

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ЖОҒАРЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
ҚЕАҚ «Л. Н. Гумилев атындағы Еуразиялық ұлттық университеті»
Филология факультеті
Шетел тілдері кафедрасы



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

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

**II весенняя международная научно-практическая
конференция «Инновационные подходы преподавания
языков: слияние теории и практики»**

PROCEEDINGS

Astana, Kazakhstan

April 4, 2026

УДК 80/81
ББК 81.2

Жалпы редакциясын басқарған: Дүйсенғазы С. М.
Редакция алқасы: Балхимбекова П.Ж., Тусупбекова М.Ж., Кызырова А.М.

Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру:
халықаралық ғылыми-практикалық конференция материалдары. 4 сәуір 2026 ж./ – Астана:
Л.Н. Гумилев атындағы ЕҰУ, 2026. – 454 бет.

ISBN 978-601-385-215-7

«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ 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 ІІ весенней международной научно-практической конференции «Иновационные 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 ІІ 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.

УДК 80/81
ББК 81.2

ISBN 978-601-385-215-7

Бұл жинаққа енгізілген материалдарға авторлар жауапты.
За материалы, включённые в данный сборник, ответственность несут авторы. Authors
are responsible for the content of their materials



NJSC "The L.N. Gumilyov Eurasian National University"
Philological faculty
Foreign Languages Department

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

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

**II весенняя международная научно-практическая конференция
«Инновационные подходы преподавания языков: слияние
теории и практики»**

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.

Organizing Committee:

<i>Serikzat Duissengazy</i>	– Dean of the Faculty of Philology, candidate of philological sciences, professor
<i>Balkhimbekova Perizat Zhanatovna</i>	– Head of the Foreign Languages Department, PhD, assistant professor
<i>Mukhtarkhanova Ainagul Madiевна</i>	– candidate of pedagogical sciences, associate professor
<i>Tussupbekova Madina Zhanbyrbaевна</i>	– candidate of pedagogical sciences, associate professor
<i>Kurmanayeva Dina Kassymbekovna</i>	– PhD, associate professor
<i>Tazhitova Gulzhakhan Zarubaевна</i>	– PhD, assistant professor
<i>Kyzyrova Assem Manarbekovna</i>	– candidate of philological sciences, a senior teacher
<i>Sadykova Aigul Kudaibergenovna</i>	– PhD, assistant professor
<i>Mukanova Saltanat Kanatkhalievna</i>	– MSc, a senior teacher

CONTENTS

SECTION 1. TEACHING FOREIGN LANGUAGES FOR PROFESSIONAL AND INTERDISCIPLINARY PURPOSES

Navigating Cultural, Linguistic, and Contextual Challenges in English to Turkish Poetry Translation: A Study of Elizabeth Barrett Browning’s “Mother and Poet” and “The Cry of the Children”, and Alfred Lord Tennyson’s “The Lady of Shalott” and “Mariana” <i>Mustafa Canli</i>	15
Literary texts in Turkish language teaching: bridging literature and language acquisition <i>Asım Aydın</i>	23
Student attitudes toward flipgrid integration in online speaking tasks after the 2023 Turkiye earthquakes <i>Kübra Kırac Demiray</i>	29
The importance of differentiated instruction in the efl classroom: a teacher-researcher perspective <i>Toktosunova Z.R., Mamarasulova A.B.</i>	39
«Цифровой мост» в формировании языковой компетенции: эффективность онлайн-курса делового английского языка для студентов неязыковых специальностей <i>Гололобова О.А.</i>	45
Building the 21st-century student profile in higher education foreign language programs: a transdisciplinary competency-based framework, validity logic, and an AI-replicability stress test <i>Natalia Abdel Fattah</i>	54
Traditional methods and modern techniques of teaching and research: ELT in the AI era <i>Kalyana Chakravarthi Thirunagari</i>	62
Роль укрепления традиционных смыслов и ценностей в процессе преподавания дисциплины «иностраный язык» в ВУЗе <i>Витрук Л. Ю., Ларина Л.И.</i>	70
Магістранттарда кездесетін академиялық жазудың кейбір мәселелері <i>Мухтарханова А.М., Смагулова Б.Г.</i>	72
Обучение французскому языку на основе английского: методика, практика и перспективы развития <i>Жусупова Г.М., Нурбекова Г.Ж.</i>	77
Using podcasts and shadowing techniques to enhance english language learners’ fluency and native-like pronunciation <i>Ospanova F.A., Alzhanova A.O., Sadykova A.K.</i>	85

