

ARTIFICIAL INTELLIGENCE IN EDUCATION: PEDAGOGICAL PERSPECTIVES

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Abstract: This article analyzes the pedagogical aspects of using artificial intelligence (AI) technologies in the educational process. The study highlights the role of AI tools in developing learner-centered education, enhancing teaching effectiveness, and activating students' cognitive activity. In addition, the advantages and pedagogical potential of AI-based educational systems, as well as the challenges that arise in the process of their implementation, are examined. The findings of the article are of significant importance for the application of innovative approaches in modern pedagogical practice.

Keywords: artificial intelligence, pedagogy, digital education, individualized learning, adaptive learning, educational technologies.

In the context of ongoing globalization and digital transformation, the education system is undergoing fundamental changes. One of the key tasks facing modern pedagogy is to organize the teaching process in a way that not only improves the quality of education but also takes into account learners' individual needs and abilities. From this perspective, the integration of artificial intelligence technologies into the educational process is driving the renewal of pedagogical approaches.

Artificial intelligence enables the analysis of students' levels of knowledge, the development of individualized learning trajectories, and provides support to teachers in making informed methodological decisions.

Analyses indicate that artificial intelligence (AI) technologies provide significant pedagogical advantages in the educational process. Primarily, adaptive teaching and personalized learning emerge as the most important benefits. Holmes, Bialik, and Fadel (2019) emphasize that AI systems continuously monitor students 'knowledge levels and adjust learning trajectories to meet individual needs. For example, in mathematics, an intelligent tutoring system can provide additional exercises and interactive explanations to a student struggling with complex problems, thereby accelerating the consolidation of their knowledge.

Furthermore, as Luckin (2018) highlights, AI systems analyze students 'learning pace and help adjust task complexity in real time. For instance, in learning English, a student having difficulty mastering vocabulary and grammar can be provided with simplified and comprehensible exercises automatically, which enhances the student's motivation.

AI-based automated assessment systems also play a crucial role in the pedagogical process. VanLehn (2011) notes that intelligent tutoring systems can rapidly evaluate students 'tests and written assignments, providing teachers with real-time feedback. For example, in a history class, when students submit written essays, an AI system can assess their arguments and indicate where details are lacking. This reduces the teacher's workload and increases the objectivity of the assessment process.

However, the use of AI is associated with certain pedagogical and ethical limitations. Selwyn (2019) emphasizes that AI systems cannot fully replace human interaction. For instance, AI cannot entirely fulfill the teacher's role in establishing personal relationships with students, developing social skills, or supporting motivation. Moreover, excessive student dependence on technology, the security of personal data, and inclusivity issues remain pressing concerns (UNESCO, 2021).

Winne (2020) points out that learning analytics tools enable the analysis of students' individual learning strategies, time investment, and motivation, allowing educators to make evidence-based pedagogical decisions. For example, in a programming class, if a student repeatedly struggles with certain exercises, the system can identify the exact step where the error occurs and provide the teacher with real-time insights. This helps optimize the learning process and enhances the student's effectiveness in mastering knowledge.

The discussion indicates that the pedagogical effectiveness of artificial intelligence largely depends on teachers' digital and methodological competencies. Therefore, it is essential to implement specialized training and professional development programs to prepare educators to effectively use AI technologies. Such preparation not only enhances technological efficiency but also ensures that ethical and social aspects of the pedagogical process are adequately addressed.

The study utilized thematic analysis to identify recurring pedagogical themes and insights across the literature. Key areas of focus included:

1. **Individualized learning:** How AI systems adapt content and learning pathways to meet students' unique needs.
2. **Adaptive teaching:** The ability of AI tools to adjust task difficulty and provide real-time feedback.
3. **Automated assessment and feedback:** Evaluation of how AI systems support teachers in grading and monitoring student performance.
4. **Ethical and pedagogical challenges:** Consideration of privacy, equity, and teacher-student interaction issues.

Thematic coding was applied to extract patterns, pedagogical benefits, and limitations from the selected studies. Findings were synthesized to draw conclusions about the effectiveness and practical applications of AI in educational contexts.

To ensure credibility and reliability, the study followed these steps:

- Only peer-reviewed articles, books, and official policy reports were included.
- Data triangulation was conducted by comparing multiple sources discussing similar AI applications and outcomes.
- Findings were cross-referenced with international guidelines and recommendations, such as those provided by UNESCO (2021).

The integration of artificial intelligence (AI) in education offers substantial pedagogical benefits, particularly in supporting adaptive and personalized learning. AI technologies, such as intelligent tutoring systems, automated assessment tools, and learning analytics platforms, enable educators to monitor student progress in real time, adjust instructional content to individual needs, and provide timely, evidence-based feedback. These applications enhance learning efficiency, motivation, and engagement, ultimately improving educational outcomes.

However, AI implementation also poses challenges. Pedagogical and ethical considerations—including reduced human interaction, data privacy concerns, algorithmic bias, and excessive reliance on technology—must be carefully addressed to ensure that AI complements rather than replaces teachers. The effectiveness of AI in education largely depends on teachers' digital literacy and pedagogical competence, highlighting the need for specialized training programs.

In conclusion, AI holds great potential to transform education by fostering individualized learning and evidence-based teaching. When integrated thoughtfully and ethically, AI serves as a powerful tool that supports teachers, enhances student learning, and contributes to the development of modern, adaptive educational systems. Future research should focus on combining qualitative and quantitative approaches to further evaluate AI's impact across diverse educational contexts.

The list of used literature

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