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ДИДАКТИЧНИЙ ПОТЕНЦІАЛ ШТУЧНОГО ІНТЕЛЕКТУ У ПІДГОТОВЦІ ЛЕКЦІЙНОГО КОНТЕНТУ

У статті досліджено методичні аспекти використання можливостей штучного інтелекту під час підготовки лекцій у закладах вищої освіти. Актуальність дослідження зумовлена стрімким розвитком цифрових технологій, їх активною інтеграцією в освітнє середовище та зростанням ролі інформаційно-комунікаційних засобів у професійній діяльності викладача. У зв'язку з цим виникає необхідність переосмислення традиційних підходів до створення навчального контенту, а також пошуку нових ефективних інструментів, здатних підвищити якість підготовки лекційного матеріалу.

У роботі проаналізовано основні напрями застосування інтелектуальних систем, зокрема генерацію текстового матеріалу, структурування лекційного змісту, адаптацію інформації відповідно до рівня підготовки здобувачів освіти, а також створення різноманітних дидактичних матеріалів, включаючи тестові завдання, приклади та пояснення. Визначено, що використання штучного інтелекту дозволяє значно оптимізувати підготовчий етап роботи викладача, зменшити витрати часу та підвищити продуктивність педагогічної діяльності.

Особливу увагу приділено визначенню дидактичного потенціалу штучного інтелекту як інструменту підтримки викладача. Обгрунтовано, що його використання сприяє підвищенню якості навчального матеріалу, забезпечує можливість індивідуалізації навчання та адаптації контенту до потреб різних категорій студентів. Разом із тим наголошено на необхідності дотримання основних методичних принципів використання штучного інтелекту, серед яких педагогічна доцільність, наукова достовірність, адаптивність, системність та академічна доброчесність.

Також визначено основні переваги застосування штучного інтелекту, зокрема швидкий доступ до значних обсягів інформації, можливість оперативного створення навчального контенту та підтримку творчої діяльності викладача. Водночас окреслено певні обмеження, пов'язані з можливими неточностями згенерованих матеріалів, залежністю результатів від якості сформульованих запитів, а також недостатньою глибиною педагогічного аналізу. У результаті дослідження сформульовано методичні рекомендації щодо ефективного використання штучного інтелекту у процесі підготовки лекцій, що сприяють підвищенню результативності освітнього процесу та формуванню сучасного цифрового освітнього середовища.

Ключові слова: штучний інтелект, підготовка лекцій, освітній процес, цифрові технології, методика навчання, дидактичні матеріали, вища освіта, індивідуалізація навчання.

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DIDACTIC POTENTIAL OF ARTIFICIAL INTELLIGENCE IN LECTURE CONTENT PREPARATION

The article examines the methodological aspects of using the capabilities of artificial intelligence in lecture preparation within higher education institutions. The relevance of the study is determined by the rapid development of digital technologies, their active integration into the educational environment, and the growing role of information and communication technologies in the professional activity of a teacher. In this regard, there is a need to reconsider traditional approaches to the creation of educational content, as well as to search for new effective tools capable of improving the quality of lecture preparation.

The paper analyzes the main directions of applying intelligent systems, including the generation of textual materials, structuring of lecture content, adaptation of information to the level of students' preparedness, and the creation of various didactic materials, such as test tasks, examples, and explanations. It is determined that the use of artificial intelligence allows significant optimization of the preparatory stage of a teacher's work, reduces time consumption, and increases the productivity of pedagogical activity.

Particular attention is paid to defining the didactic potential of artificial intelligence as a tool for supporting the teacher. It is substantiated that its use contributes to improving the quality of educational materials, ensures the possibility of individualized learning, and allows adaptation of content to the needs of different groups of students. At the same time, emphasis is placed on the necessity of adhering to the main methodological principles of using artificial intelligence, including pedagogical appropriateness, scientific validity, adaptability, systematicity, and academic integrity.

The main advantages of using artificial intelligence are also identified, including rapid access to large volumes of information, the ability to quickly generate educational content, and support for the teacher's creative activity. At the same time, certain limitations are outlined, such as possible inaccuracies in generated materials, dependence on the quality of prompts, and insufficient depth of pedagogical analysis. As a result of the study, methodological recommendations for the effective use of artificial intelligence in lecture preparation are formulated, contributing to the improvement of the effectiveness of the educational process and the formation of a modern digital educational environment.

Key words: artificial intelligence, lecture preparation, educational process, digital technologies, teaching methodology, didactic materials, higher education, individualized learning.

