

UTILIZING INFORMATION TECHNOLOGY TO STRENGTHEN EDUCATION IN LATIN LANGUAGE AND MEDICAL TERMINOLOGY

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Abstract: *This paper explores the application of artificial intelligence (AI) technologies in the education of prospective historians. Despite limitations on access to the widely used ChatGPT application for users in Russia and Belarus, various third-party platforms leveraging the ChatGPT API offer similar functionalities without such constraints. This study examines three notable services: Phind.com, a research-oriented search engine; Talkai.info, facilitating ChatGPT access in Russian; and Explainlikeimfive.io, which elucidates complex concepts. Examples illustrate the integration of these services into the educational framework of a history faculty. The rapid evolution of AI is expected to profoundly transform educational methodologies, structures, and content, with forecasts suggesting that by the end of 2026, ninety percent of online content will be AI-generated, inevitably impacting educational materials. However, challenges persist regarding the verification of solutions derived from deep neural networks, thus casting uncertainty on the potential impact of widespread AI integration on specialist training quality.*

Keywords: *artificial intelligence, education, history, ChatGPT, developer search, open access, concept clarification, Polotsk, Polotsk State University, academic search*

Introduction:

The integration of artificial intelligence (AI) technologies into educational practices has revolutionized traditional teaching methods, presenting new opportunities and challenges in the realm of pedagogy and psychology. As educators and researchers navigate this evolving landscape, understanding the pedagogical and psychological dimensions of integrative education becomes paramount. This introduction serves as a precursor to an in-depth exploration of how AI advancements are reshaping educational paradigms and influencing teaching and learning practices.

At the heart of this discussion lies the concept of integrative education, which seeks to blend AI-powered tools and methodologies with established pedagogical principles. By leveraging AI technologies, educators can personalize learning experiences, adapt instruction to individual student needs, and optimize educational outcomes. However, this integration also raises questions about the psychological implications of AI-driven education, including issues of student autonomy, motivation, and engagement.

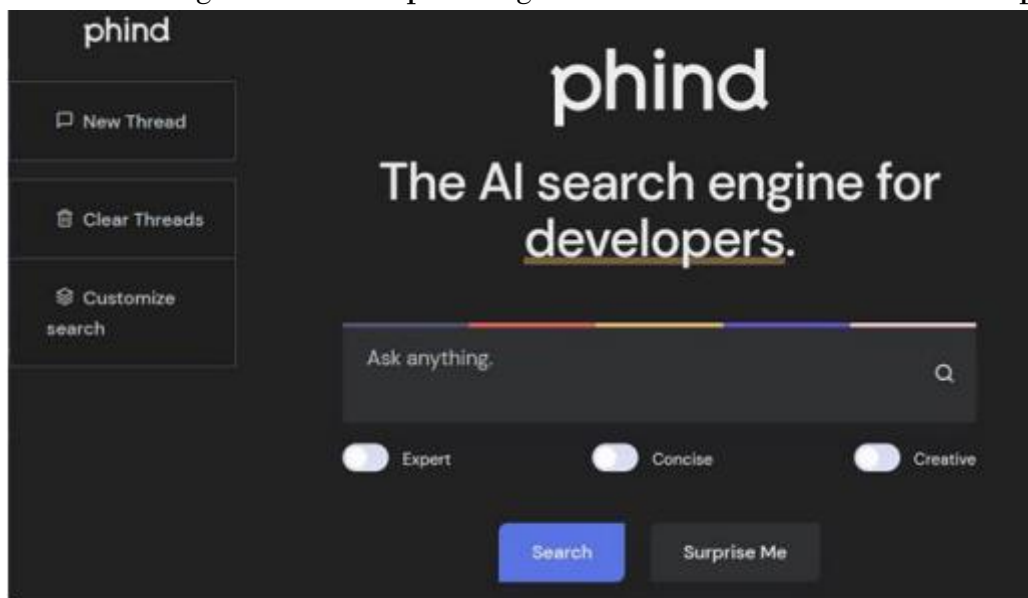
As we delve into the intersections of pedagogy, psychology, and AI, it becomes evident that the transformative potential of integrative education extends beyond the

confines of traditional classroom settings. Charting new territories in education requires a nuanced understanding of how AI can be ethically and effectively integrated into teaching practices to enhance student learning experiences. Through collaborative research and innovative pedagogical approaches, educators can harness the power of AI to cultivate critical thinking skills, foster creativity, and nurture lifelong learners in the digital age.