К вопросу мотивации на занятиях Немецкого языка в неязыковом ВУЗе <i>Тусупова Г.К., Аубакирова А.К., Дюсенгалиева А.А., Буркитбаева А.Г.</i>	90
Сәулет-құрылыс факультеті студенттеріне ағылшын тілі лексикасын оқытуда этимологиялық сөздікті пайдалану <i>Кемельбекова Э.А., Мусабаева Г.М., Нургалиева У.С.</i>	96
Developing language competencies in a multilingual and lifelong learning context: insights from Kazakhstan <i>Sarkulova Zh.K., Zhumaturova B.B.</i>	100
Применение ИИ в самостоятельной работе по иностранному языку <i>Тазбулатова Г.К., Балтынова А.Ш., Тулекеева С.А., Рыскулова А.Ш.</i>	103
Интеграция цифровых технологий в процесс обучения иностранному языку студентов медицинского университета <i>Балтынова А.Ш., Мынбосынова Г.Е., Хамзина М.Б.</i>	114

SECTION 2. INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Влияние инновационных технологий на изучение английского языка <i>Загоруля О.Л., Абуова А., Али М.</i>	125
The role of art-based activities in vocabulary acquisition among young learners <i>Gelimova A., Alzhanova A. O.</i>	132
Egrating artificial intelligence tools into foreign language teaching <i>Zhanibekkyzy A., Balkhimbekova P.Zh.</i>	137
Формирование межкультурной компетенции студентов программы «зарубежное регионоведение» через аутентичные тексты и реалии повседневной жизни <i>Кириллова А.А., Balkhimbekova P.Zh.</i>	143
CLIL as an interdisciplinary approach: learning biology through English <i>Kanash L., Кузырова А.</i>	148
Роль английского языка в сфере гостеприимства <i>Абеева Д.Т., Ким И.С., Оспанова Ф.А.</i>	156
Английский язык как средство профессиональной коммуникации в области инженерной инфраструктуры <i>Койшубекова Ф.А., Оспанова Ф.А.</i>	163
Teaching academic writing for professional communication in ESP courses <i>Tauyekel Zh., Sadykova A.K.</i>	168
Innovative approaches to teaching academic writing in English for university students <i>Pervez Sh., Sadykova A.K.</i>	175
How artificial intelligence improves foreign language learning <i>Muratbek I., Muratkyzy A., Kuzar Zh.</i>	180
Using AI-supported genetics simulators in a bilingual learning environment: the	186

opportunities of academic English for STEM learners <i>Yeltay Zh., Kuzyrova A.</i>	
Туризм саласында ағылшын тілін меңгерудегі инновациялық технологиялар <i>Төлеген Ә., Елеусіз Ж., Оспанова Ф.А.</i>	196
Роль геймификации в повышении мотивации учащихся и их коммуникативной активности на уроках английского языка <i>Сандыбаева М., Берикболова А., Альжанова А.О.</i>	202
Promoting autopsychological competence of future teachers through English language learning <i>Karimtayeva A., Kurmanayeva D.K.</i>	212
The role of innovative technologies in foreign language teaching: a comparative analysis of traditional and online approaches <i>Khavalkhan Y., Kurmanayeva D.K.</i>	219
Innovative methods of teaching English in the digital age <i>Toleukhan A.B., Tlepova D.A., Alzhanova A.O.</i>	227
The use of English poems and songs for the development of lexical skills at the senior stage of learning <i>Tnysh tikova U.A., Yesengaliyeva A.M.</i>	232
Шет тілін оқытудың жоғары сатысында сөйлесу дағдыларын дамыту үшін TED TALKS платформасын пайдалану <i>Сусембаева К.Е.</i>	243
Assessing the effectiveness of a critical thinking curriculum on junior students' decision making skills <i>Yergazy A.E., Yessengaliyeva A.M.</i>	252

