

Learning, Human Subjectivity and Limities of Artificial Intelligence

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Abstract

In this context, it is the essential role of the educator to respect the rhythms of learning and enhance the skills of each student. The teacher often becomes a model of behavior and knowledge-building for students. This perspective dialogues with Bandura's theory of social learning, which highlights the importance of observation and imitation in the learning process (Borges-Andrade, 1981). Thus, within the dynamics of social influence, the affectivity established between educator and student can make the teacher a significant reference in the process of maturation of the subjectivity of the individual and in the construction of his integrity in the learning process. With regard to methodologies based on Artificial Intelligence (AI), it is important to recognize that such technologies cannot fully achieve the psychic and emotional nuances of the human being. To a large extent, these tools still operate literally in their understanding of communication and social dynamics. This can vary according to the technological structure used in its construction, especially when there is or is not human mediation between the tool and the individual. In contexts without this mediation, interaction tends to become even more limited and literal. In this scenario, news has emerged around the world involving AI systems that have been disabled or questioned for presenting inadequate responses in sensitive situations, such as reports of emotional distress. Although these systems can simulate dialogue, they do not have a genuine active listening capable of accompanying the subject in the process of elaboration and relief of their pains and anxieties, which, in some cases, has even led to the legal responsibility of companies developing these technologies. Thus, Artificial Intelligence can be a viable tool when used ethically and as a complementary resource in the teaching and learning process, especially in active methodologies that favor cognitive assimilation and accommodation. However, to understand the deeper human dimensions of the individual, it is essential that the interaction is not limited exclusively to technology, but has the accompaniment of professionals in the area of education and mental health. Thus, Artificial Intelligence does not replace the role of the educator or the psychologist in the integral care of the subject, either in the learning process or in the sensitive listening necessary to cope with human pain and suffering.

Keywords

Artificial Intelligence, Psychology & AI, AI & Social Sciences, Technology and Learning