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**PEDAGOGY OF HIGHER EDUCATION: ETHICAL ASPECTS OF  
ARTIFICIAL INTELLIGENCE USAGE BY FOREIGN MASTER'S  
STUDENTS**

*The article analyzes the ethical aspects of using artificial intelligence (AI) in the educational process by master's students in higher education institutions. It highlights the importance of maintaining autonomy for students and educators while integrating AI technologies. The paper proposes the development of ethical standards, transparency, and data protection regulations to ensure fairness, prevent discrimination, and promote digital literacy. Ethical responsibility in AI use should be an integral part of professional training.*

**Keywords:** *higher education pedagogy, artificial intelligence, ethical aspects, academic integrity, international master's students, intercultural interaction, master's students from China, digital educational technologies.*

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## **ПЕДАГОГІКА ВИЩОЇ ОСВІТИ: ЕТИЧНІ АСПЕКТИ ВИКОРИСТАННЯ ШТУЧНОГО ІНТЕЛЕКТУ ІНОЗЕМНИМИ МАГІСТРАНТАМИ**

*Стаття присвячена аналізу етичних аспектів використання штучного інтелекту (ШІ) у навчальному процесі магістрантами вищих навчальних закладів. У сучасному освітньому середовищі ІТ технології, зокрема ШІ, швидко інтегруються у педагогічну практику, що потребує не лише технічного освоєння, а й глибокого осмислення етичних проблем, які виникають при їх використанні. Стаття розглядає ключові питання, пов'язані з етичними викликами застосування ШІ в освіті, зокрема в контексті магістрантів, як представників міжнародної студентської спільноти.*

*Одним із основних акцентів є необхідність збереження автономії студентів і педагогів у процесі інтеграції технологій. ШІ може значно покращити якість навчання, однак зловживання технологіями або їх надмірне використання може обмежити свободу академічного вираження і творчості. Важливим є розгляд проблеми прозорості алгоритмів, де студенти та викладачі повинні мати доступ до інформації про те, як працюють технології та алгоритми, що використовуються у навчальному процесі.*

*Автор пропонує шляхи вирішення цих проблем через створення національних та міжнародних етичних стандартів використання ШІ в освіті, підвищення цифрової грамотності як педагогів, так і студентів, а також організацію постійних тренінгів і курсів з етичного використання технологій. Пропонується також введення регуляцій, які б забезпечили захист даних*

*студентів, прозорість алгоритмів, а також гарантували б відсутність дискримінації.*

*У статті також зазначається, що етична відповідальність магістрантів у застосуванні ШІ в науковій і навчальній діяльності повинна стати інтегрованою частиною їхньої професійної підготовки. Розвиток цієї відповідальності має базуватися на принципах академічної доброчесності, прозорості, захисту авторських прав та дотримання етичних стандартів.*

*Стаття завершується висновками щодо важливості встановлення чітких нормативних рамок для регулювання використання ШІ в освіті, підкреслюючи, що технології повинні бути інструментом, а не заміною людського потенціалу.*

**Ключові слова:** *педагогіка вищої освіти; штучний інтелект; етичні аспекти; академічна доброчесність; іноземні магістранти; міжкультурна взаємодія; магістранти з Китаю; цифрові освітні технології.*

The development of artificial intelligence (AI) technologies is actively transforming the educational sphere, providing new tools for learning, assessment, and the management of educational processes. Although existing studies have examined various applications and impacts of artificial intelligence in higher education [7], there remains a lack of empirical research devoted to specific implementation effects and practical applications [8]. In addition, comparative studies on the impact of AI tools across different educational environments (such as online learning and blended learning) are insufficient. This constitutes an important starting point for future research, particularly in assessing the long-term impact of various AI technologies on educational outcomes. The use of AI tools opens up a wide range of opportunities for optimising learning, supporting research activities, and developing the professional competencies of master's students. However, these opportunities are accompanied by significant **ethical challenges** related to academic integrity, copyright, assessment objectivity, and intercultural interaction, particularly in the context of international students in higher education.

