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Research Article

Adaptation of Educational Programs in Media Communications under AI Transformation

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Abstract. The digital transformation of the communications industry is accompanied by the rapid adoption of artificial intelligence technologies, which is reshaping the scope and content of professional activities in advertising, public relations, marketing, and branding. The relevance of this study stems from the growing gap between the pace of AI adoption in professional practice and the rate at which educational programs are adapting to these changes. The aim of the study is to identify the directions of transformation of professional competencies among communication specialists and to develop approaches to integrating AI into educational programs. The methodological framework comprises scenario analysis, the systematization of AI tools according to the stages of the communication process, an analysis of academic publications and educational practices, as well as a comparative analysis of professional requirements. A three-dimensional theoretical and conceptual model of professional competence has been developed, integrating technological, analytical-strategic, and creative-ethical competencies. The study demonstrates that the resilience of professional training depends on a specialist's ability to interact effectively with AI and critically evaluate its outputs. An educational framework is proposed to ensure the systematic development of AI literacy, applied, analytical, strategic, and ethical competencies. The practical significance of the study lies in the potential application of the proposed model to the design and updating of educational programs in the field of communications.

Keywords: artificial intelligence, AI competencies, digital communication, educational programmes, marketing communications, professional competencies, human-AI symbiosis.

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Introduction

In recent years, artificial intelligence has moved from the category of emerging digital technologies to become a major driver of structural transformation in professional activity. These changes are particularly evident in the communication industry, where a substantial share of professional workflows involves processing large volumes of information, generating textual and visual content, audience segmentation, consumer behaviour forecasting, media planning, and evaluating the effectiveness of communication campaigns.

For specialists in advertising, public relations, marketing, and branding, this transformation involves not only changes in the range of tools they use but also a shift in the very logic of professional practice: the digital environment is reshaping professional self-presentation, identity formation, and interaction with audiences. AI can automate individual operations, generate alternative communication solutions, identify patterns in data, and perform part of the analytical work. At the same time, the quality of the final communication decision continues to depend on the specialist's ability to interpret results, consider context, assess risks, and make strategic decisions.

The problem is that the adoption of AI in the professional environment is progressing faster than the transformation of educational programmes. A study based on an analysis of 270 publications from 2020–2024 shows that Russian academic and pedagogical literature is already actively addressing the use of generative AI in higher education; however, research often focuses on specific disciplines, individual educational practices, or particular use cases of the technology.

Thus, a contradiction arises between the need for systematic development of AI competencies and the predominantly fragmented approach to their formation. Mastering individual AI services does not, in itself, prepare specialists to work in an environment where AI is becoming a permanent participant in professional processes.

A particularly important question is which competencies can retain their value as specific technologies evolve. Text and image generation services, analytical platforms, and machine learning models are developing rapidly. Consequently, structuring an educational programme around a specific technological stack may result in learning outcomes becoming obsolete relatively quickly.

Accordingly, the research question is formulated as follows: What model of professional competencies should be developed within educational programmes for communication specialists to ensure effective professional performance under conditions of large-scale AI adoption?

The research hypothesis is that the effectiveness of training communication specialists in the context of AI-driven transformation depends not on the number of digital tools they have mastered, but on their ability to integrate technological, analytical, creative, and ethical competencies into a unified human–AI interaction process.

The object of the study is the professional training of communication specialists under conditions of digital transformation.

The subject of the study comprises professional competencies and educational mechanisms for developing them through the integration of artificial intelligence technologies.

The aim of the study is to identify the key directions for transforming the professional competencies of communication specialists and to develop a conceptual approach to adapting educational programmes in response to advances in artificial intelligence technologies.

To achieve this aim, the following objectives were set:

1. to identify the main changes in the professional activities of communication specialists driven by AI;
2. to systematize the approaches of Russian and international researchers to the development of AI competencies;
3. to identify competencies that remain relevant under different technological development scenarios;
4. to determine the key areas for integrating AI into educational programmes;
5. to develop a professional competency model for the training of communication specialists.

The scientific novelty of the study lies in the theoretical and methodological substantiation of a shift from instrumental digital literacy towards an integrated model of professional competence, in which AI is viewed not as an independent object of learning, but as an integral element of professional process-based interaction.

The practical significance of the study lies in the potential application of its findings to the design and continuous updating of educational programmes in advertising, public relations, marketing, branding, and digital communication.

