OPPORTUNITIES FOR USING ARTIFICIAL INTELLIGENCE IN THE HIGHER EDUCATION SYSTEM (IN THE FIELD OF INTERNATIONAL RELATIONS)

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Abstract. The article examines the role and the influence of artificial intelligence in the digital age in the field of higher education, in particular in the field of International relations. The article, which comprehensively presents the issue under discussion, also makes the focus on the growing role of artificial intelligence in the field of international relations, which has become one of the important issues on the agenda of superpower relations. At the same time, the advantages and risks of digital technologies and artificial intelligence systems are discussed, which, on the one hand, ensure technological progress, and on the other, create dividing barriers between developed and less developed countries. The author researches how the foreign policy departments of the leading world powers use the opportunities provided by artificial intelligence systems in their work, and what advantages this provides. The above-mentioned questions indicate that the current generation of International relations scholars must be capable to use the instruments of digital technologies and artificial intelligence systems in the course of their professional activities, which will save time and increase the efficiency of the work done. However, the important question is how to use digital technologies and artificial intelligence systems in the educational process of training specialists in International relations, so that this does not have negative consequences and does not lead to overload of students or tutors. It is necessary to identify the relevant components of education in this regard, as well as to estimate the proportion of using the artificial intelligence in education. It is important that the university is also a research environment and the functioning of a continuous chain of science and education is really crucial, and in which the use of artificial intelligence capabilities is also important. The article also analyzes and presents the views of researchers involved in the issue regarding the positive and negative consequences of the use of artificial intelligence in higher education. Accordingly, conclusions were drawn regarding the prospects for the use of artificial intelligence in higher education.

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Introduction

The use of artificial intelligence (AI) systems is increasingly covering various areas of public life. The higher education system, including in the field of international relations, is no exception. The use of AI systems in almost all spheres of public life is characterized as an important progress and criterion for ensuring speed and accuracy. These quality characteristics are more than important for the services provided in the field of higher education. It is difficult to imagine the future of a number of professions without taking into consideration the time and demands of the labor market, some of which are already taking advantage of the opportunities provided by AI systems. In some cases, it is difficult to imagine a specialist who does not use the tools of modern technological systems in his work and can provide high-quality results, especially when in his work he deals with voluminous data.

But on the other hand, in the context of rapid technological development, some researchers even predict specific dates in a number of areas when AI will surpass humans[18], which theoretically makes it possible to imagine that in the future there will be no need to spend money on training a number of specialists with higher education, since AI systems can replace them in the labor market. In the case of such technological development, the important question becomes what professional abilities the international scientist of the future generation should possess and what professional activities he/she should carry out in the conditions of using AI systems and whether AI will be able to replace in the future the international relations scholar international scientist and diplomat in the sphere of his/her professional activities. The solution to these problems also depends on further expanding the scope of the international relations profession.

Of course, one should take into account the fact that the profession of an internationalist is interdisciplinary in nature and the use of AI in the training process of this profession is conditioned by certain peculiarities. The purpose of the study is to analyze how effective the use of AI systems can be for teaching in the field of international relations, whether it is advisable to use them in the field of professional activities (including diplomatic work) and to what extent the use of AI in the higher education system, especially in the field of international relations will help improve the quality of education.

Literature review

A lot of research has been conducted in academic circles on the impact of digital technologies on the educational environment, as well as on how digital technologies are used by leading countries to organize the work of foreign policy departments. On the issue under discussion, in-depth research belongs to the following authors: N.A. Korovnikova [6], D. A. Endovitsky and K. M. Gaidar [5], A. I. Rakitov [12]. The study on US digital diplomacy was published by K. E. Petrov [10], the research on data retrieval in diplomacy was prepared by N.A. Tsvetkova, N.M. Kuznetsov [17], V.Yu. Trubachev [16]. The works of the mentioned authors reflect the fact that the use of digital technologies and AI systems in higher education and professional activities in the digital era is a significant factor.