Among international higher education applicants, students from China constitute a particularly significant group, as China is one of the countries with the largest number of citizens pursuing master's and doctoral studies abroad [9]. Available data indicate that Chinese nationals have traditionally occupied leading positions among international students at many universities worldwide, including those in European countries. In the Ukrainian context, Chinese higher education applicants are also represented among international students: as of the beginning of 2024, a substantial proportion of foreign students enrolled in higher education institutions in Ukraine are from China, alongside students from other countries that choose Ukrainian universities due to the competitive cost of education and the quality of training of internationally qualified specialists [5]. These master's students contribute valuable intercultural experience to the academic environment; however, they simultaneously encounter additional ethical issues when using digital technologies and artificial intelligence in academic and educational activities.

Thus, the study of ethical aspects of artificial intelligence use by master's students, particularly those representing different cultural and educational traditions, constitutes a highly relevant task within contemporary higher education pedagogy [13]. Such research not only ensures academic integrity and equal conditions for all degree candidates, but also facilitates effective intercultural interaction within a multicultural academic environment.

The purpose of this study is to analyse the ethical aspects of the use of artificial intelligence technologies in the educational process of higher education institutions by international master's students, particularly those from the People's Republic of China, and to identify the pedagogical conditions necessary for fostering ethical and academically honest practices of AI use within a multicultural educational environment.

In accordance with this purpose, the article seeks to address the following objectives: to identify the principal ethical risks and challenges associated with the use of AI in the educational and research activities of master's students; to examine

the influence of intercultural differences on the perception of ethical norms governing the use of digital technologies and artificial intelligence tools; and to substantiate pedagogical recommendations aimed at fostering an ethical culture of AI use among international master's students.

The scientific novelty of the study lies in the following: • for the first time within the national pedagogical discourse, a comprehensive analysis of the ethical aspects of artificial intelligence use by international master's students has been conducted, taking into account the intercultural context; • the concept of ethical responsibility of master's students in the process of applying AI in educational and research activities has been refined; • specific ethical challenges encountered by master's students from China while studying in higher education institutions belonging to a different cultural and educational tradition have been identified; • pedagogical guidelines for integrating the principles of academic integrity and ethical use of artificial intelligence into the higher education teaching and learning process have been proposed.

The implementation of AI is accompanied by a number of ethical issues, including the following:

• ***Violation of the confidentiality of student and teacher data.*** In the modern educational space, which is being actively transformed by technology, data confidentiality has become one of the most pressing issues. The use of digital platforms, learning management systems, and AI opens up unprecedented opportunities for the personalization of the educational process, while simultaneously creating serious risks to the protection of personal information [1]. Violations of the confidentiality of student and teacher data are not merely technical failures, but socio-ethical problems capable of undermining trust in educational institutions and technologies.

The collection and processing of data have become integral components of the modern education system. This includes academic performance indicators, personal data, activity on educational platforms, and even behavioral characteristics recorded

by AI-based systems. However, the storage of such data is often associated with insufficient protection. Data breaches may occur due to vulnerabilities in security systems, unauthorized access by third parties, or inadequate data processing policies. Violations of confidentiality can have numerous consequences. For students, this may result in a loss of a sense of security, blackmail, or discrimination. For teachers, it may lead to damage to professional reputation. Such incidents are capable of reducing trust in both technologies and educational institutions as a whole.

#### **Causes of confidentiality violations:**

1. **Technological vulnerabilities:** shortcomings in the cybersecurity of platforms and systems used for data storage.
2. **Lack of transparency in privacy policies:** students and teachers often do not know how and for what purpose their information is used.
3. **Human factor:** staff errors, loss of devices, or deliberate violations of security rules.
4. **Commercialization of data:** use of educational data by third parties for marketing or research purposes without users' consent.

Data confidentiality is not only a matter of legislation, but also a key element of educational ethics. Protecting information helps maintain trust between students, teachers, and educational organizations. Moreover, compliance with confidentiality standards contributes to the creation of a safe educational environment in which individuals are not afraid that their data will be used against them.

#### **Ways to address the problem:**

1. **Strengthening the legal framework:** implementation and enforcement of international data protection standards, such as the GDPR (General Data Protection Regulation).
2. **User education:** conducting regular training sessions for students and teachers on the importance of data protection and safe behavior in the digital environment.

3. **Improvement of technologies:** use of modern encryption tools and cyber threat monitoring systems.