Literature review

The contemporary scholarly debate on the use of AI in education is developing along several interrelated lines of inquiry, including the potential of generative AI, the structure of AI competencies, changes in the roles of teachers and learners, ethical and legal risks, and the impact of AI on the content of professional training.

A systematic review by S. Wang and co-authors (Wang et al., 2024), covering research on artificial intelligence in education, demonstrates the multidimensional nature of the current scholarly debate. AI is considered simultaneously as a tool for supporting learning, a means of personalization and data-driven analysis, and a factor transforming educational practices and the roles of participants in the educational process.

One of the most comprehensive Russian studies is the work by E. A. Koshkina and co-authors (Koshkina et al., 2025), which provides an analytical review of 270 Russian publications on generative AI in higher education. The authors demonstrate that the Russian research landscape is increasingly focused on personalized learning, assessment of learning outcomes, educational content design, and the organizational conditions required for the implementation of generative models. At the same time, there remains a need for a systematic approach to ensuring safe and pedagogically grounded interaction with AI.

The empirical dimension of students' use of generative AI is examined in the study by Ya. I. Kuzminov, E. V. Kruchinskaya, I. A. Gruzdev, and A. A. Naumov (Kuzminov et al., 2025), which explores differences in the patterns and intensity of students' use of generative models for educational purposes. The findings indicate that students' use of AI is a heterogeneous practice shaped by the nature of the learning task and the learners' level of preparedness to work with the technology.

A significant contribution to the development of the competency-based approach has been made by P. V. Sysoev (Sysoev, 2025a). The author conceptualizes AI competence among educators as a multidimensional construct encompassing motivational and goal-oriented, regulatory and legal, information security, and ethical components, as well as prompt engineering, output verification, and continuous professional development. The empirical component of the study is based on a survey of 219 faculty members from 17 Russian universities.

This approach is particularly relevant to the present study, as it demonstrates the limitations of viewing AI competence as merely a set of technical skills. In an educational context, competence also entails the ability to evaluate AI-generated outputs, comply with regulatory requirements, understand associated risks, and manage interaction with AI technologies.

A similar conclusion is reached by O. V. Samarina and A. S. Shevchenko (Samarina & Shevchenko, 2025), whose study focuses on the development of AI competencies within students' professional training. The authors emphasize the combination of theoretical knowledge and practical skills and highlight the importance of introducing AI into the educational process at an early stage. The study draws on materials from 2022-2024 and survey data collected among students at Yugra State University.

Thus, the Russian literature is gradually shifting from the question of whether AI should be used in education to the more complex issue of how to develop the capacity for effective professional interaction with AI.

Of particular interest is research that directly connects AI with marketing communications. In a study by M. E. Menzhevitsky (Menzhevitsky, 2025), an AI-Driven Competency Model (ADCM) was proposed and empirically tested to support the development of sustainable digital competencies in marketing communications. The author emphasizes the need to train specialists who are capable not only of applying AI tools but also of critically evaluating their outputs.

This perspective is particularly important for the present study: professional competence should be defined not by the ability to obtain an output from a neural network, but by the ability to formulate a task, evaluate the result, identify its limitations, and make an informed decision on whether and how it should be used.

The study by A. A. Izmaylova, A. V. Soldatova, and A. G. Budrin (Izmaylova et al., 2025) examines the application of AI in digital marketing. The authors systematize practical use cases of AI-based technologies while emphasizing the need for qualified human oversight of AI-generated results.

Taken together, the reviewed studies reveal three major trends. First, AI competence is becoming increasingly multidimensional, encompassing technological, cognitive, ethical, and organizational components. Second, the focus is shifting from the individual use of digital tools towards collaborative human-AI workflows. Third, educational systems are increasingly required to develop not merely proficiency in specific platforms, but the capacity for continuous learning and adaptation to rapidly evolving technologies.

At the same time, insufficient attention has been paid to identifying which specific competencies of communication specialists can be regarded as resilient across different trajectories of technological development. This research gap provides the basis for the present study.

Methods

The study is analytical and conceptual in nature and adopts an interdisciplinary approach that integrates findings from research on higher education, artificial intelligence, digital communication, and marketing communication. The methodological framework combines thematic analysis of academic publications, comparative analysis of professional requirements, scenario analysis of technological development, and conceptual modelling of professional competencies.

