artificial intelligence for use as an input for teaching digital professional practice on how to work with groups

an input for teaching digital identify artificial intelligence as The research aimed to n how to work with groups, to identify students' knowledge of professional practice o artificial intelligence for use as an input for teaching digital professional practice on f artificial intelligence from the how to work with groups, and to identify the role o students' point of view in teaching digital professional practice on how to work with groups. groups and learn about applications of artificial intelligence from the students' the digital professional practice of how to point of view that can be used to teach them work with groups and learn about the mechanisms of applying artificial intelligence from the students' point of view that can be used to teach them the digital professional learn about the obstacles to artificial practice of how to work with groups and intelligence applications. From the students' point of view in teaching them digital The researcher used a .professional practice on how to work with groups students sample consisted of and the research ،comprehensive social survey approach affiliation at the Faculty of Social Work, Fayoum -in the fourth year of regularity University, and the total study population was (1429). The researcher designed a actice. The digital questionnaire to teach the students in the fourth year the pr professional method of working with groups using artificial intelligence, with the aim of identifying the mechanisms of artificial intelligence applications that can be used to hod of working with groups. teach students the digital professional practice of the met

.The researcher used simple statistical methods according to the nature of the study showed that the dimensions of the research tool were arranged according to the correlation coefficient respondents' responses : It was also shown that the value of the between the averages of the respondents' responses to the phrases of the first dimension: determining students' knowledge of artificial intelligence for use as an groups, and the input for teaching digital professional practice on how to work with averages of the respondents' responses to the total dimensions of the questionnaire.

(with a function level at (0.91 ،(0.85)

also shown that the value of the correlation coefficient between the averages of the phrases of the second dimension, determining the role respondents' responses to the of artificial intelligence in teaching students about digital professional practice and how to work with groups, and the averages of the respondents' responses to the total

.(ire (0.79), with a function level of (0.89dimensions of the questionna

also shown that the value of the correlation coefficient between the averages of the respondents' responses to the statements of the third dimension, applications of each students the digital professional artificial intelligence that can be used to t With the groups and averages of respondents' practice of the way of working responses on the total dimensions of the questionnaire (0.88), with a significance level

(of (0.91

on coefficient between the averages of the also shown that the value of the correlati respondents' responses to the phrases of the fourth dimension of mechanisms for artificial intelligence applications Which can be used to teach students about digital ups. The average responses of professional practice and how to work with gro respondents on the total dimensions of the questionnaire are (0.73), with a function .(level of (0.90
also shown that the value of the correlation coefficient between the averages of the s of the fifth dimension of obstacles to the respondents' responses to the statement applications of artificial intelligence to teach students digital professional practice on how to work with groups and the averages of the respondents' responses to the total .(with a function level of (0.90 ،(8dimensions of the questionnaire (0.6
Which indicates the existence of a strong direct correlation between the averages of the respondents' responses to the phrases of the second dimension, the role of rofessional practice, how to work artificial intelligence in teaching students digital p with groups, and the averages of the respondents' responses to the total dimensions of .the questionnaire
digital professional practice of how to work with -Artificial intelligence **:Keywords** .groups