Statement and substantiation of the problem relevance. The rapid development of digital technologies has significantly transformed the educational landscape, particularly in higher education. One of the most influential innovations in recent years is the emergence of artificial intelligence (AI), which is increasingly being integrated into teaching and learning processes. AI technologies offer new opportunities for optimizing the preparation of lecture materials, enhancing the quality of educational content, and supporting teachers in their professional activities.

In the context of information overload and the growing complexity of educational content, the traditional approaches to lecture preparation are becoming less efficient. Teachers are required to process large volumes of information, structure it logically, and adapt it to the needs and cognitive abilities of students. The integration of AI in education has the potential to reshape pedagogical practices by automating routine tasks and enabling more personalized learning experiences [7, p. 34]. Similarly, AI can support educators in designing more effective and adaptive learning materials [3, p. 87].

Despite these advantages, the use of artificial intelligence in lecture preparation raises a number of methodological and pedagogical challenges. Researchers highlight that AI-generated content requires careful evaluation to ensure its accuracy, relevance, and pedagogical appropriateness. Without a well-defined methodological framework, there is a risk of relying on AI outputs without critical analysis, which may negatively affect the quality of education [5, p. 112].

Furthermore, the issue of academic integrity and ethical use of AI tools has become increasingly important. The effective integration of digital technologies in education depends not only on technical capabilities but also on the development of appropriate pedagogical strategies and ethical guidelines [4, p. 2015].

Thus, the relevance of this study is determined by the need to identify and substantiate methodological approaches to the use of artificial intelligence in lecture preparation. There is a clear demand for systematic research that would define the didactic potential of AI, outline its advantages and limitations, and provide

practical recommendations for its effective and pedagogically sound application in higher education.

Analysis of current research. The growing interest in artificial intelligence in education has led to the emergence of a substantial body of research devoted to its pedagogical potential, practical applications, and methodological limitations. Contemporary scholars consider AI not only as a technological innovation but also as a factor capable of transforming approaches to teaching, learning, and educational content design. In particular, Selwyn N. emphasizes that discussions about AI in education should go beyond technological optimism and focus on its real influence on educational practice, the role of the teacher, and the quality of learning materials [7, p. 78].

A significant contribution to the study of AI in education was made by Holmes W. who analyzed artificial intelligence as a tool that can support teachers in developing educational materials, personalizing learning, and improving access to educational resources [3, p. 56]. It was underlined that AI systems can assist in structuring information, generating content, and adapting it to learners' needs, but they also stress that such tools must be used critically and responsibly in educational settings [1, p. 45].

The researchers examine the relationship between machine learning and human intelligence and argues that the educational value of AI lies not in replacing the teacher, but in strengthening human intellectual activity and expanding the possibilities of teaching and learning [5, p. 98]. In this context, AI can become an effective means of supporting lecture preparation, especially in tasks related to information processing, content organization, and selection of appropriate didactic forms [2, p. 65].

A systematic review by Zawacki-Richter O. demonstrates that research on artificial intelligence applications in higher education has mainly focused on profiling and prediction, intelligent tutoring systems, and assessment, while comparatively less attention has been given to the direct pedagogical support of teachers in designing lecture materials [8]. This indicates the need for further methodological research on the use of AI in the preparation of lecture content [6].

The integration of artificial intelligence into lecture preparation is widely discussed in contemporary educational research. In particular, Selwyn N. emphasizes that AI technologies can support teachers in automating routine tasks, but their use requires critical reflection and pedagogical control [7, p. 56]. At the same time, Holmes W. highlights the potential of artificial intelligence for structuring educational content and personalizing learning materials, which is especially important in lecture design [3, p. 87].

Artificial intelligence should be considered as a tool that enhances human intellectual activity rather than replaces it. This idea is particularly relevant in the context of lecture preparation, where the role of the teacher remains central in selecting, adapting, and interpreting content [8]. While AI is actively used in assessment and adaptive learning systems, its methodological application in lecture preparation remains insufficiently explored [4].

Thus, the analysis of current research shows that artificial intelligence has considerable didactic potential in higher education, yet its effective use in lecture preparation requires further theoretical substantiation and methodological clarification. Existing studies provide an important conceptual basis for understanding the opportunities and risks of AI, but the issue of its pedagogically sound integration into the process of lecture content preparation remains insufficiently developed.

The purpose. The purpose of the article is to theoretically substantiate and analyze the methodological aspects of using artificial intelligence technologies in the process of lecture preparation in higher education institutions, as well as to determine their didactic potential in modern educational practice.

