

AI APPLICATION POLICY AND ITS EFFECTS ON THE PROFESSIONAL FUNCTIONS OF A MODERN TEACHER AT AN ARTS AND CULTURE UNIVERSITY

POLÍTICA DE APLICAÇÃO DE IA E SEUS EFEITOS NAS FUNÇÕES PROFISSIONAIS DE UM PROFESSOR MODERNO EM UMA UNIVERSIDADE DE ARTES E CULTURA

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ABSTRACT

Objective: This study aims to analyze the impact of artificial intelligence (AI) application policies on the professional functions of teachers at an arts and culture university, with a focus on how AI influences educational processes and teacher-student interactions.

Methods: The research utilized a qualitative approach, incorporating analysis of empirical data from educational practices at arts and culture universities. This included interviews and case studies involving teachers who have integrated AI tools into their teaching.

Results: The study found that AI tools significantly aid in the pedagogical process by providing enhanced capabilities for content delivery and student assessment. However, it also raised concerns about the potential reduction in direct teacher-student interactions and the challenges of maintaining educational quality.

Conclusion: While AI can greatly assist in the administrative and analytical tasks associated with teaching, it is crucial to balance its use with the need to maintain meaningful teacher-student interactions and pedagogical integrity.

Keywords: Artificial intelligence; Professional functions; Modern teacher; Arts and culture university; Educational technology.



RESUMO

Objetivo: Este estudo visa analisar o impacto das políticas de aplicação de inteligência artificial (IA) nas funções profissionais dos professores em uma universidade de artes e cultura, focando em como a IA influencia os processos educacionais e as interações professor-aluno.

Métodos: A pesquisa utilizou uma abordagem qualitativa, incorporando análise de dados empíricos das práticas educacionais em universidades de artes e cultura. Isso incluiu entrevistas e estudos de caso envolvendo professores que integraram ferramentas de IA em seu ensino.

Resultados: O estudo descobriu que as ferramentas de IA auxiliam significativamente no processo pedagógico, fornecendo capacidades aprimoradas para entrega de conteúdo e avaliação de alunos. No entanto, também levantou preocupações sobre a potencial redução nas interações diretas professor-aluno e os desafios de manter a qualidade educacional.

Conclusão: Embora a IA possa ajudar grandemente nas tarefas administrativas e analíticas associadas ao ensino, é crucial equilibrar seu uso com a necessidade de manter interações significativas professor-aluno e a integridade pedagógica.

Palavras-chave: Inteligência artificial; Funções profissionais; Professor moderno; Universidade de artes e cultura; Tecnologia educacional.

INTRODUCTION

The present stage in the development of higher education has brought about a dramatic change in the role of a university teacher understood as "a set of normatively approved prescriptions (requirements) imposed on the professional behavior of a pedagogical employee, which is controlled by the perception of the nature of this role and the actions required in a particular pedagogical situation as seen by other people and the pedagogical worker themselves" (Levitan, 1994, p. 12). Today's pedagogical community is geared towards using diverse information (Hernández García de Velazco, 2022), which causes a change in the understanding of the mission of a higher education teacher and leads to the recognition of the multidirectionality of their work (Bodina, Telysheva, 2023; Tarasov, Kravtsov, 2023). The transformation of the role of a university teacher is connected not only with the educational standards, but also with the needs of students in intellectual, technological, and cultural development (Kabkova, 2022).



Higher education takes on a qualitatively new meaning and focuses on the individual acquiring the ability to reach a new level of understanding, thinking, and interpretation of the current state of societal development (Gribkova, 2022). A significant aspect of teaching at a higher education institution of arts and culture is that the teacher not merely builds a narrow specialist, but also influences the students' intelligence, worldview, outlook, social position, and morality (Ukolova, 2022). Today, education is more than just the transmission of cultural experience in a dynamically changing world: it is a subsystem of the social and multicultural global system and holds a special position in the development of culture and science (Volkova, 2023). There are increasing demands on the social role of the pedagogical profession, whose representatives bear "their share of responsibility for the training of culturally humanistic persons who can realize their interests without conflicting with society" (Bauer, 1998, p. 3).

Transformations in the role of a university teacher are the focus of research by Vasileva (2005), Isaev (2004), Melekhina (2023), and other scholars, who emphasize the importance of the teacher's personal qualities, pointing to the development of their pedagogical and scientific-methodological culture.

