

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**

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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”**

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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.

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## **THE USE OF ARTIFICIAL INTELLIGENCE IN FIRST-YEAR STUDENTS’ LEARNING: IMPACT OF INDEPENDENCE AND ACADEMIC PERFORMANCE**

**Zagorulya Oksana Leonidovna, Akhmet Boyaubay, Damir Kabdullin**

Eurasian National University named after L.N. Gumilyov,  
Astana, Kazakhstan

In the modern world, AI tools have become widely accessible and extensively used in everyday life, especially by first-year students. Students use generative artificial intelligence on a daily basis for various academic purposes, such as searching for information, completing academic assignments, and preparing for practical classes. However, the use of AI can have both positive and negative effects: on the one hand, AI can support self-regulation processes (planning, reflection, and monitoring one’s own activities); on the other hand, students may develop a dependence on AI tools, which may subsequently lead to a decrease in the level of cognitive skill development [1].

The topic of artificial intelligence is particularly relevant for first-year students, as it is during the first year that students need to develop independence. At this stage of life, students must adapt to a new academic program, a new environment, and new requirements, develop their own learning strategies, and learn to make effective decisions. In 2023, UNESCO published guidelines on the use of generative AI in education and research, emphasizing the need for the responsible and ethical implementation of AI technologies in the learning process [2]. This highlights the relevance of studying the impact of artificial intelligence on university students.

This topic is also highly relevant, as it is actively studied by scholars and researchers both globally and in Kazakhstan. For example, according to the meta-analysis by foreign authors Mo Feng, Huang Jun, and Yang Yu, artificial intelligence contributes to improved academic performance, but only when it is used appropriately as a tool for individualized learning [1]. In Kazakhstan, there is a high prevalence of tools such as ChatGPT among undergraduate students, along with a strong demand for clear institutional guidelines regarding their use. This makes the issue particularly significant for first-year students, who are in the process of adapting to academic norms and standards [3]. Therefore, according to Kazakhstani researchers (e.g., Zhununbekova & Askarkyzy, 2025), AI enhances opportunities for independent learning by helping to explain complex topics and find information; however, it may also lead to violations of academic integrity and a decline in critical thinking skills [3]. Further study of this topic requires an examination of key concepts and definitions related to artificial intelligence and self-regulated learning.

### **Key Concepts and Definitions:**

1. **Generative Artificial Intelligence (GenAI)** - an AI technology that automatically generates content in response to natural language text prompts; importantly, the system produces new content rather than merely “curating” existing materials [4].
2. **Intelligent Tutoring System (Digital Tutor)** - an AI-driven educational technology that provides personalized tutoring or instruction and demonstrates measurable improvements in learning outcomes compared to traditional forms of education [5].
3. **Self-Regulated Learning (SRL)** - not a “personality trait,” but a system of processes for managing one’s own learning activity, including goal setting, strategic planning, progress monitoring, management of conditions and time, self-evaluation, and adjustment of subsequent actions [6].
4. **First-Year Student Academic Independence** - the practical implementation of SRL in the context of transitioning to university: the ability to demonstrate initiative, maintain goals, select appropriate strategies, and evaluate the quality of one’s own outcomes without constant external support (including within a digital environment) [6].
5. **Academic Performance (Learning Outcomes)** - the observable result of learning, measured in research through test scores/grades and other indicators of learning outcomes; meta-analyses identify average effects of AI-based educational interventions on such indicators [5].
6. **Academic Integrity in the Context of AI** - adherence to standards of authorship and honesty when using AI tools; in the Kazakhstani context, this is reflected in discussions about the acceptability of AI-assisted work and in students’ demand for clear institutional policies and guidelines [3].

In order to investigate this topic, a survey was conducted among first-year students. The survey involved 61 students, in which respondents answered the following questions:

1. Are you a first-year student?
2. Do you use artificial intelligence tools (e.g., ChatGPT) for academic purposes?
3. How often do you use AI for studying?
4. For what purposes do you use AI? (multiple answers allowed)
5. AI helps me better understand complex topics.
6. AI enables me to complete academic tasks more quickly.
7. I use AI as a supplementary tool rather than a substitute for independent work.
8. I try to solve tasks independently before turning to AI.
9. After using AI, I analyze and verify the information obtained.
10. Using AI helps me plan my study time.
11. AI contributes to the development of my academic independence.
12. Due to frequent AI use, I think less independently.
13. I feel dependent on AI when completing academic tasks.

