SURVEY OF CHINESE MASTER'S STUDENTS ON THE USE OF ARTIFICIAL INTELLIGENCE IN THE STUDY OF THE DISCIPLINE "PEDAGOGY OF HIGHER EDUCATION"

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In recent years, artificial intelligence (AI) technologies have been playing an increasingly prominent role in the educational process, including in higher education. With the development of AI, new opportunities are emerging to enhance the quality of teaching and learning, which is particularly important for master's students preparing for careers in academia and education [1; 3]. Specifically, it is of interest to study how master's students at Chinese universities perceive and use AI in the process of studying the discipline " Pedagogy of Higher Education", Speciality – 011 Educational, pedagogical sciences, Educational programme – Pedagogy and education administration

The study used a survey method, in which master's students from Chinese universities, studying at the Department of Pedagogy, Foreign Philology, and Translation, participated. The students were required to complete the survey as part of their homework in the form of a PowerPoint presentation. They were given a list of topics to choose from. Each topic corresponded to a section of the distance learning course of the discipline. The percentage of AI usage in studying each section of the course was determined by the number of presentations completed on that particular section. The following topics were offered to the master's students:

1. Introduction to the pedagogy of higher education.

2. Higher school pedagogy as a science, its categories and tasks. Holistic pedagogical process in higher education.

3. The methodology of higher education pedagogy, the methods of scientific and pedagogical research.

4. Term paper topic elaboration. Term paper methodology.

5. Introduction to the didactics of higher education.

6. Teaching methods and approaches to their classification.

7. Forms of learning managemente activities.

8. Students' educational-research and scientific-esearch work.

9. The HEI teacher as a subject of pedagogical activity.

The purpose of the survey is to assess the level of AI usage by Chinese master's students in the process of studying the discipline "Pedagogy of Higher Education." The survey questions aim to identify how aware students are of modern IT tools, how they use them in their learning, and what advantages or disadvantages they see in their application in pedagogical practice.

The survey consisted of both closed and open-ended questions, covering the following aspects:

1. **AI usage in learning:** Master's students were asked how often they use AI technologies for learning. The questions covered both standard educational tools (such as learning management systems like Moodle or Blackboard) and more specialized applications, such as intelligent tutors or data analysis tools [2].

2. **Perception of AI as a learning assistant:** An assessment of how students perceive the use of AI in the educational process. Do they feel that AI helps them better absorb material, makes learning more flexible and accessible, or does it cause concerns about replacing traditional learning methods?

3. **Difficulties and barriers:** The survey aimed to identify whether students face challenges when using AI, such as technical issues or a lack of knowledge to effectively use such tools.

4. **Prospects and innovations:** Students were also asked about the prospects they see for AI in the pedagogical process and in the study of the discipline "Pedagogy of Higher Education " in the future [5].

The discipline "Pedagogy of Higher Education" is studied by students of various cohorts in both the first and second semesters. This is related to the different start times of foreign students' study periods in Ukraine. The survey is ongoing, and the desired outcome is to have as many respondents as possible. Preliminary results of the study:

Currently, based on the survey results, several key conclusions can be drawn:

1. **High level of awareness:** The majority of master's students (about 75%) reported that they actively use various AI tools for learning. Automated testing systems and intelligent assistants, which help in searching and organizing scientific sources, proved particularly popular.

2. **Positive perception:** More than 60% of respondents noted that the use of AI significantly facilitates the learning process, especially in areas such as analyzing pedagogical theories and practices. AI helps with time management and allows for more effective processing of large volumes of information [6].

3. **Difficulties and barriers:** However, about 40% of students mentioned facing technical problems, such as unstable internet connections or difficulties in learning how to use AI tools. Some students also expressed concerns about ethical issues related to the use of AI in the educational process.

4. **Innovation and future:** Most respondents are confident that AI will become an integral part of the pedagogical process in the future. Some see it as a key tool for creating personalized learning paths for students, as well as for analyzing teaching effectiveness [4].

Conclusions and recommendations: Based on the data obtained, several conclusions can be drawn. Firstly, Chinese master's students are open to using AI in the educational process, especially in the discipline " Pedagogy of Higher Education", as it allows for more effective material acquisition and optimization of the learning process. Secondly, despite the positive attitude, there are a number of problems, such as a lack of skills in working with new technologies and technical difficulties.

It is recommended to strengthen the training of students in the basics of working with AI, as well as to develop more accessible and stable platforms for using

IT resources. It is also important to continue exploring the ethical aspects of AI application in education to avoid potential negative consequences for academic freedom and intellectual property.

Thus, the survey of Chinese master's students at Kharkiv University showed that AI has significant potential for improving the quality of education, but its effective use requires both technical improvements and further training for students and teachers.

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