

УДК 378

Джала Н. – ст. гр. М-308

Відокремлений структурний підрозділ «Тернопільський фаховий коледж Тернопільського національного технічного університету ім. І. Пулюя»

ШТУЧНИЙ ІНТЕЛЕКТ У ПОРІВНЯННІ З ЛЮДСЬКИМ ВИКЛАДАННЯМ

Науковий керівник: викладач вищої категорії Фук О.О.

Djala N.

Separate Structural Subdivision "Ternopil Professional College of Ternopil Ivan Puluj National Technical University"

ARTIFICIAL INTELLIGENCE IN COMPARISON WITH HUMAN INSTRUCTION

Supervisor: Fuk O.O.

Ключові слова: штучний інтелект, заохочення, наставництво, людиноцентричний
Key words: artificial intelligence, encouragement, guidance, human-centered

The essence of education is that it is not just about facts — it is fundamentally about the connections between people. While artificial intelligence (AI) is undeniably excellent at logic and processing vast amounts of data, it lacks the emotional intelligence required for true mentorship.

A good teacher can sense the subtle atmosphere of a classroom; they know when students are bored or when someone is quietly struggling with a topic. This human intuition allows them to adjust their approach and modify the lesson on the fly to re-engage students. Beyond delivering the curriculum, teachers inspire through their own life stories, professional passion, and unique personalities. For instance, while AI can easily present a high-quality historical video, only a teacher can facilitate a discussion that makes a student genuinely care about the lessons of the past. Technology can correct a mistake in an instant, but it cannot give a student a "high five," a warm smile, or the genuine encouragement that builds self-confidence.

However, in terms of speed and efficiency, AI clearly outperforms human educators. It can check complex tests in seconds and is available around the clock for students who study at their own pace. It also serves as a perfect, judgment-free tool for practicing grammar or learning new vocabulary. One of AI's greatest advantages is its tireless patience: it does not become annoyed if a student needs to ask the same question multiple times until they understand. This makes AI an excellent assistant for repetitive drills and foundational learning.

Despite these technical strengths, human teachers excel in areas that are not purely "black and white." For example, when students engage in heated debates or work on complex creative projects, a human educator can provide nuanced guidance, highlighting the strengths and weaknesses of an argument. Teachers do much more than correct grammar mistakes; they teach critical thinking, empathy, and effective communication — deep social skills that a computer program cannot yet replicate. In real classroom situations, teachers adapt explanations instantly, responding to students' emotions, questions, and misunderstandings in

a flexible and supportive way. Their ability to build trust and create a positive learning environment plays a crucial role in student motivation and overall academic success. While AI-generated summaries are highly efficient in capturing content, they often lack depth in educational insight and contextual nuance. Conversely, human-generated summaries provide richer educational judgments and a better understanding of classroom interactions, though they sometimes stray from the core content, slightly reducing their informational value [1].

Therefore, modern students should not be forced to choose between teachers and AI. The most effective approach is to use both in tandem. Imagine a future in which teachers no longer spend half their time grading basic homework or repetitive worksheets because AI handles those tasks. In such a scenario, educators would have significantly more time to mentor students, discuss complex ideas, and explore the philosophical aspects of a subject. This "Dream Team" concept allows technology to handle routine tasks while teachers focus on the creative, social, and emotional dimensions of learning. Ultimately, education should remain human-centered, ensuring that even with the use of advanced tools, the heart of learning remains a deeply personal journey.

References:

1. Koraishi, A., & Karatepe, F. (2025). *Minds vs machines: A comparative study of AI and teacher-generated summaries in English language teaching*. CastleDown Journal of Teaching and Learning, 7(1), Article 1796.