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ARTIFICIAL INTELLIGENCE IN THE UPBRINGING AND TEACHING OF STUDENTS: PEDAGOGICAL OPPORTUNITIES AND RISKS

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Abstract

The article examines the opportunities and risks associated with the use of artificial intelligence in the contemporary educational process. Particular attention is paid to the educational (character-building) potential of digital technologies and their influence on students' personal development. The paper analyzes the pedagogical conditions for the effective application of artificial intelligence tools in teaching and also identifies risks related to a decline in learners' academic motivation, autonomy, and critical thinking. The necessity of maintaining the teacher's leading role in the context of the digitalization of education is emphasized.

Keywords: Artificial intelligence, digital technologies, upbringing, teaching, educational process, pedagogy, student.

Introduction

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ВОСПИТАНИИ И ОБУЧЕНИИ СТУДЕНТОВ: ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ И РИСКИ

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Аннотация:
В статье рассматриваются возможности и риски использования искусственного интеллекта в современном образовательном процессе. Особое внимание уделяется воспитательному потенциалу цифровых технологий и их влиянию на формирование личности студента. Анализируются педагогические условия эффективного применения инструментов искусственного интеллекта в обучении, а также обозначаются риски, связанные с снижением учебной мотивации, самостоятельности и критического мышления обучающихся. Подчеркивается необходимость сохранения ведущей роли преподавателя в условиях цифровизации образования.

Ключевые слова: искусственный интеллект, цифровые технологии, воспитание, обучение, образовательный процесс, педагогика, студент.

Introduction

Modern education is developing under conditions of rapid digitalization that encompasses all levels of the learning process. Artificial intelligence (AI) is becoming an integral part of the educational environment, influencing not only instruction but also the upbringing and personal development of learners. The use of intelligent systems, chatbots, adaptive platforms, and automated services opens up new pedagogical opportunities; at the same time, it poses a number of serious challenges for pedagogy.

The educational (character-forming) function of education acquires particular significance in the context of digital transformation. Whereas previously the main focus was on the transmission of knowledge, today the priority is the formation of the student's personality—value orientations, responsibility, autonomy, and critical thinking. In this regard, there is a need for scholarly reflection on the role of artificial intelligence in the upbringing and teaching of young people.

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The purpose of this article is to analyze the pedagogical opportunities and risks of using artificial intelligence in the educational process, as well as to identify the conditions for its effective and safe application in higher education.

Artificial intelligence in education represents a set of digital technologies capable of analyzing data, adapting learning materials to learners' individual characteristics, and ensuring interactive engagement. Such technologies include intelligent tutoring systems, automated knowledge assessment tools, virtual assistants, and chatbots.

The use of AI contributes to personalized learning, increases access to educational resources, and supports the development of students' independent learning activity. Learners gain the opportunity to study at an individual pace, receive immediate feedback, and consult digital assistants at any time.

However, it is important to emphasize that artificial intelligence is not an independent agent of upbringing. Its effectiveness directly depends on pedagogical goals, methods, and conditions of use. Without well-designed pedagogical support, digital technologies may lose their educational potential and lead to a formal assimilation of knowledge.

Educational opportunities of artificial intelligence

One of the key advantages of artificial intelligence is its capacity to foster students' independent work skills. The use of intelligent platforms encourages learners to search for information, analyze data, and make decisions, which has a positive effect on the development of responsibility and self-regulation.

In addition, AI can be used as a tool for developing communicative culture and ethics of interaction. Interactive dialogues, the simulation of problem situations, and the analysis of errors and alternative solutions contribute to the development of critical thinking and reflection.

Of particular importance is the educational potential of artificial intelligence in intercultural education. Digital technologies make it possible to model intercultural interaction situations and to cultivate tolerance and respect for other cultures and languages, which is especially relevant in the context of globalization.

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Thus, with a well-designed pedagogical approach, artificial intelligence can become an effective tool for fostering a student's personality oriented toward cooperation, self-development, and the responsible use of technology.

Alongside its evident advantages, the use of artificial intelligence in the educational process is associated with a number of risks. One of the most significant is a decline in the level of students' independent thinking. Excessive reliance on digital prompts and automated solutions may lead to the formation of a passive learning stance.

Another risk is the weakening of the educational influence of live pedagogical communication. Replacing direct interaction with the teacher by digital tools can negatively affect the development of emotional intelligence, empathy, and learners' moral qualities.

It is also necessary to consider the risk of reduced motivation to learn when AI is used without proper control. In the absence of clear pedagogical objectives, digital technologies may be perceived by students solely as a means of simplifying learning activities.

In this regard, the teacher's pedagogical responsibility plays a special role: the teacher must act not only as an organizer of the learning process, but also as a mentor who shapes a value-based attitude toward knowledge and technology.

Despite the active implementation of artificial intelligence, the key role in the educational process remains with the teacher. It is the teacher who defines the goals, content, and methods for using digital technologies, ensuring their educational orientation.

The teacher performs the function of a mediator between the student and the digital environment, developing learners' skills of critical perception of information and responsible use of technology. Educational work under conditions of digitalization presupposes the development of students' conscious attitude to learning, as well as their ability to analyze and evaluate the results of their own activity.

Thus, artificial intelligence should be regarded not as a replacement for the teacher, but as a supportive tool that expands pedagogical opportunities and strengthens the educational impact of learning.

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The use of artificial intelligence in teaching and upbringing students is an objective reality of modern education. With competent pedagogical organization, AI is capable of increasing the effectiveness of the learning process and promoting the development of learners' autonomy, responsibility, and critical thinking.

At the same time, uncontrolled and formal implementation of digital technologies may lead to a reduction in the educational potential of education. In this connection, the role of the teacher—who ensures the humanistic orientation of the educational process—acquires particular significance.

Prospects for further research are associated with the development of pedagogical models for integrating artificial intelligence into the university's system of educational work, as well as with studying the influence of digital technologies on the formation of young people's value orientations.

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