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ARTIFICIAL INTELLIGENCE IN HUMANITIES EDUCATION: THEORETICAL FOUNDATIONS, APPLICATION PRACTICE, AND ETHICAL CHALLENGES

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Abstract: This article examines the theoretical and applied aspects of using artificial intelligence (AI) in the educational environment, with a focus on the teaching of humanities and foreign languages, including Russian as a foreign language (RFL). In the context of the digital transformation of education, AI technologies are becoming not only a tool for automating pedagogical processes but also a new methodological basis for developing individual educational trajectories. Based on an analysis of international and Russian research from recent years (2023–2025), the main areas of AI application in education are identified: intelligent learning support systems, adaptive platforms, language models, generative neural networks, and educational data analytics. Particular attention is paid to the pedagogical and ethical aspects of AI implementation in the humanities, including issues of academic integrity, creativity, and critical thinking in students. It is concluded that it is necessary to develop new digital pedagogical competencies in teachers to ensure the conscious and responsible use of AI in educational practice.

Key words: artificial intelligence, education, digital pedagogy, language teaching, Russian as a foreign language, philology, humanities, adaptive learning, neural networks.

Modern education is undergoing a profound transformation driven by the development of artificial intelligence (AI) technologies. These technologies are no longer viewed solely as auxiliary automation tools but are becoming fully-fledged elements of the digital educational environment. The potential of AI is particularly evident in the humanities and foreign language teaching, including Russian as a Foreign Language (RFL), where flexibility, intercultural sensitivity, and attention to students' individual thinking styles and communication strategies are essential.

Recent educational research demonstrates that AI in education operates within an interdisciplinary paradigm that integrates advances in cognitive psychology, linguistics, pedagogy, and computer science. Scientific literature for 2023–2025 emphasizes that AI is capable of not only adapting educational content to the student's level but also providing predictive analytics, automated feedback, and support for the development of metacognition and reflection. In this regard, it is considered an important component of personalized education based on the concepts of constructivism and activity-based approaches [3, 48].

For example, S. Wang et al. (2024) emphasize that AI-based intelligent tutoring systems (Intelligent Tutoring Systems) allow for the adjustment of task difficulty to a student's cognitive profile and the creation of flexible learning paths [4, 36]. Machine learning algorithms monitor

student behavior, identify gaps, and offer targeted solutions. This approach enhances the individualization of education, making it more accurate and adaptive.

AI is particularly relevant in the teaching of humanities, where it is used not only as a method of automation but also as a tool for modeling complex cultural and linguistic contexts. Generative language models—such as ChatGPT, Claude, or Gemini—are capable of simulating dialogue, analyzing texts, generating culturally specific communicative situations, and translating and interpreting phraseological units. This opens up new horizons in teaching Russian as a foreign language, especially for students studying in blended or distance learning formats.[4]

AI is also actively used in the automatic checking of written work using natural language processing (NLP) technologies. Such systems can objectively evaluate spelling, punctuation, grammatical correctness, utterance structure, and relevance to the given topic. This is particularly useful in mass online learning, when teachers need to process large amounts of text in a limited time [5, 61].

An important area is the development of multimodal educational resources using AI. This involves synthesizing text, audio, and visual content, creating interactive tasks, and speech trainers that simulate real-life communicative situations. Such tools contribute not only to the acquisition of language material, but also to the development of creative thinking, digital literacy and intercultural competence [6, 75].

However, the introduction of AI into educational practice also raises a number of ethical and pedagogical challenges. One of the central issues is the problem of academic integrity. Generative models that provide ready-made answers can reduce students' independent thinking, foster dependence on algorithmically generated content, and replace reflection with mechanical copying.[7] This is especially dangerous in the humanities, where originality of judgment, argumentation, and depth of analysis are essential.

In this context, the concept of "Responsible AI in Education" proposed by K. Porayska-Pomsta is becoming increasingly important. According to this model, technologies should be transparent, accountable, and humanistically oriented, while maintaining the leading role of the teacher as the bearer of values and meanings [8, 52].
Another important aspect is the level of digital pedagogical training of teachers. Effective use of AI requires not only mastery of technical tools but also an understanding of the logic behind the algorithms, their limitations, and potential distortions. Teachers must be able to critically evaluate the results obtained using AI and teach this to students. Only then can AI be integrated into the educational process without losing its humanistic focus. [9, 29].

International regulatory documents—in particular, UNESCO recommendations (2023) and OECD reports (2024)—emphasize the need to adhere to the principles of fairness, inclusiveness, transparency, and the preservation of pedagogical autonomy when implementing AI in education [9, 17]. Technologies should enhance, not displace, human participation and serve the development of critical thinking, creativity, and conscious learning.

In conclusion, it should be emphasized that artificial intelligence is an integral part of the future of education, especially in the humanities. It expands teachers' capabilities, enables new ways to organize the educational process, and enhances individualization and adaptability. However, the

effectiveness of its application directly depends on pedagogical reflection, ethical maturity, and the ability to build hybrid models of human-machine interaction. AI should be seen not as an alternative, but as a partner in the educational process—a tool for unlocking human potential, not a replacement for it.

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