SECTION 3. LANGUAGE TRAINING IN THE CONTEXT OF MULTILINGUALISM AND LIFELONG LEARNING

Fostering language proficiency in a multilingual educational context through the image of the mother-woman in Gabit Musrepov's prose: linguodidactic and cross-cultural aspects <i>Sharapiden A.T., Kurmanayeva D.K.</i>	263
Қазақ тілді жарнама дискурсындағы тұтынушы санасын манипуляциялаудың когнитивті-прагматикалық механизмдері <i>Асхатова Ф.Е.</i>	271
From blueprints to bilingualism: language integration in civil engineering education <i>Atarbekova A.T., Ustelimova N.</i>	279
AI tools in educational media: linguistic and cultural implications <i>Abay K.N.</i>	285
Заманауи студенттердің көптілділікке ұмтылысы: себептері мен басымдықтары <i>Сабырбай Н., Қонысбай Д., Төлеу А.</i>	292
Stress resilience of first-year students: an analysis of personal and academic challenges and coping strategies	299

<i>Zagorulya O.L., Kasymova A.</i>	
English language learning in a multilingual world <i>Bakytbekkyzy L., Biakhmetova M., Duishonaliyeva B.T.</i>	306
Mythopoetics and cultural identity in modern Kazakh poetry <i>Bektur M., Mukhtarkhanova A., Tazhitova G.</i>	312
Қазақ тіліндегі англицизмдер <i>Альнур А.Е., Нұргелді С.Ж., Нурбекова Г.Ж.</i>	318
The influence of English on modern Chinese vocabulary: A study of loanwords <i>Daren Nuerbahati, Gulizat Nurbekova</i>	325
Analysis of implementing CLIL in technical education: insights from a Kazakhstani case study for developing internationally competitive specialists <i>Dinassil S., Alzhanova A.</i>	327
Anglo-americanisms in Kazakh and Chinese languages <i>Zhanat A., Nurbekova G.</i>	333
Trilingual education system in Kazakhstan: challenges and prospects <i>Toksanbayeva B., Ustelimova N.</i>	336

SECTION 4. LANGUAGE EDUCATION BASED ON DIGITAL TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE

Цифрлық технологиялар және жасанды интеллект негізіндегі тілдік білім беру <i>Нурадин А.Б.</i>	346
AI in education: help or obstacle for learning? <i>Aidarkhan A., Bektemir A., Niyazbekova A.</i>	355
The use of artificial intelligence in first-year students' learning: impact of independence and academic performance <i>Zagorulya O.L., Boyaubay A., Kabdullin D.</i>	361
English for transportation engineers: exploring the impact of artificial intelligence integration <i>Igizbay A., Aubakirova A.K.</i>	366
Жасанды интеллект арқылы ағылшын тілін тиімді үйрену <i>Қамбар М.А., Иса Б.О., Дүйшоналиева Б.Т.</i>	372
Интеграция ИИ-ассистентов в контексте живого общения <i>Абдрасилова Ж., Наурызбай Е., Кайдаров Р.</i>	380
Comparison of traditional and digital approaches in learning English <i>Асылгазы А., Жеңіс А., Бұғыбай Ұ., Дүйшоналиева Б.Т.</i>	387
Transformation of the educational system in Kazakhstan: impact of AI <i>Shakirbekova D.A., Smagulova B.G.</i>	394
The use of artificial intelligence in developing speaking and writing skills for language tests: a systematic review <i>Bazarbek M., Shakhputova Z.Kh.</i>	400