The source base comprises academic publications from 2023–2026 addressing the application of artificial intelligence in higher education, the development of AI competencies, the use of AI in marketing and digital communication, and transformations in the professional activities of communication specialists. In addition, UNESCO and OECD documents, as well as industry reports, were examined to capture current trends in AI development and evolving requirements for professional training. Sources were selected according to three criteria: thematic relevance to the research objectives, scholarly or institutional verifiability, and substantive applicability to the identification of competencies and educational practices.

The research procedure consisted of four consecutive stages.

First stage – analysis of the transformation of professional activities. At this stage, the main types of professional activities performed by communication specialists were identified in which the use of AI is already having, or has the potential to have, a substantial impact. The analysis covered audience and market analytics, media planning, textual and visual content generation, communication personalization, performance evaluation, branding, and the automation of routine tasks. These processes were considered as successive elements of the professional communication cycle: analytics – planning – implementation – performance evaluation.

Second stage – scenario analysis. To assess the resilience of professional competencies, three qualitative AI development scenarios were developed, differing in the depth of technological integration and the conditions governing technology diffusion:

accelerated transformation – rapid advances in generative and agentic AI, an expansion in the range of automatable operations, and deeper integration of AI into professional and business processes;

moderate development – gradual technology scaling, continued reliance on pilot projects, and the coexistence of conventional and AI-enabled processes;

constrained development – slower technology diffusion driven by economic, regulatory, and geopolitical factors.

The scenarios were used as an analytical framework for determining which competencies retain their functional relevance under different conditions of technological development. No quantitative probabilities were assigned to the scenarios, as the study does not seek to construct a probabilistic forecasting model.

Third stage – systematization and typologization of competencies. Based on the thematic analysis of academic publications and a comparison of identified professional requirements, competencies were grouped according to the type of function performed by the specialist. Three interrelated domains were identified: technological, analytical-strategic, and creative-ethical.

The technological domain encompasses AI literacy, the use of generative models, prompt engineering, process automation, and data handling. The analytical-strategic domain includes critical thinking, interpretation of AI outputs, analytical skills, experimentation, hypothesis formulation and testing, and strategic decision-making. The creative-ethical domain combines creativity, contextual thinking, communication strategy, ethical and legal evaluation of decisions, and responsibility for professional outcomes.

The resilience of the identified competencies to changes in specific technologies was assessed separately. Scenario-resilient competencies were defined as competencies that retain their professional relevance despite changes in the tools employed, the degree of automation, and the conditions governing access to AI technologies.

Fourth stage – development of a conceptual educational model. At the final stage, the results of the analysis of professional activities, technological development scenarios, and competency typology were integrated into a conceptual model for training communication specialists. On this basis, key directions for transforming educational programmes were identified, and a training architecture was developed to support the progressive development of AI literacy, applied, analytical, strategic, and ethical competencies.

Thus, the research follows a sequential logic: transformation of professional activities – technological development scenarios – competency typologization – identification of a scenario-resilient competency core – design of an educational model. This procedure makes it possible to link changes in the professional environment to specific requirements for educational programme content and to substantiate the proposed professional competency model.

Findings/Discussion

Transformation of the Professional Role of Communication Specialists

The first finding of the study is that AI is changing not only individual work tasks but also the boundaries of the professional role itself (Izmaylova et al., 2025; Gerasimenko et al., 2024; , informatsionnykh tekhnologiyakh i o zashchite informatsii, 2006).

In the traditional model, a specialist independently performs a sequence of operations: gathering information, analysing the audience, formulating hypotheses, developing content, implementing a communication campaign, and evaluating its outcomes.

In an AI-enabled model, some of these functions can be delegated to algorithmic systems. This does not, however, imply the automatic replacement of the specialist. Rather, greater importance is being placed on defining tasks, establishing quality criteria, verifying outputs, interpreting data, and making strategic decisions.

Consequently, the source of professional value is shifting from the production of individual communication products towards the management of the processes through which such products are developed, fundamentally changing the requirements for graduates of communication programmes. The transformation of the professional role is reflected not only in the expansion of the technological toolkit but also in changing forms of professional identity and self-presentation in the digital environment (Gavra & Yanshin, 2026).

