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THE TRANSFORMATIVE POTENTIAL OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE EDUCATION

Abstract

Artificial intelligence (AI) is increasingly reshaping foreign language education by supporting lesson planning, instructional content generation, assessment, personalized practice, and students' independent learning. This review-based analytical study examines the pedagogical functions, limitations, and conditions for the effective integration of AI tools into foreign language teaching, with particular attention to EditGPT, ChatGPT, YaGPT, chatbots, and microlearning applications. The study applies critical literature analysis, comparative functional analysis, systematization, and synthesis of research on AI-assisted language learning. Its original contribution is an author-developed pedagogical framework that classifies AI applications according to four dimensions: instructional function, type of language activity, degree of personalization, and required level of teacher verification. The analysis identifies four principal areas of AI-supported practice: (1) lesson planning and content development; (2) language practice and personalized microlearning; (3) formative assessment and feedback; and (4) support for learner autonomy. At the same time, the review highlights risks related to factual inaccuracy, overreliance on automated translation, information overload, and insufficient digital competence. The findings indicate that AI is most pedagogically effective when it complements rather than replaces teacher expertise. The teacher's role therefore shifts toward the design of learning trajectories, verification of AI-generated content, facilitation of communication, and support for learner motivation and critical thinking.

Keywords: integration of AI, foreign language teaching, educational robotics, neural networks, pedagogical research.

Introduction

The rapid development of artificial intelligence has become particularly significant for foreign language education, where generative and conversational systems can directly participate in text

production, dialogue practice, feedback, assessment, and individualized learning. In Kazakhstan and internationally, this development requires a reassessment of established language-teaching methods and of the teacher's role in selecting, verifying, and pedagogically framing AI-generated content.

Rather than addressing digitalization as a general social phenomenon, the present study focuses specifically on how AI changes the design and delivery of foreign language instruction. Of particular interest are applications that support lesson planning, the creation and adaptation of language-learning materials, formative assessment, microlearning, conversational practice, and students' autonomous work.

The educational process is shaped by a range of requirements, including the development of teachers' professional competencies, the effective use of instructional tools, the creation of conditions that foster self-directed learning, the selection of appropriate teaching resources, lesson analysis, and the formulation of clear learning objectives and student motivation [1]. In addition, a contemporary lesson is characterized by interdisciplinary integration, where educators are expected to establish meaningful links across different academic disciplines, as noted by Shadiyeva N.K. [2]. It should be stressed that the notion of a "modern lesson" is dynamic and continuously evolves in response to emerging educational trends.

The development of digital learning has had a significant impact on the role of teachers within the educational process, as highlighted by Aimaletdinov T.A. [3]. The shift from a knowledge-centered paradigm to a competency-based approach has fundamentally transformed this role. In the traditional knowledge-oriented model, the teacher held a central and authoritative position, while students were viewed as passive recipients of predefined information.

Accordingly, the aim of this study is to systematize the pedagogical potential and limitations of selected AI tools in foreign language education and to formulate an author-developed framework for their responsible integration into teaching practice. The novelty of the study lies in organizing AI applications around four analytically comparable dimensions – (1) instructional function, (2) type of language activity, (3) degree of personalization, and (4) required teacher verification – and in linking these dimensions to lesson planning, language practice, assessment, and learner autonomy.

Although recent studies have described numerous uses of ChatGPT and other generative AI systems in language education, the literature remains dominated by descriptions of individual tools and separate language-learning functions. Recent reviews likewise point to the need for clearer pedagogical frameworks, stronger attention to teacher decision-making, feedback quality, ethical risks, and the integration of AI across different language skills [17–19]. The research gap addressed in this article is therefore the lack of a concise pedagogical framework that enables teachers to compare AI tools not only by technical capability but also by instructional function, language activity, personalization potential, and the degree of pedagogical verification required.

This article is a review-based analytical study rather than an empirical experiment. The methodological design combines critical literature analysis, comparative functional analysis, systematization, and synthesis. The selected literature was examined for evidence concerning AI-assisted foreign language teaching, including instructional design, language-skill development, assessment, personalization, teacher digital competence, learner autonomy, and pedagogical risks.

