learn material that they did not learn in school. For example, AI-based systems could simulate conversations with a native speaker and allow students to speak daily, not just when they do regular exercises, and this experience could help them develop the spontaneous communication skills required for future diplomats and international specialists. In addition to supporting speaking practice, the AI could help students expand their vocabulary by providing daily lists of new words, terms, definitions, and exercises tailored to their curriculum and study profiles. Because UWED students are likely to take courses on topics such as international politics, international relations, and diplomacy, revisions of the system vocabulary would likely also include vocabulary in these areas such as international politics, international negotiations, culture, economics and the environment. Other students, those studying general topics, might also benefit from these changes. Thus, these

enhancements can make language learning even more engaging and less monotonous for everyone. This approach is consistent with previous research on improving writing skills through digital platforms such as Google Classroom (Usmanova, 2025). A possible approach for a second foreign language would be developing an additional program to make use of AI-based technologies such as ChatGPT during the process of learning the second foreign language, with a focus on practicing the foreign language beyond the set lesson time. For instance, speaking tests could be replaced by a simulated conversation with the AI system, allowing students to practice their speaking skills every day, helping them develop spontaneous speaking skills that diplomats and other international professionals need in the workforce. In addition to speaking, the AI could potentially expand the students' vocabulary by providing each student with a daily set of words and definitions, along with exercises for the target language, which would be chosen based on the student's specific study topics in each subject area. As many of the UWED students are studying international politics, international economy, and international diplomacy, the vocabulary could be specialized in these areas, covering topics like politics, negotiations, culture, economy, and environment. At the same time, students who wanted to study art or literature or botany could learn more about vocabulary relevant to their fields of interest and find language learning more fun and relevant.

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