

участных форм общения, привычное окружение становится частью виртуального мира, сетевой жизнью в технологически опосредованном мире.

До сих пор остаются открытыми вопросы поиска оптимальных критериев развития молодого поколения в условиях цифровизации, способов гармонизации цифровой средой и жизненного мира. Ключевая идея состоит в том, что тип коммуникации и средовые условия предопределяют способы «включения» человека в мир, формы его деятельности и общения. Понимание этих особенностей, осознание невидимого воздействия технологий, трансформирующих в настоящий момент нас и все сферы нашего существования, открытие других нетехнологических способов выражения жизни [5, с. 221–238] могут позволить проснуться от «нарциссического наркоза» (М. Маклюэн) [4] и прийти к более свободным, естественным и безопасным отношениям в цифровом мире.

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APPLICATION OF ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL PROCESS

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In the context of information society development, the models of education and psychological and pedagogical bases of personality socialization should be transformed to adapt to new requirements and challenges.

In the conditions of the new society, special attention should be paid to the development of students' information, literacy skills, ethical behavior in the network and the use of information resources for personal development and social adaptation. This is due to the possible negative impact of the received information.

Thus, transformation is aimed at developing students' skills of independence and critical thinking, which ensures their successful functioning in modern society.

The first important aspect of transformation of educational models is to take into account the development of students' information literacy. Due to information overload, they should be able to identify reliable and trustworthy sources of information, analyze and evaluate the obtained information, and be able to apply it in practical activities.

The second aspect of transformation is understanding the importance of digital literacy and ethics. Students must acquire not only skills in technology, but also the ability to use them in accordance with the rules and ethics of the information society. It is important to inform students and teach them how to get ethical use of information and digital technologies.

The third aspect is the need to develop learning practices that make active use of modern technologies and tools. These may include interactive lessons, online courses, the use of virtual and augmented reality and other innovative teaching methods.

Despite some negative aspects of the practices, they make learning easier and more interesting. There are many programs that allow filling gaps in knowledge, taking into account the individual characteristics of each student. For some parents, this option serves as a good alternative to tutoring due to the lack of payment.

The learning process may also not be perceived as a compulsory duty due to motivation. Interactive and enjoyable learning process brings more satisfaction and desire to gain knowledge.

Teachers have the opportunity to eliminate biased marks. By spending time not to check homework for a long time, but to analyze the results, the teacher can identify weaknesses in student learning and work on them in the future. Various programs with creative tasks and visual aids are used to prepare additional materials for lessons, helping to automate the pedagogical routine.

In my practice in conducting lessons, I used different kinds of programs to improve the quality of learning.

Twhee is an artificial intelligence-based tool that offers a wide range of functions: creating questions, dialogs, stories, letters, articles, multiple choice questions, true/false statements and much more in just a few seconds.

Having used this online resource, I have created vocabulary related to the topic "family" for which I created fill-in-the-blanks and open the brackets, as well as generate discussion questions for the video.

Using this application helped me to automate routine tasks, freeing up time for more creative and interactive work.

Eduaide. AI- is an artificial intelligence-enabled learning tool. Its main features are:

1. Generated Learning Resources: over 100 types of resources and learning objects to choose from to help with lesson planning and instructional design.
2. Feedback Bot: instant responses for students using four built-in or imported rubrics, providing feedback with specific steps for improvement.
3. Assessment Builder: With six different question types, users can create assessments in record time.

Using the program, I created texts with main words and questions to learn vocabulary on the topic «friendship». Lesson planning was easier and faster.

Tutor.ai is an online platform to help you learn anything. You can find resources to learn the skills you need, no matter what your experience level. Tutor.ai provides a variety of learning materials including videos, tutorials, and quizzes.

It's also possible to track your progress and get feedback on your performance to help you stay motivated and stay on track. You can join a community of like-minded learners to share your progress and experiences, and even follow and get advice from experts in your field.

When teaching children the Present Perfect rule, which is difficult for students, it was easy to find the necessary information with examples and theory exercises, adapting the material to the students' levels.

At the end of my work, I came to the conclusion that artificial intelligence can negatively affect a person if you use the wrong resources and in large quantities, because a person can socialize poorly in society and believe false information. But artificial intelligence can also be an excellent assistant for both teachers and students to improve the quality of education.

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ТРАНСФОРМАЦИЯ ПЕДАГОГИЧЕСКОГО УНИВЕРСИТЕТА ОТ МОДЕЛИ 3.0 К МОДЕЛИ 4.0: ПОТЕНЦИАЛЬНЫЕ ВЫЗОВЫ И ПРОБЛЕМЫ

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В настоящее время четвертая промышленная революция, организация производства на основе VI технологического уклада и сопутствующие им технологии (в том числе и информационно-коммуникационные) оказывают существенное влияние на все без исключения сферы жизни и деятельности человека. Высшее образование и организующие его учреждения по-прежнему остаются важным компонентом в развитии компетенций специалиста. Как показывают результаты исследований отечественных и зарубежных ученых [1–4], современные университеты эволюционируют от модели 3.0 к модели 4.0.

Большинство исследований посвящено проблеме изучения моделей классического университета, либо учреждений высшего образования без выявления их профильных профилей. Так, российские исследователи (А.С. Фадеев и др.) определяют основным показателем университетов будущего – коммуникацию [1, с. 176]. О.Л. Жук обозначает модель университета 4.0