Digital Interactive Platforms as a Tool for Enhancing English Language Learning <i>Makhambetova Zh.</i>	409
Artificial intelligence and digital technologies in foreign language education: a critical review of opportunities and challenges in the post-chatgpt era <i>Koshenov D., Alzhanova A.O.</i>	415
Цифрлық технологиялар және жасанды интеллект негізіндегі тілдік білім беру <i>Тұрсынбек Л., Тусупова Г.К.</i>	422
Features of foreign language acquisition through digital platforms in the context of lifelong learning <i>Zarkeshova K., Alzhanova A.O.</i>	426
Innovative methods of teaching chemistry using artificial intelligence: combining theory and practice <i>Kusmanova K.E., Amangeldy D.T., Mukanova S.K.</i>	433
Инновационные подходы к формированию лексической компетенции у студентов языковых вузов посредством мобильных приложений <i>Мелдешова А., Ораз Ә., Шотанова Ж., Жорабекова Д.М.</i>	442
Language education based on digital technologies and artificial intelligence <i>Saparaliyeva A., Kemelbekova E.A.</i>	449

long term, this will contribute to technological improvements and qualitative growth throughout the country's construction industry and ensure its smooth integration into the global engineering community.

References

1. Journal of the Forum of Young Scientists 2019 Kochkarov N.O. "BIM technologies in construction" Grigorieva, M. I. Use of BIM technologies in construction / M. I. Grigorieva // Architecture. Construction. Design. 2017. - No. 3. - P. 100-123 BIM ТЕХНОЛОГИИ В СТРОИТЕЛЬСТВЕ
2. Pushkareva, A. Evgeniya. "Developing a Professional, Business, and Foreign Language Combination in Future Civil Engineers Using Digital Technologies" / Federal State Autonomous Educational Institution of Higher Education "National Research Lobachevsky State University of Nizhny Novgorod" (2023) / Dissertation. pp. 18-24, 49-51
3. Nazarbayev, N. A. V serdtse Evrazii [In the Heart of Eurasia] / N. A. Nazarbayev. — Almaty : Atamura, 2005. — Pp. 156–161. — 192 p.
4. Toktar, B. First LRT train sets departed from China to Astana / B. Toktar. — Text : electronic // Forbes Kazakhstan. — 2025. — May 24. — URL: https://forbes.kz/articles/pervyie_sostavyi_lrt-poezdov_otpravilis_iz_kitaya_v_astanu (date of access: 28.03.2026). [5] V.A. Lodnya, E.V. Brel Construction Drawings Industrial Buildings/ Study guide. 2012. 7-9 p. lodnya_brel_stroit_chertezhi-конвертирован.pdf
5. Banshchikov D.S. Anglicisms in Russian urban terminology as a reflection of cross-cultural communication // Actual problems of linguistics and literary studies: collection of materials of the X (XXII) International scientific and practical conference of young scientists, April 13-15, 2023. — Tomsk, 2023. — Iss. 24. — Pp. 249–254.
6. Journal of English for Specific Purposes: What is it and where is it taken us? Ken Hyland University of East Anglia, UK. p 203 https://esptodayjournal.org/pdf/june_2022/1_Ken_Hyland.pdf
7. Oleg I. Basherov, Elena V. Sachkova, Irina K. Karlovich, Olga V. Baryshnikova. Integration of the English language into the professional training of students of non-linguistic specialties: an interdisciplinary approach // Education Management Review Volume 14(2024). Issue 2-1. P 206-212

