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USING NEW DIGITAL TECHNOLOGIES IN HIGH SCHOOL DURING THE WAR IN UKRAINE

A full-scale war on the territory of Ukraine is having a devastating impact on the country's infrastructure and higher education system. The buildings and premises of many Ukrainian higher education institutions in the areas most affected by the attacks were damaged or completely destroyed. Many teachers and students were forced to leave Ukraine. Despite military attacks, the country's higher education institutions continue to operate, resorting to digital and distance learning technologies

The purpose of the work is to analyze the understanding of the mechanism of action of artificial intelligence in the educational process of a higher school.

Artificial intelligence systems, at least the modern algorithms we are talking about today, are usually not equipped with explicit rules, but learn the rules implicitly. All kinds of learned knowledge and connections of the learned context are contained in a data store, which thus represents a kind of basic knowledge or "internal state" of artificial intelligence. Any input to an artificial intelligence system—be it an image, handwritten text, or other information—is processed based on or in combination with this state of learned knowledge. Typically, this works by calculating numeric values using threshold functions. In addition, each input and processing can change the internal state of the artificial intelligence, allowing its application to be tailored and, at best, optimized for its performance.

But when artificial intelligence enables learning decisions to be automated at scale; teachers may identify undesirable consequences. Thus, artificial intelligence can deal with vagueness, similarity, or minor deviations. This can be prevented if there are clearly defined pre-fixed rules.

Thus, the power of artificial intelligence algorithms is that they learn to recognize patterns in digital data or filter, process and classify large volumes of information. That is, artificial intelligence is a decision-making tool that always needs an external "reason" to translate calculations into concrete actions. But the emphasis should be on teachers who, at different stages of the educational process, can ensure that computer technology, supported by artificial intelligence, will contribute to the achievement of educational goals and teaching solutions.