

To overcome these challenges, universities must make tectonic shifts in the professional training of economists. This is because there is a demand for a new type of economists - data architects and strategic interpreters [3]. The matrix of key skills undergoes significant changes, as the automation of routine cognitive operations leads to the devaluation of the so-called "Hard Skills" of the basic level. Modeling business plans, primary accounting or tax audits, and calculation of standard econometric equations in modern corporations are delegated to AI agents, and students should be trained to manage models of "intelligent systems management", assess the risks of AI algorithmic errors, and make non-standard decisions based on the generated data.

Artificial intelligence has ceased to be just a technical tool and has become a full-fledged subject of the economic environment. Higher education in economics cannot ignore or prohibit the use of AI, as it is a way to train uncompetitive personnel. The main challenge for higher education institutions is the transition from a reproductive model of education to a creative-analytical one. The future economist must possess unique human skills (strategic empathy, ethical assessment, anti-crisis management), enhanced by the technological power of AI tools. Further research in this direction should focus on developing specific industry standards for the use of GenAI in auditing, financial, and analytical activities of future specialists.

References

1. OECD Digital Education Outlook (2025). *OECD Publishing*. Retrieved from <https://www.oecd.org>
2. AI and the Future of Education: Disruptions, Dilemmas and Directions (2025). *UNESCO*. Retrieved from [https://www.unesco.org/...](https://www.unesco.org/)
3. Global Economic and Financial Implications of Artificial Intelligence. *IMF*. Retrieved from [https://www.elibrary.imf.org/...](https://www.elibrary.imf.org/)
4. Особливості використання штучного інтелекту майбутніми економістами (2026). *Інноваційна педагогіка* Retrieved from <https://www.innovpedagogy.od.ua>

Pawłyszyn I.,

*PhD.Eng., Assistant Professor,
Poznan University of Technology, Poznan, Poland*

Skitsko V.,

*Cand. Sc. (Econ.), Associate Professor,
Kyiv National Economic University named after Vadym Hetman, Kyiv, Ukraine*

A COMPARATIVE STUDY OF STUDENTS' ATTITUDES TOWARD AI AT KNEU (UKRAINE) AND PUT (POLAND) IN 2025–2026

A few years ago, generative AI was perceived primarily as a technological novelty; today, however, it has become an everyday tool in many areas, including learning, communication, management, and decision-making. The use of AI in education is particularly relevant, as AI is gradually becoming an integral part of the educational environment. Therefore, an important challenge is to formulate rules that reflect the technological capabilities of AI, define the responsibility of participants in the educational process, promote the development of critical thinking, and support academic trust.

Selected aspects of this issue became the subject of the present study, which compares the practices of using generative AI services and tools among students of Kyiv National Economic University named after Vadym Hetman (KNEU), Ukraine, and Poznan University of Technology (PUT), Poland. The online surveys, conducted in May 2025 [1] and May 2026, included blocks of

questions aimed at identifying which AI services students use most often, for what purposes they use AI, how they assess the accuracy and usefulness of AI-generated results, and what level of user training they have. In 2026, the survey involved 71 students from KNEU and 78 students from PUT.

When respondents were asked how often they use the proposed generative AI services and tools – ChatGPT, Gemini, Claude, Grok, Perplexity, Le Chat Mistral, Whisper, DeepSeek, Suno AI, ElevenLabs, Canva, Leonardo AI, Heygen, Runway, Midjourney, Gamma, and NotebookLM – the following results were obtained. Among KNEU students, 21,1% reported using Gemini every day, followed by ChatGPT at 18,3%, Claude at 15,5%, Canva at 5,6%, Grok at 2,8%, and Perplexity, Whisper, DeepSeek, and Gamma at 1,4% each. Among PUT students, daily use was reported for Gemini by 17,9% of respondents, ChatGPT by 10,3%, and Canva and NotebookLM by 1,3% each.

The list of AI services used by KNEU students at least two days per week included 14 services: ChatGPT, Gemini, Claude, Grok, Perplexity, Whisper, DeepSeek, Suno AI, ElevenLabs, Canva, Leonardo AI, Midjourney, Gamma, and NotebookLM. By contrast, the corresponding list for PUT students included 8 services: ChatGPT, Gemini, Claude, Grok, Perplexity, DeepSeek, Canva, and NotebookLM. In addition, Microsoft Copilot was mentioned by one respondent from KNEU and three respondents from PUT.

