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## **ARTIFICIAL INTELLIGENCE: ACHIEVEMENTS AND PROSPECTS FOR THE ECONOMY AND SOCIETY**

### **Искусственный интеллект: достижения и перспективы для экономики и общества**

The relevance of this research is driven by the rapid penetration of artificial intelligence (AI) technologies into all spheres of public life. Its integration into the economy, social sphere, public administration, and everyday life is becoming ubiquitous. The purpose of this work is to conduct a comprehensive analysis of modern achievements in the field of artificial intelligence and assess their current and prospective impact on the economy and society.

In the modern world, information is a dominant resource that ensures the competitiveness of entire national economies, shapes, and actively advances digitalization globally. Information technologies are becoming the foundation for the development of the information society. The use of these technologies contributes to increased profits; it enhances security in manufacturing; it achieves precision and reliability in medicine; and it accelerates processes and integration when working with big data in the public sector, as well as in the development of socio-economic management decisions. The dynamics of artificial intelligence development on the global stage are truly impressive. According to RBC data, by 2027, the AI market volume will reach \$407 billion, and by 2030, the global gross product will increase by \$15.7 trillion due to its implementation. A significant achievement of artificial intelligence is its ability to automate and optimize production, improve the quality of various products and services, reduce costs, and simultaneously increase productivity.

However, despite all the achievements and prospects of digital technology implementation, there are also significant problems. For example, one of the most acute problems is related to a fundamental distortion in the labor market and economic inequality. The mass automation brought by AI can threaten not only physical labor but also intellectual professions such as translators, analysts, designers, and even some specialties in law and medicine. Artificial intelligence could massively replace workers, creating risks of large-scale structural unemployment and increased social tension. An equally significant problem is the threat to security and privacy. Due to rapid digitalization and the swift development of AI, the number of various cyberattacks is increasing, the consequences of which could be catastrophic for states. The total collection of data for training and operating algorithms could lead to the creation of a system of total surveillance and a lack of privacy.

Thus, the further development of artificial intelligence requires a balanced approach. It is necessary to develop thoughtful public policy aimed not only at stimulating innovation but also at mitigating negative social consequences, retraining personnel, creating reliable cybersecurity systems, and legal frameworks that protect citizens' rights. Only with such a comprehensive approach can the positive potential of AI be realized while minimizing the associated threats to the economy and society.

### References

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## **DIGITAL TRANSFORMATION IN PRACTICE: ANALYSIS OF STUDENT ENGAGEMENT IN THE USE OF THE MOODLE SYSTEM**

**Цифровая трансформация на практике:**

**анализ вовлеченности студентов в использование системы Moodle**

Digital transformation is a universally recognized strategic direction of development in the modern world. Information and communication technologies (ICT) are actively being modernized and implemented in all spheres of life [1]. In this regard, the modern higher education system has entered a phase of deep digital transformation.

The purpose of this study is to assess the perception and experience of students in using the Moodle system as an example of the introduction of ICT into the educational process in the context of digital transformation.

Historically, the studying took place in special classrooms with software, and it was almost impossible to restore a missed lecture completely. The teacher acted as the key, and often the only, carrier of knowledge. The main sources of information for the students were library books and personal notes. This model certainly provided fundamental training and formed a strong academic community, but it lacked flexibility and universal