IRSTI 14.35.07

AI TOOLS IN EDUCATIONAL MEDIA: LINGUISTIC AND CULTURAL IMPLICATIONS

Abay Kassiyet Nurbolkyzy

the 1st-year doctoral student of the educational program –
8D02310 “Foreign Philology” L. N. Gumilyov Eurasian
National University (ENU), Astana, Kazakhstan

Introduction

The rapid integration of artificial intelligence (AI) into educational media has transformed how knowledge is produced, distributed, and consumed. From automated content generation systems to intelligent tutoring platforms and adaptive learning environments, AI tools are reshaping not only pedagogical practices but also the linguistic and cultural frameworks through which education operates. These technologies promise increased accessibility, personalization, and efficiency; however, they also raise critical questions about language standardization, cultural representation, and epistemological diversity. Educational media, broadly understood as digital or traditional content designed to facilitate learning, has historically reflected dominant linguistic norms and cultural narratives. With the introduction of AI-driven tools, this dynamic is undergoing significant change. AI systems trained on large-scale datasets often reproduce existing linguistic patterns and cultural biases, which can both reinforce and challenge traditional educational paradigms. As such, examining the linguistic and cultural implications of AI tools in educational media is crucial for understanding their broader societal impact. The study aims to analyze both the benefits and potential risks associated with AI integration, focusing on issues such as linguistic homogenization, cultural bias, multilingual accessibility, and the preservation of local knowledge systems.

Methods

This study employs a qualitative research design, combining content analysis, case study evaluation, and comparative linguistic assessment. The research focuses on three primary categories of AI tools used in educational media: (1) automated text generation systems, (2) AI-driven language learning applications, and (3) adaptive educational platforms.

Data collection involved selecting representative samples from widely used AI-powered educational tools, including platforms that generate instructional materials, provide language learning support, and curate personalized educational content. The selected tools were analyzed based on their linguistic outputs, cultural references, and adaptability to diverse user contexts. A corpus-based approach was used to examine the linguistic characteristics of AI-generated educational content. This included analyzing vocabulary diversity, syntactic complexity, and adherence to standard language norms. Additionally, discourse analysis was applied to evaluate how cultural narratives and perspectives are represented within AI-generated materials.

To assess cultural implications, the study compared AI-generated content across different languages and regions, focusing on how cultural contexts are either preserved or diluted. Particular attention was paid to the representation of non-Western

perspectives and minority languages. Finally, user experience reports and existing scholarly literature were incorporated to triangulate findings and provide a comprehensive understanding of the impact of AI tools on educational media.

Results

The analysis revealed several significant trends in the linguistic and cultural dimensions of AI tools in educational media.

1. Linguistic Standardization and Homogenization

One of the most prominent findings is the tendency of AI tools to produce linguistically standardized content. AI-generated educational materials often adhere to widely accepted grammatical norms and formal registers, particularly in dominant languages such as English. While this enhances clarity and consistency, it also leads to reduced linguistic diversity.

Regional dialects, colloquial expressions, and culturally specific linguistic features are frequently underrepresented or omitted. This results in a form of linguistic homogenization, where diverse language practices are replaced by a more uniform, “globalized” standard. For learners, this may limit exposure to authentic language variation and reduce opportunities to engage with linguistic diversity.

2. Cultural Bias and Representation

AI systems reflect the data on which they are trained. Consequently, educational media generated by AI often exhibits cultural biases, particularly favoring Western-centric perspectives. Historical examples, literary references, and cultural norms presented in AI-generated content frequently align with dominant global narratives.

In some cases, this leads to the marginalization of non-Western knowledge systems and cultural practices. For instance, educational materials generated for global audiences may prioritize Eurocentric historical frameworks while overlooking regional histories and indigenous perspectives.

However, the study also found instances where AI tools could be customized to include localized content, suggesting that cultural bias is not inherent but rather dependent on data selection and system design.

3. Multilingual Accessibility

AI tools have significantly improved multilingual accessibility in educational media. Machine translation systems and multilingual content generation allow learners to access educational resources in their native languages. This is particularly beneficial in regions where access to high-quality educational materials is limited.