Compared with 2025, students in 2026 demonstrated a more diversified use of AI services. While ChatGPT was the undisputed leader in 2025, with a considerable margin over other tools, Gemini became the leading service in 2026. However, its leadership was less pronounced than ChatGPT’s dominance in the previous year.

In 2026, as in 2025, students from both KNEU and PUT most often used AI services to search for, explain, and summarize information (see Table 1). Since the areas of generative AI use were specified in greater detail in the 2026 survey, the dash symbol “–” in Table 1 indicates that the corresponding area was not included in the list of options in the 2025 survey.

The top five areas of AI use in which students from both institutions reported obtaining the best results were as follows: searching for, explaining, and summarizing information; writing texts, essays, abstracts, and résumés; learning and preparing for classes, tests, and exams; translating and editing texts; and generating ideas, topics, plans, and scenarios.

In both 2025 and 2026, students from KNEU and PUT assessed the accuracy and usefulness of results obtained using generative AI services at approximately the same level, mostly within the range of 3–4 points, where 1 means “very poor” and 5 means “excellent”. However, in 2026, the number of “4” ratings exceeded the number of “3” ratings, in contrast to the results obtained in 2025.

Table 1

Ranking of areas of generative AI service use by KNEU and PUT students in 2025–2026

KNEU			PUT		
Rank		Areas of AI use	Rank		Areas of AI use
2026	2025		2026	2025	
1	1	Searching for, explaining, and summarizing information	1	1	Searching for, explaining, and summarizing information
2	2	Writing texts, essays, abstracts, and resumes	2	-	Studying and preparing for classes, tests, and exams
3	-	Studying and preparing for classes, tests, and exams	3	7	Translating and editing texts
4	3	Generating ideas, topics, plans, and scenarios	4	3	Writing texts, essays, abstracts, and resumes
5	5	Translating and editing texts	5	4	Solving educational, practical, or assessment tasks
6	-	Creating presentations and structuring speeches	6	2	Generating ideas, topics, plans, and scenarios

End Table 1

Rank		KNEU		Rank		PUT
2026	2025	Areas of AI use		2026	2025	Areas of AI use
7	7	Searching for scientific sources and literature, and creating reference lists		7	5	Creating images, illustrations, and designs
8	8	Creating images, illustrations, and designs		8	6	Searching for scientific sources and literature, and creating reference lists
9	6	Solving educational, practical, or assessment tasks		9	-	Creating presentations and structuring speeches
10	4	Writing, explaining, or checking software code		10	-	Analyzing data, tables, graphs, and surveys
11	-	Analyzing data, tables, graphs, and surveys		11	-	Preparing messages, letters, and social media posts
12	-	Entertainment, communication, and creative experiments		12	8	Writing, explaining, or checking software code
13	-	Preparing messages, letters, and social media posts		13	-	Entertainment, communication, and creative experiments
14	-	Creating AI assistants, chatbots, or AI agents		14	-	Creating AI assistants, chatbots, or AI agents
15	-	Creating videos, animations, or dynamic visual content		15	-	Creating videos, animations, or dynamic visual content
16	-	Creating or processing audio, voice-overs, or music		16	-	Creating or processing audio, voice-overs, or music

The results of students' self-assessment of their level of proficiency in using AI services at KNEU and PUT are presented in Table 2. A positive trend is the increase in the share of surveyed students from both universities who use AI-generated results responsibly (see Table 3).