A limited diachronic perspective was used to trace the shift in educational AI from earlier task-specific applications, such as automated translation and rule-based digital tools, toward generative and conversational systems capable of producing, adapting, and evaluating language-learning content. This historical perspective is used only to contextualize the current stage of AI-assisted language learning rather than to provide a comprehensive history of artificial intelligence.

The analytical procedure consisted of three stages. First, relevant scholarly publications were critically reviewed to identify recurring pedagogical opportunities and risks. Second, the functions of the AI tools discussed in the article – EditGPT, exam-oriented AI, ChatGPT, YaGPT, and chatbots – were compared in relation to language-teaching tasks. Third, the findings were synthesized into four analytical dimensions: instructional function, type of language activity, personalization potential, and required teacher verification.

This procedure makes it possible to distinguish the author's analytical contribution from the findings of previous studies. No learner sample, intervention, or experimental testing was conducted; consequently, the results should be interpreted as a pedagogical synthesis and comparative framework that can serve as a basis for subsequent classroom validation.

The national context remains relevant because Kazakhstan's digital-education policy has encouraged the use of ICT and digital content in educational institutions [4]. In this study, however, this policy context is considered only insofar as it supports the introduction of AI-based tools into foreign language teaching.

The systematization and integration of the data obtained were carried out through a synthetic methodological approach, which made it possible to delineate the key trends and trajectories in the development of the examined academic domain. This methodological framework not only allowed for the identification of the main vectors of progress but also highlighted existing gaps and potential directions for future research.

The modern era is characterized by rapid technological advancement and the pervasive digitalization of nearly all spheres of society. In Kazakhstan, there is a growing public demand for the integration of information and communication technologies (ICT) into the educational system. This process is actively supported at the state level. For instance, the national program "Digital Kazakhstan" implements a range of initiatives aimed at equipping educational institutions with advanced digital infrastructure and developing electronic services and content to enhance educational practice [4].

The present study focuses on foreign language education, which is currently undergoing profound transformation under the influence of emerging digital technologies. In particular, the role of artificial intelligence (AI) in foreign language learning is becoming increasingly significant.

Scholarly discourse identifies both advantages and limitations associated with the integration of AI into foreign language education. For example, Yegorychev D.N. emphasizes a potential drawback, namely the possible decline in learners' motivation to study foreign languages due to the availability of automated translation technologies. It is argued that AI enables students to delegate the translation of words, phrases, sentences, and entire texts to machine-based systems, which may hinder the development of their own lexical and grammatical competencies [5].

A further challenge for foreign language education is information overload. When AI systems generate large amounts of vocabulary, explanations, examples, or feedback without pedagogical filtering, learners may experience reduced attention and superficial processing. This risk strengthens the need for teacher-mediated selection, sequencing, and adaptation of AI-generated language content, particularly in microlearning and independent study.

We argue that artificial intelligence is a defining product of its time, and its complete rejection would yield no tangible benefits. On the contrary, such rejection would restrict opportunities for innovation and progress in education. Effective use of existing AI technologies can significantly enhance the efficiency of the educational process. Consequently, the first challenge facing modern methodological science lies in developing new forms and methods for effective collaboration with artificial intelligence.

A further significant challenge is the issue of information overload, which is largely driven by the rapid expansion of technologization and digital transformation in modern society. This phenomenon has a considerable impact on essential cognitive functions, particularly attention and concentration, thereby diminishing learners' capacity to sustain focus and effectively process incoming information. These developments highlight the growing need for innovative pedagogical strategies and methodological frameworks in both general and foreign language education, designed to assist learners in coping with the increasing cognitive pressures of the digital era.

In contrast, contemporary educational discourse increasingly emphasizes a subject–subject model of interaction. Within this paradigm, the teacher's function is not limited to the transmission of knowledge and experience; rather, it encompasses the facilitation of learning processes, the design of individualized educational pathways and strategies, and the provision of advisory support in problem-solving activities. The implementation of this learner-centered approach is closely associated with the incorporation of innovative instructional technologies, which requires the continuous refinement and development of new pedagogical methods, techniques, and approaches aligned with the evolving demands of contemporary society. In this context, the integration of artificial intelligence and virtual reality technologies significantly enhances the quality and efficiency of the educational process, offering advanced tools for improving learning outcomes and ensuring responsiveness to the requirements of the globalized economy [7].

