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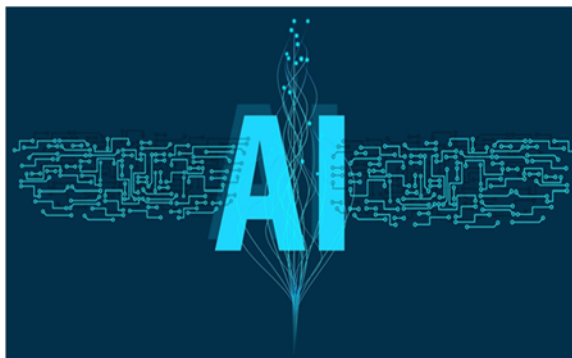
ARTIFICIAL INTELLIGENCE (AI) – THE PENITENTIARY TRAJECTORY OF THE FORMAT OF THE SOCIAL AND CREATIVE MODEL TEACHER-EDUCATION STUDENT

Abstract. Globalisation of the strategy for the development and implementation of artificial intelligence (AI) in Ukraine and/or deepening the direction in nominal areas of social life, i.e. individuals in society, respectively, in the fields of art, design, medicine, commercial activity, science and education, banking and deep military and national strategy and national security in cadence formats such as ChatGPT, i.e:

- *Artificial intelligence* – AI;
- *Artificial Neural Networks* – ANN – computing systems.

The dynamic position in the context of the emergence of artificial intelligence (AI) and its further application in the educational process in relation to the first stage, i.e. the species concept on the part of educators and students of education from among the convicts in the status of a special contingent, respectively, was remade in relation to the nominal field of vocational training in the context of penitentiary education, In other words, artificial intelligence (AI) in the form of a contact line requested a penitentiary trajectory for the format of the social and creative model teacher-education student from among prisoners in the status of a special contingent. Accordingly, the special contingent in the form of students from the prison population in the status of a special contingent needs to be fluent in digital technologies in accordance with the requirements of modern

society, to improve and enhance the nominal abilities that will be needed for further employment in the digital world. The motivation of the present regarding the project perspective of artificial intelligence (AI) in penitentiary education in the status of a special contingent, that is, the involvement of the social and creative model of teacher-educator from among the convicts of imprisonment in the status of a special contingent is characterized by the intense development of artificial intelligence (AI) technologies and the introduction of. The generation of the relationship between artificial intelligence (AI) and education goes beyond the application of artificial intelligence (AI) during the acquisition of theoretical training, i.e., taking into account the study of artificial intelligence (AI) technologies and the professional training of students from among prisoners of imprisonment in the status of a special contingent within the framework of penitentiary education.

Keywords: penitentiary education; artificial intelligence (AI); innovative technologies; vocational education; student of education from among prisoners; special contingent; creative methodological proposals.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. Accordingly, the floating plane of the network of artificial intelligence (AI) application in the penitentiary education sector in the context of pedagogical facilitation of the occasion, that is, the factors of direct signs of integration in the form of a teacher – machine – student of education from among the convicts of imprisonment in the status of a special contingent – social and creative model.

Establishment of the distribution in the context of artificial intelligence (AI) in the form of the introduction of the penitentiary trajectory line of the format of the social and creative model teacher-educator from the convicts of imprisonment in the status of a special contingent for the provision of skills, knowledge and abilities, considering the relatively nominal development of creative technologies, respectively, that educators are looking for technological expansion of approaches in the format of solving priority problems in order to improve the quality, safety and efficiency of education in the form of vocational and technical education.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. Guided by the information space in the form of a quote that artificial intelligence (AI) is an anthropic creation with the aim of improving the life of current and future generations, i.e. in modern

times, artificial intelligence (AI) is still limited due to the inability to 'cover causality', 'understand anything at all' and overcome the 'human gap' in problem solving compared to a machine [1].

Considering the global application of artificial intelligence (AI), the quote of O. Vyshniakov in the Internet review of 02 March 2023, predicting the results of the impact of artificial intelligence (AI) during the educational process in educational institutions, i.e., it is considered to be widespread and will lead to a level of revolution of all industries and calls not to ignore the changes in the world caused by this process [2].