A critical capability in communication practice is the ability to operate under conditions of uncertainty and changing circumstances. Research on crisis communication shows that, when potential harm is uncertain and delayed, communication strategies must adapt to the evolving context and nature of the risks (Gavra & Akimovich, 2022). Under conditions of technological transformation, the same logic can be applied to professional competencies: a specialist's resilience depends not on adherence to a particular tool, but on the ability to adapt their approach to solving professional tasks.

Technological Development Scenarios and Resilient Competencies

Comparison of the three scenarios makes it possible to identify competencies that retain their relevance regardless of the trajectory of technological development (Table 1). The scenarios were constructed along two dimensions: the depth of AI integration into professional processes and the availability and scalability of the relevant technologies.

Table 1. AI Development Scenarios and Competency Requirements

Scenario	Key Characteristics	Priority Competencies
Accelerated transformation	Large-scale adoption of generative and agentic AI	AI workflow design, AI systems management, ethics, strategic management
Moderate development	Coexistence of pilot and traditional solutions	Integration of AI into existing processes, analytics, change management
Constrained development	Limited access to technologies and localization of solutions	Adaptability, work with local AI tools, critical thinking, technological self-reliance

Source: compiled by the authors based on the data and findings reported in [OECD, 2026; Singla et al., 2025; The Impact of AI on Digital Advertising Report, 2025]

The analysis shows that specific technological skills have limited resilience. A tool that is relevant today may be replaced by another platform within a relatively short period. By contrast, critical thinking, the capacity for continuous learning, interdisciplinary collaboration, and ethical judgement remain relevant across all scenarios. These competencies are therefore defined as scenario-resilient competencies.

A scenario-resilient professional competency is defined as a competency that retains its functional relevance despite changes in technology availability, the degree of automation, and the organizational model of human-AI interaction.

Three-Domain Model of Professional Competence

Based on the analysis, the following model of professional competencies for communication specialists is proposed (Table 2). It should be noted that the domains of the model are distinguished not by the type of tool used, but by the nature of the professional decision: technological action – analytical interpretation – responsible communication decision.

Table 2. Three-Domain Model of Professional Competencies for Communication Specialists

Domain	Core Competencies	Learning Outcome
Technological	AI tools, LLMs, prompt engineering, process automation, basic data science	Ability to select and effectively apply AI tools
Analytical-		
Strategic	Critical thinking, analytics, experimentation, interpretation of AI outputs, project management	Ability to evaluate and effectively use AI-generated results
Creative-Ethical	Creativity, communication strategy, ethics, legal awareness, professional responsibility	Ability to make context-sensitive and responsible decisions

Source: compiled by the authors based on the data and findings reported in (Sysoev, 2025a; Sysoev, 2025b; Menzhevitsky, 2025; Masalimova et al., 2026)

A key finding of the study is the interdependence of these three domains. Technological competence without analytical competence may reduce the quality of professional decisions: a specialist may be able to use a generative model effectively but lack the ability to assess the validity and relevance of its output.

Conversely, analytical competence without sufficient technological proficiency limits the specialist's ability to fully exploit contemporary AI-based tools and systems.

Finally, the combination of technological and analytical skills without an ethical dimension may result in decisions that are technologically effective but unacceptable from legal, reputational, or broader societal perspectives.

Thus, based on a synthesis of the approaches reviewed, the authors propose a model that treats professional competence not as a sum of independent skills, but as an integrated system of three interrelated domains (Fig. 1).

