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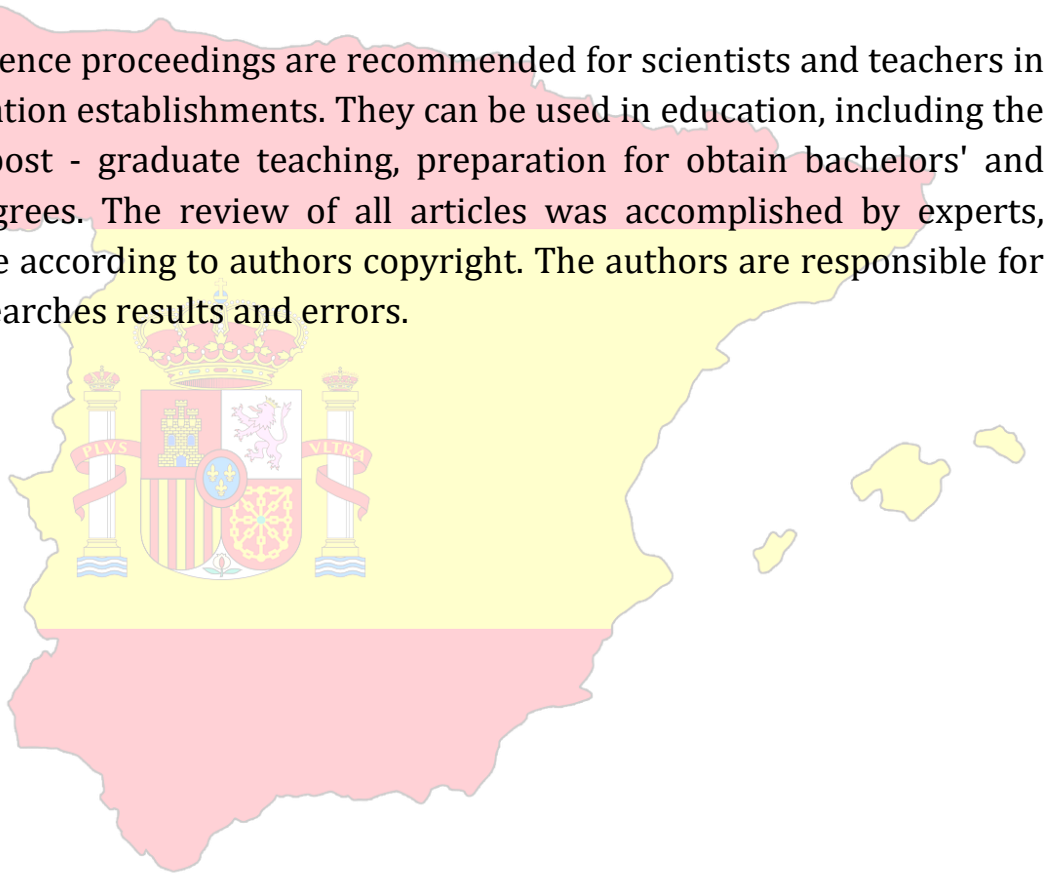

# RTIFICIAL INTELLIGENCE AND THE TRANSFORMATION OF THE TEACHING PROFESSION: FROM KNOWLEDGE PROVIDER TO LEARNING FACILITATOR

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**Abstract**: This thesis explores how artificial intelligence (AI) is reshaping the teaching profession in the twenty-first century. It argues that AI does not eliminate the educator but redefines the educator's role, shifting it from the transmission of information toward the facilitation, personalisation and ethical guidance of learning. Based on a conceptual review of recent literature on automation and education, the study identifies three directions of change: the automation of routine pedagogical tasks, the personalisation of instruction through intelligent systems, and the rising demand for digital and ethical competence among teachers. The thesis concludes that the future educator must combine subject expertise with digital literacy, critical judgement and distinctly human capacities that intelligent systems cannot reproduce.

**Keywords:** artificial intelligence, teaching profession, digital pedagogy, personalised learning, AI literacy, lifelong learning, human-AI collaboration.

Introduction. The accelerating spread of artificial intelligence into education has reopened a long-standing question about the future of the teaching profession. As AI-powered tutoring systems, automated assessment tools and generative chatbots become widely available, some observers predict that technology will gradually displace human teachers. A closer analysis of the relationship between automation and professional work suggests a different conclusion. As Autor (2015) argues, automation rarely eliminates an occupation in full; instead, it substitutes for specific tasks while increasing the value of complementary human skills. Applied to education, this means that AI is most likely to transform the structure of teaching rather than abolish the profession itself. The aim of this thesis is to analyse the main directions of this transformation and the new competencies it demands of educators.

1. Automation of routine pedagogical tasks. Intelligent systems increasingly perform repetitive and time-consuming components of teaching, such as generating exercises, grading objective assessments, tracking progress and producing first drafts of learning materials. By delegating these routine tasks to AI tools, teachers can redirect their time toward higher-order activities such as mentoring, discussion facilitation and individualised feedback. In this sense, AI functions as an instrument of professional reallocation rather than replacement (Brynjolfsson & McAfee, 2014): the volume of mechanical work decreases, while the value of human pedagogical interaction increases.