Materials and methods

Consequently, the teacher faces a complex dual challenge: on the one hand, maintaining the quality of education using established traditional methods; on the other, aligning pedagogical practice with contemporary digital trends. For instance, S.S. Kunanbayeva conceptualizes foreign language teaching as “a process in which, through interaction between the learner and the teacher, the reproduction and assimilation of specific experience are achieved in accordance with predetermined goals” [8]. In contemporary educational practice, however, instructors are increasingly expected to implement foreign language instruction through the integration of digital technologies, including systems based on artificial intelligence. The use of AI supports learners’ autonomous search for and acquisition of knowledge, while repositioning the teacher as a facilitator and learning partner who guides students toward appropriate educational objectives. In this regard, the pedagogical potential of artificial intelligence is substantial, although it remains in the early stages of systematic exploration and full implementation within educational contexts.

Results and discussion

In modern academic discourse, the concept of artificial intelligence has acquired a considerably broader and more complex interpretation. It is generally understood as a system of computational algorithms capable of simulating selected aspects of human cognition within dynamic digital environments.

Researchers and practitioners typically distinguish three main categories of artificial intelligence:

1. Weak (Narrow) AI. This type of AI is widely applied in everyday contexts and includes technologies such as voice assistants (e.g., Siri and Yandex Alice), targeted advertising algorithms in social media platforms, facial recognition systems, online matching services, and other task-specific applications.

2. For the purposes of foreign language education, the practically relevant category is Weak (Narrow) AI, which includes the currently available generative, conversational, translation, assessment, and content-generation tools discussed in this article. Strong AI and Super AI are retained in Table 1 only as conceptual reference points and are not treated as currently available pedagogical technologies.

3. Accordingly, the discussion below moves from general AI taxonomy to the pedagogical functions of currently available narrow and generative AI systems in English-language teaching.

At present, AI represents a universal technological system influencing virtually all areas of human activity, including education as noted Mokhovikov M.E. [10]. Functions such as information retrieval, assessment, and communication with educational institutions are increasingly being facilitated by AI systems.

In contemporary scholarly discourse, the concept of artificial intelligence has acquired a considerably broader and more nuanced interpretation. It is generally understood as a system of computational algorithms designed to simulate selected functional aspects of human cognition within dynamic computational environments. Such systems can perform tasks traditionally associated with human intellectual activity, including pattern recognition, decision-making, learning from data, and adaptive problem-solving across varying contexts.

Table 1 – Taxonomy of artificial intelligence

Type of AI	Brief Description	Examples / Status
Weak (Narrow AI)	Performs narrow, specific tasks	Voice assistants, targeted ads, facial recognition
Strong AI (AGI)	Comparable to human intelligence	Under development
Super AI	Surpasses human cognition	Theoretical
Note: Compiled by the authors.		

Scholars and practitioners commonly distinguish three primary types of artificial intelligence. Weak AI is widely used in everyday life. Strong AI remains under development, while Super AI is still a theoretical concept.

Within the scope of the present study, particular emphasis is placed on the application of artificial intelligence technologies by educators in the planning and delivery of English language instruction. Many educational institutions have incorporated English into their curricula as a second foreign language. This trend necessitates the provision of English language education that meets high methodological, technological, and pedagogical standards.

Accordingly, English language teachers are confronted with a multifaceted set of responsibilities. In addition to selecting appropriate instructional materials and effective teaching strategies, they must ensure comprehensive methodological support for the educational process while adapting to the challenges and opportunities associated with ongoing digital transformation. The integration of innovative digital technologies, including artificial intelligence-based tools, requires educators to continuously update their professional competencies and adopt pedagogical approaches capable of addressing the evolving needs of contemporary learners. English language teachers are required to address a range of professional tasks, including the identification of high-quality educational resources, the application of innovative pedagogical approaches within the digital environment, and the development of creative, digital, technological, and other essential competencies.

The integration of artificial intelligence technologies has the potential to substantially streamline lesson planning and instructional design by providing educators with efficient access to a wide range of supplementary resources, including multimedia content, visual materials, interactive exercises, flashcards, and other digital learning tools. Such resources function not only as instructional support mechanisms but also as effective instruments for enhancing student motivation and engagement. This is particularly evident in the use of authentic materials, which are widely acknowledged as a key factor in the successful development of foreign language communicative competence.

