An enormous breakthrough in the development of digital technology opened new opportunities for its effective implementation in education. It enabled worldwide internationalization of higher education, supported teachers in providing qualitative education and students in effective mastering of the target knowledge during the COVID 19 pandemic. The access to artificial intelligence services in education caused the emergence of a new range of questions, complications and at the same time perspectives and opportunities. AI can help teachers to detect plagiarism, assess students’ performance, curation and creation of learning materials by means of such services as Teacher Advisor, Graide, Merlyn Mind, etc. Such AI services as Deepai, Paintbytext, Pictory, Talk to Books, Kaiber, MakeMyTale, Microsoft Designer, Mubert, ChatGPT, Tome, provide a set of tools that generate any textual content and images based on text requests, create materials for presentations, produce stories, answer questions with quotes from books, make music and animated video based on the particular image, etc. These services are applicable to different teaching approaches, methodologies and techniques. Though regardless of the great interest of researchers to AI, the prospects of using Chat GPT (one of the latest services of artificial intelligence) in student-centered learning has not been investigated yet.

The aim of the article is to investigate the range of possibilities of using Chat GPT in supporting student-centered learning in higher education.

The defined aim predetermined the following tasks: 1) to study the specifics of student-centered learning approach; 2) to define the notion of AI through the analysis of the recent investigations; 3) to research the technical capabilities of Chat GPT as one of the latest services of artificial intelligence; 4) to investigate the highlights and challenges of using Chat GPT for supporting student-centered learning in higher education.

Methods used in the process of investigation are represented by the fundamental theoretical methods of thematic field study and universal analytical methods of deduction and induction, abstraction and generalization.

Student-Centered Learning Approach. Student-centered learning (SCL) is an approach to education that aims to shift the focus from the teacher to the student. It is based on the assumption that the student/learner is at the centre of the learning process. Student-centred
learning approach predetermines that the teacher takes on the roles of a guide, facilitator or supporter, while the students actively participate in the learning process having considerable autonomy and responsibility [1]. SCL is based on several principles:

1) student is completely autonomous and self-responsible in his/her learning;
2) attention and attendance are regarded necessary for learning;
3) the relationship between students is more equal and supports development;
4) teacher is a guide, facilitator and supervisor;
5) student obtains experiences in emotional and cognitive areas at the same time;
6) student can realize herself/himself differently based on their learning experience. [2; 4]

The Notion of Artificial Intelligence. According to Mitchell (2019), Artificial Intelligence (AI) refers to the domain of computer science and focuses on developing machines capable of performing tasks which usually require human intelligence, like speech recognition, visual perception, decision-making, and language translation. AI incorporates different branches, such as machine learning, natural language processing, and computer vision, and has proven its effectiveness in various industries, including healthcare, finance, and education, by providing increased efficiency, reduction of payment, and enhanced decision-making processes. [7]

The Technical Capabilities of Chat GPT. Chat GPT is a recent service of artificial intelligence that has gained exclusive attention in the education sector. It stands for a cutting-edge language model created by Open AI that makes use of advanced deep learning techniques to produce text which resembles human language. Having access to vast amounts of human language data, Chat GPT can generate responses to open-ended questions and prompts. The model is suitable for educational settings as it can be customized to specific contexts and applications. [9]

Benefits of using Chat GPT in student-centered learning. With the rapid development of technology, artificial intelligence has emerged as a good tool in education, providing students with efficient learning experiences. For supporting student-centered learning in a tertiary educational setting, Chat GPT has several benefits such as:

1) Personalization: Chat GPT offers personalized learning experiences that cater for the specific needs and interests of individual students, leading to increased engagement and motivation. The customization allows for a more streamlined and effective learning process.

2) Accessibility: Chat GPT can be accessed remotely, allowing students to learn from anywhere and at any time, which can be particularly useful for students with various commitments. This flexibility can also make it easier for students to balance their work, school, and personal responsibilities.

3) Efficiency: One benefit of using Chat GPT in student-centered learning is its efficiency. With the ability to provide instant feedback to students, teachers can save time and effort in grading, while also providing personalized support to individual learners. This allows teachers to focus on other important aspects of their work, such as lesson planning and classroom management to make learning more motivating.

4) Enhanced Learning: The use of Chat GPT can enhance student learning by providing a more engaging and interactive learning experience. This can lead to better academic outcomes and increased motivation for students. [8]

Drawbacks of using Chat GPT in student-centered learning. While the use of AI in education, particularly Chat GPT, has definite benefits, there are also several potential drawbacks. They need to be carefully considered by communities that work and interact at the intersection between artificial intelligence, learning and higher education [3]. Educational institutions must address all possible downsides associated with the use of AI in education to ensure that the advantages are used while risks are minimized. These drawbacks include:

1) Dependence: The extensive use of Chat GPT may lead to students becoming overly reliant on the model, which could negatively affect their critical / analytical thinking skills and learning independence.
2) **Bias**: The data used to train Chat GPT may already contain certain biases, such as those related to race or gender. As a result, the model may perpetuate these biases rather than challenge them.

3) **Ethics**: There are ethical considerations associated with the use of Chat GPT, particularly with regard to data privacy, security, and ownership. Appropriate safeguards must be implemented to ensure that students’ data is protected and used ethically.

4) **Technical limitations**: While Chat GPT has the potential to enhance personalized learning experiences, it may not be suitable for all types of learning activities or subject areas.

5) **User interface**: The user interface of Chat GPT may not be easy to navigate or intuitive for all students, especially for those who are not proficient with technology. [5; 6]

**Conclusion.** In conclusion, the use of AI, particularly Chat GPT, in supporting student-centered learning in tertiary educational setting has the potential to enhance personalized learning experiences, accessibility, and efficiency. However, there are also challenges associated with the use of Chat GPT, including dependence, bias, ethics, technical limitations and user interface. It is essential for educational institutions to carefully consider these challenges and take appropriate measures to ensure that the benefits of using AI in education are maximized the risks are excluded.

**References:**