2. Personalisation of learning. One of the most significant pedagogical contributions of AI is its capacity to adapt instruction to the individual learner. Intelligent learning platforms can analyse a student's performance, identify gaps

and recommend tailored materials, supporting differentiated instruction at a scale that is difficult to achieve manually. However, personalisation does not diminish the role of the teacher; it transforms it. The educator must interpret algorithmic recommendations critically, correct their limitations and integrate them with a pedagogical and emotional understanding of the learner that AI systems do not possess.

3. The evolving role and new competencies of the educator. As routine functions are automated, the professional identity of the teacher shifts from "provider of knowledge" toward "facilitator," "curator" and "mentor." This evolution demands new competencies: digital literacy, the ability to select and evaluate AI tools, data interpretation and pedagogical design. Teacher education and continuing professional development must therefore expand to include AI literacy alongside traditional subject preparation, so that educators can guide technology rather than be displaced by it.

4. The ethical dimension. The integration of AI into the classroom raises questions of academic integrity, data privacy, fairness and the authenticity of student work. The emergence of new roles such as AI ethics specialists (Kaplan & Haenlein, 2019) signals that the responsible use of technology is itself becoming a professional competence. Teachers occupy a crucial position in cultivating ethical awareness and critical attitudes toward AI among the next generation, a task that cannot be automated.

Conclusion. Artificial intelligence is transforming, not terminating, the teaching profession. It automates routine work, enables personalised learning and expands the competencies required of educators, while leaving the distinctly human dimensions of teaching — motivation, empathy, ethical judgement and creative explanation — firmly within the human domain. The most effective educational future will be built on collaboration between teachers and intelligent systems, in which technology handles repetition and scale while the teacher provides meaning, guidance and human connection. Realising this future depends on the timely integration of AI literacy into teacher training and lifelong professional development.

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THESIS 2

# RESKILLING AND LIFELONG LEARNING AS A STRATEGIC RESPONSE TO THE AI-DRIVEN TRANSFORMATION OF THE LABOUR MARKET

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Abstract: This thesis examines reskilling and lifelong learning as essential responses to the labour-market changes brought about by artificial intelligence (AI). It argues that the central challenge of the AI era is not the disappearance of work but the rapid obsolescence of skills. Through a conceptual review of the literature on automation and employment, the study shows how AI simultaneously reduces demand for routine occupations and generates new technology-oriented professions, thereby shifting the value of labour toward adaptability, digital literacy and continuous learning. The thesis concludes that sustainable adaptation to AI requires coordinated investment by individuals, educational institutions and governments in inclusive reskilling and upskilling.

Keywords: artificial intelligence, reskilling, upskilling, lifelong learning, labour market, digital literacy, employability, future of work.

Introduction. Artificial intelligence is restructuring the labour market at an unprecedented pace. The conventional life model — in which a person acquires a profession through formal education and practises it with relatively stable duties until retirement — is becoming increasingly unrealistic. Automation reduces demand for some routine occupations while creating new, technologically intensive roles (Autor, 2015; Brynjolfsson & McAfee, 2014). The decisive question for workers and policymakers is therefore not whether jobs will change, but how quickly people can acquire the new skills these changes demand. This thesis argues that reskilling and lifelong learning have moved from desirable advantages to structural necessities of professional survival.

1. The acceleration of skill obsolescence. Technological progress shortens the “shelf life” of professional knowledge. Competencies acquired during formal education may become outdated within a few years, particularly in digital and analytical fields. As a result, continuous skill renewal — through online courses, certifications, internships and practical projects — has become a permanent feature of working life rather than a one-time investment made at the start of a career.

2. From routine tasks to higher-order skills. AI is most effective at automating repetitive, predictable and data-based tasks. This shifts human labour toward functions that machines cannot easily perform: the supervision of automated systems, the interpretation of AI outputs, complex problem-solving, creativity and ethical judgement. Effective reskilling programmes must therefore prioritise not

only technical abilities such as coding and data analysis, but also the transferable human skills that complement intelligent systems rather than compete with them.

3. New professions and the demand for upskilling. The development of AI has created roles that barely existed a decade ago, including data analysts, machine-learning specialists, AI ethics experts and human-AI interaction designers. These professions generally require higher levels of digital literacy and analytical thinking, intensifying the need for accessible upskilling pathways that allow workers to move from declining occupations into emerging fields. Technological development, in this view, does not only eliminate labour; it also creates new forms of it for those who are prepared.

4. Inequality and the role of institutions. Adaptation to AI is not equally available to all. Differences in access to digital infrastructure, high-quality education and training programmes risk widening the gap between those who can adapt and those who are excluded from the modern labour market. Educational institutions, and universities in particular, carry a special responsibility for integrating digital literacy, project-based learning and AI competencies into their curricula, while governments must support inclusive reskilling policies (OECD, 2022; World Economic Forum, 2023).

Conclusion. In the age of artificial intelligence, the security of a profession depends less on a single qualification and more on the capacity to learn continuously. AI does not merely eliminate jobs; it restructures the labour market and accelerates the obsolescence of skills. Reskilling and lifelong learning are the strategic mechanisms through which individuals and societies can convert this disruption into opportunity. Their success, however, depends on inclusive access: unless investment in digital education and training reaches all social groups, the benefits of AI will remain unevenly distributed. A coordinated effort by learners, educational institutions and policymakers is therefore essential to ensure that professional evolution in the AI era is both productive and equitable.

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