AI IN THE ACADEMIC EXPERIENCE OF EMERGING SCHOLARS

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Having once entered nearly all spheres of human life artificial intelligence has significantly altered the boundaries between human intellect and machine assistance. In recent years it has also reshaped the landscape of higher education, redefining how knowledge is produced, obtained, shared, assessed, as well as substantiating a need for updating the system of professional training for future educators and scholars, who will be equipped to use the mentioned technology as an assistant in support of education and science, avoiding the existing and arising challenges.

To gain insight into the academic experience of emerging scholars, a survey was designed and conducted with TNPU PhD students from a range of educational programs as respondents. The questions in the poll were focused on students' understanding of AI, its potential, pros and cons of using for education and science. Now, let us examine the self-assessed responses provided by PhD students, focusing on the key insights that emerged from the survey.

When asked to describe their current understanding of AI, 50% of respondents identified their knowledge as intermediate, while 22,5% reported a basic understanding. An additional 25% considered their knowledge to be advanced, and only 2,5% claimed expert-level proficiency.

Regarding familiarity with AI applications in education, over half of the respondents (52,5 %) reported having used AI tools occasionally. Additionally, 30% indicated they possess basic knowledge of how these applications work, while 15% stated they regularly use AI in educational contexts. A small minority of participants had only heard of AI applications without exploring them (2,5%), and none reported no familiarity at all.

Answering the question about the potential of AI in education, 35% of respondents indicated it has significant potential, while 27,5 % viewed its potential as transformative. Another 22,5% perceived AI as having moderate potential, and 15% saw it as limited. Notably, no respondents believed AI holds no potential in the educational context.

As for the awareness of and experience of using AI tools and platforms, the vast majority of respondents (90%) reported using ChatGPT or similar language models. In contrast, only 5% indicated familiarity with adaptive learning platforms, such as personalized learning apps. An additional 5% mentioned other tools not listed in the predefined options.

A majority of respondents (95%) reported having used AI as an assistant in educational contexts, while only 5% indicated no such experience. Among those who had used AI, most rated its effectiveness positively: 65% found it effective, and 10%

considered it very effective. Meanwhile, 21% remained neutral, and only a small number rated it ineffective (2%) and very ineffective (2%).

In terms of overall opinion on the use of AI in education, 57% of respondents expressed somewhat supportive views, and 17% strongly supported its use. While 23% remained neutral, only 3% claimed to be somewhat opposed.

As for the advantages of using AI in education, across all responses provided, the most frequently cited ones included personalized learning, automation of routine tasks, immediate feedback, enhanced accessibility, and improved research capabilities – highlighting AI's potential to make education more efficient, inclusive, and student-centered.

Regarding disadvantages of using AI in education, the most frequently reported ones were overreliance on technology and its impact on critical thinking, the loss of meaningful human interaction, and ethical concerns related to data privacy, bias, and information reliability.

A majority of respondents (82%) claimed to have previous experience of using AI as assistant in science (e.g. for data analysis, modeling, etc.). When asked about the effectiveness of AI in assisting with scientific tasks, 29% of respondents reported a neutral experience, while a majority of 57% found AI to be effective, and 14% rated it as very effective.

As for the pros of using AI in scientific research its main contributions, according to respondents, lie in its ability to accelerate data analysis, enhance modeling and simulation capabilities, and support advance information retrieval and pattern recognition, thereby significantly expanding the efficiency and scope of modern scientific enquiry.

Respondents identified key cons of AI in scientific research as the lack of transparency in decision-making ("black box" effect), the risk of bias and ethical concerns related to data quality, and the potential reduction of critical thinking due to over-reliance on automated systems.

In conclusion, it must be noted that most respondents possess at least a foundational familiarity with AI, and a significant number of them demonstrate moderate to high levels of competence. Language-based AI tools are currently the most widely recognized and utilized among emerging scholars, while awareness of more specialized educational platforms remains limited. Respondents demonstrate predominantly positive attitude toward AI in education, paired with firsthand experience of its practical benefits. The majority have experienced AI as an effective educational assistant, underscoring its practical benefits. However, concerns remain regarding overreliance on technology, diminished human interaction, and ethical challenges related to data privacy and bias. In scientific research AI is valued primarily for accelerating data analysis, enabling advanced, modeling and simulation, and uncovering complex patterns, by broadening research capabilities. Nonetheless, challenges, such as the "black box" nature of AI decision-making, risk of bias, and potential reductions in critical thinking highlight the need for careful implementation, and ongoing scrutiny. Overall, these findings suggested balanced perspective among emerging scholars, acknowledging both the transformative opportunities and the limitations of AI in advancing education and science. Continued

development, transparency, and ethical oversight will be essential to maximize AI's benefits.

MICROLEARNING IN TEACHING FOREIGN LANGUAGES

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Microlearning is gaining popularity among both foreign language learners and teachers. This approach meets the needs of students and reflects the latest trends in education. The necessity to obtain information, process it and learn how to use it appropriately within a short period of time makes this approach an efficient asset for learners and teachers in terms of developing their communicative competence skills.

Speaking about the use of microlearning in higher education institutions it is considered to be "*an effective complement to traditional learning, as it extends the learning process beyond the classroom on the basis of information technology, allows consolidating virtually and deepening the knowledge gained during practical classes, and provokes students to daily communication outside the establishment through social network". [1, p.388],* making its application possible for face-to-face communication, as well as distance and e-learning.

Although microlearning is not a new idea (it was first proposed by Hector Correa in 1963), its potential for language teaching is immense. It has often been incorporated into the classroom activities, such as in the creation of blended learning [2, p.47]. The current development of information technologies has also influenced its popularity.

Microlearning offers bite-sized information that is easy to perceive. It is definitely a student-cantered methodological approach that allows for interactivity, as well as develops critical skills, breaks the language barrier and promotes creativity in the classroom.

Microlearning can incorporate tools such as gamification, infographics, videos, songs, specialized apps, and social media in order to meet the needs of particular student or group of students, taking into account their overall level, learning goals and available