

Introduction

For the implementation of new findings of educational research into its practice, the entry of artificial intelligence means not only new challenges, but also the recognition of new limits.

The vigour with which artificial intelligence is making inroads into many areas of human activity also means new opportunities for educational research, as well as certain warnings. It is not just about the speed of gathering the necessary information, it is also about the ability of the researcher to recognise its accuracy, to verify its objectivity and whether the titles of the literature cited by AI actually exist.

Similarly, the use of AI for teaching purposes becomes an issue when a pupil or student uncritically uses a product developed by AI and does not perceive that it is not applicable to practice.

As far as the future teacher education is concerned, one can ask whether the similar approach they will use during their studies will ensure the necessary effectiveness and quality of teaching in their future teaching practice. Trying to simplify the solution of problems and avoiding the effort to find the underlying cause of them shows a superficial approach that does not reflect the professionalism expected of a teacher. Thus, the integration of AI in education brings many benefits for pupils, students and teachers, but at the same time requires careful consideration of the ethical and practical aspects for its use.

Topics related to research on the implementation of AI in education occupy a wide range of problems that can be addressed. In this issue of our journal, we come to define the term AI literacy, clarify the basic concept of it, and characterize the connections to the development of AI systems and their impact on education and the labour market.

The integration of artificial intelligence in education has the potential to fundamentally impact the way of teaching as well as learning styles. It offers interesting possibilities for improving the efficiency of educational processes, can significantly contribute to the personalization of teaching and thus support the work of the teacher. Although the integration of AI in education brings many challenges and obstacles, it

is essential to prepare pupils/students for the challenges and opportunities that await them in their future life. However, it is equally important that this implementation is managed responsibly and ethically, with respect for the individuality of the learner, the protection of their privacy and equal access.

Editors