Quoting I. Primachenko regarding the acquisition of artificial intelligence (AI) in the form of the introduction of the penitentiary trajectory line of the format of the social and creative model teacher-education student from the convicted prisoners in the status of a special contingent with the synchronisation of these issues, we quote the Internet article of 04 August 2023, and analysing the positive impact during the educational process in relation to applications in the cadence such as ChatGPT and identifying ways to minimise risks, i.e. arising with the growth of interest among students and the ability to use artificial intelligence (AI) effectively and ethically, which is increasingly becoming an important skill [3].

Accordingly, considering the statement of information in the form of a reference that artificial intelligence (AI) driven education is accordingly changing traditional approaches to learning and shaping future technologies in the field of AI solutions in education, which is analysed in relation to a huge data set using complex algorithms, i.e. providing a personalised and adapted learning experience. Students receive personalised learning, immediate feedback, and access to immersive technologies, i.e. augmented and virtual reality in education [1].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The **purpose** and **objectives** of this publication are to review the assessment of the prospects of the generation plane and present desires in the context of artificial intelligence (AI) in the form of the introduction of a penitentiary trajectory line in the format of the social and creative model teacher-educator from among the convicts of imprisonment in the status of a special contingent.

The cadence of innovation of approaches to teaching the sectoral content of concepts using artificial intelligence (AI) in the sector of penitentiary education, respectively, stabilises the availability and effectiveness, opening up creative opportunities during the implementation of the penitentiary trajectory line of the social and creative model teacher-educator from the convicted prisoners in the

status of a special contingent.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The dynamic pressure of modern technological development, accordingly, emphasises the importance of applying elements of artificial intelligence (AI) in the sector of penitentiary education in the curriculum in order to influence the students of education from among the convicts of imprisonment in the status of a special contingent, that is, a key position during professional training and the provision of skills, knowledge and skills and the future in the acquisition of nominal opportunities in the professional activities of graduates of penitentiary education.

The resource of artificial intelligence (AI) performance in the interpretation of the format of penitentiary education in relation to modernity in the context of a creative phenomenon, i.e:

• the problematic of the format of the socio-creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to careful consideration;

• the problem of the format of the social and creative model teacher-educator from among the convicts of imprisonment in the status of a special contingent in relation to the confidentiality of data of participants in the educational process;

• the problem of the format of the social and creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to the bias of unforeseen circumstances;

• the problems of the format of the social and creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to open accessibility;

• problems of the format of the socio-creative model teacher-educator from the convicted persons deprived of liberty in the status of a special contingent in relation to accountability for the correlative influence of the public;

• the problem of the format of the social and creative model teacher-education student from the convicted prisoners in the status of a special contingent in relation to the preservation of relations of these participants;

• problems of the format of the socio-creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to the organisation of information technology supply;

● the problem of the format of the social and creative model teacher-educator from the convicts of imprisonment in the status of a special contingent in relation to the totality of diversity that society does not see;

● the problem of the format of the social and creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to contacts with the developers of the information systems line;

● the problem of the format of the social and creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to funding in the performance of nominal complex tasks by developing scientific systems in the form of research methods and algorithms for information processing;

● problems of the format of the social and creative model teacher-education applicant from among the convicts for deprivation of liberty in the status of a special contingent in relation to the nominal level of independent activity;

● problems of the format of the socio-creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to decision-making models, algorithms involving information and determining the means of achievement in the performance of these tasks;

● problems of the format of the social and creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to updating the educational process from the perspective of introducing the latest technologies;

● problems of the format of the social and creative model teacher-educator from among prisoners in the status of a special contingent regarding the adaptation of technologies with the exception, that is, the format of taking into account the specifics of the conditions of penitentiary education;

● problems of the format of the social and creative model teacher-educator from the convicted prisoners in the status of a special contingent in relation to optimisation of the experience case of participants in the educational process regarding the impact of the nominal level of theoretical training;

● issues of the format of the social and creative model teacher-education student from among prisoners in the status of a special contingent in relation to the correction of circumstances during the organisation of the educational process in relation to the acquisition of special disciplines.

The modality and expediency of developing the results of the use of ChatGPT-type cadences by applicants for education from among prisoners in the status of a special contingent to help generate ideas for future essays and receive

instant automatic feedback during certification activities is economically and doctrinally useful, that is, it is:

- training component for developing the potential for adaptation in the educational process in terms of the availability of Al-applications;

- educational content for developing the potential of creating creative developments in the educational process.