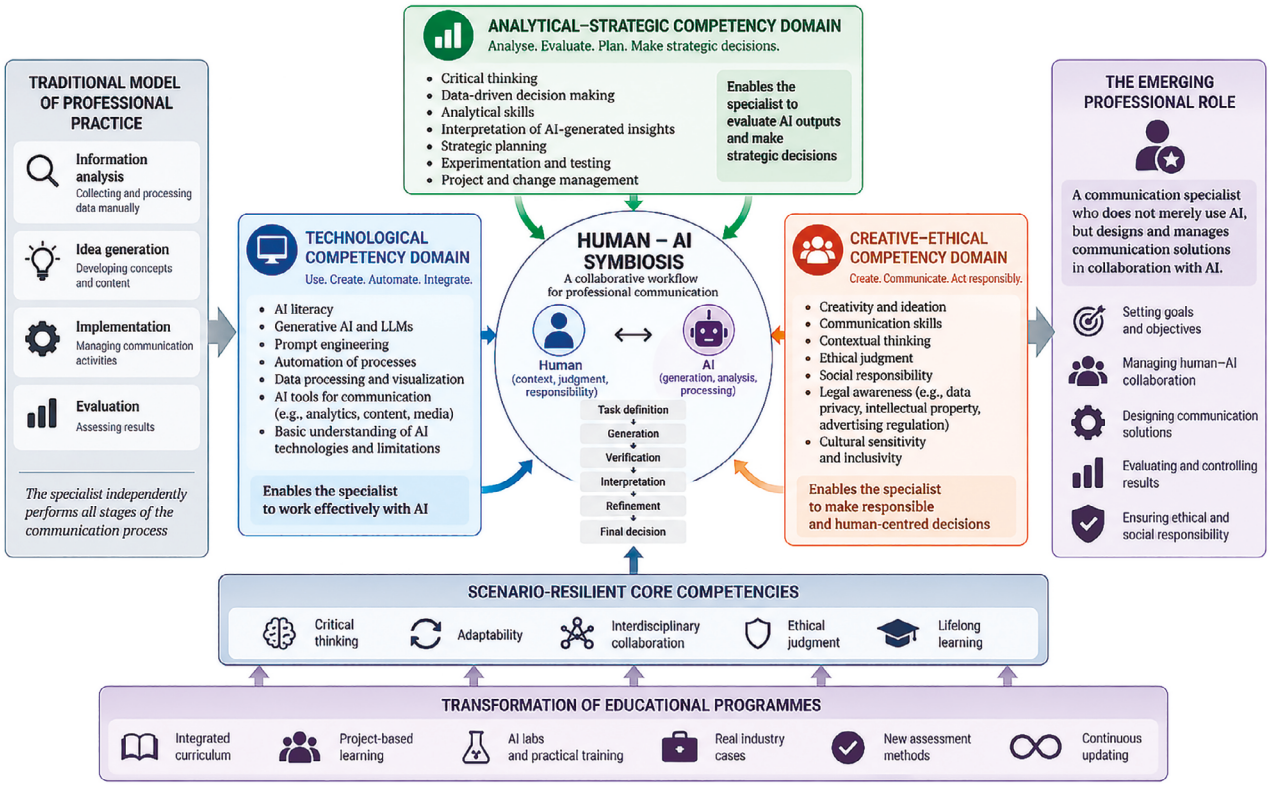


Figure 1. A Model of Scenario-Resilient Professional Competence for Communication Specialists in the Context of Human-AI Interaction

Source: compiled by the authors based on the data and findings reported in (Sysoev, 2025a; Menzhevitsky, 2025; Masalimova et al., 2026)

The proposed model differs from instrumental approaches to developing AI competencies (Sysoev, 2025a; Menzhevitsky, 2025; Miao & Cukurova, 2024; UNESCO, 2024; Masalimova et al., 2026; Kopylova & Grinshkun, 2025) in that it conceptualizes professional competence as an integrated system in which technological skills constitute a necessary but insufficient condition for effective performance. The central outcome of competency development is the ability of the specialist to organize and manage a symbiotic human–AI interaction process, while retaining for the human the functions of goal setting, contextual interpretation, ethical evaluation, and final decision-making.

The findings are consistent with recent Russian research on AI competencies. In particular, the competency framework proposed by P. V. Sysoev (Sysoev, 2025a) encompasses not only prompt engineering but also ethical, regulatory and legal, information security, and continuing professional development components.

This leads to a broader conclusion: **AI education should not be built around a fixed set of software products.**

This conclusion is particularly important for communication programmes. If an educational programme focuses exclusively on teaching students to work with a particular image-generation tool or a specific language model, the resulting learning outcomes may quickly become obsolete as the technological landscape evolves.

Therefore, the unit of learning should be not a particular tool, but a professional task. For example, students may be assigned the task of developing a brand communication concept, requiring them to independently determine:

1. what data need to be collected;
2. which AI tools are most appropriate for the task;
3. how the prompt should be formulated;
4. how the AI-generated output should be verified;
5. which elements require further refinement by the student;
6. how potential risks should be assessed;
7. how the final solution should be presented to the client.

This approach more accurately reflects real-world professional practice than a series of exercises focused on individual AI services.