Research results

The role of AI in intergovernmental relations is becoming increasingly important, as evidenced by the fact that leaders of the world's leading countries include the discussion of cooperation in this area among the agenda items of their meetings [15]. On the other hand, the leaders of the superpowers are aware that in order to make the further development of AI manageable and avoid possible dangers, there is a need to reach agreements in this area in interstate relations [11]. This proves that this area needs coordination and management. Such a need is seen not only to introduce regulation in the field of interstate relations, but also to manage the risks of further use of AI within the state and to avoid unpredictable developments. Leaders of superpowers, assigning an important place to the further use of AI in their domestic policies, are trying to make it manageable, especially since this is also related to issues of national security [1]. It is also an obvious fact that the use of AI systems has had a significant impact on the way wars are conducted (given the well-known fact that human history is largely a history of wars) and has changed the classical notions of warfare. With the use of AI systems, mankind began to wage a new generation of wars, in which not only those who have a numerical advantage win, but also high-tech armed armies. Human participation in wars due to the use of AI systems is declining to some extent. Researchers predict that there may be a new arms race in the field of AI technology, which is not controlled in terms of international law [2]. Judging by the policies pursued by the superpowers in the field of high technology, it is possible that the world is preparing for or has already entered the stage of an arms race equipped with AI, which will have an impact on the system of international relations.

On the other hand, the importance of using AI in the field of international relations and diplomacy is already noticeable in areas such as international security or monitoring the implementation of concluded agreements [7]. However, researchers

almost agree that, along with the growing problems of international security, AI is already facilitating the development of international cooperation, partly within the framework of issues related to economic diplomacy [7].

The foreign ministries of leading countries are already using AI systems to organize and manage their activities. For example, the Russian Foreign Ministry planned to use AI in its work. According to a late 2021 press release, new technologies were planned to enable foreign policy analysis in 2022. It is noteworthy that students and young scientists of MGIMO were also involved in the implementation of AI systems at the Russian Foreign Ministry [8]. There have already been examples of the use of AI in the diplomatic sphere in other countries, in particular in Canada, the USA and the UK. There was also talk about the development of prototypes for AI-based decision making at the Chinese Foreign Ministry [8]. Switzerland has made interesting progress in this area [4].

It is undeniable that the development of AI capabilities provides a number of benefits, in particular providing a strong foundation for further technological innovation. Consequently, not taking advantage of AI systems would mean isolating oneself or falling behind the global processes of world development. But at the same time, the use of AI presupposes the availability of financial and human intellectual resources, which are not always available to a number of states. The above-mentioned problems also apply to the higher education system, where current trends indicate that digital technologies and AI systems will undoubtedly change the image of higher education, dictating new requirements and new approaches to this area. In this situation, the future generation of international relations scholars must understand that digital technologies and AI systems will become an integral part of their future professional activities.

Thus, on the one hand, an international relations scholar and diplomat deals with the problems of AI in his professional activities, on the other hand, he feels the opportunity and necessity of using it in his professional work. In both cases, the future specialist should master this field while still studying in the higher education system. However, here it is important to show a systematic approach to the problem, That is, in the process of training international specialists it is important how, in what sequence and in what volume, as well as at what stage of training to use AI systems. Guided by the principle that science is the basis of education, the problem under discussion should be considered in an unbiased chain between science and higher education, especially since the university environment is also a research environment. The use of digital technologies and AI systems in higher education must correspond to the goals of the relevant educational program. As an example, we will consider the baccalaureate program in international relations at Yerevan State University (YSU).

The purpose of this program is to provide students with fundamental knowledge about the processes and trends of international relations in the field of practical activities, develop skills to analyze political processes, and also prepare, based on international experience, competitive specialists who will have the appropriate skills to work in practice and in an expert environment. And in the master's program, one of the

goals of organizing training is, for example, to promote the development of research and expert knowledge and skills of students, including a solid base of theoretical and professional knowledge, analytical conceptual foundations of disciplines.

The use of AI systems to achieve the above-mentioned goals in the process of organizing education should be specifically defined so that there is no additional burden on either the student or the tutor. This means that spontaneous use of AI should be avoided and the problem should be approached systematically. In the Bachelor's degree program of YSU in the field of International Relations (including corresponding Master's degree programs), an important place is given to courses with a research component, the purpose of which is to promote the development of students' research abilities. With the usual classical approach, the above-mentioned task can be achieved both with the help of a tutor and jointly, as well as independently. Students, in addition to attending classes, carry out research work, study relevant literature and documents, collect and analyze data, make presentations to the tutor and discuss current research activities with him [3, pp. 177-178]. As for the development of students' ability to analyze and synthesize, it is organized with the help of information-quantitative assessment, by comparing the relevant theory and given material, by searching for evidence or counter-evidence [3, p. 177].