4. **Process transparency:** informing users about what data are collected, how they are used, and where they are stored.

5. **Access limitation:** minimizing the number of individuals who have access to personal information and controlling such access.

Violations of the confidentiality of student and teacher data represent a serious challenge for the education system in the era of digitalization. Addressing this problem requires a comprehensive approach that combines legal, technological, and educational measures. Only in this way can a balance be maintained between the benefits of digital technologies and the necessity of protecting personal information. Ultimately, trust in educational processes is the foundation of successful societal development and must be safeguarded.

- *Potential algorithmic biases that may lead to discrimination.* Artificial intelligence–based algorithms analyze large volumes of data, make decisions, and generate recommendations. However, behind their apparent neutrality lies a serious problem—algorithmic bias, which may result in discrimination against various groups of people. This is not only a technological issue, but also a socio-ethical challenge that requires special attention.

#### **Causes of algorithmic bias:**

**Quality and composition of source data:** algorithms are trained on large datasets. If these data contain historical biases, the algorithm will automatically adopt them. For example, if certain groups were underrepresented in employment data in the past, the algorithm may continue to overlook them. **Design errors:** algorithms are created by humans, and human errors or personal biases may unintentionally embed discriminatory elements into the code. **Lack of data diversity:** if training data do not reflect the full diversity of society, the algorithm is unable to correctly analyze information about certain groups, leading to discrimination. **Lack of algorithmic transparency:** machine learning–based models often function as “black boxes.” A

lack of understanding of their internal logic makes it difficult to identify and eliminate bias.

**Examples of discrimination:** • Algorithms that assess students' performance may take biased parameters into account, such as social background or gender, which affects the allocation of scholarships or admission decisions. • Biased algorithms not only violate principles of fairness but also reinforce existing inequality in society. • Discrimination caused by technologies can undermine trust in systems that use artificial intelligence and lead to social tension.

**Ways to address the problem:** Ensuring data diversity: creating more representative datasets that include all members of society for training algorithms. Regular algorithm audits: checking models for bias using methods of explainable artificial intelligence (Explainable AI). Ethical norms and standards: developing clear guidelines for the creation and use of algorithms that prevent discrimination. Involving interdisciplinary teams: including specialists in ethics, sociology, and law in artificial intelligence development teams. Bias mitigation technologies: applying methods to reduce or eliminate imbalance in data and models. Training developers and users: raising awareness of the risks of bias and its consequences among those who develop or use algorithms.

Algorithmic bias is a complex and multifaceted problem located at the intersection of technology, society, and ethics. It requires a conscious approach to the development and use of artificial intelligence systems. It is important to remember that technologies do not exist in isolation but reflect the values and attitudes that we, as humans, embed in them. Addressing the problem of bias will not only make algorithms fairer but will also strengthen public trust in technology, creating a foundation for its responsible use.

• *Threats to the autonomy of educators and students due to excessive dependence on technology.* Technologies are penetrating the educational sphere ever more deeply, offering innovative solutions for learning, managing the educational process, and assessing outcomes. However, with their spread, dependence on these

tools is also increasing, which can undermine the autonomy of educators and students. Educational autonomy is a fundamental principle that ensures freedom of thought, creativity, and personal development. Excessive reliance on technology puts this principle at risk, making it necessary to rethink the role of digital tools in educational practice.

• ***Lack of clear regulatory and legal frameworks for governing the use of AI in education.*** AI offers new opportunities for personalizing learning, automating administrative processes, and assessing outcomes. However, alongside this, serious challenges arise due to the absence of clear regulatory and legal frameworks governing the application of AI in the educational sphere [3]. The problem of insufficient legal regulation lies in the fact that today AI technologies are being introduced into educational systems faster than mechanisms for their regulation are being developed. As a result, the following issues arise: **Data privacy:** most AI-based systems collect and process vast amounts of data about students and educators. The absence of clear rules for the storage, use, and transfer of this data increases the risk of leaks and misuse. **Discrimination and bias:** AI algorithms may be biased due to limitations in training data, leading to unfair decisions, for example, in assessing knowledge or selecting candidates for admission. **Transparency and accountability:** decisions made by AI systems often remain opaque, making them difficult to challenge and raising questions about who is responsible for errors—the developers, users, or institutions. **Inequality of access:** the implementation of AI requires significant financial and technical resources, which exacerbates the gap between educational institutions with different levels of funding [12].

