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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты II көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов II весенней международной научно-практической конференции «Инновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice”

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The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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SECTION 2. INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING METHODOLOGY

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educational theory. Their implementation contributes to a supportive classroom atmosphere that encourages experimentation and active language use.

Therefore, incorporating art-based approaches into teacher education programs is essential for preparing competent and innovative English teachers. By combining linguistic objectives with creative methodologies, educators can enhance vocabulary acquisition and foster positive attitudes toward language learning among young learners.

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INTEGRATING ARTIFICIAL INTELLIGENCE TOOLS INTO FOREIGN LANGUAGE TEACHING

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Abstract. The rapid evolution of Artificial Intelligence (AI) has fundamentally transformed the landscape of foreign language education. Traditional pedagogical methods, characterized by static instructional materials, are increasingly being augmented by AI-driven tools that provide personalized, adaptive, and immersive learning experiences. This article explores the integration of Large Language Models (LLMs), speech recognition systems, and intelligent tutoring platforms in the classroom. AI facilitates real-time feedback, enhances phonetic accuracy, and

automates administrative tasks for educators. Understanding these pedagogical adaptations is essential for modernizing curricula and improving linguistic proficiency in a globalized world.

Keywords: Artificial Intelligence, Foreign Language Teaching, Personalization, Adaptive Learning, Educational Technology.

The rapid advancement of Artificial Intelligence (AI) technologies has significantly influenced contemporary educational systems, including foreign language teaching. AI is increasingly integrated into instructional environments due to its capacity to process linguistic data, adapt to learner performance, and provide automated feedback. These capabilities contribute to the transformation of traditional pedagogical models and the emergence of more adaptive and individualized learning environments.

In foreign language education, this transformation is closely associated with the shift from standardized instruction toward learner-centered approaches. Conventional teaching models, which rely on uniform curricula and limited differentiation, are gradually being supplemented by digital and AI-based tools that enable personalized learning trajectories. This development reflects broader trends in educational research emphasizing adaptability, autonomy, and data-driven instruction [3-5].

The relevance of AI in education is also supported by international policy frameworks. Organizations such as UNESCO and OECD highlight the importance of integrating AI technologies into educational systems to enhance learning outcomes and support the development of 21st-century competencies, including digital literacy and communicative competence [9-10].

Traditional foreign language teaching methods are increasingly viewed as insufficient in addressing the needs of contemporary learners. These methods are typically characterized by teacher-centered instruction, standardized content delivery, and limited responsiveness to individual learner differences. Such structural features restrict the effectiveness of language acquisition in heterogeneous classroom environments [3].

A key limitation of traditional approaches is the absence of systematic personalization. Instruction is generally delivered uniformly, without sufficient consideration of learners’ proficiency levels or cognitive differences. This often results in suboptimal learning outcomes, particularly in mixed-ability classrooms .

Another significant constraint concerns the development of communicative competence. Traditional methodologies frequently emphasize grammatical accuracy and controlled practice at the expense of authentic communicative interaction. However, effective language acquisition requires meaningful use of language in context, which is not always adequately supported by conventional instructional models [4].

Within the context of foreign language teaching, Artificial Intelligence can be defined as a set of computational technologies capable of simulating human cognitive

functions such as language processing, pattern recognition, and decision-making in order to support learning processes. These systems include machine learning models, natural language processing tools, speech recognition systems, and intelligent tutoring systems designed to facilitate language acquisition [5].

In linguistic education, AI operates primarily through the analysis of learner input and the generation of adaptive responses. This includes error detection, pronunciation assessment, automated feedback, and the simulation of conversational interaction. Such functionalities allow AI-based systems to replicate certain aspects of human tutoring while maintaining scalability and consistency [4, 6].

From a pedagogical perspective, AI in language learning is not limited to automation but also includes personalization of instruction. By analyzing learner performance data, AI systems can adjust task difficulty, recommend learning materials, and identify individual learning gaps. This enables a more targeted and efficient learning process compared to traditional methods [3].

Artificial Intelligence tools applied in foreign language teaching can be classified according to their functional and technological characteristics. In this study, three main categories are distinguished: generative AI systems, acoustic-phonetic systems, and adaptive learning platforms. This classification reflects the core mechanisms through which AI supports language acquisition processes [3,5].