To achieve this purpose, the following research objectives are defined:

- to analyze the current state of research on the use of artificial intelligence in education;
- to determine the main directions of applying artificial intelligence in lecture preparation;
- to characterize the didactic potential of artificial intelligence in the creation of lecture content;
- to develop methodological recommendations for the effective use of artificial intelligence in teaching practice.

The main material of the study. The integration of artificial intelligence into the educational process has significantly influenced the approaches to lecture preparation in higher education institutions. In contemporary conditions, AI technologies serve as an effective tool for supporting teachers in the creation, structuring, and adaptation of educational content. Their application allows not only to optimize routine tasks but also to enhance the overall quality and accessibility of lecture materials [1, p. 44].

One of the key areas of using artificial intelligence in lecture preparation is the generation of educational content. Modern AI systems are capable of processing large volumes of information and producing structured textual materials, including explanations of complex concepts, summaries of scientific sources, and examples relevant to the topic of the lecture [4, p. 2017]. This significantly reduces the time required for content development while maintaining a high level of informativeness. At the same time, the role of the teacher remains essential, as AI-generated content must be

critically evaluated, verified, and adapted to the specific educational context.

Another important direction is the structuring of lecture material. Artificial intelligence tools can assist in organizing information logically by identifying key concepts, establishing relationships between them, and forming a coherent sequence of presentation. This contributes to better comprehension of the material by students and ensures a clear and consistent structure of the lecture [5, p. 67]. In this regard, AI can be used at the stage of planning the lecture, helping to define its objectives, key topics, and expected learning outcomes.

The adaptation of educational content to the needs of students is also a significant advantage of artificial intelligence technologies. AI systems can be used to modify the complexity of the material, simplify explanations, or provide additional examples depending on the level of learners' preparedness. This creates the opportunities for individualized learning and enhances student engagement in the educational process. Moreover, AI can support the development of differentiated tasks, which is particularly important in heterogeneous learning groups [8].

In addition, artificial intelligence can be effectively applied in the creation of didactic and assessment materials. It enables the generation of test questions, discussion prompts, and practical tasks aligned with the content of the lecture. Such tools contribute to the implementation of formative assessment and provide opportunities for immediate feedback, which is an essential component of modern pedagogy.

However, despite the considerable advantages, the use of artificial intelligence in lecture preparation is associated with certain limitations. One of the main challenges is the potential inaccuracy or superficiality of generated content, which requires careful verification by the teacher. Furthermore, AI systems often lack deep pedagogical understanding and cannot fully account for the specific characteristics of a particular learning environment. Therefore, the effectiveness of AI largely depends on the teacher's ability to formulate appropriate prompts and critically evaluate the results [6].

From a methodological perspective, the use of artificial intelligence should be based on a set of fundamental principles. First, pedagogical appropriateness must be ensured, meaning that AI is used as a supportive tool rather than a replacement for the teacher. Second, scientific validity and reliability of information must be maintained through careful selection and verification of sources. Third, adaptability should be considered, allowing the content to be tailored to the needs of learners. Finally, adherence to academic integrity is essential, particularly in the context of using automatically generated materials [1, p. 49].

Thus, artificial intelligence demonstrates significant didactic potential in the process of lecture preparation. Its effective integration into educational practice can enhance the quality of teaching, support the professional activity of teachers, and contribute to the development of a modern, flexible, and student-centered learning environment [2, p. 70].

In light of the aforementioned theoretical positions regarding the role of artificial intelligence in education, it becomes necessary to consider its practical application in the process of lecture preparation. Given that AI serves as a supportive tool rather than a substitute for the teacher,

its functions can be systematized according to specific didactic purposes and stages of instructional design.

The application of artificial intelligence in lecture preparation is realized through a set of interrelated methods, each supported by specific digital tools that perform distinct didactic functions. In particular, content generation tools facilitate the production of lecture materials, including explanatory texts and summaries, thereby optimizing the time required for instructional design while maintaining conceptual coherence.

Tools for structuring educational material enable the organization of content into logically consistent and hierarchically ordered units, which contributes to the clarity, integrity, and pedagogical effectiveness of the lecture. In turn, content adaptation tools provide the possibility to modify the level of complexity of educational material in accordance with learners' cognitive abilities and prior knowledge, thus supporting the principles of differentiated and personalized learning.

Furthermore, artificial intelligence tools designed for the creation of assessment tasks allow for the automated generation of test items, questions, and quizzes, which enhances both formative and summative assessment processes, as well as the provision of timely feedback. Visualization tools play a significant role in improving comprehension by facilitating the creation of diagrams, graphical representations, and multimedia presentations, thereby increasing student engagement and supporting multimodal learning.