14. Without access to AI, it would be more difficult for me to study.
15. Using AI increases my confidence in learning.
16. Since I started using AI, my academic performance has improved.
17. Using AI helps me achieve higher grades.
18. I believe that AI has a positive impact on my academic performance.
19. Using AI without proper attribution can be considered a violation of academic integrity.
20. There should be clear rules for the use of AI at the university.
21. In what cases is the use of artificial intelligence in the educational process justified?

Based on the survey results, it can be concluded that:

1. **Are you a first-year student?** All respondents (100%) answered “Yes.” This indicates that the survey exclusively involved first-year students. Such a result confirms that the study is focused on the key target audience, namely first-year university students.

2. **Do you use AI tools (e.g., ChatGPT) for academic purposes?** The results show that nearly half of the respondents (47.5%) reported using AI regularly, while another 49.2% indicated that they use it occasionally. Only a small proportion of students stated that they use such tools rarely or do not use them at all. This suggests that AI has become an everyday tool for students.

3. **How often do you use AI for studying?** The majority of respondents (62.3%) reported using artificial intelligence several times a week, while 27.9% of students use it daily. A smaller proportion of respondents (8.2%) use AI several times a month, and only a few rarely use such tools. These results indicate that artificial intelligence is actively used by students in the learning process and is becoming an important tool for completing academic tasks and searching for information.

4. **For what purposes do you use AI?** The majority of students use artificial intelligence to explain complex topics (77%) and to search for information (75.4%). A significantly smaller proportion of respondents use AI for completing homework assignments (23%). A small number of participants indicated other purposes (8.2%), while 4.9% of students reported not using AI at all. Therefore, it can be concluded that students primarily use artificial intelligence as a tool for understanding academic material and searching for information, rather than solely for completing assignments.

5. **“AI helps me better understand complex topics.”** The majority of respondents (93.4%) agreed that artificial intelligence helps them better understand complex topics. Only a small proportion of students disagreed with this statement. These results indicate that AI is a useful tool for understanding academic material.

6. **“AI helps me complete academic tasks more quickly.”** The majority of respondents (86.9%) agreed that the use of artificial intelligence helps them complete academic tasks faster. Only 13.1% of students disagreed with this statement. Therefore, it can be concluded that AI significantly accelerates the completion of academic tasks and helps students manage their workload more efficiently.

7. **“I use AI as a supplementary tool rather than a substitute for independent work.”** The majority of respondents (93.4%) agreed with this statement, while only a small proportion of students disagreed. The results indicate that most students perceive artificial intelligence as a supportive learning tool that complements their independent work.

8. **“I try to solve tasks independently before turning to AI.”** The majority of respondents (91.8%) agreed that they attempt to solve tasks on their own before using artificial intelligence, while only 8.2% of students disagreed with this statement. Therefore, it can be concluded that most students strive to maintain independence in their learning and use AI primarily as a supporting tool.

9. **“After using AI, I analyze and verify the information obtained.”** The majority of respondents (96.7%) reported that they analyze and verify the information obtained after using artificial intelligence. However, a small proportion of students do not verify the information provided by AI. Therefore, it can be concluded that students generally adopt a critical approach to AI-generated information and tend to verify it before use.

10. **“Using AI helps me plan my study time.”** 60% of respondents agreed with this statement, while 40% of students disagreed. These results suggest that, for the majority of students, artificial intelligence can be a useful tool for organizing the learning process and managing study time.

11. **“AI contributes to the development of my academic independence.”** 62.3% of respondents agreed that artificial intelligence contributes to the development of their academic independence, while 37.7% of students disagreed with this statement. The results indicate that a majority of students consider AI to be a useful tool that can support their independence in learning activities.

12. **“Due to frequent use of AI, I have started to think less independently.”** 34.4% of respondents agreed that frequent use of artificial intelligence has led them to think less independently. However, the majority of students (65.6%) disagreed with this statement. These results suggest that, in most cases, AI is not perceived as a factor that reduces independent thinking.