A second significant finding of the study is the substantiation of a shift from the model in which **“the human uses a tool” towards a model in which “the human manages a joint intellectual process”.**

Within the proposed model, AI performs functions related to generation, pattern identification, data processing, and the production of alternatives. The human retains responsibility for setting objectives, defining quality criteria, interpreting and contextualizing results, conducting ethical assessment, making strategic choices, and assuming responsibility for the final decision.

Therefore, AI does not eliminate the human role; rather, it transforms its content. This conclusion is consistent with research by Russian scholars on the development of digital competencies in marketing communications, which emphasizes the specialist’s ability to critically analyse AI-generated outputs (Izmaylova et al., 2025; Menzhevitsky, 2025).

In the educational process, this implies a shift towards human-in-the-loop (HITL) assignments. Students should not merely submit an output generated by a neural network, but demonstrate the entire decision-making process: task formulation – prompt – AI output – identification of limitations – student-led refinement – final decision – rationale. Such an approach simultaneously develops technological, analytical, and communication skills (Sysoev & Filatov, 2024; Ananin et al., 2025).

Another important direction of transformation is the shift from predominantly subjective decision-making towards a data-driven approach.

For communication specialists, this is particularly relevant to branding, media planning, and campaign performance evaluation (Gerasimenko et al., 2024; Karmalova & Shilina, 2024; Karmalova & Shilina, 2025; Singla et al., 2025; The Impact of AI on Digital Advertising Report, 2025). AI enables the rapid processing of large volumes of data; however, the availability of data

does not in itself guarantee the validity of the resulting conclusions. Educational programmes should therefore incorporate statistical analysis, experimental design, causal analysis, marketing analytics, interpretation of machine-learning results, and data-quality assessment.

This issue is particularly important in the context of personalized communication content, which can increase the relevance of messages for target audiences while simultaneously creating the potential for communication distortions in strategic public relations (Bombin, 2026).

The integration of AI into communication practices creates a range of ethical challenges. These include algorithmic bias, hyper-personalization, automated user profiling, the use of synthetic content, intellectual property concerns, and the transparency of algorithmic decision-making (Miao & Holmes, 2023; O personal'nykh dannykh, 2006; O reklame, 2006; Ob informatsii, informatsionnykh tekhnologiyakh i o zashchite informatsii, 2006).

In the Russian educational context, these issues are further shaped by legal requirements concerning personal data and advertising (O personal'nykh dannykh, 2006; O reklame, 2006; Ob informatsii, informatsionnykh tekhnologiyakh i o zashchite informatsii, 2006). Therefore, AI ethics should not be confined to a separate academic course. Instead, it should be embedded across practical learning activities. For example, when developing a targeted communication campaign, students should simultaneously assess the lawfulness of data processing, the validity of audience segmentation, the potential for discriminatory effects, the transparency of algorithmic use, and the permissibility of synthetic content. Such an approach transforms AI ethics from a declarative principle into an operational professional competency.

The findings make it possible to identify five key directions for adapting educational programmes. The first involves moving beyond a rigid separation between humanities-oriented and technological training. Communication programmes should incorporate foundational knowledge of data analytics, machine learning, generative AI, and automation. This does not imply training students to become software developers; rather, the objective is to develop the technological literacy required of domain specialists working in communication.

The second direction involves shifting from passive knowledge acquisition to project-based learning. Students should address authentic communication tasks, including brand analysis, positioning development, content creation, audience analysis, testing communication hypotheses, and campaign performance evaluation. In this context, AI should function as an integral part of the professional workflow rather than merely as an object of demonstration. The heterogeneity of students' educational use of generative AI was identified by Ya. I. Kuzminov and co-authors (Kuzminov et al., 2025) indicates that access to the technology alone does not ensure the development of an effective and productive model of its use.

The third direction focuses on developing students' skills for interacting with AI. Learning activities should simulate situations in which AI generates several possible solutions, while students are required to select, refine, or reject them (Menzhevitsky, 2025; Ananin et al., 2025; Miao & Holmes, 2023; Sysoev & Filatov, 2024). Particular attention should be paid to analysing errors in generative models, including factual inaccuracies, logical inconsistencies, stereotyping, and inappropriate interpretation of context.