Bukaeva (2023), Kurganskii, Turavets (2022), and Skripkina (2019) assert that training at an arts and culture university offers a unique opportunity for artistic and creative interaction between teachers and students, which, regardless of specialization (music, painting, acting, directing, choreography, etc.), shapes the views and positions of future cultural figures. A university teacher needs to be skilled in building relationships with others based on openness and striving to pass on the fundamentals of the craft. Pedagogical work in an arts and culture university as a continuous creative process aims to form a creative personality. In the educational context, the teacher functions as an autonomous entity that facilitates a creative approach to addressing professional challenges within the scope of their discretionary powers in artistic interpretation. The creativity of university teachers involves introducing innovative perspectives and methods, including new interpretations of works by composers, poets, and artists, and novel solutions to performance-related issues. This approach necessitates a departure from conventional methods and underscores a commitment to continuous personal and professional development.

The creative orientation and multidimensionality of the work of a present-day university teacher entail changes in their professional functions predetermined by internal and external



factors present in today's society. Internal factors in the activity of a teacher are linked to their values and beliefs, financial incentives, the culture of interaction with colleagues and students, the available resource base, the convenience of teaching load and time distribution, which relate to the need for self-education and self-development, and the availability of effective advanced training programs. External factors or conditions of the environment are associated with the need for modernization of educational institutions, changes in educational standards, the economic situation in the country and the higher education institution, the emergence of new innovative methods, etc. This causes the need to improve the content of training and development programs, enhance the teaching staff's qualifications, and conduct financial accounting.

METHODOLOGY

This study employed a comprehensive literature review to explore the influence of artificial intelligence on the professional roles of teachers in higher education institutions dedicated to arts and culture. A systematic search of academic databases including Web of Science and Scopus, along with educational technology journals, was conducted. Keywords used in the search included "AI in education," "AI in arts and culture," "role of teachers in AI environments," "pedagogical changes due to AI," and "AI impacts on arts education".

This data was synthesized to identify common themes, challenges, and opportunities in the realm of AI-enhanced arts education, providing a comprehensive overview of the field's current state and future directions.

RESULTS

At present, a great influence on the creative development of the teacher is produced by learning tools and resources that help to increase their mastery of educational technologies. Students at universities of arts and culture have various learning tools, including computers, tablets, and audio-visual instruments, as well as access to the resources of libraries, museums, and audio libraries. Nevertheless, a broader range of learning tools does not resolve the problem of the individual's creative development. The external information environment often adversely influences the development of values and meanings in students and their creative outlook and morality. In the face of the challenges of our time, the functions of the teacher are aimed at overcoming the negative effects of pseudo-culture.



The present-day internal and external environment influences the roles of the university. Today, they are a consultant, a mentor, an expert, a tutor, and a facilitator; a person who transmits the accumulated experience and basic concepts that contribute to personal and societal development. The teacher is not the only source of information available to learners. The teacher is more of a conduit, shaping the skills of acquiring knowledge and finding meaningful information. New computer technologies shape the image of the world, so students have the illusion of accessibility in the acquisition of knowledge since the development of Internet technologies radically changes learning. The role of the teacher in this process changes accordingly, as today there are no obstacles to obtaining the necessary information. However, a person capable of realizing their creative potential and mastering the ability to think freely, compare, analyze, and model can be nurtured only by the efforts of a teacher with a unique creative pedagogical style and original methods.

There is an ongoing active discussion of the problem of applying AI in training creative individuals (Mondal, 2020; Thorp, 2023; Tsifrovaia epokha, 2023). AI as a technology for training university students involves pieces of painting, music, poetry, drama, film, choreography, etc. created through a joint effort by humans and computers. This technology assists in the analysis of artworks, facilitates the discovery of unobvious details and the development of new ideas and views on creating art pieces, helps in examining the color palettes, styles, and techniques of spatial forms of art, and supports the recognition and classification of the means of musical, choreographic, and stage expression. The practice also demonstrates exceptional effectiveness of the active use of the opportunities provided by AI application in the learning process to analyze critical materials, comments on art, and research by art scholars, performers, and art historians, which form a deep understanding of creativity.