**Reasons for the lack of regulatory and legal frameworks:** Rapid pace of technological development: regulatory bodies often fail to keep up with fast changes in the AI field. Lack of specialized knowledge: most legislators do not have a deep understanding of AI specifics, which complicates the development of effective rules. International differences: countries develop their own approaches to regulation, which complicates the creation of universal standards [2].

The absence of clear rules can lead to the following negative consequences:

1. **Reduced trust** – participants in the educational process will be wary of technologies, not understanding how they work or whether their rights are protected;
2. **Legal uncertainty** – disputes related to the use of AI will become difficult to resolve due to the lack of a legal framework;
3. **Inhibition of innovation** – without clear norms, educational institutions may refuse to implement AI, fearing violations and subsequent sanctions.

For master’s students in pedagogy from the PRC, who are practicing educators (caregivers, teachers, lecturers, or school principals), the problems identified by us are relevant from a practical perspective. During the study of the course “Pedagogy of Higher Education” in 2024/2025 study years, more than 300 master’s students from the PRC completed tasks with survey elements presented in a table (Fig. 1). The proposed presentation topics reveal the features of using AI in higher education [11].

The screenshot displays a web browser window with the URL `pns.hneu.edu.ua/mod/assign/view.php`. The page header includes the site name 'Сайт ПНС ХНЕУ ім. С. Кузнеця' and the user 'Сладких Ірина Анатоліївна'. The main content area contains the following text:

Персональний кабінет / Мої курси / Ped of HE\_011\_2S\_24\25 / LECTURE 7. Forms of Learning Management  
/ Prepare a PowerPoint presentation and attach it here

Prepare a PowerPoint presentation and attach it here

You can find full instruction for this task in Practical Lesson 9.

The best presentations will be featured on the course website. Please make sure to include personal information (name, group number) on the title slide of your presentation.

Окремі групи: Усі учасники

Результат оцінювання

Приховано від студентів: Hi

Учасники: 157

Кабінет викладача: Служба підтримки ПНС

**Fig. 1. Practical lesson in an online format.**

Below is the content of the practical lesson with a survey table:

### Practical lesson № 9

Dear Master's students,

In this practical session, you will prepare a presentation in PPT format. The presentation should consist of no more than 15 slides. Each slide should carry meaningful and informative content and should be filled as much as possible with text or graphical images.

**On the title slide, each of you should indicate:**

1. The topic of the presentation;
2. Your full name in both Cyrillic and English;
3. Your group number.

**Presentation content:**

You have been provided with topics for the presentation to choose from:

1. The use of artificial intelligence in studying the topic “Introduction to the pedagogy of higher education”.
2. The use of artificial intelligence in studying the topic “Higher school pedagogy as a science, its categories and tasks. Holistic pedagogical process in higher education”.
3. The use of artificial intelligence in studying the topic “The methodology of higher education pedagogy, the methods of scientific and pedagogical research”.
4. The use of artificial intelligence in studying the topic “Term paper topic elaboration. Term paper methodology”.
5. The use of artificial intelligence in studying the topic “Introduction to the didactics of higher education”.
6. The use of artificial intelligence in studying the topic “Teaching methods and approaches to their classification”.
7. The use of artificial intelligence in studying the topic “Forms of learning management activities”.
8. The use of artificial intelligence in studying the topic “Students’ educational-research and scientific-research work”.
9. The use of artificial intelligence in studying the topic “The HEI teacher as a subject of pedagogical activity”.

**After the title slide, the second slide** should contain a questionnaire table. In this table, you should show how you specifically use artificial intelligence when studying the topic you have chosen. You should write your answers to the questions in the last row.

