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«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КеАҚ



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«СОВРЕМЕННЫЕ ПОДХОДЫ В ПОДГОТОВКЕ ПЕДАГОГИЧЕСКИХ  
КАДРОВ: НАУКА И ПРАКТИКА»

INTERNATIONAL SCIENTIFIC AND PRACTICAL FORUM  
«MODERN APPROACHES TO TEACHER TRAINING: SCIENCE AND  
PRACTICE»

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**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ  
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МАТЕРИАЛДАР ЖИНАҒЫ  
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Халықаралық ғылыми-практикалық форум материалдарының жинағында педагог кадрларды даярлаудың заманауи ғылыми-әдіснамалық негіздерін талдау, педагогикалық білім беру саласындағы инновациялық тәсілдер мен тиімді практикаларды айқындау, халықаралық ғылыми тәжірибе алмасуды дамытуға арналған өзекті ғылыми-тәжірибелік зерттеулердің нәтижелері енгізілген. Материалдарда педагогикалық білім мен ғылымның жаһандық трендтері, педагогикалық білім берудегі жасанды интеллект және цифрлық технологиялар, педагог кадрларды инклюзивті білім беруге дайындаудың халықаралық тәжірибесі және инновациялық әдістері туралы мәселелері қарастырылған. Жинақ білім саласындағы мамандарға, ғалымдарға, оқытушылар мен білім алушыларға арналған.

В сборник материалов международного научно-практического форума включены результаты актуальных научно-практических исследований, направленных на анализ современных научно-методологических основ подготовки педагогических кадров, выявление инновационных подходов и эффективных практик в сфере педагогического образования, а также развитие международного научного обмена опытом. В материалах рассматриваются вопросы глобальных тенденций в педагогическом образовании и науке, использования искусственного интеллекта и цифровых технологий в педагогическом образовании, международного опыта и инновационных методов подготовки педагогических кадров к инклюзивному образованию. Сборник предназначен для специалистов в области образования, ученых, преподавателей и обучающихся.

The proceedings of the International Scientific and Practical Forum include the results of relevant scientific and practical research aimed at analyzing the modern scientific and methodological foundations of teacher training, identifying innovative approaches and effective practices in the field of teacher education, as well as promoting international scientific exchange of experience. The materials address issues related to global trends in pedagogical education and science, the use of artificial intelligence and digital technologies in teacher education, as well as international experience and innovative methods of preparing teaching staff for inclusive education. The collection is intended for education professionals, researchers, teachers, and students.

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интерактивным мультимедийным оборудованием, ноутбуками и планшетами для каждого студента с выходом в высокоскоростной Интернет.

Таким образом, инновационные высшие образовательные учреждения обеспечивают подготовку будущей интеллектуальной, научной, инженерной, технологической, управленческой и творческой элиты общества на базе преемственности с общими средними школами и средними специальными образовательными учреждениями и послужат важнейшим профессиональным звеном «социального лифта» для одаренной и талантливой молодежи с глубокими базовыми знаниями. Поскольку качественная подготовка нового поколения талантливых будущих учителей, обладающих инновационным мышлением и развитым интеллектуальным потенциалом, позволит адресно решать задачи по подготовке будущих кадров для обеспечения эффективного развития отраслей экономики, науки, технологий, социальной сферы, государственного управления в целом.

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### ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: BETWEEN OPPORTUNITY AND RISK

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Keywords: Artificial Intelligence, Higher Education, Opportunities and Risk

**Introduction** The rapid advancement of digital technologies has positioned artificial intelligence (AI) as a transformative force across multiple sectors, including education. AI-driven tools increasingly support personalized, interactive learning environments, thereby enhancing student engagement and improving learning outcomes (Li et al., 2021). Although AI has existed as a scientific field for nearly seven decades, its large-scale integration into educational contexts has accelerated only in recent years, mainly due to advances in data processing, machine learning, and computational capacity (Crawford, 2024).

Despite these developments, the expanding use of AI in higher education raises significant pedagogical, ethical, and organizational concerns. Ivanov (2023) cautions that excessive reliance on AI systems may lead to skill erosion among both students and professionals, particularly in critical thinking, creativity, and independent problem-solving. Moreover, existing research has primarily examined the academic benefits and limitations of AI, especially in relation to learning outcomes and student achievement, while paying comparatively limited attention to broader human-centred, institutional, and systemic implications (Bond et al., 2024).

Similar tensions are evident beyond the educational sector. Research on AI adoption in the public sector indicates that while AI enhances productivity, procedural efficiency, and service optimization, it also introduces persistent organizational, ethical, and governance challenges (Alhosani & Alhashmi, 2024). Collectively, these findings underscore the need for a balanced and critical approach to AI integration in higher education, one that acknowledges technological opportunities while addressing their long-term implications for human skills, educational quality, and institutional responsibility.

Within this broader context, the present research highlights the central role of faculty members in shaping responsible and effective AI integration. The findings demonstrate that faculty awareness of AI-based technologies and their potential applications in routine academic activities significantly enhances work engagement and supports meaningful AI adoption (Mah & Groß, 2024). Increased awareness not only encourages experimentation with AI tools but also promotes pedagogically grounded implementation. This result aligns with prior studies that emphasize that institutions that invest in targeted training and continuous professional development enable faculty members to achieve more effective and sustainable outcomes when implementing new technologies in their workplaces (Sun et al., 2022).

