

Today, creativity largely serves as a mechanism for an engineer's adaptation to social changes. To be internally aligned with modern reality, an engineer must not only adapt to new situations but also be able to change them, while developing and evolving themselves. Flexibility and originality of thought can be seen as survival factors in contemporary society and as essential qualities for solving life-critical problems, particularly in assessing one's place in real life. The instability and lack of guarantees of contemporary social values require individuals to form their own assessment of ongoing events. Developing creativity and the creative individuality of a future engineer contributes to enhancing their competence and professionalism.

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**MODERN APPROACH TO THE IMPLEMENTATION OF ARTIFICIAL
INTELLIGENCE INTO THE EDUCATIONAL PROCESS OF
UNIVERSITIES AND ITS CONSEQUENCES**

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Introduction. The integration of Artificial Intelligence (AI), particularly Generative AI (GenAI), is no longer a future consideration but an immediate and

disruptive reality for higher education [1]. It is actively reshaping the fundamental processes of learning, teaching, and institutional operations [2]. A critical challenge, however, emerges from a significant 'implementation gap'. Student adoption is widespread; by 2024, 86% of students reported incorporating AI into their studies [4]. In stark contrast, faculty adoption remains reactive, with a 2023 survey noting that 71% of instructors had never attempted to use the tools [1].

This disparity fosters a 'shadow pedagogy,' where the actual learning processes employed by students are disconnected from the institution's assumed pedagogical models. The 'modern approach' required to bridge this gap is the evolution toward 'Education 5.0'. [6] This framework signifies a move to a new model defined by 'genuine collaboration between AI and humans'. [6] This reframes the objective: the goal is not automation, but the use of AI as a partner to foster uniquely human-centric skills such as creativity and critical thinking [6], aligning with the view that "Artificial intelligence will not replace teachers, but teachers who use artificial intelligence will replace those who don't" [7]. This shift necessitates an urgent, 'human-centred, rights-based' governance framework, as emphasized by UNESCO [8], to harness benefits while rigorously mitigating profound ethical risks [9].

Positive Consequences of AI Implementation

The modern implementation of AI offers transformative positive consequences for students and institutions.

1. Personalization and Adaptive Learning

The most significant benefit is the capacity to deconstruct the 'one-size-fits-all' curriculum and create personalized learning experiences [3]. Adaptive Learning Platforms and Intelligent Tutoring Systems (ITS) utilize AI to analyze student performance in real-time, tailoring educational content, pace, and feedback to individual needs [2]. Systematic reviews confirm this approach 'significantly optimizes educational outcomes', leading to enhanced student engagement and motivation [3].

2. Enhancing Accessibility and Educational Inclusion

AI is a transformative force for creating equitable learning environments for students with disabilities.¹ It moves beyond reactive accommodation to proactive, universal design. AI-powered tools such as speech-to-text, real-time transcription, and AI summarizers provide immediate access for students with sensory or cognitive disabilities. GenAI tools can also assist with executive function challenges by breaking down large assignments and creating personalized schedules, making the entire learning environment accessible by default [5].

3. Institutional Efficiency and Student Retention

AI is being deployed to provide 24/7, scalable student support, with a direct impact on retention. AI-powered chatbots (e.g., 'Wildcat Willie' at Johnson & Wales University) handle inquiries about registration, financial aid, and campus resources.[4] The data on retention is exceptionally strong: universities implementing these tools report record retention gains, with some seeing increases between 6% and 13.5%.²⁰ These systems proactively identify and support 'high-risk students,' uncovering financial or academic barriers in real-time [8].

4. Evolving Faculty Roles and Research Acceleration

AI automation reshapes the faculty role, not by replacing it, but by enabling educators to focus on high-value, human-centric tasks. By automating routine tasks such as grading and administration [5], AI frees faculty time for mentorship and fostering higher-order thinking [4]. This "human-in-the-loop" model uses AI as a 'digital red pen' [5], elevating the faculty role. In parallel, AI serves as a powerful research catalyst, accelerating discovery by analyzing massive and complex datasets [2].

Negative Consequences and Systemic Risks

The implementation of AI is matched by profound negative consequences that challenge academic integrity, equity, and pedagogy.

