

次の英文を読み、180字から220字の日本語で要約しなさい。

Artificial Intelligence (AI) Shaping Our Lives

In 2011 the *Todai Robot Project* was **launched** by the National Institute of Informatics, Japan. The project aimed to develop a computer program that will pass the University of Tokyo entrance examinations. The main question that researchers had in mind at the time was “Can a robot get enrolled into the University of Tokyo?”

The first results of the project demonstrated that Todai Robot’s examination scores were below the average of students who actually entered the University of Tokyo. However, the Todai Robot could pass entrance exams of two-thirds of Japanese universities including 33 national ones!

The project raised some concerns regarding the present education system in Japan. AI expert Noriko Arai says that despite the fact that AI cannot understand meaning and is not capable of reading human emotions, it can already draft high-quality essays, solve mathematical problems, and it learns very fast by collecting and analyzing massive amounts of data. Arai highlights the fact that many Japanese students are studying in the same manner as AI—they memorize facts and simply reproduce them without deep comprehension.

As a matter of fact, it is predicted that AI will eventually surpass human memory and **cognitive** abilities, thus it will become impossible to compete with computers. The project results forecast that both low-skilled and even some white-collar jobs will be replaced by robots and machines in the future.

The arguments for the necessity of changing the education system and promoting *active learning* are backed by data from another survey. According to the *Future of Jobs Report 2018* published by the *World Economic Forum*, the most highly **demand**ed worker skills in 2022 will include: analytical thinking and innovation; active learning and learning strategies; creativity, originality and initiative; technology design and programming; and critical thinking and analysis. **Consequently**, in order to be competitive, employees will have to demonstrate creative and innovative approaches to solving specific and complex work tasks.

The increasing demand for these skills comes as no surprise since the world is now gradually entering the Fourth Industrial Revolution which is driven by the development of robotics, AI, the Internet of Things (IoT), and other such technological advancements.

Overall, AI has significantly affected and continues to shape our lives. As such, we should reevaluate what skills and abilities need to be fostered so that future generations can successfully co-exist with AI. Perhaps it is time to consider which

jobs we want the machines and robots to do and which we want to keep for ourselves.

Sources: 1) World Economic Forum (2018). *The Future of Jobs Report* (Retrieved from http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf Accessed on 10 November 2018); 2) Chris Weller (September 6, 2017). *A robot did better than 80% of students on the University of Tokyo entrance exam* (Retrieved from <https://www.businessinsider.com/robot-beat-most-students-on-university-tokyo-entrance-exam-2017-9> Accessed on 10 November 2018); 3) NII Today, No. 46, July 2013 (Retrieved from https://www.nii.ac.jp/userdata/results/pr_data/NII_Today/60_en/all.pdf Accessed on 10 November 2018). Information from the above-mentioned sources have been adapted for the purposes of this examination.

Notes:

launched : started
demanded : requested
cognitive : intellectual
consequently : as a result