

**ПЕДАГОГИКА. МЕТОДОЛОГИЯ И ТЕХНОЛОГИЯ
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
PEDAGOGY. METHODOLOGY AND TECHNOLOGY OF
VOCATIONAL EDUCATION**

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**ИССЛЕДОВАНИЕ МОТИВАЦИИ ИСПОЛЬЗОВАНИЯ
ИСКУССТВЕННОГО ИНТЕЛЛЕКТА СТУДЕНТАМИ ВУЗА**

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Аннотация. Статья вносит вклад в рассмотрение роли и места искусственного интеллекта в учебной деятельности студентов вузов. В статье анализируется мотивация использования искусственного интеллекта студентами вуза. В процессе исследования использованы такие методы как: систематизирование и теоретический анализ педагогической литературы по проблеме исследования; интервью, модифицированная методика выявления мотивов использования ИИ в учебной деятельности. Авторы представляют обзор педагогической литературы в области использования ИИ в образовании. Теоретические положения исследования опираются на сравнительный анализ подходов к определению и роли ИИ в учебной деятельности, а также выявленных мотивов использования ИИ студентами и иллюстрируются педагогической практикой использования искусственного интеллекта в учебной деятельности студентов вуза. В статье приводится количественный анализ диагностики мотивационной направленности студентов на использование ИИ в учебной деятельности. Разработанные авторами интервью и модифицированная методика могут быть практически использованы в педагогических исследованиях. Результаты работы могут быть использованы для расширения и углубления содержания различных курсов в вузе, в частности курса информационных технологий в образовании и др.

Ключевые слова: высшее образование; искусственный интеллект; мотивационная направленность; учебная деятельность

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THE STUDY OF MOTIVATION FOR THE USE OF ARTIFICIAL INTELLIGENCE BY UNIVERSITY STUDENTS

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Abstract. The article contributes to the consideration of the role and place of artificial intelligence in the educational activities of university students. The article analyzes the motivation for using artificial intelligence by university students. The research methods used include systematization and theoretical analysis of pedagogical literature on the research topic, interview, modified method for identifying the motives for using AI in educational activities. The authors provide a review of the pedagogical literature on the use of AI in education. The theoretical provisions of the study are based on a comparative analysis of approaches to defining and role of AI in educational activities, as well as the identified motives for using AI by students, and are illustrated by pedagogical practice of using artificial intelligence in the educational activities of university students. The article provides a quantitative analysis of the diagnosis of students' motivational orientation towards the use of AI in educational activities. The questionnaire developed by the authors and the modified method can be practically used in pedagogical research. The results of the work can be used to expand and deepen the content of various courses at the university, in particular, the course on information technology in education, etc.

Keywords: higher education; artificial intelligence; motivation and educational activities

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Introduction

The rapid advance of the era of artificial intelligence in the field of higher education has led to an increase in research interest in various aspects of the scientific problem. The government supports scientific research in the field of artificial intelligence (AI), including for the training of students [Decree of the President of the Russian Federation No. 490 dated 10.10.2019 (as amended on 15.02.2024) "On the Development of Artificial Intelligence in the Russian Federation". National Strategy for the Development of Artificial Intelligence for the Period up to 2030]. The state's strategic focus on the digital transformation of education and the use of artificial intelligence (AI) technologies in student learning has led to an increased demand for uni-

versity graduates with expertise in information technology. The need to educate students in a digital educational environment and develop AI technologies has set goals for the higher education system that must be based on a solid scientific foundation.

Scientists confirm that AI has a high potential in the learning process and is one of the ways to increase the efficiency of the educational process [1], [2]. F. Filgueiras [3], A. Ngyen [4], emphasize that AI has a bidirectional, revolutionary nature and is capable of transforming education by improving the teaching process and student learning activity. R. Lampou [5] believes that is important to note that AI has the potential to impact the level of teacher-student interaction positively. Moreover, according to C.Al. Rios-Campos [6], AI has the ability to motivate educators to use innovative technologies in teaching to ensure quality education.

The analysis of pedagogical literature has revealed a lack of scientific publications in the area of the motivational component of AI use by university students. Mentioned above has led to the identification of a research problem: what are the motivations for using AI by university students in humanities field? The purpose of this study is to identify, analyze, and compare the motivations for using AI in education by students in humanities fields.

The study and analysis of scientific pedagogical literature revealed that scientists I.A. Aleshkovsky [7], L.V. Konstantinova [8], P.M. Lukichev [9], L.B. Osipova [10], N.L. Shamne, M.V. Milovanova [11], L. Liyuan L., J.A. Obdalova [12], investigated the potential, prospects, specifics and risks of using AI in education, its theoretical foundations.