### **Human-Centred Education at Risk? Ethical and Pedagogical Limits of AI in Higher Education**

Educational institutions are increasingly struggling to address the challenges posed by artificial intelligence, particularly its negative implications for academic integrity (Lee et al., 2024). While AI undoubtedly holds transformative potential for teaching, learning, and assessment, its integration into higher education must be approached with caution and critical scrutiny. One of the most pressing concerns relates to data privacy, as AI systems process vast volumes of student information, thereby increasing the risk of unauthorized access, misuse, or ethical violations. Consequently, safeguarding student data has become a fundamental responsibility for higher education institutions, requiring robust governance and security frameworks (Zaman, 2023). In addition to privacy risks, generative AI systems are prone to producing so-called “hallucinations,” whereby outputs appear credible but are factually incorrect or misleading (Walczak & Cellary, 2023). Such inaccuracies not only undermine the reliability of academic work but also contribute to the gradual erosion of foundational knowledge, with potential long-term consequences for both individual learners and the quality of the future workforce (Selwyn, 2024).

Moreover, the widespread use of generative AI has intensified concerns regarding ghostwriting and authorship integrity. Extensive reliance on AI-generated text, particularly when not transparently disclosed, may violate journal and institutional authorship policies. Relatedly, AI systems frequently generate fabricated or non-existent references, producing citations that appear legitimate but cannot be verified (Aprianto et al., 2024). These issues are compounded by incorrect bibliographic details, such as inaccurate author names, publication years, DOIs, or journal titles, which further compromise scholarly reliability. Although plagiarism detection tools are designed to uphold academic integrity, they often lag advances in AI, limiting their ability to effectively identify machine-generated content (Foltýnek et al., 2019). As a result, overreliance on such tools may create a false sense of security within institutions. Ivanov (2023) similarly identifies plagiarism, factual inaccuracies, and excessive dependence on generative AI as significant threats to learning quality and academic standards in higher education.

Finally, while universities are increasingly developing formal policies to regulate AI usage, enforcing these frameworks remains a substantial challenge. Research on academic integrity governance indicates that institutions face persistent methodological and practical difficulties in translating policy into effective practice, particularly in rapidly evolving technological contexts (Eaton et al., 2020). Globally, educational institutions are making substantial investments in artificial intelligence to strengthen instructional practices, optimize learning outcomes, and increase operational efficiency (Sayed Al Mnhrawi & Alreshidi, 2022).

Universities have increasingly formalized artificial intelligence (AI) governance through committees, ethical frameworks, and policy tools to promote responsible, transparent, and fair AI use in teaching, research, and administration. The University of Arizona (USA) established the AI Access and Integrity Working Group as a participatory governance body that offers guidance for faculty, including syllabus statements and policy advice on academic integrity, access, and ethical AI use in education. Similarly, the University of Toronto (Canada) created a comprehensive institutional AI framework via its AI Task Force, highlighting principles such as fairness, bias reduction, transparency, accountability, and data management across academic and administrative areas. In Europe, the University of Edinburgh (Scotland) clarified its ethical commitments through

a public AI charter that outlines guiding principles and governance structures to ensure AI adoption aligns with institutional values and societal responsibilities. In Türkiye, universities have also adopted structured governance approaches.

Koç University formed an Artificial Intelligence Governance Committee to oversee the ethical development, implementation, and capacity-building of AI policies across teaching, research, and institutional functions. Likewise, MEF University established a dedicated AI Committee with broad institutional representation to coordinate responsible AI deployment in line with national AI strategies and international guidelines, including OECD and European Union standards. Overall, these efforts demonstrate a move towards formalized, values-based AI governance models in higher education (UNESCO,2024).

### **Conclusion and Future Directions**

The rapid spread of artificial intelligence in higher education has fundamentally transformed teaching, learning, assessment, and academic governance. While AI tools like generative language models present significant opportunities for personalization, efficiency, and innovation, this study shows that their uncritical and widespread use introduces notable risks to academic integrity, basic knowledge development, and human-centred learning. Overdependence on AI-driven systems threatens students' cognitive engagement, critical thinking, and mastery of discipline, ultimately weakening the credibility of academic qualifications and eroding trust between universities and the labour market.

Beyond individual learning outcomes, the consequences of AI misuse reach institutional and societal levels. Issues such as data privacy, algorithmic errors, fabricated references, authorship integrity, and ineffective detection tools reveal the weaknesses of current governance systems. Although many universities have created formal AI committees, ethical frameworks, and policies, gaps in enforcement remain due to rapid technological advances, limited institutional resources, and a disconnect between policy development and everyday academic practices. These findings imply that governance alone is not enough without cultural, pedagogical, and educational changes. Looking forward, a key priority for higher education must be the systematic integration of AI literacy education across curricula and professional development initiatives. AI literacy should move beyond technical familiarity to encompass critical understanding of how AI systems function, their limitations, ethical risks, biases, and appropriate academic use. Empowering students and faculty with this knowledge can foster informed decision-making, responsible AI engagement, and transparency in scholarly work. Importantly, AI literacy should be framed not as a compliance mechanism but as a core academic competency aligned with critical thinking and intellectual autonomy.

In parallel, universities should promote digital civilization education within a broader framework that places AI use in the context of ethical, social, and civic responsibilities. Digital civilization education highlights values such as academic honesty, accountability, human agency, data ethics, and respect for knowledge creation processes. By integrating these principles into teaching, assessment design, and university culture, higher education can challenge instrumental and efficiency-focused uses of AI that diminish human judgment and depth of learning.

Future research should employ interdisciplinary and longitudinal approaches to explore how AI literacy and digital civilisation education affect students' learning behaviours, ethical awareness, and professional readiness over time. Comparative studies across different national and institutional contexts would also yield valuable insights into effective governance models and culturally responsive AI policies. Ultimately, the challenge for higher education is not whether to adopt artificial intelligence but how to implement it responsibly, ensuring that technological progress enhances rather than diminishes the human, ethical, and intellectual foundations of education.

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