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EDUCATOR 2.0: A HYBRID MODEL OF AI-AUGMENTED TEACHING IN THE DIGITAL EDUCATIONAL ECOSYSTEM

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ABOUT ARTICLE

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Abstract: The article examines the Educator 2.0 model as a hybrid framework for AI-augmented teaching in the contemporary digital educational ecosystem. The study focuses on the changing role of the teacher in conditions where generative artificial intelligence, AI chatbots, digital avatars and adaptive learning systems are increasingly integrated into pedagogical practice. Based on a conceptual analysis of the Educator 2.0 presentation and recent scientific literature, the article identifies the main functional components of the model: AI-supported lesson design, automated routine assistance, personalized learning cycles, voice-based interaction, avatar-mediated practice and ethical risk management. The findings show that AI can reduce teachers' routine workload, support individualized instruction and create additional opportunities for language practice. However, the model emphasizes that artificial intelligence should not replace the teacher, since human pedagogical judgement, empathy, ethical responsibility and contextual interpretation remain central to educational quality. The article concludes that Educator 2.0 represents a professionally supervised hybrid ecosystem in which AI expands instructional possibilities while the teacher preserves the leading role in learner development.

Introduction. The rapid expansion of generative artificial intelligence has transformed the teacher's professional role from a transmitter of information into a designer of adaptive, data-informed and emotionally supportive learning environments. In language education, this transformation is especially significant because communication practice, feedback, personalization and learner confidence require constant pedagogical attention. The concept of "Educator 2.0" proposes a hybrid model in which artificial intelligence does not replace the teacher but augments the teacher's routine, analytical and interactive capacities. Recent studies emphasize that AI tools can support lesson planning, feedback generation, language practice and learner autonomy, but their effectiveness depends on pedagogical alignment, ethical regulation and human supervision. Therefore, the present article examines Educator 2.0 as a digitally augmented ecosystem combining automated content synthesis, voice-based dialogue, AI avatars, personalized learning loops and a clear distribution of responsibilities between the human teacher and the digital assistant.

Methodology. This study employed a conceptual-analytical design based on qualitative interpretation of a thematic presentation devoted to the Educator 2.0 model and recent scholarly literature on generative AI in education. The presentation was treated as a structured pedagogical blueprint containing visual and textual information about AI-supported lesson design, teacher workload reduction, personalized learning cycles, digital avatars, generative dialogue, role distribution and risk management. The analytical procedure included three stages. First, the main thematic blocks were identified: routine overload, AI-supported lesson assembly, augmented ecosystem architecture, personalization, voice interaction, avatar-based support, teacher-AI role matrix and safety limitations. Second, these blocks were compared with recent studies on ChatGPT, AI chatbots, instructional design, language learning and academic integrity. Third, the extracted concepts were synthesized into an IMRAD-style academic argument. The method was not experimental; it did not measure learner performance statistically. Instead, it aimed to construct a theoretically grounded model explaining how AI may reorganize teaching functions while preserving the centrality of human pedagogical judgement, empathy and ethical responsibility.

Results. The analysis revealed that the Educator 2.0 model is based on a shift from automation to augmentation. Its first result is the redistribution of teacher workload: lesson planning, routine test checking, content drafting and multilingual adaptation can be partially delegated to AI systems, while the teacher remains responsible for emotional climate, critical thinking, educational values and final pedagogical decisions. The second result is the

emergence of a four-stage lesson-generation algorithm: collection of contextual data, AI augmentation, automatic production of adaptive learning materials and teacher-controlled refinement. The third result is the personalization cycle, where learner analysis, adaptive content synthesis, practice and corrective feedback operate continuously rather than episodically. The fourth result is the educational potential of voice-based generative dialogue and digital avatars, which may reduce the language barrier by providing safe, repeated and low-anxiety speaking practice. Finally, the model identifies risks: hallucinated information, algorithmic blind spots, weak transparency and confidentiality issues. Thus, Educator 2.0 functions as a hybrid ecosystem in which AI strengthens instructional efficiency, but human expertise remains the core condition of educational quality.

Discussion. The Educator 2.0 model corresponds to recent research showing that generative AI can enhance learning through personalization, rapid feedback, adaptive materials and interactive dialogue. However, the model also confirms that AI integration cannot be reduced to the mechanical use of digital tools. Its success depends on a pedagogically planned division of labour between the teacher and the algorithm. AI is strong in speed, scalability, data processing and routine content production, whereas the teacher is stronger in empathy, moral judgement, contextual interpretation and support of higher-order thinking. This distinction is crucial for language education, where communication is not only linguistic performance but also social interaction, identity expression and emotional risk-taking. Digital avatars and voice-based AI agents may help learners practise more frequently, yet they should not become substitutes for real human communication. The model also highlights the “uncanny valley” problem in education: excessive realism or poorly designed AI interaction may reduce trust rather than increase engagement. Therefore, institutions need clear policies on privacy, transparency, academic honesty and teacher training. Educator 2.0 should be understood not as technological replacement, but as a professionally supervised hybrid ecology.

Conclusion. The Educator 2.0 concept offers a relevant framework for understanding the future of AI-augmented teaching. It demonstrates that generative AI can reduce routine overload, accelerate lesson preparation, support personalized learning and create additional opportunities for language practice through dialogue systems and digital avatars. At the same time, the model stresses that educational quality depends on the teacher’s ability to manage, evaluate and ethically regulate AI-generated outputs. The most productive future is therefore not fully automated education, but a hybrid pedagogical system in which artificial intelligence expands instructional possibilities while the human teacher preserves responsibility for meaning, empathy, critical thinking and learner development. Further empirical research

should test this model in real classrooms and measure its impact on motivation, language performance and teacher workload.

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