13. **“I feel dependent on AI when completing academic tasks.”** 21.3% of respondents agreed that they feel dependent on artificial intelligence when completing academic tasks. However, the majority of students (78.7%) disagreed with this statement. The findings indicate that most students do not consider themselves dependent on AI and use it as a supportive tool in their learning.

14. **“Without access to AI, it would be more difficult for me to study.”** 62.3% of respondents agreed that without access to artificial intelligence, studying would be more difficult for them, while 37.7% of students disagreed with this statement. This suggests that, for the majority of students, AI serves as an important support tool that facilitates the learning process.

15. **“Using AI increases my confidence in learning.”** 55.7% of respondents agreed that the use of artificial intelligence increases their confidence in learning, while

44.3% of students disagreed with this statement. It can be concluded that, for many students, AI serves as a supportive tool in the learning process and helps them feel more confident when completing academic tasks.

16. **“Since I started using AI, my academic performance has improved.”** 65.6% of respondents agreed that their academic results have improved since they began using artificial intelligence, while 34.4% of students disagreed with this statement. These findings indicate that, in most cases, the use of AI is beneficial for improving academic performance.

17. **“Using AI helps me achieve higher grades.”** 60.7% of respondents agreed that the use of artificial intelligence helps them achieve higher grades, while 39.3% of students disagreed with this statement. Therefore, for the majority of students, AI is a tool that positively influences their academic outcomes.

18. **“I believe that AI has a positive impact on my academic performance.”** The survey results showed that 77% of respondents consider artificial intelligence to be a factor that positively influences their academic performance, while 23% of students hold the opposite view. This indicates that the majority of students perceive AI as a useful tool for improving learning outcomes.

19. **“Using AI without proper attribution can be considered a violation of academic integrity.”** 55.7% of respondents believe that using artificial intelligence without proper attribution constitutes a violation of academic integrity, while 44.3% of students disagree. This indicates differing opinions among students regarding the ethical use of AI in academic work.

20. **“There should be clear rules for the use of AI at the university.”** 52.5% of respondents agreed that universities should have clear rules regarding the use of artificial intelligence, while 47.5% of students disagreed with this statement. These results suggest that students’ opinions on this issue are divided; however, many consider it necessary to establish certain guidelines for the use of AI in the educational process.

21. **“In what cases is the use of artificial intelligence in the educational process justified?”** 90.2% of respondents consider the use of artificial intelligence justified when searching for information or theoretical material. 68.9% note its usefulness in exam preparation, while 39.3% find it helpful in solving academic tasks. Other options were selected by 8.2% of respondents, and only 3.3% believe that the use of AI is unjustified. These findings indicate that students primarily view artificial intelligence as a tool for information retrieval and academic preparation.

## **Conclusion**

Based on the survey results, it can be concluded that a majority of first-year students actively use artificial intelligence in the learning process. AI is most commonly used for searching for information, explaining complex topics, and preparing for exams. Many students also note that the use of AI helps them complete tasks more quickly and better understand academic material.

At the same time, most respondents perceive artificial intelligence as a supplementary tool rather than a substitute for independent work. Thus, AI plays an important role in the education of modern students; however, it is essential to use it responsibly and maintain independence in learning activities.

### **Recommendations**

For the effective use of artificial intelligence in education, it is important to apply it as a supplementary tool rather than a substitute for independent work. It is also recommended to develop critical thinking skills and to verify information obtained through AI. In addition, universities should consider establishing clear guidelines for the use of artificial intelligence in the educational process.

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**ГРПТИ: 0073**

## **ENGLISH FOR TRANSPORTATION ENGINEERS: EXPLORING THE IMPACT OF ARTIFICIAL INTELLIGENCE INTEGRATION**

**Igizbay Assylzhan**

1-year student of the L.N.Gumilyov Eurasian  
National University, Astana, Kazakhstan

**Aubakirova A.K.**

Associate Professor at the L.N. Gumilyov Eurasian  
National University, Astana, Kazakhstan (scientific supervisor)

### **Abstract**

This article examines the impact of the ongoing process of integration of artificial intelligence in the transportation engineering sphere. The results of the