Furthermore, the growing adoption of artificial intelligence has contributed to the enhancement of English language teachers' digital literacy and professional competence. A wide variety of online training courses, professional networks, and educational platforms have emerged to support foreign language educators by facilitating the exchange of innovative teaching practices, methodological insights, and technological solutions. These professional communities create opportunities for continuous professional development and encourage the dissemination of effective approaches to the integration of digital technologies into language teaching and learning processes [11].

Conferences, seminars, workshops, and master classes aimed at the professional development of foreign language teachers are now frequently held on digital platforms. These digital formats provide educators with opportunities to engage in professional development regardless of geographical location, archive online sessions for subsequent use, and facilitate the exchange of instructional resources and pedagogical experiences with colleagues. Such opportunities contribute to the continuous improvement of teaching practices and support the development of professional learning communities.

According to numerous scholars in the field of language pedagogy, these practices can no longer be regarded as innovative; rather, they have become an integral component of contemporary professional activity in education. Nevertheless, the adoption of digital technologies among foreign language teachers remains uneven, with some educators demonstrating limited engagement due to insufficient levels of digital competence and technological preparedness. Despite these constraints, the range of digital instruments available for educational purposes continues to expand, offering new possibilities for enhancing teaching effectiveness and learner engagement.

The analysis of current applications suggests that the pedagogical value of AI should be assessed not by the number of functions a tool offers but by its fit with a specific language-learning objective. Four recurring functions are evident: supporting lesson planning and content development, enabling language practice, assisting formative assessment and feedback, and facilitating learner autonomy. These functions provide the basis for the comparative framework presented below.

Therefore, English language educators are confronted with a complex set of professional responsibilities. Alongside the selection of relevant instructional content, they are required to provide comprehensive methodological support while adapting teaching practices to the realities of an increasingly digitalized educational environment.

However, recognizing the pedagogical potential of artificial intelligence alone is insufficient. Greater attention should be directed toward the practical incorporation of AI-powered technologies into everyday teaching practice. The use of such technologies can substantially optimize lesson planning

and instructional design by using a lot of educational resources, including multimedia materials, video content, visual aids, interactive exercises, flashcards, and authentic language materials. The effective use of these resources not only enriches the learning process but also motivates learner engagement, supports the development of communicative competence, and contributes to more personalized and effective foreign language instruction.

Several neural network applications can be integrated into English language instruction. EditGPT, for example, is primarily useful for text-focused operations such as summarization, linguistic correction, synonym selection, text adaptation, outlining, and proficiency-oriented analysis. From a pedagogical perspective, these functions can support comprehension questions, lexical substitution tasks, grammar-focused sentence construction, guided composition, and text-restructuring activities. In the present review, these capabilities are treated as functional affordances reported or observable at the tool level; they are not presented as results of an empirical classroom test. All AI-generated corrections and proficiency judgments therefore require teacher verification before use in assessment or instruction.

Another example of an innovative neural network is one specifically designed to assist students in preparing for examinations and tests. This neural network is particularly useful for foreign language teachers, as it can automatically generate test questions based on course materials. It can also be employed by students for independent or guided test preparation. The main functions of this network include the creation of multiple-choice tests and fill-in-the-blank exercises based on English-language texts. The neural network can generate high-quality true-or-false questions and multiple-choice items instantaneously. In addition to its online functionality, it also allows users to download the generated materials for later use.

ChatGPT is a neural network distinguished by a broad range of functional capabilities. English language teachers can use this system not only to design text-based tasks but also to integrate image-based activities. Possible applications include generating images based on English-language descriptions, creating visual representations of the meanings of English characters. These activities may include text adaptation and transformation exercises, the creation of dialogues and scripts for short classroom performances based on thematic content, the generation of visual materials incorporating hidden linguistic elements, and the composition of poems using predetermined sets of English-language characters or vocabulary items. Such tasks promote learners' creativity, linguistic awareness, and active engagement with the target language while supporting the development of productive language skills.