**QUESTIONNAIRE TABLE**

1	2	3	4
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AI usage in learning	Perception of AI as a learning assistant	Difficulties and barriers	Prospects and innovations
How often do you use AI technologies for learning (standard educational tools such as Moodle or Blackboard, intelligent tutors, or data analysis tools)?	Do you feel that AI helps you better absorb the material, makes learning more flexible and accessible, or does it cause you concern about replacing traditional methods of learning?	Do you experience any difficulties when using AI, such as technical issues or a lack of knowledge to use these tools effectively?	What prospects do you see for AI in the educational process and in teaching the course "Higher Education Pedagogy" in the future?
<i>Answer</i>	<i>Answer</i>	<i>Answer</i>	<i>Answer</i>

Next, in the presentation, you should explain how exactly you used AI when studying the topic you have chosen for our course.

**Good luck! Start working on your presentation!**

I remind you that the best presentations, formatted according to the requirements, will be posted in the course's PNS «Pedagogy of higher education».

Analyzing the completed works of the master’s students, the following trend was identified: 30% of the respondents agreed and provided answers similar to those shown in Figure 2.

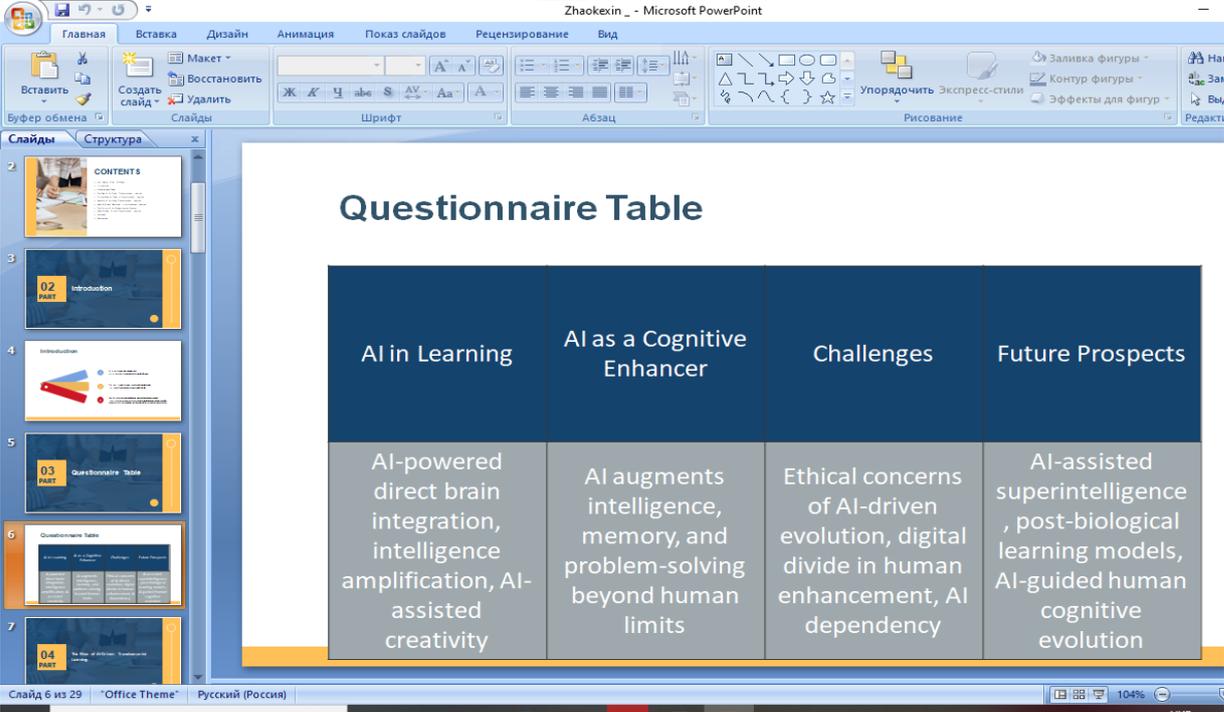


Fig. 2. A master’s student’s response supported by 30% of colleagues.

The following responses (Figures 3 and 4) can be considered a generalization representing 50% of the answers, with 25% each.