There are examples of AI performing creative tasks that seemingly challenge traditional artistic concepts and theories of creative personality development. Today, it is vital to understand the possibilities of this technology for the development of the creative process in the framework of training students in the sphere of arts and culture and for their creative self-expression. The leading AI technologies with expanding spheres of application include natural language processing (NLP), digital image processing (DIP), and generative adversarial networks (GAN) (Thorp, 2023). It can be argued that AI as a sphere of computer support for science, art, and education creates opportunities to expand the possibilities of a specialist based on human intelligence.

In the new conditions of expanding technology, university teachers take on the role of an intermediary between students and AI tools, promoting students' mastery of the characteristics of this



technology: the resolution of problems based on the development of intellectual abilities; the understanding of learning goals in new conditions; the ability to analyze unfamiliar complex data; the mastery of a decision-making algorithm based on a new logic; the development of new forms of communication between people and other systems. AI is currently utilized to train music composers: certain software can create music in the required styles and genres based on the provided models. This technology will not be able to replace real live creative processes: the task of the teacher is to facilitate the systematization of certain techniques characteristic of a specific age or composer with the use of AI. No technology, however advanced, will ever be able to reproduce the human imagination and the individual traits of the composer's personality. Instead, technology serves as a tool to embody the flow of creative fantasy. A teacher teaching musician, actors, choreographers, etc. must find a balance between the use of AI and the development of the unique and original personality of a creator.

Using new technology in arts and culture universities brings to the fore the ethical, social, and legal issues of implementing AI in creative universities. Among the questions that require attention in the application of AI are the authorship of an art piece, how to assess plagiarism and copying of the presented artwork, and what social impact the new direction can have on society. Despite the concerns of university teachers with respect to the use of AI in the training of arts and culture students, we agree with S. Chatterjee and K.K. Bhattacharjee (2020) on the necessity of accelerated introduction of new technologies given the pressing challenges of modernity.

Examining the functions of a teacher in higher education, we should stress that AI is unable to completely support the development of creative abilities in undergraduate and graduate students. The job of the teacher is to foster a creative personality, a creator, and not only train a specialist in the given field. Freeing students and postgraduates from routine tasks, AI allows them to use auxiliary tools. However, there is a danger in the excessive use of new technologies, which cannot replace live creative communication. Critical reflection of the events is impossible without a developed position, without cooperation and determination of one's artistic style. AI cannot become the key to professional success. At present, the teacher of an arts and culture university actively develops new roles and determines new vectors of their activity, given that the traditional role of knowledge transfer demands new technologies, the development of methodological support, and their approbation in practice. The teacher is learning the role of an innovator and converter.

AI in arts and culture universities should be regarded as a reality that contributes to the resolution of creative tasks using software: with the implementation of new technologies, the traditional interaction



between students and teachers is disrupted and their roles and functions are transformed. We should emphasize that AI in a university is not a devastator, but an associate and assistant to the teacher, as only the human person can generate ideas. Therefore, success in education is decided by how clearly the teacher can formulate creative assignments and how well they motivate students to innovative, original, and unique creative solutions. Soon, there will be great demand for teachers with prompt engineering functions, capable of developing effective and correct queries, which will be decisive for achieving concrete and desired results in training arts and culture specialists (Kharchenko & Panova, 2010).

Thus, the diverse and multidimensional roles played by the contemporary teacher in a university of arts and culture predetermine the range of their professional functions. It can be argued that at present, AI has an influence on the professional functions of the teacher of an arts and culture university and predetermines:

- The need to anticipate the applications of new technologies in the training of students of creative specialties considering their personal characteristics and needs. Of particular importance is the personalization of training, which provides an individual trajectory of students' creative development and social and professional self-determination.

- Diversification of the teacher's activities in line with the list of applications of AI formats according to the professional orientation of students and the development of skills to use mobile applications that give access to databases, which become a useful tool in solving routine tasks;

- The need for research into the operation of AI in the educational environment of arts and culture specialist training based on a multidisciplinary approach, which implies the development of educational products, software, and complex studies to create and implement new technologies that raise the effectiveness of creative task performance;

- The need for programs to train teachers that can fulfill the new functions in the context of AI use and the need to change the existing educational standards in line with the challenges of the times and the anticipatory paradigm of higher education.

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