Moreover, ChatGPT and similar generative AI systems continue to evolve rapidly, expanding their functionality and educational applicability. It is anticipated that these technologies will become increasingly integrated into digital learning ecosystems and educational platforms, where they will function as intelligent assistants capable of supporting both educators and students. In this capacity, AI-powered tools can facilitate instructional planning, provide personalized learning assistance, generate educational content, and contribute to the creation of more adaptive and learner-centered educational environments.

YaGPT, developed by Russian programmers and owned by Yandex, represents another versatile neural network with functionality comparable to other advanced AI models. Its most practical application lies in summarizing extensive texts, such as academic articles, book chapters, or essays, by presenting the information concisely while emphasizing the main ideas. One of the notable functionalities of YaGPT is its ability to generate concise summaries of information while preserving key concepts and essential content. In addition, the system can automatically produce written synopses of audiovisual materials, offering educators an efficient instrument for designing reading, comprehension, and writing activities based on video resources.

The neural network technologies discussed above substantially simplify and accelerate the development of instructional materials for English language teaching. They provide educators with opportunities to incorporate innovative and creative approaches related to English language learning, cultural studies, and grammatical instruction. The application of such technologies contributes to increased learner engagement, strengthens motivation, and promotes more active participation in the educational process. Furthermore, neural network systems can serve not only as pedagogical support tools for instructors but also as intelligent learning assistants that facilitate students' autonomous learning, self-directed study, and continuous skill development.

At the same time, educational practice demonstrates that students differ considerably in their cognitive characteristics, learning preferences, and rates of information processing. Consequently, large volumes of instructional content are not always assimilated effectively by all learners. These individual differences highlight the importance of personalized educational approaches capable of adapting learning materials and instructional strategies to the specific needs and abilities of each student. This circumstance necessitates the development of tools capable of monitoring the quality of learning and adapting to each student's intellectual abilities. Soboleva J.S. [14] states that artificial intelligence (AI) platforms and neural network-based assistants are expected to serve as such adaptive tools soon.

At present, a wide range of digital learning platforms powered by artificial intelligence (AI) are employed to develop language skills in a microlearning format. The defining feature of such platforms is their capacity to promote focused engagement with learning content – a key principle of microlearning by Talapova A.K., & Turkmenbayeva M.Zh. [15].

One of the most effective AI-based educational tools is the chatbot. Recent research has actively explored the potential of chatbots such as GPT in the field of education. Chatbots based on GPT technology operate similarly to traditional instant messaging applications, enabling rich and dynamic dialogue. Moreover, they can generate diverse types of educational content on a given topic, including texts, questions, and learning tasks.

Table 2 – Pedagogical comparison of selected AI tools for foreign language education

AI Tool	Main Functions	Language Activity	Personalization	Limitations / Teacher Verification	Pedagogical Benefit
EditGPT	Text correction, summarization, synonym selection, adaptation	Reading, writing, vocabulary, grammar	Medium: prompts can specify level and task	Verify corrections, level judgments, and contextual appropriateness	Speeds up text preparation and language-focused exercise design
Exam-oriented AI	Generates tests, distractors, gap-fills, true/false items	Reading, vocabulary, grammar; formative assessment	Medium: items can be adjusted by level/topic	Check answer keys, ambiguity, validity, and curriculum alignment	Supports rapid formative assessment and practice
ChatGPT	Generates/adapts texts, dialogues, scenarios, questions and feedback	Speaking, writing, reading, vocabulary; communicative practice	High: can adapt role, level, topic, feedback and pace	Check factual/linguistic accuracy, bias, overreliance, and task authenticity	Supports creative, dialogic, adaptive and autonomous learning
YaGPT	Summarizes texts and audiovisual content; produces written synopses	Reading, listening-to-writing, summarization	Medium: output length and focus can be specified	Verify omitted details, factual accuracy, and language level	Transforms extended input into concise learning materials
Note: Compiled by the authors.					

The comparison demonstrates that the tools differ not only in functionality but also in pedagogical purpose and level of required supervision. EditGPT is most directly aligned with text revision and language-focused exercises; exam-oriented AI supports rapid generation of formative assessment items; ChatGPT is suitable for dialogic, creative, and adaptive tasks; and YaGPT is useful for summarization and transformation of extended text or audiovisual content into written learning materials. In all cases, teacher verification remains necessary to check linguistic accuracy, factual reliability, level appropriateness, and alignment with lesson objectives.