Despite these advancements, the quality of AI-generated translations varies. While widely spoken languages benefit from high accuracy, less-resourced languages often experience inconsistencies, errors, and reduced semantic nuance. This creates disparities in educational quality and highlights the need for more inclusive language data.

4. Personalization and Cultural Adaptation

Adaptive learning systems powered by AI can tailor educational content to

individual learners, taking into account their linguistic proficiency, cultural background, and learning preferences. This personalization enhances engagement and improves learning outcomes.

However, the effectiveness of cultural adaptation depends on the depth and accuracy of the underlying data. In some cases, AI systems rely on generalized cultural assumptions, which may lead to stereotyping or oversimplification. True cultural adaptation requires nuanced understanding, which remains a challenge for current AI technologies.

5. Impact on Language Learning

AI-driven language learning tools have transformed the process of acquiring new languages. These systems provide real-time feedback, interactive exercises, and conversational simulations. As a result, learners can practice language skills more independently and efficiently.

Nevertheless, the emphasis on standardized language forms may limit learners' exposure to informal speech and cultural context. Language learning is not only about grammar and vocabulary but also about cultural competence, which AI tools may not fully capture.

Discussion

The findings of this study highlight the complex interplay between AI technologies, language, and culture in educational media. While AI tools offer significant benefits in terms of accessibility, efficiency, and personalization, they also pose challenges related to linguistic diversity and cultural representation.

Balancing Standardization and Diversity

Linguistic standardization can be advantageous in educational contexts, particularly for learners who require clear and consistent input. However, over-standardization risks erasing linguistic variation and reducing cultural richness. Educational media should strive to balance clarity with diversity by incorporating multiple language varieties and encouraging exposure to different linguistic forms. Developers of AI tools can address this issue by including diverse linguistic datasets and designing systems that recognize and adapt to regional language variations. This would allow educational media to reflect the complexity and richness of real-world language use.

Addressing Cultural Bias

Cultural bias in AI-generated content is a significant concern, particularly in global educational contexts. To mitigate this issue, it is essential to diversify training datasets and involve stakeholders from different cultural backgrounds in the development process. This includes educators, linguists, and cultural experts who can provide insights into local contexts. Furthermore, transparency in AI systems is crucial. Users should be aware of the limitations and potential biases of AI-generated content. This awareness can foster critical thinking and encourage learners to question and

contextualize the information they receive.

Enhancing Multilingual Equity

While AI tools have improved access to multilingual educational resources, disparities remain. Investing in the development of language resources for underrepresented languages is essential for ensuring equitable access to education. This includes creating high-quality datasets, improving translation algorithms, and supporting community-driven language initiatives. Educational institutions and policymakers also play a role in promoting multilingualism and supporting the integration of AI tools that prioritize linguistic inclusivity.

Reconceptualizing Cultural Adaptation

Cultural adaptation in AI systems should go beyond surface-level customization. It requires a deep understanding of cultural values, communication styles, and educational practices. Achieving this level of adaptation will require interdisciplinary collaboration and ongoing research. In the meantime, hybrid approaches that combine AI-generated content with human oversight may offer a practical solution. Educators can use AI tools as a foundation while ensuring that cultural nuances and contextual relevance are preserved.

Implications for Future Research

This study underscores the need for further research into the linguistic and cultural implications of AI in education. Future studies could explore the long-term impact of AI-generated educational media on language use, cultural identity, and knowledge production. Quantitative analyses and longitudinal studies would provide valuable insights into how these technologies shape learning outcomes over time. Additionally, research should focus on developing ethical frameworks for AI in education, addressing issues such as data representation, cultural sensitivity, and algorithmic transparency. Beyond the immediate linguistic and cultural implications, the integration of AI tools in educational media raises broader ethical, pedagogical, and sociolinguistic questions that deserve careful consideration. These dimensions deepen the understanding of how AI not only delivers content but also shapes the structures of knowledge, authority, and communication in educational environments.