On November 30, 2022, OpenAI launched its flagship development, a conversational chatbot powered by artificial intelligence named ChatGPT (Generative Pre-trained Transformer). This innovation garnered rapid attention due to its diverse capabilities, including coding, text generation, and script creation, showcasing a level of creativity reminiscent of human intelligence. Within just two months of its release, by early February 2023, ChatGPT amassed an astonishing 100 million active users, setting a historic milestone for growth rate and user engagement.

Despite its widespread popularity, access to the ChatGPT service remains limited in Russia and Belarus. However, the demand for such capabilities has spurred the emergence of numerous third-party applications utilizing the ChatGPT API to address similar challenges. This paper delves into the analysis of over 30 software products, ultimately focusing on three noteworthy applications for further examination.

Phind.com is a search engine that uses artificial intelligence and a ChatGPT interface to efficiently search for information. The creators of the Phind.com resource position it as a search engine for developers. Figure 1 shows the Phind.com home page.



Pic. 1. Home page of the search engine phind.com

The resource has a laconic design. In the center of the screen is a large rectangular box that says “Ask anything.” The text of the request is entered into this field.

Below the field for entering a search query there are three switches that allow you to select the search mode. Turning on the first switch, "Expert", switches the system to expert search mode. The most powerful search model is used, and the waiting time for a response increases as the search speed decreases. When you turn on the “Concise” mode,

the answer will be more concise, but fast. The “Creative” mode enables the generation of a response by the system’s own artificial intelligence, without using Web search results. The system remembers the current user and stores his history (or Thread) of requests. You can manage requests using the menu located on the right side of the screen. The menu has three items: “New Thread”, “Clear Threads” and “Customize search”.

The first menu item allows you to create a new thread, the second allows you to clear all threads, and the third allows you to rank search results. Filters used for ranking provide the user with the opportunity to select the language include/exclude a group of domains from the search, include/exclude individual sites or groups of sites from the search, etc.

At the same time, as our experience with the resource has shown, the best results are obtained if English is used as the search language. We would like to draw the attention of readers that requests and responses to them were translated using the Google Translate service. We have not edited the translations. The application's spelling has been preserved. In all of the examples below, user requests will be in bold and system responses will be in italics.

Query: How to use ChatGPT in the Latin and Medical Terminology course?

1st option: All search mode switches are in the “Off” position.

Answer:

To use ChatGPT in the Latin and Medical Terminology course, you can consider several approaches:

1. **Creation of educational materials:** ChatGPT can be used to create additional educational materials such as textbooks, articles, or even tests. The bot can help explain difficult concepts or offer examples of using Latin terms in medical practice.

2. **Learning Support:** Teachers can use ChatGPT as a tool to support students in the learning process. The bot can answer student questions, provide additional explanations, or help translate medical terms into Latin.

3. **Creating exercises and cases:** ChatGPT can help create interactive exercises and cases for students to work on independently. The bot can generate tasks to consolidate material, offer clinical cases for analysis, or help students develop treatment regimens in Latin.

4. **Automation of checking work:** Using ChatGPT, you can automate the process of checking student work. The bot can analyze and evaluate written work, providing feedback and recommendations for improvement.

Using ChatGPT in the Latin and Medical Terminology course can significantly enrich the educational process and make it more interactive and fun for students.

Conclusion

As follows from all of the above, the rapid development of artificial intelligence technologies will undoubtedly lead to a radical change in approaches to organizing the educational process, its structure and content. According to some experts, by the end of

2026, ninety percent of the content on the Internet will be generated by artificial intelligence. This cannot but affect educational content posted on the Internet. It will become more meaningful and dynamic, since the time and effort required to create it will be significantly reduced.

In conclusion, we note that throughout its more than half a century of history, neural networks have already experienced both periods of rapid growth and increased attention, as well as periods of skepticism and indifference. Today they are back in the spotlight thanks to the development of a family of unsupervised pre-learning algorithms and the success of deep neural networks in practical problems such as speech and image recognition. However, it should be kept in mind those solutions obtained using deep neural networks are often impossible to verify. This may introduce misleading gullible users and leading to serious errors in decision making. There will almost certainly be problems that neural networks can handle poorly. All this must be taken into account when organizing training and working with neural networks.

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