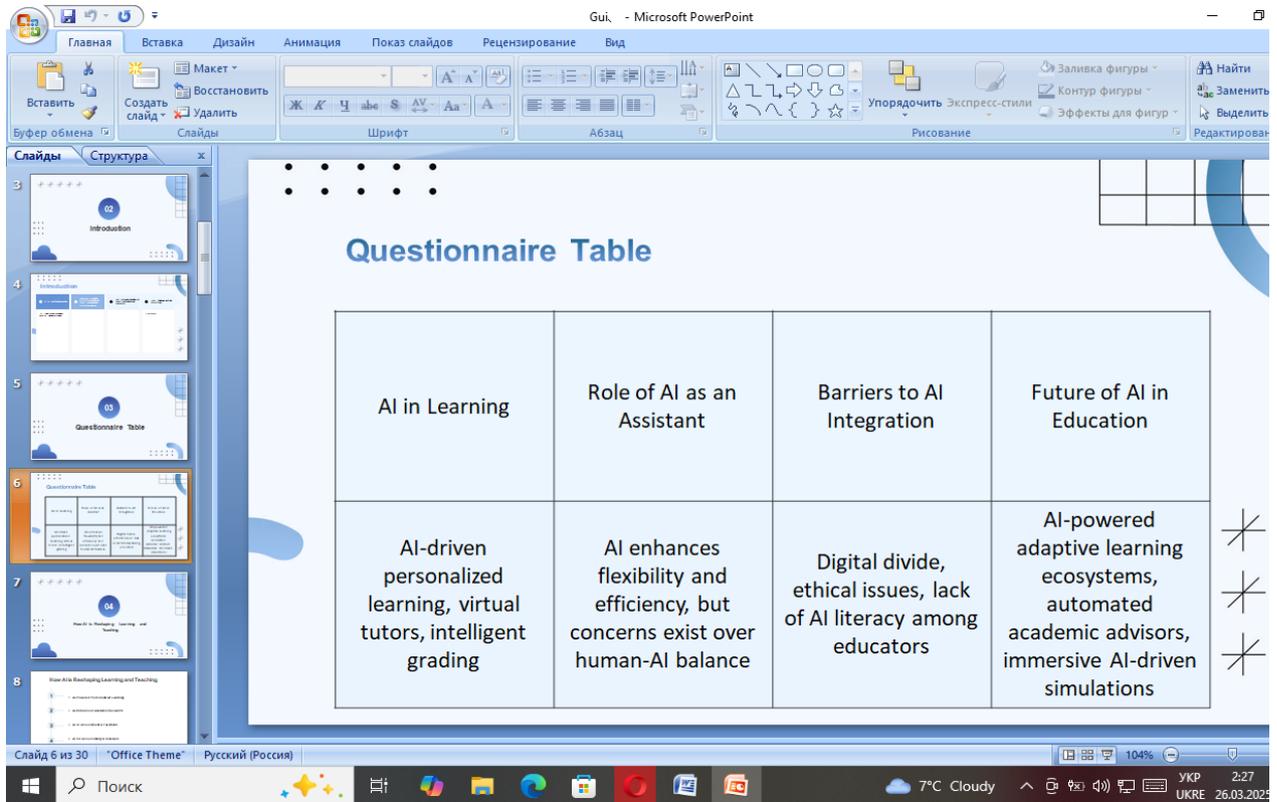


Fig. 3.