One of the central ethical concerns involves the question of authorship and intellectual ownership. AI-generated educational materials often blur the boundaries between human-created and machine-generated knowledge. While these systems rely on vast datasets produced by human contributors, the resulting outputs are synthesized in ways that make attribution difficult. This creates ambiguity in academic contexts, where originality and authorship are fundamental values. Students and educators may rely on AI tools without fully understanding the origins of the information, which can lead to challenges in maintaining academic integrity and transparency. In addition, there is the issue of epistemic authority. Traditionally, educational media has been curated and validated by subject-matter experts, institutions, and peer-reviewed processes. AI tools, however, generate content based on probabilistic models rather than explicit verification. Although many systems produce highly accurate

information, they can also generate plausible but incorrect or misleading content. In educational settings, this raises concerns about the reliability of AI as a source of knowledge. Learners may struggle to distinguish between verified information and algorithmically generated approximations, especially when AI outputs are presented in a confident and authoritative tone.

From a pedagogical perspective, AI tools are reshaping the role of educators. Rather than serving solely as sources of knowledge, teachers increasingly act as facilitators, guides, and critical mediators of AI-generated content. This shift requires new competencies, including digital literacy, critical evaluation of AI outputs, and the ability to integrate technology into meaningful learning experiences. While AI can enhance efficiency by automating routine tasks such as grading or content generation, it cannot fully replace the relational and interpretive aspects of teaching. Human educators remain essential for fostering critical thinking, ethical reasoning, and cultural awareness. Furthermore, AI-driven personalization has significant implications for learning processes. Adaptive systems can tailor content to individual learners, adjusting difficulty levels, pacing, and presentation styles. While this can improve engagement and learning outcomes, it may also lead to a form of educational isolation. Learners who are consistently exposed to personalized content may have fewer opportunities to encounter diverse perspectives or engage in collaborative learning experiences. Education is not only about acquiring knowledge but also about participating in shared intellectual and cultural practices. Over-reliance on individualized AI systems could inadvertently weaken these collective dimensions of learning. Sociolinguistically, AI tools contribute to the ongoing evolution of language use in digital environments. The widespread use of AI-generated text influences writing styles, discourse patterns, and communicative norms. For example, AI systems often produce text that is clear, structured, and grammatically correct, which can reinforce formal language standards. At the same time, this may reduce exposure to informal, creative, or culturally specific forms of expression. As learners interact with AI-generated content, their own language use may become more standardized, potentially limiting linguistic creativity and diversity.

Another important aspect is the role of AI in shaping linguistic hierarchies. Languages with extensive digital resources and large datasets are better supported by AI systems, resulting in higher-quality outputs and more advanced functionalities. In contrast, less-resourced languages may be underrepresented, leading to disparities in educational access and quality. This dynamic can reinforce existing global inequalities, where dominant languages gain further prominence while minority languages face marginalization. Addressing this issue requires deliberate efforts to include diverse linguistic data and support the development of AI tools for underrepresented languages.

Cultural transmission is also affected by the integration of AI in educational media. Educational content plays a crucial role in preserving and transmitting cultural knowledge, values, and traditions. When AI systems generate or curate this content, they influence which cultural narratives are emphasized and which are overlooked. If

training data is skewed toward certain regions or perspectives, AI-generated materials may present a limited or distorted view of cultural diversity. This can have long-term implications for learners’ understanding of global cultures and their own cultural identities. At the same time, AI offers opportunities for cultural revitalization and exchange. With appropriate design and data inclusion, AI tools can support the documentation and dissemination of endangered languages and cultural practices. For example, AI-driven language learning applications can be adapted to teach minority languages, helping to preserve linguistic heritage. Similarly, AI-generated educational media can incorporate diverse cultural perspectives, promoting intercultural understanding and dialogue. These possibilities highlight the importance of intentional and inclusive design in AI development.