In general, the use of artificial intelligence in vocational education is appropriate, i.e. it requires deliberate decisions and addressing issues related to ethics, confidentiality and quality of education. The use of artificial intelligence (AI) in penitentiary education in the perspective of the format is relevant with the achievement of sophistication and creative advantage.

Accordingly, the technology strengthens the personalisation of penitentiary education, adaptation to the needs in the context of applying the model of teacher-learner from the prisoners of deprivation of liberty in the status of a special contingent in order to increase the effectiveness of penitentiary education.

A powerful tool in the context of artificial intelligence (AI) in the form of the cadence of the potential for transforming the vocational education sector by improving the efficiency, quality and accessibility of acquiring a nominal level of theoretical training, the positive aspects of the application of artificial intelligence (AI) in the sector of penitentiary education, i.e.:

- vector space for increasing attention to personalised learning in the form of motivation with the involvement of students from the prison population in the status of a special contingent in the format of nominalising the benefits of artificial intelligence (AI) in the penitentiary education sector;

- vector space in the course of increasing attention to the acquisition of information, taking into account the systems regarding the information base of artificial intelligence (AI) in the sector of penitentiary education in order to apply the educational platform, the effectiveness of classification of nominal information that allows students from the convicted prisoners in the status of a special contingent, that is, achieving the conceptual level of search for nominal resources of the educational process;

- a vector space for empowering students of education from among prisoners in the status of a special contingent with the use of artificial intelligence (AI) in the sector of penitentiary education in the vocational process of adapted pace of vocational training with the involvement of the format of the socially creative model teacher – student of education from among prisoners in the status of a special contingent;

• vector space for strengthening the quality of education and academic standards with the involvement of interactive methods of vocational training outside of traditional institutions, respectively dynamic transformation of course changes, i.e. providing instant feedback, control algorithm and performance evaluation;

• vector space in terms of expanding learning opportunities using artificial intelligence (AI) technologies in the penitentiary education sector, respectively, the use of nominal interactive experience involving virtual and nominal reality is proposed;

• vector space during the correction of the availability of artificial intelligence (AI) in the sector of penitentiary education, that is, the technology of location and limitation of opportunities during the deterioration of the conditions of the penitentiary barrier in the format of a social and creative model; teacher-educator from among the convicts of imprisonment in the status of a special contingent;

• vector space during the analysis of the database of students from the convicted prisoners in the status of a special contingent in order to strengthen and improve the level of skills, knowledge and abilities using the style of vocational training, i.e. correlation of personal content;

• vector space during the creation of generating models, i.e. video materials, summaries, lectures, slide shows with the involvement of textual materials;

• vector space for determining the content of automatic checking and evaluation of tasks and tests for the purpose of creating virtual assistants and/or chatbots.

Accordingly, the field of educators is nominally introduced a functional direction for mastering the knowledge and strategies necessary to use the latest technologies and improve and optimise the educational process in the form of artificial intelligence (AI).

The resource of efficiency of the project perspective of artificial intelligence (AI) in penitentiary education with the introduction of the social and creative model of teacher-education student from among the convicts of imprisonment in the status of a special contingent is used in the conditions of cooperation of the teacher and independent performance of tasks of the special contingent, that is, in the following ways:

• application of the distribution of a number of measures in terms of suitability for individualisation of education;

• application of the distribution of a number of measures in terms of suitability when creating an individual approach to each student from among the prisoners in the status of a special contingent;

• application of the distribution of a number of measures in terms of suitability when increasing the pace of gaining professional experience in order to strengthen and improve academic performance and analytics of the material learned;

• applying the distribution of a number of measures in suitability when adapting the field of artificial intelligence (AI) in the context of penitentiary education;

• application of the distribution of a number of measures in the suitability of the convenience and accessibility of online resources

• application of the distribution of a number of measures in terms of suitability when implementing the instant feedback format in the context of the format of the social and creative model teacher-education student from among prisoners in the status of a special contingent;

• application of the distribution of a number of measures in suitability when introducing motivation for learning in the form of virtual awards and competitions, i.e. the prospect of increasing professional competence and motivational algorithms during the provision of skills, knowledge and abilities.