The generation tools contribute to the development of lecture topics, examples, and pedagogical scenarios, fostering creativity and innovation in instructional practice. Collectively, these methods demonstrate that artificial intelligence serves as an auxiliary instrument that enhances the efficiency and methodological quality of lecture preparation while preserving the central role of the teacher in the educational process (Table 1).

Table 1. Methods of using artificial intelligence in lecture preparation

Method	Tools	Didactic purpose
Content generation	ChatGPT, Gemini	Reduces preparation time, supports content creation
Structuring of material	AI assistants, Notion AI	Improves clarity and logical flow of lecture
Adaptation of content	ChatGPT, Claude	Supports differentiated learning
Creation of assessment tasks	ChatGPT, Quizizz AI	Enhances knowledge control and feedback
Visualization support	Canva AI, PowerPoint AI	Improves understanding and engagement
Idea generation	AI chatbots	Supports creativity and innovation

The analysis of the presented methods demonstrates that artificial intelligence can be effectively integrated into all key stages of lecture preparation. The use of AI technologies is not limited to a single function but covers a wide range of pedagogical tasks, including content creation, structuring, adaptation, and assessment.

First of all, content generation and structuring of materials appear to be the most fundamental applications of artificial intelligence. These methods significantly reduce the time required for lecture preparation and help teachers organize educational content in a clear and logical manner. At the same time, they require careful verification to ensure the accuracy and scientific validity of the generated information.

The adaptation of content and the creation of assessment tasks highlight the didactic potential of artificial intelligence in supporting differentiated and student-centered learning. These methods allow teachers to adjust the complexity of materials according to students' needs and to provide effective tools for knowledge control and feedback.

Visualization support and idea generation, in turn, contribute to increasing student engagement and improving the overall quality of lecture delivery. The use of visual elements and creative approaches makes the learning process more interactive and accessible.

Thus, the analysis of the table confirms that artificial intelligence serves as a multifunctional pedagogical tool that enhances the efficiency of lecture preparation. However, its effective use depends on the teacher's ability to critically evaluate AI-generated outputs and integrate them appropriately into the educational context.

The analysis of the main directions and methods of using artificial intelligence in lecture preparation confirms its significant didactic potential in higher education. Artificial intelligence technologies enable the optimization of content development, improvement of its

structure and clarity, and support the adaptation of educational materials to the needs of students.

At the same time, the effectiveness of AI integration into the lecture preparation process depends on the teacher's methodological competence, critical thinking, and ability to combine innovative tools with traditional pedagogical approaches. Therefore, artificial intelligence should be considered not as a substitute for the teacher, but as a supportive instrument that enhances professional activity and contributes to the development of a modern, flexible, and student-centered educational environment.

Conclusions and prospects for further research directions. The results of the study are consistent with the objectives defined at the beginning of the research.

The current scientific studies on the use of artificial intelligence in education has shown that AI is widely considered as a promising tool for supporting teaching activities, although its methodological application in lecture preparation remains insufficiently explored.

The main directions of applying artificial intelligence in lecture preparation have been identified, including content generation, structuring of educational material, adaptation to students' needs, and the creation of assessment tasks. These directions confirm the multifunctional nature of AI in educational practice.

The didactic potential of artificial intelligence has been substantiated. It has been proven that AI contributes to improving the quality of lecture content, optimizing the preparation process, and supporting individualized learning.

Based on the obtained results, methodological recommendations for the effective use of artificial intelligence in lecture preparation have been developed. These recommendations emphasize the importance of critical evaluation of AI-generated content, adherence to pedagogical principles, and the integration of AI tools with traditional teaching methods.

The prospects for further research include the development of comprehensive methodological models for integrating artificial intelligence into lecture design, empirical studies on its impact on learning outcomes, and the investigation of ethical and pedagogical aspects of AI use in higher education.

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**НАУКОВО- ДОСЛІДНА РОБОТА ЗДОБУВАЧІВ-МАГІСТРАНТІВ
СПЕЦІАЛЬНОСТІ «ДОШКІЛЬНА ОСВІТА»**

У процесі дослідження авторами проаналізовано теоретико-методичні засади організації науково-дослідної роботи здобувачів магістерського рівня спеціальності «Дошкільна освіта», уточнено сутність дослідницької компетентності у контексті професійної підготовки майбутніх вихователів. Актуальність дослідження зумовлена сучасними вимогами до якості вищої освіти,