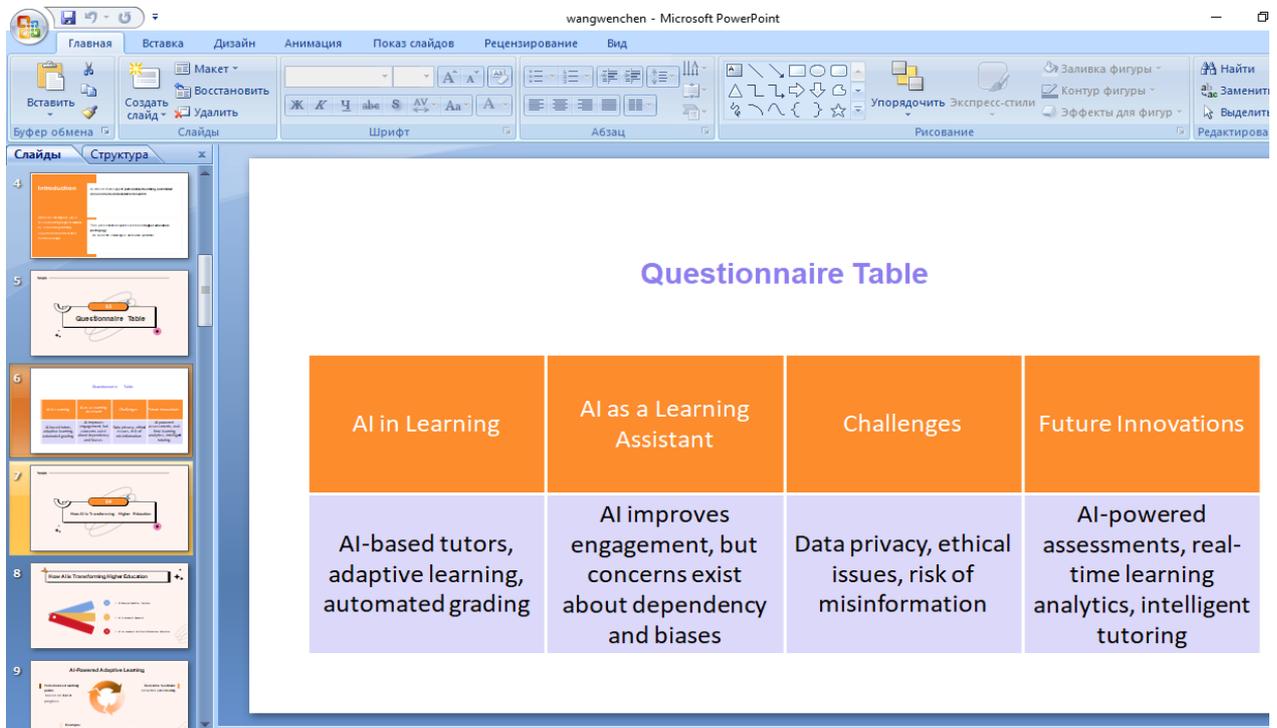


Fig. 4.

Other 20% had original responses. Either more elaborate or unclear due to translation errors. The conclusion of the survey is the identification of the sharpening ethical aspects of artificial intelligence usage in international education.

**Ways to address the problem:**

- **Development of national and international standards:** creation of unified rules for the use of AI in education, covering ethical issues, confidentiality, and equality.
- **Creation of expert councils:** formation of interdisciplinary groups of lawyers, educators, developers, and sociologists to develop regulatory acts.
- **AI education programs:** training teachers, students, and administrators on the principles of AI technology use and their legal aspects.
- **Adaptive regulation:** introduction of flexible norms that can be revised as technologies evolve.
- **Transparency and audit:** mandatory verification of algorithms for ethics, transparency, and non-discrimination.

**Threats to educators:** 1. **Loss of control over the learning process:** Many educational platforms offer automated teaching and assessment methods, limiting educators' choice of teaching approaches. Standardized algorithms may not account for the unique needs of students, reducing teaching flexibility. 2. **Reduction of the professional experience role:** AI systems that offer ready-made solutions and recommendations may undermine the significance of the educator's professional competence. This creates the risk of perceiving teachers as executors rather than creators of the educational process. 3. **Increased workload:** Educators are often forced to master new technologies without adequate preparation, increasing their workload and distracting them from their primary activities.

**Threats to master's students:** 1. **Limitation of autonomy:** Automated learning systems often impose rigid trajectories, not giving students the opportunity to experiment and find their own solutions. This reduces motivation and hinders the development of critical thinking. 2. **Lack of interpersonal interaction:** Dependence

on technology reduces face-to-face communication between students and teachers, negatively affecting socialization and emotional support. 3. **Algorithmic dictatorship:** Decisions made by AI systems are often opaque. For example, recommendations on learning or assessment may be perceived as final, limiting students' right to challenge or use an alternative approach.

**Excessive reliance on technology leads to the dehumanization of education,** where creative approaches and personal characteristics of the participants in the process are replaced by algorithmic solutions [8]. This threatens the ability of the educational system to prepare students for the complex tasks of the real world, which require unconventional thinking and initiative.

**Ethical responsibility of master's students in the use of artificial intelligence** in academic and research activities is seen as an integrated personal-professional characteristic of higher education seekers, manifested in conscious, critically reasoned, and normatively motivated use of AI tools, while adhering to the principles of academic integrity, copyright, transparency, and respect for the cultural and educational norms of the academic environment.