Currently, there are several established approaches to defining the concept of *artificial intelligence*. The authors note the specific features, functions, scientific value of the concept, its relationship with human activity imitation, as well as its complexity and technological nature. Below are some approaches to definition proposed by modern researchers.

According to I.A. Aleshkovsky [7], F. Filgueiras [3] *artificial intelligence* is a complex of technological developments that allows a system to imitate human cogni-

tive functions in order to achieve comparable or superior results of intellectual activity. Scientists I.B. Yeltunova [2] also notes that AI is associated with scientific fields that focus on solving problems related to the modeling of intellectual human activities, including self-learning and problem-solving without an existing algorithm.

Modern researchers analyze the advantages of using AI in education. So, I.A. Aleshkovsky [7] believes that AI optimizes the educational opportunities of higher education ensuring: personalized, adaptive learning; increasing the level of interaction between teachers and students; group study work; automation of the development and implementation of the fund of assessment tools; assessment of students' knowledge.

It is noted in the studies of T.A. Vidova [1] and P.M. Lukichev [9], that such elements of AI as virtual reality, chatbots, intelligent learning systems, and gamification are currently being used in education and contribute to improving the effectiveness of feedback, individualization, conducting virtual experiments, and enhancing the performance of consulting systems, as well as developing analytical work, increasing visibility, and evaluating results. The authors consider it important to use AI to improve the quality of forecasts and evaluate the results of educational activities.

Modern research has revealed that there are certain risks associated with the use of artificial intelligence in education. Scientists I.A. Aleshkovsky [7], T.A. Vidova [1], P.M. Lukichev [9] are concerned about the increase in the number of academic violations. A. Nguyen [4] points to plagiarism, ethical problems, violation of personal data security, lack of development of regulations, lack of competence of teachers and students. I.A. Aleshkovsky [7], A. Nguyen [4]. I.A. Aleshkovsky [7] analyze lack of equal access to artificial intelligence technologies.

The analysis of pedagogical literature in the field of research has led to the need to identify the motivational orientation of students in using AI in learning. The study involved 173 second-year students of Kazan (Volga Region) Federal University who study in the humanities at the Institute of Psychology and Education. The study was conducted in two stages. In the first stage, students participated in an interview

"How I See the Advantages and Disadvantages of Using AI in Educational Activities." The second stage focused on identifying the motivations behind the use of AI by university students.

In the interview with a teacher, the respondents noted the advantages of using AI in educational activities based on the above criteria. For example, the students gave an average score of 8 for *the scientific style of presentation*:

Sergey M. "The generated text uses a scientific style: logical construction, terminology, and a clear and precise structure of presentation."

The next criterion is *spelling correctness*, which the students rated at 9 points. Elvira A. "There are almost no spelling errors. The only issue is that the punctuation is sometimes incorrect, which reduces the overall impression of the text's neatness." Vladislav K. "The 9-point rating for the spelling correctness criterion was put because the artificial intelligence was able to write the essay correctly. There were no spelling errors, incorrect sentence structure, or punctuation mistakes."

Analyzing the criteria (10 points) of *compliance with the topic and its disclosure*, as well as *the logic of presenting the content*, the interview participants noted the following:

Kira F. "The AI has succinctly covered the proposed topic, taking into account the main requirements. The names of 20th- and 21st-century scientists are provided, as well as their contribution to the development and popularization of scientific theories."

Discussing the criterion of *AI applicability in the educational process* (7 points), the survey participants reported:

Danil U. "The material may be useful for university students, but it will require additional revision. Firstly, the names of real regulatory documents could be added. Secondly, the wording needs to be adapted for younger students to better understand the task."

When asked about the *availability of the AI platform* (friendly usage, saving time, simple and convenient registration, and payment), the respondents highlighted several aspects (8 points):

Stepan K. "The platform is easy to use, and the interface is intuitive even for beginners. The time required is minimal due to the system's fast response and the absence of complex registration procedures."

Sofia R. "The Alice AI platform is publicly available without registration and can be accessed through the Yandex Browser app."

When analyzing the *disadvantages of using AI in educational activities*, students noted the following:

- AI does not always fully and deeply cover the topic;
- the use of AI reduces their critical thinking;
- AI cannot replace individual analysis and personal understanding of the topic;
- a small amount of factual material is used;
- the presentation is closer to a journalistic style than an academic one;
- the text does not correspond to the scientific style as it contains epithets, metaphors;
- there is no critical reflection on the contribution of mentioned scientists;
- Alice AI works only for 5 attempts without being paid;
- works created using AI do not reflect personal thoughts and style.