In the research process, digital technologies and AI systems can provide excellent tools for both tutor and student, especially in the analysis process. From this point of view, an interesting observation has been made by the Rector of MGIMO A. Torkunov, who, speaking about the role of digital technologies in the scientific research, notes: "Machine text analysis ensures precise interpretation, makes it possible to see the structure of international dialogue, and helps us understand our allies and opponents better. We are able to track their train of thought, which means we can predict their actions in particular circumstances to a certain degree. The precise interpretation of texts helps get rid of the problem of quotes taken out context and the subjective reading of documents" [14]. It is indisputable that the future international relations scholar must not only master such skills as part of a university education, but also understand how to use the opportunities provided by digital technologies. At the same time, student research with AI can help diversify the use of research methods.

Assessment of students' knowledge is important in the educational process, since it is considered not only as a generalization of the results of teaching and learning, but also as the main guiding component of these processes, directly related to results in the field of education [3, p. 184]. Correct and effective assessment is based on three important principles: credibility, reliability, impartiality [3, p. 188]. We can add transparency to these principles. The organization of this process using digital technologies endowed with elements of AI has already been proven in practice. As an example, we can cite the fact that since 2018, intersessional exams of some courses of the baccalaureate educational program "International Relations" at YSU are conducted using the

"Moodle" platform [9], as a result of which, in 2018-2023, students who passed the intersessional exam did not appeal the grades and did not express dissatisfaction during the social survey, which is conducted at the end of each semester.

During the coronavirus pandemic in 2020, digital technologies, which also have some elements of an AI system, began to be widely used in the education system. In the pre-coronavirus era, these systems were used in the educational process in a combined form of mixed learning. During the coronavirus pandemic, digital technologies began to dominate the field of education, since for obvious reasons it was not possible to organize classes in classrooms. Consequently, we already have the opportunity to analyze the benefits and risks of using digital technologies in the education system.

In general, some researchers, speaking about the use of digital technologies and AI in the higher education system, note its advantages and risks, in particular, the fact that thanks to the digitalization of practical and lecture classes, university tutors free up time for research work [12, p. 45]. In addition, the use of AI systems in the higher education system allows for adaptive and personalized learning [6, p. 108], and also claims to perform the following functions in the educational space: the ability to search, process and appropriate use of all types of information and knowledge [6, p. 102]. In addition, the use of AI systems in the educational process allows both students and young researchers to use a larger amount of data in the field of research, and the results are more accurate. The use of AI in higher education also makes it possible to track a student's educational trajectory.

At the same time, specialists involved in this area, express concern, in particular, about "the training of professionals who have basic knowledge about the application of AI technologies in their chosen professional field and about the prospects in this regard for the near future" [5, p. 126]. The problem in this area is the fact that AI cannot yet fully replace "live" feedback in the "tutor-student" system [6, p. 112]. At the same time, it is still impossible to answer the question of whether digital technologies and AI systems should be used in such proportions to ensure efficiency in higher education. In addition to the above-mentioned problems, it can also be noted that the use of AI in the higher education system also needs legislative regulation.

The question therefore arises as to what the future holds for the continued use of AI in higher education. We believe that the answer to this question is reflected in the following provisions of the UNESCO document "Recommendations on the Ethical Aspects of Artificial Intelligence", which, in particular, states that "the life of societies in the digital era requires the introduction of new teaching methods, an ethical approach, critical thinking, responsible implementation methods and new practical skills, taking into consideration the impact on the labor market, employability and citizen participation" [13]. This means that it is impossible to avoid dependence on AI in the digital age, and new methods must be developed to solve this problem.

Conclusion

In the era of digital technology, human society faces new challenges which are global in nature: on the one hand, we see that the use of AI allows humanity to achieve achievements in the field of science and education, on the other hand, it entails many problems, especially in the emergence of new gap between developed and underdeveloped countries, which includes the field of higher education. After all, we should not forget that higher education is an important part of academic diplomacy and is one of the important areas of relations between states and international cooperation, which generally ensures the progress of human society. The introduction of AI systems into the higher education system not only entails increased competition between states in this area, but also affects the labor market. However, all this cannot be an obstacle to the further implementation of AI systems in the higher education system, especially since we see how AI systems are used by leading countries in their foreign policy departments. In addition, advanced research in the field of international relations is also using the power of AI systems, which means that the demand for relevant specialists will continue to grow, which can also bring new quality to the labor market. All this proves that the use of digital technologies and AI in the educational environment to train a new generation of international relations scholars is becoming important both in the process of obtaining an education and in the course of further professional activities.

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