Personalization becomes pedagogically meaningful when AI-generated content is adjusted to learners' proficiency level, target skill, pace, and immediate learning objective. In foreign language

education, this is especially relevant to microlearning, where short vocabulary, grammar, reading, or speaking tasks can be sequenced and adapted without overwhelming the learner.

In their investigation of chatbot-assisted foreign language learning, Kolegova I.A. and Levina I.A. argue that much of the existing literature on the educational use of chatbots pays insufficient attention to the organization and progression of language practice activities. Specifically, limited consideration is given to the structuring of learning content and the sequencing of communicative tasks within chatbot-mediated instruction [16]. The researchers emphasize that clearly defined educational objectives constitute a fundamental prerequisite for productive interaction with chatbot technologies. They further highlight the importance of establishing a systematic framework of speech micro-skills that can serve as a pedagogical foundation for designing, implementing, and evaluating language-learning activities involving conversational artificial intelligence systems. The cognitive dimension of chatbot-assisted learning is thus formed by clearly explaining to students which micro-tasks they are expected to complete.

Chatbots can also function as valuable teacher-support tools for creating personalized learning tasks of various types. For instance, to design an exercise for reinforcing vocabulary, a teacher might send a chatbot a list of selected lexical items along with the lesson topic (e.g., ecology, sports, hobbies) and specify the desired activity type (e.g., matching exercise, fill-in-the-blanks task). Specialized AI platforms are also being developed to address similar methodological needs. One such resource is Twee, a popular platform among foreign language teachers. Although this program limits the maximum number of words for text creation to twenty, Twee focuses on the development of microcontent; when provided with a large list of words, the system automatically reduces their number by approximately half to maintain optimal microlearning proportions.

In microlearning, video, audio, short texts, quizzes, and chatbot interactions can be combined into compact language-learning units. AI can support this process by adapting input, generating follow-up questions, recycling vocabulary, and providing immediate practice. However, effective integration depends on explicit learning objectives and on teacher control over task sequence, difficulty, feedback, and the reliability of generated content. Thus, the central issue is not technological novelty itself but pedagogically justified integration into foreign language learning.

Author's pedagogical framework for AI integration. The synthesis supports a four-dimensional decision framework for foreign language teachers. First, the instructional function should be specified: planning/content development, language practice, assessment/feedback, or learner autonomy. Second, the target language activity should be identified, such as reading, writing, listening, speaking, vocabulary, or grammar. Third, the desired degree of personalization should be determined according to proficiency, pace, topic, and learner need. Fourth, the required level of teacher verification should be established, with particular attention to factual accuracy, linguistic correctness, assessment validity, bias, and alignment with learning objectives. This framework constitutes the principal analytical contribution of the study and can be used as a practical criterion set for selecting AI tools rather than adopting them solely on the basis of technical novelty.

Conclusion

The review yields four concrete results for foreign language education. First, AI tools can be grouped by four principal pedagogical functions: lesson planning and content development, language practice, formative assessment and feedback, and support for learner autonomy. Second, the pedagogical suitability of a tool depends on the target language activity, the degree of personalization required, and the level of teacher verification rather than on technical functionality alone. Third, the main risks identified are factual and linguistic inaccuracies, overreliance on automated translation or generated answers, information overload, and insufficient teacher digital competence. Fourth, effective AI integration changes the professional role of the foreign language teacher from a primary transmitter of content toward a designer of learning trajectories, verifier of AI-generated materials, facilitator of communication, and guide for critical and autonomous learning.

These findings support the conclusion that AI should function as a complementary pedagogical instrument rather than as a substitute for the teacher. Its value lies in increasing the efficiency and variability of language-learning tasks while allowing teachers to devote greater attention to interaction, motivation, feedback, and individual learner needs. At the same time, responsible use requires systematic verification of generated content and explicit alignment with language-learning objectives.

The proposed four-dimensional framework – instructional function, language activity, personalization, and teacher verification – offers a practical basis for selecting and integrating AI tools in foreign language education. Future research should empirically validate this framework in classroom settings, compare its effectiveness across proficiency levels and language skills, and examine long-term effects on learner autonomy, motivation, and achievement.