**To clarify the content of this concept, it is advisable to highlight the following components:** 1. **Normative-value component**, which involves the awareness of ethical norms, rules, and limitations of AI use in the educational process and research activities by master's students. 2. **Cognitive component**, which covers understanding the principles of AI tools' functioning, their capabilities and limitations, as well as the potential risks of academic violations. 3. **Reflective component**, manifested in the ability to critically evaluate the results obtained through AI and the personal responsibility for their use. 4. **Behavioral component**, which involves practical adherence to ethical norms when preparing educational tasks, scientific texts, and research results involving AI technologies.

Thus, the ethical responsibility of master's students in the use of artificial intelligence is not only about compliance with formal rules, but also represents a conscious pedagogically formed position that ensures a balance between the

innovativeness of educational technologies and the preservation of academic and universal human values in the multicultural environment of higher education.

**Ways to preserve autonomy:**

**Balance between technology and the human factor:** technologies should be a tool, not a replacement for educators. It is important to preserve space for creativity and independent decision-making.

**Digital literacy training:** both educators and students must be able to consciously use technologies, understanding their limitations and possibilities.

**Transparency and control:** participants in the educational process should have access to information about how algorithms work and the ability to influence their use.

**Development of blended learning forms:** combining traditional methods with digital tools will help preserve personal communication and a creative approach.

**Ethical standards:** development of regulations governing the use of technologies in education, focusing on preserving the autonomy of participants.

**Technologies are capable of significantly improving the educational process,** but their excessive influence creates risks for the autonomy of both educators and students. The main task of modern education is to find a balance between innovations and traditional approaches, where technologies serve as a complement, not a replacement for human potential [4]. Only in this way can the humanistic nature of education be preserved, ensuring freedom of thought, creativity, and development for all participants in the process.

The absence of clear legal frameworks for regulating the use of AI in education is a serious challenge that requires urgent attention from lawmakers, educators, and developers [10, 12]. The creation of effective rules will not only minimize risks but also unlock the potential of AI to improve the quality and accessibility of education. It is important to remember that technologies are tools, and only proper management of them will make them a powerful ally in the educational field.

These aspects require careful study to minimize risks and ensure fairness, safety, and transparency. Therefore, we propose the following idea for further

research: ethical use of AI in educational practice should be based on the principles of fairness, transparency, responsibility, and respect for the rights of all participants in the educational process. It is important to develop approaches that will help integrate AI into the education system, while maintaining a balance between technological innovations and humanistic values. Proposals:

**1. Development of ethical standards for AI use in education:**

- Creation of national and international ethics codes for the application of AI in educational practice.
- Implementation of mandatory checks of algorithms for bias and discrimination.

**2. Transparency and informing:**

- Informing students, parents, and educators about the principles of AI operation and its capabilities.
- Ensuring the right of participants in the educational process to know how their data is used.

**3. Training and preparation of educators:**

- Organizing professional development courses for educators to effectively and ethically use AI.

**4. Regulation and data protection:**

- Strengthening legislation on personal data protection.
- Implementing mechanisms for obtaining consent for data use and their anonymization.

**5. Creation of inclusive technologies:**

- Development of algorithms that take into account the diversity of students' needs and abilities, to prevent discrimination.

**The implementation of the proposed measures will lead to the following positive changes:**

- **Increased trust in AI:** Clarity and transparency will build trust between users and technologies.

- **Reduced risk of discrimination:** Verified algorithms will work fairly for all categories of students.
- **Improved quality of education:** Ethical approaches will help create a safer and more comfortable educational environment.
- **Preserving the balance between technology and educators:** Educators will have space for creativity and professional autonomy.
- **Protection of students' rights:** Reliable data protection mechanisms will guarantee the respect for privacy rights.

### **CONCLUSIONS AND PERSPECTIVES FOR FURTHER RESEARCH.**

The ethical aspects of using artificial intelligence in educational practice for the preparation of foreign master's students play a key role in creating a fair, inclusive, and effective education system. A comprehensive approach, which includes the development of standards, training of educators, and data protection, will minimize risks and maximize the opportunities of AI for the educational sphere.

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