The fourth direction focuses on developing the ability to make data-driven decisions. Students should work not only with ready-made analytical reports but also with primary data, formulate hypotheses, select relevant indicators, and interpret the results (Brodersen et al., 2015; Gerasimenko et al., 2024; Tinkoff et al., 2025).

The fifth direction involves integrating ethical and legal considerations across all AI-related courses. This approach is consistent with the growing recognition of AI competence as a

multidimensional construct encompassing ethics, security, regulatory compliance, and the ability to oversee and critically evaluate AI-generated outputs. Based on the findings of the study, the following educational framework is proposed (Table 3).

Table 3. Architecture for Developing Professional Competencies of Communication Specialists in the Context of AI Integration

Level	Content	Example Learning Outcome
Foundational	AI literacy, AI limitations, prompt engineering	The student understands the principles underlying generative AI models
Applied	AI in marketing, public relations, advertising, and branding	The student selects an appropriate AI tool for a specific professional task
Analytical	Data science, analytics, experimentation	The student interprets AI-generated results and tests hypotheses
Strategic	AI project management, integration into business processes	The student designs an AI-enabled automation process
Ethical	Law, ethics, responsibility, information security	The student assesses the risks associated with AI deployment
Integrative	Interdisciplinary project	The student implements the complete cycle: task – AI – verification – decision

Source: compiled by the authors

This architecture helps avoid two extremes. The first is the excessive technologization of humanities-oriented education, whereby students acquire a set of technical skills while losing connection with the substantive content of the communication profession. The second is superficial digitalization, in which AI is merely added to existing courses without corresponding changes to their content and teaching methods. The optimal approach is therefore a third one: integrating AI into the professional context.

Limitations of the Study

The study has several limitations. First, the AI technology landscape is evolving faster than educational standards and academic publications can be updated. Therefore, specific recommendations concerning individual tools require regular revision.

Second, the study is analytical and conceptual in nature. The proposed competency model requires further empirical validation using samples of students and graduates from relevant educational programmes.

Third, the analysis is predominantly focused on the Russian context. This reflects the specific characteristics of the local regulatory environment, the availability of AI technologies, and the structure of the Russian communication market.

Fourth, the study does not provide a quantitative assessment of the relationship between individual competencies and graduates' career outcomes. Addressing this issue represents a promising direction for further research.

Conclusion

The study demonstrates that an integrated three-domain model of professional competence is the most appropriate framework for preparing communication specialists. It combines technological, analytical-strategic, and creative-ethical competencies and is based on scenario-resilient human-AI interaction. The findings also show that integrating AI into the communication industry requires changes not only to the content of individual courses but also to the overall architecture of professional training.

The main result of the study is the conceptual substantiation of the transition from an instrumental model of AI competence to an integrated model of professional competence.

Within the proposed framework, the professional training of communication specialists should encompass three interrelated domains: technological, analytical-strategic, and creative-ethical. The technological domain enables specialists to work effectively with contemporary AI tools. The analytical-strategic domain enables them to evaluate AI-generated outputs and incorporate them into decision-making processes. The creative-ethical domain supports contextualized communication decisions, preservation of human responsibility, and compliance with regulatory requirements.

The study further demonstrates that the competencies most resilient to changes in the technological environment are not specific technical skills, but rather critical thinking, adaptability, interdisciplinary collaboration, and ethical judgement.

In this context, a key objective of the educational programme is to develop students' ability to work within a symbiotic human–AI interaction process. In this model, AI performs functions related to information generation, analysis, and processing, while the human defines objectives, evaluates quality, interprets results, and makes the final decision.

Thus, the research hypothesis is supported: professional readiness for working in an AI-driven environment depends not on the number of tools mastered, but on the ability to integrate technologies into professional workflows through critical, analytical, and ethically responsible thinking.

From a practical perspective, this requires a shift towards modular educational programmes, project-based learning, interdisciplinary teams, AI laboratories, portfolios of practical projects, and the systematic integration of ethical considerations across the curriculum.

Promising directions for further research include empirical validation of the proposed model, development of instruments for assessing students' AI competencies, examination of the career trajectories of graduates with different competency profiles, and evaluation of the effectiveness of different human-centred learning models.

Conflict of Interest

The authors declare that they have no conflict of interest that could have influenced the results of the study or their interpretation.

