Review of: "Artificial Intelligence and Digital Technologies in the Future Education"

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AI tries to imitate human reasoning and behavior, pale current reflection of what is still far from achieving; Approach that if you have achieved with human intelligence (IH) in solving mathematical problems and compiler of terms to result in credible texts from the point of view of a certain particular subject and grammar acceptable, before intelligent questions of the IH.

In the same vein, AI is metaphorically confined speaking to a digital or digitalizing mechanical brain (symile of neuronal networks in parallel or more evolved as the convolutionals and language generators that mimics the human); But it does not have as the human, body sensors-consent that capture the context.

By not having peripheral body or senses or peripheral nerve, concentrating or representation area in cerebral cortex, they cannot feel or get excited about their immediate context; And, therefore, neither information that can process and transform autonomously without the intervention of a novice user or computing expert, so their answers are decontextualized of political, social, scientific, personal or environmental circumstances, which generate or They modulate such an answer. That is, they are apparently credible and laudable text responses but elaborated without consciousness and without criteria.

The purpose or implicit objective of work is to enrich education with "intelligent" accessible and low-cost technologies, but in reality its vision is pragmatic and utilitarian in economic and business matters.

The proposal far from empowering the human educated in such a way with these technologies fails to enhance the reasoning, their intuition and consciousness to learn to generate new knowledge or reorder those already acquired in some special or innovative way, which prevents or makes it difficult to reach levels at levels higher of evaluative, evaluative and meaning knowledge for human life.

On the other hand, if I agree that AI helps create "intelligent digital devices" without major human intervention as a user in processing and results. For this, the participation of programming experts is required with genetic codes and algorithms that, after testing and new test (can be testing and success or essay and error) in a recursive manner, are rectifying and improving the processing of a large amount of information to In order to arrive closer in its results with the objectives planned by the expert in computation.

Also the moral values and ethical principles of the human experts in IA programming are important so that in each section

of refinement of the program and under the results, the adjustments do not put at risk the safety of the users that will use such technology to apply it for the benefit of society. That do not put the survival of the human spice at risk.

The historical review in the evolution of this technology is interesting, since the creation of the smart machine to process numbers and information of Allan Turing in 1936 until today, through the artificial intelligence of J. Mc Carthy of the United States in 1956.

I continue to mention that education was recently stagnant in its strategies, methods, instruments and general technology. Anchored in the flat, linear and autocratic vision of education taking it as a synonym for teaching, when providing information to more than support limit learning by privileging decontextualized and acritic memorization. The automation of teaching was a good step, but insufficient because only the badly done in education was automated.

The AI understood as an advanced computing tool, has to be one of the important support in formal and informal education in all fields of knowledge, empower students (and also their teachers) in the learning method and process, in Special the method of learning to learn to save the human time of routine tasks in order to promote their creativity and thus reach the general objectives of UNESCO education, still in force: learn to meet; Learn to do and learn to be.

Finally, I declare that human thought does not have to look like "computational thinking" if there is truly such thinking about machines. I propose a more innovative way to rely on digital technologies and AI; and this is:

- Identify each student's learning styles and not consider the standard educating in the classroom.
- Once the learning style is identified in each student, if you use the measure of the pedagogical diagnosis, the digital tools appropriate to their level of cognitive development, both declarative and procedural; whether they are the simulators, the expert systems and the image and text processors (ChatGPT3 and ChatGPT4)
- In this way the student will learn at their own pace and learning style with the support of the aforementioned technology.

Finally, it is necessary to emphasize that critical thinking is not only learned with the learning provided by computers; You learn living life, worth the redundancy, and achieving a structured and informal formal way (creative and self -taught) significant learning objectives for life and not only for the classroom.

And as a climax, applaud the good review of learning theories, especially cognitivism and constructivism taken to individual and social educational practice; Although I differ with the author because connectivism is not considered learning theory, if perhaps procedure and tool that, connecting several fields of knowledge and knowing how to do, harmoniously lead us to the construction of a new conceptual framework of certain disciplines, which, which coupled with current knowledge will keep us in the area of the emerging paradigm. So we can continue learning with a more defined method.