Another emerging issue is the emotional and psychological impact of AI-mediated learning. As learners interact more frequently with AI systems, their perception of communication and knowledge exchange may change. AI tools can simulate conversational interactions, provide instant feedback, and adapt to user preferences, creating a sense of responsiveness and engagement. However, these interactions lack genuine human empathy and contextual understanding. Over time, this may affect learners’ expectations of communication, potentially reducing their ability to navigate complex human interactions in educational and social contexts. Moreover, the integration of AI in educational media raises questions about data privacy and surveillance. AI systems often rely on user data to provide personalized experiences, including information about learning behaviors, preferences, and performance. While this data can enhance educational outcomes, it also introduces risks related to privacy, data security, and ethical use. Educational institutions and technology providers must ensure that data collection and usage are transparent, secure, and aligned with ethical standards. In light of these considerations, it is essential to adopt a holistic approach to the integration of AI in educational media. This involves not only technological innovation but also ethical reflection, pedagogical adaptation, and cultural sensitivity. Policymakers, educators, and developers must collaborate to create frameworks that balance the benefits of AI with the need to preserve human-centered values in education.

Ultimately, AI should be viewed as a tool that complements, rather than replaces, human intelligence and cultural diversity. Its potential lies in enhancing access to knowledge, supporting personalized learning, and facilitating cross-cultural exchange. However, realizing this potential requires ongoing critical engagement with the linguistic, cultural, and ethical dimensions of AI. By addressing these challenges proactively, it is possible to harness AI in ways that enrich educational media while safeguarding the diversity and integrity of human knowledge systems.

Conclusion

In conclusion, AI tools are redefining educational media, offering unprecedented opportunities for innovation and accessibility. However, their impact extends beyond

technological advancement, influencing the linguistic and cultural dimensions of education in profound ways. This study has demonstrated that while AI enhances multilingual access and personalization, it also introduces challenges related to linguistic homogenization and cultural bias. Addressing these challenges requires a deliberate and inclusive approach to AI development, emphasizing diversity, equity, and cultural sensitivity. All in all, the goal is not to replace traditional educational practices but to augment them in a way that respects and preserves linguistic and cultural diversity. By doing so, AI tools can contribute to a more inclusive and dynamic educational landscape, empowering learners from all backgrounds to engage with knowledge in meaningful ways.

References:

1. Baker, M. (2018). *In Other Words: A Coursebook on Translation*. Routledge.
2. Bender, E. M., & Koller, A. (2020). Climbing towards NLU: On meaning, form, and understanding in the age of data. *Proceedings of ACL*.
3. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
4. Kramsch, C. (1998). *Language and Culture*. Oxford University Press.
5. Luckin, R. (2018). *Machine Learning and Human Intelligence*. UCL Institute of Education Press.
6. Selwyn, N. (2021). *Education and Technology: Key Issues and Debates*. Bloomsbury.
7. UNESCO. (2021). *AI and Education: Guidance for Policy-makers*. UNESCO Publishing.
8. Van Dijk, T. A. (2008). *Discourse and Power*. Palgrave Macmillan.
9. Warschauer, M. (2004). *Technology and Social Inclusion*. MIT Press.
10. Zawacki-Richter, O., et al. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education*.

FTAXP 14.25.09

ЗАМАНАУИ СТУДЕНТТЕРДІҢ КӨПТІЛДІЛІККЕ ҰМТЫЛЫСЫ: СЕБЕПТЕРІ МЕН БАСЫМДЫҚТАРЫ

Н. Сабырбай, Д. Қонысбай, А. Төлеу

Л.Н.Гумилев атындағы Еуразия ұлттық университеті,
Физика-техникалық факультетінің 1 курс студенттері,
Қазақстан, Астана