The significance of the potential for the emergence, implementation and improvement of the level of transformation based on the specialisation of the penitentiary institution in the format of the volume of concepts, i.e. the generation of a movement to provide skills, knowledge and influence in the form of artificial intelligence (AI) during the implementation of the penitentiary trajectory line of the format of the social and creative model teacher-educator from the prisoners of deprivation of liberty in the status of a special contingent.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

Accordingly, artificial intelligence (AI) in the sector of penitentiary education helps teachers to monitor the progress of students from the prison population in the status of a special contingent during the provision of an individual form of advice and support during the educational process in the form of strengthening skills, knowledge and abilities, i.e. achieving nominal results.

The content of concepts during the stabilisation of the acquisition of a working profession in the format of artificial intelligence (AI) in the sector of penitentiary education is revolutionising vocational education accordingly, improving the level of relevance of training, offering personalised opportunities

for the educational process, taking into account the relationship between teachers and students from the prison population in the status of a special contingent.

Algorithmics in the form of a number of basic points in order to strengthen and improve skills, knowledge and abilities using priority factors of artificial intelligence (AI) in the penitentiary education sector in the form of implementation of the penitentiary trajectory line of the social and creative model teacher-education student from the prisoners of deprivation of liberty in the status of a special contingent, that is:

• a resource of teaching staff performance in the format of vocational training, taking into account the needs and level of professional training of skills, knowledge and abilities using the curriculum of penitentiary education;

• the resource of teaching staff performance in the format of involving the student in relation to the level of the educational institution, i.e. improving the methods of subjectivity of assessment of the results of vocational education;

• a resource of teaching staff performance in the format of predicting the success of students from among those convicted of imprisonment in the status of a special contingent with the use of artificial intelligence (AI) in the penitentiary education sector, i.e. assistance to the teacher in predicting the success of learning outcomes;

• resource of teaching staff performance with the introduction of teaching methods to create nominal tasks and interactive learning programmes;

• the resource of teaching staff performance during the creation of teaching materials in the form of information images and texts regarding the created test programmes.

The implementation of postulates to improve the quality of educational services, taking into account the priority of a vocational school, i.e. the stabilisation of artificial intelligence (AI) in the form of the introduction of the penitentiary trajectory line of the format of the social and creative model teacher-education student from among the convicts of imprisonment in the status of a special contingent in the provision of skills, knowledge and abilities, is relevant, i.e:

• preventive nature and flexibility of the model, taking into account the adult age of students from the special contingent of prisoners;

• preventive nature and flexibility of the model, taking into account the possible availability of theoretical sources;

• prevention and flexibility of the model, taking into account the possibility of acquiring information technologies independently in the conditions of execution of sentences;

- preventive nature and flexibility of the model, taking into account practical training in calculating the performance of tasks in the context of the introduction of artificial intelligence (AI) elements;
- preventive nature and flexibility of the model, taking into account the strengthening and improvement of the material base of the educational institution;
- preventive nature and flexibility of the model, taking into account the practical component in laboratories involving artificial intelligence (AI);
- prevention and flexibility of the model, taking into account the motivation of the correction and stabilisation channel in relation to students from the convicted prisoners in the status of a special contingent;
- preventive nature and flexibility of the model, taking into account control algorithms to improve the level of implementation of artificial intelligence (AI) elements;
- preventive nature and flexibility of the model, taking into account the involvement of students from the prison population in the status of a special contingent in the format of experimental activities and/or pilot projects;
- preventive nature and flexibility of the model, taking into account the stimulation and encouragement of students from the prison population in the status of a special contingent, which is related to the analysis of artificial intelligence (AI);
- preventive nature and flexibility of the model, taking into account the legal aspect during the acquisition of artificial intelligence (AI) in the format of nominal Internet access.

Accordingly, using the executive mechanism of transformation and improvement of learning and teaching processes, i.e. artificial intelligence (AI) tools in the penitentiary education sector in the context of priority factors, professional training is personalised, i.e. theoretical tasks are simplified and information on the educational process is facilitated with the involvement of students from the prison population in the status of a special contingent.

Accordingly, artificial intelligence (AI) tools with regard to the penitentiary component, i.e:

- platform of potential and resource of the matrix – machine;
- platform of potential and resource of the matrix – mechanism;
- matrix potential and resource platform – equipment;
- matrix potential and resource platform – equipment;
- matrix potential and resource platform – new technologies;
- matrix potential and resource platform – creativity;

- matrix's potential and resource platform – creativity of tasks;
- the matrix potential and resource platform – personalised experience;
- matrix potential and resource platform – collective intelligence;
- matrix potential and resource platform – interactive analysis and synthesis in the context of a line of algorithms;
- matrix potential and resource platform – dynamics of observation of the nominal form of the long-term existence of an educational institution;
- platform of potential and resource matrix – competitiveness in relation to the labour market of graduates of penitentiary institutions.