Table 2

Distribution of KNEU and PUT students by proficiency level in using AI services in 2025–2026 (as a percentage)

	Self-assessed proficiency level	KNEU		PUT	
		2025	2026	2025	2026
1	Beginner	0,0	2,8	7,4	11,5
2	Novice	3,7	9,9	31,5	16,7
3	Intermediate	51,8	49,3	40,7	60,2
4	Advanced	38,9	32,4	20,4	10,3
5	Expert	5,6	5,6	0,0	1,3

Table 3

Distribution of students by response to the question: «Do you consider your use of AI in the educational process to be responsible?» in 2025-2026 (as a percentage)

	Self-assessed proficiency level	KNEU		PUT	
		2025	2026	2025	2026
1	I do not use AI in my studies	0,0	0,0	1,9	0,0
2	No, not responsible at all	1,9	2,8	5,5	0,0
3	Not entirely responsible	18,5	4,2	5,6	10,3
4	Yes, but I sometimes doubt whether it is always responsible	48,1	49,3	50,0	46,2
5	Yes, I use AI fully responsibly	31,5	43,7	37,0	43,5

In both 2025 and 2026, students at both universities identified time saving as the main advantage of using AI services (see Table 4), while the main risk was perceived to be a decline in critical thinking (see Table 5).

Table 4

Ranking of the advantages of using generative AI services based on a survey of KNEU and PUT students in 2025–2026

Rank		KNEU		Rank		PUT
2026	2025			2026	2025	
1	1	Time saving		1	1	Time saving
2	3	Instant feedback		2	2	Instant feedback
3	5	Improvement of learning outcomes		3	4	Possibility of learning based on big data
4	2	Access to new resources		4	3	Access to new resources
5	7	Possibility of learning based on big data		5	8	Personalized learning
6	4	Increased accessibility of learning		6	5	Improvement of learning outcomes
7	6	Personalized learning		7	6	Increased accessibility of learning
8	10	Preparation for the future		8	10	Preparation for the future
9	8	Interactivity and engagement		9	7	Interactivity and engagement
10	9	Development of critical thinking and creativity		10	9	Development of critical thinking and creativity

Table 5

**Ranking of the risks of using generative AI services based on a survey
of KNEU and PUT students in 2025–2026**

Rank		KHEY	Rank		PUT
2026	2025	Risk	2026	2025	Risk
1	1	Decline in critical thinking	1	1	Decline in critical thinking
2	2	Violation of academic integrity	2	2	Dependence on technology від технологій
3	4	Insufficient interpretation of context and misinterpretation of data	3	3	Limitation of creativity
4	3	Dependence on technology	4	4	Insufficient interpretation of context and misinterpretation of data
5	6	Privacy and security issues	5	6	Privacy and security issues
6	5	Limitation of creativity	6	5	Violation of academic integrity
7	7	Excessive automation and interference in the educational process	7	7	Excessive automation and interference in the educational process
8	8	Unequal access to AI technologies	8	8	Unequal access to AI technologies

Therefore, the results of the study indicate an increase in the proportion of students who consider their use of AI to be responsible. This is a positive signal; however, it also highlights the need to further develop clear rules, AI literacy, critical thinking, and a culture of academic integrity in the context of the active integration of AI into the educational process.

References

1. Skitsko V., Pawłyszyn I. Responsible use of Artificial intelligence in Ukrainian and Polish higher education institutions. Цифрова економіка: зб. матеріалів III Міжнародної науковопрактичної конференції, 5-6 червня 2025 р., м. Київ. К.: КНЕУ, 2025. С.881-885. DOI: <https://doi.org/10.33111/978-966-926-559-3>

Безкоровайний В.С.,
к.е.н., доцент,

Київський національний економічний університет імені Вадима Гетьмана

ЛОКАЛЬНА RAG-СИСТЕМА ІНТЕЛЕКТУАЛЬНОГО ПОШУКУ ДЛЯ УКРАЇНОМОВНИХ УНІВЕРСИТЕТСЬКИХ ТЕКСТОВИХ МАСИВІВ

В умовах цифрової трансформації вищої освіти офіційні web-портали університетів перетворилися на складні інформаційні екосистеми. Вони акумулюють величезні масиви різномірних даних: від умов вступу, навчальних планів і розкладів до внутрішніх нормативних актів, наукових вісників та розпоряджень адміністрації. Студенти, викладачі та абітурієнти щодня стикаються із проблемою інформаційного перевантаження. Пошук конкретної відповіді серед сотень сторінок, вкладених PDF-документів та застарілих лінків перетворюється на тривалий і виснажливий квест, що суттєво знижує загальну ефективність комунікації всередині закладу вищої освіти.