The first category includes generative Artificial Intelligence systems. These tools are based on large language models capable of producing human-like text and simulating natural dialogue. In foreign language teaching, generative AI is used to support written and spoken interaction, provide explanations, and generate contextualized linguistic input. Such systems contribute to the development of communicative competence by enabling learners to engage in flexible and interactive language practice beyond classroom constraints. Their key pedagogical value lies in their ability to generate unlimited authentic-like language output in response to learner input.

The second category comprises acoustic-phonetic systems. These technologies are designed to analyze and evaluate speech production, focusing on pronunciation accuracy, intonation, and fluency. By applying speech recognition and signal processing techniques, these systems provide immediate corrective feedback on oral performance. This functionality is particularly important in foreign language acquisition, where phonetic accuracy plays a critical role in communicative effectiveness. Empirical studies indicate that such systems enhance pronunciation skills through repeated practice and real-time feedback mechanisms .

The third category consists of adaptive learning platforms. These systems utilize machine learning algorithms to monitor learner performance and adjust instructional content accordingly. Based on continuous data collection, they personalize tasks, modify difficulty levels, and recommend learning materials tailored to individual needs. This adaptive functionality supports differentiated instruction and promotes learner autonomy, which are considered essential components of effective language

learning [5].

Impact of Artificial Intelligence on Linguistic Competencies. The integration of Artificial Intelligence tools into foreign language teaching has a multidimensional impact on the development of linguistic competencies. These effects can be observed across several core areas, including lexical development, grammatical accuracy, pronunciation skills, and communicative competence. The influence varies depending on the type of AI system and the pedagogical context of its application [5].

In terms of lexical competence, generative AI systems contribute to vocabulary expansion by exposing learners to diverse contextualized language input. Through interactive dialogue and text generation, learners encounter a wide range of lexical structures in meaningful contexts. This facilitates incidental vocabulary acquisition and supports deeper semantic understanding compared to isolated memorization techniques [4]. Additionally, adaptive systems reinforce lexical retention by providing repeated exposure to previously learned items through personalized learning pathways.

Grammatical competence is also enhanced through AI-based feedback mechanisms. Intelligent tutoring systems and automated writing evaluation tools identify syntactic and morphological errors in learner output and provide corrective feedback. This immediate error detection allows learners to internalize grammatical rules more effectively, as correction occurs in close temporal proximity to language production [8]. As a result, learners demonstrate improved accuracy in written tasks over time.

Pronunciation competence is particularly influenced by acoustic-phonetic systems. These technologies analyze speech input and evaluate segmental and suprasegmental features such as phoneme articulation, stress, and intonation patterns. Continuous interaction with speech recognition systems enables learners to refine their pronunciation through iterative feedback cycles. Empirical studies indicate that such systems are especially effective for beginners and intermediate learners, where phonetic awareness is still developing [6].

Communicative competence is significantly affected by generative AI systems, which simulate authentic conversational environments. By engaging in interactive dialogue with AI-based agents, learners develop discourse management skills, turn-taking strategies, and pragmatic awareness. The absence of social pressure in such environments reduces communication anxiety, thereby increasing learner participation and willingness to experiment with language use [4].

From a broader perspective, adaptive learning platforms contribute to the balanced development of all linguistic competencies by adjusting task difficulty and providing individualized learning trajectories. These systems ensure that learners progress at an appropriate pace, which supports both accuracy and fluency development simultaneously [5].

In addition to chatbots, AI-powered language learning platforms such as Duolingo, Rosetta Stone, Babbel, and Busuu are widely used. These platforms employ intelligent algorithms to monitor learner progress and automatically adjust difficulty

levels. This ensures that learners are consistently engaged at an appropriate level, which enhances motivation and prevents frustration. Many platforms also incorporate gamification elements, such as points, levels, and rewards, making the learning process more engaging.

Chatbots represent one of the most widely applied forms of generative Artificial Intelligence in foreign language teaching. These systems are designed to simulate human-like dialogue through natural language processing techniques, enabling learners to engage in interactive communication in the target language. Unlike traditional classroom interaction, chatbot-based communication is available continuously and is not limited by classroom time or teacher availability.