The modified method "Study of the Motives for the Use of AI by Students in Educational Activities" was used at the last stage of the study in order to identify the dominant motives for using AI in educational activities. The students were provided with an instruction and a list of motives on a form, which they evaluated on a 10-point scale based on their significance to them, without skipping any of the motives. It was assumed that 1 point corresponded to the minimum significance of a motive, and 10 points corresponded to the maximum significance. The list included 20 motives (Table 1).

Table 1. Motives for using AI in educational activities

№	Name of the motive
1	I'd like to become a qualified and in-demand graduate.
2	I'd like to get a diploma.
3	I'd like to continue studies successfully.
4	I'd like to study successfully, pass exams with grades of "good" and "excellent".
5	I'd like to receive a scholarship.
6	I'd like to acquire deep and solid knowledge.

7	I'd like to apply the acquired theoretical knowledge in practice effectively.
8	I'd like to apply information and communication technologies in educational and professional activities successfully.
9	I'd like to be always ready for classes.
10	I'd like to study the subjects in the curriculum successfully.
11	I'd like to keep up with groupmates.
12	I'd like to ensure the success and high pay of my future professional activities.
13	I'd like to meet the requirements of my professors.
14	I'd like to improve myself.
15	I'd like to learn how to interact with colleagues in my professional activities and share positive experiences effectively.
16	I'd like to learn how to use information technology to interact with my teachers.
17	I'd like to be a model to my groupmates.
18	I'd like to gain the approval of my parents and others.
19	I'd like to avoid being criticized or punished for my poor academic performance.
20	I'd like to get intellectual satisfaction.

The results were processed and the dominant motives were qualitatively analyzed using an individual protocol for each student and for the group as a whole. Tables 2 below presents the results of the assessment of the motives for using AI in the educational activities of students in the humanities and natural sciences.

Table 2. Motives for using AI in the educational activities of students

Motives	Number of cases of motive choice	Number of points per motive	Motive rank (Which motive is chosen more often, which is chosen less often)
1	53	424	17
2	47	329	14
3	43	344	15
4	41	328	13
5	27	135	9
6	32	192	11
7	24	144	10
8	49	392	16
9	58	464	18
10	39	195	12
11	6	18	3
12	64	576	19
13	36	144	10
14	28	112	8
15	12	48	4
16	14	70	6
17	5	15	2
18	12	110	7

19	8	64	5
20	4	12	1
Number of students	173		

The higher the number of points, or the higher the rank, the more valuable the motive is. For students in the humanities, the most motivational value is: *the ability to ensure the success and high salary in future professional activity* (64 students – 576 points); *to be constantly ready for the next classes* (58 students – 464 points); *the opportunity to become a qualified and in-demand graduate* (53 students – 424 points); *to apply information and communication technologies in educational and professional activities successfully* (49 students – 393 points). The least number of points was noted by the participants for the motives: *to keep up with classmates* (6 students – 18 points), *to be the model for classmates* (5 students – 15 points), and *to get intellectual satisfaction* (4 students – 12 points).

The obtained results allowed us to draw the following conclusions:

1. The analysis of scientific pedagogical literature on the problem under study revealed the growing interest of the scientific pedagogical community in studying the problems of using artificial intelligence in educational activities of university students. Among the factors that attract students of the humanities to the use of AI in their educational activities, *the reduction of time required for independent work* was identified as the most significant one. The factor of *negative teachers' attitudes towards the use of AI in educational activities* was identified as the least significant factor.

2. Currently, there is no unified approach to defining the role and place of AI in the education of university students. Scientists agree that the use of AI in the learning process has undeniable prospects and requires scientific justification and practical testing. Studying scientific literature allows us to consider *artificial intelligence as the ability of a computer system to interpret input information correctly, process data, and apply the resulting knowledge to achieve the goal of modeling intelligent computer behavior and the ability to imitate or improve human behavior*.

3. The approbation of diagnostic tools for identifying the motivational orientation of university students towards the use of AI in educational activity demonstrated that they correspond to the objectives set in the study. The use of the interview and "Study of the Motives for the Use of AI by Students in Educational Activities" contributed to the objective data obtaining. This allowed us to conclude that the results of the students in the humanities were comparable. At this stage of the study, significant differences in the level of students' motivation to use AI in their educational activities were not revealed.

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