

4. Vuorikari R., Kluzer S., Punie Y. *DigComp 2.2: The Digital Competence Framework for Citizens*. Luxembourg: Publications Office of the European Union, 2022.

5. Long D., Magerko B. What Is AI Literacy? Competencies and Design Considerations. In: *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*. New York: ACM, 2020. pp. 1–16.

6. Herrington J., Reeves T. C., Oliver R. *A Guide to Authentic e-Learning*. New York: Routledge, 2010.

7. Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., Robison, A. J. *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MIT Press, Cambridge, MA, 2009.

Meljnyk Kateryna

PhD in Education,

Associate Professor of the Department of English Philology,
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University

ARTIFICIAL INTELLIGENCE IN EDUCATION: BETWEEN PERSONALIZATION AND ACADEMIC INTEGRITY

Artificial intelligence (AI) has become one of the most influential technologies shaping contemporary education. The rapid development of AI-powered tools, particularly generative artificial intelligence (GenAI), has transformed teaching, learning, assessment, and educational management worldwide. AI technologies provide new opportunities for personalizing learning, supporting educators, and increasing access to educational resources. At the same time, their widespread adoption raises important questions concerning academic integrity, ethical use, and the preservation of critical thinking skills among learners [2].

The Ukrainian educational system represents a particularly interesting case of AI integration. Unlike many countries, Ukraine experienced accelerated digital transformation under the influence of several overlapping crises, including the COVID-19 pandemic and the challenges caused by the full-scale war. These circumstances forced educational institutions to adopt digital technologies rapidly and to develop flexible approaches capable of ensuring educational continuity under conditions of uncertainty and disruption. As a result, AI technologies gradually evolved from optional digital tools into important instruments of educational resilience.

One of the most significant advantages of AI in education is its ability to support personalized learning. Traditional educational models often struggle to accommodate the diverse needs, abilities, and learning styles of students. AI-powered adaptive learning systems make it possible to provide individualized educational pathways, adjust the difficulty of learning materials, and offer immediate feedback based on students' performance. Such systems allow learners to progress at their own pace and focus on areas requiring additional attention [1].

Furthermore, AI technologies assist educators in managing increasingly complex teaching environments. Intelligent tutoring systems, automated assessment tools, learning analytics platforms, and AI-supported learning management systems help reduce administrative workload and provide valuable insights into student performance. These technologies enable teachers to devote more time to instructional design, mentoring, and supporting learners' individual needs. In addition, AI-supported educational environments became particularly valuable during periods of remote and hybrid learning, when traditional face-to-face interaction was limited.

Despite these benefits, the growing use of generative AI creates significant challenges for educational institutions. One of the most widely discussed concerns is academic integrity. Generative AI systems are capable of producing essays, reports, presentations, and other academic content that may be difficult to distinguish from students' original work. As a result, the boundaries between legitimate academic assistance and academic misconduct have become increasingly blurred. Students may rely on AI-generated content without fully engaging in the learning process, which raises concerns regarding authorship, originality, and the validity of assessment practices.

Another challenge involves the risk of overreliance on artificial intelligence. While AI can support learning, excessive dependence on automated systems may reduce students' motivation to develop independent problem-solving abilities and critical thinking skills. The availability of instant AI-generated answers may encourage superficial engagement with educational content rather than deep understanding and reflection. Consequently, educators face the task of integrating AI in ways that enhance, rather than replace, cognitive effort and intellectual development.

Ethical considerations also remain an important aspect of AI implementation in education. Issues related to data privacy, algorithmic bias, transparency, and accountability require careful attention from educational institutions and policymakers. The responsible use of AI demands not only technological infrastructure but also clear ethical guidelines and institutional policies that define acceptable practices for both students and educators [2].

The Ukrainian experience demonstrates that AI can serve not only as an educational innovation but also as a strategic tool for maintaining educational continuity during periods of crisis [1]. The rapid transition from emergency digitalization to more advanced forms of AI-supported learning illustrates the adaptability of educational institutions in challenging circumstances. At the same time, the Ukrainian case highlights the importance of balancing technological innovation with pedagogical responsibility and ethical considerations.

In conclusion, artificial intelligence offers substantial opportunities for improving educational quality through personalization, adaptability, and enhanced access to learning resources. However, these advantages must be carefully balanced against the risks associated with academic dishonesty, overreliance on technology, and ethical concerns. The future of AI in education depends not only on technological advancement but also on the development of AI literacy, critical thinking, and responsible digital behavior among both students and educators [3; 4]. A balanced approach that combines innovation with academic integrity will be essential for ensuring the sustainable and ethical integration of AI into educational systems

References

1. Meljnyk, K., Shyshkina, M., Kyselova, K., et al. Analysis of the Evolution of Artificial Intelligence as a Key Tool in Digital Education. Journal of Information Technology Education: Research. 2025.
2. OECD. Artificial Intelligence and the Future of Skills. Paris: OECD Publishing, 2021.
3. UNESCO. Guidance for Generative AI in Education and Research. Paris: UNESCO, 2023.
4. UNESCO. Recommendation on the Ethics of Artificial Intelligence. Paris: UNESCO, 2021.