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ШЕТ ТІЛДІК БІЛІМ БЕРУДЕГІ ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ ТРАНСФОРМАЦИЯЛЫҚ ӘЛЕУЕТІ

Андатпа

Мақалада жасанды интеллектіні (ЖИ) бағдарламалау қағидалары мен тіл үйрету әдістемелерінің өзара байланысы қарастырылады, бұл байланыс нейроғылымның дамуымен күшейіп, лингвистикалық педагогиканың жаңа қырларын ашады. Машиналық аударма, адам–машина диалогы жүйелері және білім беру робототехникасы сияқты заманауи технологиялар дәстүрлі оқыту парадигмаларын айтарлықтай өзгертті. Бұл жаңалықтар оқу үдерісін ұйымдастыруға, оқытушылардың рөліне, сондай-ақ бағалау жүйелері мен шет тілін үйренушілердің нәтижелерін анықтау тетіктеріне әсер етеді. Мақаланың мақсаты – білім беру үдерісіне ЖИ технологияларын ендірудің қазіргі жағдайын талдау. Шет тілін оқыту жүйелерін қазіргі технологиялық үрдістерге сай жобалау білім алушыларға икемді стратегияларды қолдануға мүмкіндік береді, оқытудың тиімділігін арттырады және күтілетін нәтижелерге қол жеткізуге жәрдемдеседі. Сонымен қатар, ЖИ қосымшалары тілдік құзыреттерді меңгеруді жеделдетіп, оңтайландырады, оқытуды дараландыруға және оның тиімділігін арттыруға жағдай жасайды. Бұл зерттеу ЖИ қолдауы негізіндегі шет тілін меңгерудің ерекшеліктерін, артықшылықтарын және шектеулерін жан-жақты қарастырады. Таңдап алынған оқыту әдістемелеріне талдау жасалып, осы контекстегі тіл оқытушыларының өзгеріп жатқан рөлі қарастырылады. Зерттеудің негізгі мақсаты – шет тілін оқытудың жаңа жағдайларын анықтап, жоғары оқу нәтижелеріне қол жеткізуді қамтамасыз ететін және тиімді педагогикалық өзара әрекеттестікті дамытуға бағытталған тұжырымдамалық негіз ұсыну.

Тірек сөздер: жасанды интеллект, шет тілі, білім беру, оқу нәтижелері, нейрондық желілер, педагогикалық зерттеу, заманауи сабақ.

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ТРАНСФОРМАЦИОННЫЙ ПОТЕНЦИАЛ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ

Аннотация

В статье рассматривается взаимосвязь принципов программирования искусственного интеллекта (ИИ) и их применения в различных методиках обучения языкам, которая усиливается благодаря достижениям нейронауки и способствует развитию лингвистической педагогики. Современные технологии, включая машинный перевод, системы человеко-машинного диалога и образовательную робототехнику, существенно изменили традиционные подходы к обучению. Эти инновации влияют не только на организацию учебного процесса и роль преподавателя, но и на практики оценивания и механизмы определения результатов обучения иностранному языку. Цель статьи – проанализировать современное состояние интеграции ИИ в образовательную среду, которая стала характерной особенностью современной педагогики. Проектирование систем обучения иностранным языкам с учетом актуальных технологических тенденций позволяет обучающимся применять адаптивные стратегии, повышает эффективность обучения и способствует достижению целевых образовательных результатов. Кроме того, применение ИИ ускоряет и оптимизирует формирование языковых компетенций, обеспечивая более персонализированный и результативный процесс обучения. В исследовании представлен всесторонний обзор особенностей, преимуществ и ограничений обучения иностранным языкам с применением ИИ. Дается подробный анализ отдельных методик обучения и рассматривается изменяющаяся роль преподавателя в данном контексте. Основная задача работы – определить новые условия обучения иностранным языкам и предложить концептуальную основу для устойчивого и эффективного педагогического взаимодействия, направленного на повышение результатов и достижение высокого уровня образовательных достижений.

Ключевые слова: искусственный интеллект, иностранный язык, образование, результаты обучения, нейронные сети, педагогическое исследование, современный урок.

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