1. The Academic Integrity Crisis: "AI-giarism"

The most immediate negative consequence is a systemic crisis in academic integrity [1]. GenAI has fundamentally broken traditional assessment models [5]. A

2025 investigation quantifies a 'cheating substitution' effect: as AI-driven misconduct ("AI-giarism") surges, confirmed cases of traditional plagiarism are in 'freefall' [9]. Students are substituting an outdated method with a more effective, 'substitutive' AI tool that remains largely undetected. This crisis, however, is also a catalyst, forcing faculty to abandon obsolete assessments in favor of 'AI-proof' alternatives like oral defenses or collaborative projects [5].

2. Ethical Challenges: Algorithmic Bias and Inequity

A primary ethical concern is that AI systems are not objective [2]. Trained on historical data, they inevitably 'reflect and reproduce inherent societal biases' [9]. This creates a significant risk that AI implementation will 'perpetuate social inequities' in critical functions like admissions and automated grading, where systems have shown bias against non-native English speakers [9] his problem is exacerbated by the 'black box' nature of many proprietary AI algorithms, which lack transparency and cannot be audited by the university.

3. The New "AI Divide"

Far from being a democratizing force, AI threatens to 'widen the digital divide' into a new, two-fold chasm. The first is the economic divide: the most robust and accurate AI tools are increasingly locked behind 'paywalls', giving an advantage to students from well-resourced backgrounds [5]. The second is the skills divide: using AI 'responsibly and effectively' requires 'AI Literacy'. Failure to provide universal training in this new competency is a 'moral imperative' that deepens social inequity [4].

4. Cognitive and Social Implications

Finally, there are profound concerns over 'diminished critical thinking skills' and 'cognitive disengagement' as students increasingly outsource foundational cognitive work to AI. This is matched by social risks. Studies warn that over-reliance on AI 'may reduce face-to-face social interactions', negatively impacting interpersonal skills. While AI chatbots can reduce stress by simplifying tasks, this

same reliance can increase loneliness, as AI lacks empathy and is an 'insufficient form of support' [7].

Conclusions. The integration of Artificial Intelligence into higher education presents a profound duality. It offers transformative opportunities for personalized learning and accessibility while simultaneously posing existential threats to academic integrity and institutional equity. The consequences are not predetermined; they are contingent on institutional strategy. The 'modern approach' is defined by a shift from a reactive posture to a proactive, strategic framework for governance.[5] This framework rests on three essential pillars:

1. Robust Ethical Governance: Adopting a 'human-centred, rights-based approach' [9] that mandates transparency, rejects 'black box' systems 35, and requires human oversight to mitigate bias.

2. Pedagogical Evolution: Treating the academic integrity crisis as a mandatory catalyst for redesigning assessments to prioritize the 'higher-order thinking' and human-centric skills [6] that AI cannot replicate.

3. Universal AI Literacy: Treating 'critical AI literacy' as a new foundational competency for all students and faculty to bridge the 'AI divide' and ensure equitable, effective, and ethical use.

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THE BATTLE OF KRUTY: HISTORY, MYTH, AND NATIONAL MEMORY

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The Battle of Kruty, fought on 29 January 1918, occupies a distinctive place in Ukrainian historical consciousness. Despite its limited military scale, it has acquired deep symbolic significance, becoming one of the most powerful narratives of sacrifice, youth, and the struggle for statehood. Over time, Kruty has evolved from a concrete historical episode into a multilayered cultural construct in which history, memory, and myth intersect.

From a scholarly perspective, the Battle of Kruty requires not only factual reconstruction but also critical analysis of the mechanisms through which it was remembered and reinterpreted. Political discourse, literature, and public commemorations have repeatedly reshaped its meaning, with each generation projecting its own anxieties and aspirations onto the event. Kruty thus stands at the intersection of military history and cultural memory, revealing how nations construct meaning out of loss.

The events of January 1918 unfolded during one of the most turbulent periods in Ukrainian history. Following the collapse of the Russian Empire and the revolutions of 1917, Ukraine faced profound political instability. The Ukrainian