Accordingly, during the organisation of theoretical training and practical study of the field of artificial intelligence (AI), the progress and prospects of the directions of the modern educational process in terms of the creativity of the application of conditions, i.e:

- structuring of the learning technology in terms of own thinking;
- structuring the learning technology in terms of the profitability of actions;
- structuring of the learning technology in terms of attracting science;
- structuring the learning technology in terms of the application of international legal acts;
- structuring of the learning technology in terms of the existence of public and democratic control over nominal conditions for the purpose of acquiring artificial intelligence (AI);
- structuring of the learning technology in terms of the existence of ethics, aesthetics and cultural level of professional and personal experience;
- structuring of the learning technology in terms of the existence of social relations;
- structuring of the learning technology in terms of the existence of life safety measures to anticipate unusual situations;
- structuring of the learning technology with regard to the existence of solidarity in ensuring participation in public processes in decision-making;
- structuring of the learning technology in terms of the priority of transparency and accountability of the nominal existence algorithm.

The channel of stabilisation in the form of artificial intelligence (AI) in the penitentiary education sector is nominally generated by an integral part of the social spheres of everyday life, transforming industries and changing the means of activity, theoretical learning to gain professional experience.

The tendency of the plane of introduction of artificial intelligence (AI) in the form of introduction of the penitentiary trajectory line of the format of the social and creative model teacher-educator from the convicts of imprisonment in the status of a special contingent in the context of the existence of technological risks regarding dependence on creative technologies and the use of neural networks and the nominal level of innovation support in the form of nominal resources, i.e:

- a generation object used in the form of limited sources;
- generation object used in the form of social isolation of the user;
- the object of generation in the form of loss of motivation during training;
- generation object used in the form of compliance with nominal standards of education and theoretical knowledge;
- the object of generation used in the form of mastering creativity in contradiction to traditional teaching methods due to certain limitations, i.e., the difficulty of achieving the goal.

The general direction of the use of artificial intelligence (AI) in the educational process is the cadence of a teacher's assistant, i.e. the creation of a personalised learning environment and the provision of feedback to students from the prison population in the status of a special contingent. In this context, the matrix of increasing the use of artificial intelligence (AI) tools in the penitentiary education sector, i.e. a positive impact on strengthening intelligence in the field of vocational education.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Accordingly, the existence, implementation and application of a line of artificial intelligence (AI) programs that facilitates the acquisition of the educational process during the training of specialists in the form of applicants for education from among convicts for imprisonment in the status of a special contingent for the provision of a working profession in the field of penitentiary education, that is, the level of nominal benefit, that is, the advantage of creativity in attracting a dual form of educational process in the context of vocational education in the form of a system for developing artificial artificial intelligence (AI).

The involvement of the format of the project perspective of artificial intelligence (AI) in penitentiary education, taking into account the social and creative model of the teacher-education student in the status of a special contingent, that is, the adaptability of learning using the basic model of the trend of the artificial intelligence (AI) algorithm with the increased activity of introducing mobile applications in educational groups, that is, creating a

nominally personalized educational process at the present stage is imperfect.

The mobility of generation, correlation, stabilization and conversion of modern artificial intelligence (AI) technologies to improve the skills, knowledge and abilities of students from among the convicted prisoners in the status of a special contingent to provide a working profession in the field of penitentiary education, that is, the way of teaching and acquiring a practical component during the acquisition of theoretical training is transformed.

Thus, using the conditions of the education and labor market in order to overcome and implement the specialization of competitiveness in the form of students from the prisoners of imprisonment in the status of a special contingent, respectively, the effectiveness of the use and application of artificial intelligence (AI) in the penitentiary education sector in the network of stimulating critical thinking, that is, argumentation during the discussion and analysis of their own positions in the formation of information collection.

CONCLUSIONS / ВИСНОВКИ

The content of the concepts in the form of a complex algorithm during the performance of professional tasks in the format of the level of the nominal trend of answers according to the curriculum, that is, critical thinking in the modern educational process is stimulated.