Author Contributions

The authors jointly developed the research concept and formulated the research question and hypothesis. The first author developed the professional competency model and identified the directions for educational transformation, as well as interpreted the research findings. The second author conducted the literature review, systematized approaches to the development of AI competencies, carried out the scenario analysis, and prepared the final version of the

manuscript. Both authors accept responsibility for the integrity of the study and the accuracy of the information presented.

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Медиакоммуникация саласындағы білім беру бағдарламаларының ЖИ трансформациясы жағдайына бейімделуі

Аңдатпа. Медиакоммуникация индустриясының цифрлық трансформациясы жасанды интеллект технологияларының жедел таралуымен қатар жүріп, жарнама, қоғаммен байланыс, маркетинг және брендинг салаларындағы мамандардың кәсіби қызметінің мазмұнын өзгертуде. Зерттеудің өзектілігі жасанды интеллектіні кәсіби практикаға енгізу қарқыны мен білім беру бағдарламаларын бейімдеу жылдамдығы арасындағы алшақтықпен байланысты. Зерттеудің мақсаты коммуникациялар саласындағы мамандардың кәсіби құзыреттерін трансформациялау бағыттарын айқындау және жасанды интеллектіні білім беру бағдарламаларына интеграциялау тәсілдерін әзірлеу болып табылады. Зерттеудің әдіснамалық негізін сценарийлік талдау, жасанды интеллект құралдарын коммуникациялық процестің кезеңдері бойынша жүйелеу, ғылыми жарияланымдар мен білім беру тәжірибелерін талдау, сондай-ақ кәсіби қызметке қойылатын талаптарды салыстырмалы талдау құрады. Технологиялық, аналитикалық-стратегиялық және креативтік-этикалық құзыреттерді біріктіретін кәсіби құзыреттіліктің үшконтурлы моделі әзірленді. Кәсіби даярлықтың тұрақтылығы маманның жасанды интеллектімен тиімді өзара әрекеттесуіне және оның нәтижелерін сыни тұрғыдан бағалай алуына байланысты екені көрсетілді. Жасанды интеллект сауаттылығын, қолданбалы, аналитикалық, стратегиялық және этикалық құзыреттерді кезең-кезеңімен қалыптастыруды қамтамасыз ететін білім беру даярлығының архитектурасы ұсынылды. Зерттеудің практикалық маңыздылығы ұсынылған модельді коммуникациялар саласындағы білім беру бағдарламаларын жобалау және жаңарту барысында қолдану мүмкіндігімен айқындалады.

Түйін сөздер: жасанды интеллект, ЖИ құзыреттері, цифрлық коммуникациялар, білім беру бағдарламалары, маркетингтік коммуникациялар, кәсіби құзыреттер, «адам–ЖИ» симбиозы.

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Адаптация образовательных программ в сфере медиакоммуникаций в условиях ИИ-трансформации

Аннотация. Цифровая трансформация коммуникационной индустрии сопровождается быстрым распространением технологий искусственного интеллекта, что изменяет

содержание профессиональной деятельности специалистов в области рекламы, связей с общественностью, маркетинга и брендинга. Актуальность исследования обусловлена несоответствием между темпами внедрения ИИ в профессиональную практику и скоростью адаптации образовательных программ. Цель исследования заключается в определении направлений трансформации профессиональных компетенций специалистов по коммуникациям и разработке подходов к интеграции ИИ в образовательные программы. Методологическую основу составили сценарный анализ, систематизация ИИ-инструментов по этапам коммуникационного процесса, анализ научных публикаций и образовательных практик, а также сравнительный анализ требований профессиональной деятельности. Разработана трёхконтурная модель профессиональной компетентности, объединяющая технологические, аналитико-стратегические и креативно-этические компетенции. Показано, что устойчивость профессиональной подготовки определяется способностью специалиста эффективно взаимодействовать с ИИ и критически оценивать его результаты. Предложена архитектура образовательной подготовки, обеспечивающая последовательное формирование ИИ-грамотности, прикладных, аналитических, стратегических и этических компетенций. Практическая значимость исследования заключается в возможности использования предложенной модели при проектировании и обновлении образовательных программ в сфере коммуникаций.

Ключевые слова: искусственный интеллект, ИИ-компетенции, цифровые коммуникации, образовательные программы, маркетинговые коммуникации, профессиональные компетенции, симбиоз «человек-ИИ».

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