One of the primary pedagogical advantages of chatbots is their contribution to increasing learner exposure to the target language. Regular interaction with conversational systems allows learners to practice language skills in a low-anxiety environment. This is particularly important in foreign language learning, where affective factors such as fear of making mistakes often reduce learner participation. Chatbots mitigate this issue by providing a non-judgmental interaction space, which encourages more frequent and sustained language practice [4].

In addition, chatbots support the development of communicative competence by simulating real-life conversational scenarios. Learners can engage in structured or semi-structured dialogues that replicate everyday communication contexts. This interaction promotes the acquisition of pragmatic skills, including turn-taking, question formation, and contextual response generation. As a result, learners are able to develop more natural and fluent language use compared to traditional drill-based methods [5].

Chatbots also contribute to learner autonomy by enabling self-directed practice outside formal instructional settings. Learners can independently initiate conversations, select topics of interest, and control the pace of interaction. This flexibility supports individualized learning trajectories and allows learners to focus on specific linguistic areas that require improvement [5].

The integration of Artificial Intelligence (AI) tools into foreign language teaching does not eliminate the role of teachers; rather, it transforms their functions within the educational process. In AI-enhanced learning environments, teachers shift from being primary sources of knowledge to facilitators, mediators, and designers of learning experiences. This transformation reflects broader pedagogical changes associated with the adoption of digital technologies in education [5].

Despite the significant pedagogical potential of Artificial Intelligence (AI) in foreign language teaching, its integration raises a number of ethical and pedagogical challenges. These challenges are related to issues of data privacy, algorithmic transparency, educational equity, and the changing role of human instruction in technology-enhanced learning environments [5].

One of the primary ethical concerns is data privacy. AI-based language learning systems often collect and process large volumes of learner data, including performance metrics, interaction patterns, and spoken or written input. The storage and use of such

data raise questions regarding informed consent, data protection, and the potential misuse of personal information. International policy frameworks emphasize the necessity of ensuring that educational technologies comply with strict data governance standards [9].

A key limitation of Artificial Intelligence (AI) in foreign language teaching is its lack of emotional intelligence (EQ). Emotional intelligence refers to the ability to recognize, interpret, and appropriately respond to human emotions such as motivation, frustration, confidence, and anxiety. In language learning contexts, these emotional factors play a crucial role in shaping learner engagement and long-term achievement.

Although modern AI systems, including chatbots and conversational agents, are capable of producing contextually relevant and grammatically accurate responses, they do not possess genuine emotional understanding. Their responses are generated through statistical pattern recognition rather than real empathy or affective awareness. As a result, any expression of empathy or encouragement produced by AI is simulated rather than experienced [4-5].

This limitation is particularly significant in foreign language teaching, where emotional support is an essential component of effective pedagogy. Learners often experience anxiety, fear of making mistakes, and low self-confidence when communicating in a second language. Human teachers can respond flexibly to these emotional states by adjusting their tone, providing reassurance, and adapting instructional strategies in real time. AI systems, however, lack this level of adaptive emotional responsiveness.

Therefore, AI should not be considered a replacement for the teacher; instead, it should function as a “force multiplier” within a hybrid educational model. In such an approach, traditional teaching remains essential for providing cultural context, emotional support, and communicative authenticity, while AI tools contribute to mechanical practice, repetition, and individualized learning support. Overall, a balanced integration of human instruction and artificial intelligence represents the most effective strategy for modern foreign language teaching, as it combines technological efficiency with the irreplaceable qualities of human pedagogy.

Conclusion. Successful implementation requires a synergistic approach where technological innovation is balanced with human-centered teaching strategies. By integrating AI responsibly, educational systems can create more inclusive and effective environments that prepare students for the complexities of a globalized, multilingual society. Continued research into the long-term cognitive effects of AI-assisted learning is essential for the future of digital pedagogy.

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ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ПРОГРАММЫ «ЗАРУБЕЖНОЕ РЕГИОНОВЕДЕНИЕ» ЧЕРЕЗ АУТЕНТИЧНЫЕ ТЕКСТЫ И РЕАЛИИ ПОВСЕДНЕВНОЙ ЖИЗНИ

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Введение

В условиях глобализации и активно формирующихся коммуникативных пространств между представителями различных культур владение иностранным языком приобретает не только инструментальное, но и социокультурное значение. На основе своего опыта я проанализирую, как новые методы изучения иностранных языков в сфере высшего образования адаптируются к современным тенденциям, ориентируясь на развитие межкультурной коммуникативной