The project perspective of artificial intelligence (AI) in penitentiary education with the involvement of the social and creative model of teacher-education student in the status of a special contingent and the analysis of creative positions, approaches in the form of a reasoned discussion during the formation of Al-tools in penitentiary education, that is, the collection of information in the basis of modern vocational education with the involvement of education students from the convicted prisoners in the status of a special contingent.

Accordingly, the advantages in the educational process of the penitentiary industry regarding the use of the automatization component, that is, the power and improvement of the certification period of the educational process in the study groups of applicants for education from the convicted prisoners in the status of a special contingent during the provision of a working profession in the field of penitentiary education.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. Thus, the format of the project perspective of artificial intelligence (AI) in penitentiary education of the social and creative model teacher-education student in the status of a special contingent is systematic, that is, systematic:

- synthesis of the algorithm cadence in the form of auxiliary tools during theoretical training;
- synthesis of the algorithm cadence in the form of a platform for searching for nominal information;
- synthesis of the algorithm cadence in the form of maintaining the level of academic expediency and integrity;
- synthesis of the algorithm's cadence in the form of a certain indisputable truth;
- synthesis of the cadence of the algorithm in the form of avoiding plagiarism during the involvement of curricula in the verification of nominal phrases in accordance with the requirements of the existing legislation of Ukraine and/or the legal status of participants in criminal procedural relations.

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ШТУЧНИЙ ІНТЕЛЕКТ (AI) – ПЕНІТЕНЦІАРНА ТРАЄКТОРІЯ ФОРМАТУ СОЦІАЛЬНО-КРЕАТИВНОЇ МОДЕЛІ ВИКЛАДАЧ-ЗДОБУВАЧ ОСВІТИ

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Анотація. Глобалізація стратегії розвитку та впровадження штучного інтелекту (AI) у Україні та/або поглиблення напрямку у номінальних сферах соціального життя, тобто особи у суспільстві відповідно галузі мистецтва, дизайну, медицини, комерційна діяльність, наука й освіта, банківська справа й глибинні військові та національна стратегія й національна безпека у форматах каденції кшталт ChatGPT, тобто:
- ШТУЧНИЙ ІНТЕЛЕКТ – англ. Artificial Intelligence – AI;
- ШТУЧНІ НЕЙРОННІ МЕРЕЖІ – англ. Artificial Neural Networks – ANN – обчислювальні системи.

Динамічна позиція у контексті виникнення штучного інтелекту (AI) та подальшого застосування у освітньому процесі стосовно першого етапу, тобто видове поняття із боку освітян та здобувачів освіти із складу засуджених щодо позбавлення волі у статусі спецконтингенту відповідно ремейком відзначилось відносно номінальної галузі професійно-технічного навчання у умовах пенітенціарної освіти, тобто штучний інтелект (AI) у вигляді контактної лінії запросив пенітенціарну траєкторію формату соціально-креативної моделі викладач-здобувач освіти із складу засуджених щодо позбавлення волі у статусі спецконтингенту. Відповідно спецконтингент у вигляді здобувачів освіти із складу засуджених щодо позбавлення волі у статусі спецконтингенту потребує вільного володіють цифровими технологіями згідно вимог сучасності існування суспільства, поліпшення та удосконалення номінальних здібностей, що знадобляться під час подальшого працевлаштування у цифровому світі. Мотивація сьогодення відносно проектної перспективи

штучного інтелекту (AI) пенітенціарної освіти у статусі спецконтингенту, тобто залучення соціально-креативної моделі викладач-здобувач освіти із складу засуджених щодо позбавлення волі у статусі спецконтингенту відрізняється насиченим розвитком технологій штучного інтелекту (AI)та впровадженням у сферу освітнього процесу. Генерація взаємозв'язку між штучним інтелектом (AI) та освітою виходить із межами застосування штучного інтелекту (AI) протягом набуття теоретичної підготовки, тобто враховуючи вивчення технологій штучного інтелекту (AI) та фахову підготовку здобувачів освіти із складу засуджених щодо позбавлення волі у статусі спецконтингенту у межах пенітенціарної освіти.

Ключові слова: пенітенціарна освіта; штучний інтелект (AI); інноваційні технології; галузь професійно-технічної освіти; здобувач освіти із складу засуджених щодо позбавлення волі; спецконтингент; креатив методичних пропозицій.

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