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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**

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языков: слияние теории и практики»**

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«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 «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 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.

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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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learning.

The comparative analysis of specific methods shows that differences between these approaches appear in the organization of learning, types of tasks, and the role of students. However, these approaches are not opposite to each other. They can effectively complement one another.

In modern education, the role of the teacher becomes especially important. A teacher who knows different teaching approaches, can combine them wisely, and understands the principles behind teaching materials is able to make lessons both interesting and useful for students.

Therefore, the most effective model of teaching English is an integrated approach that combines traditional and digital methods. Such an approach provides a balance between theory and practice and helps students develop strong communicative competence.

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TRANSFORMATION OF THE EDUCATIONAL SYSTEM IN KAZAKHSTAN: IMPACT OF AI

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Abstract

The rapid integration of artificial intelligence (AI) into education is transforming the learning process, teaching practice, and student engagement worldwide. Despite growing interest, the lack of empirical research on how students use AI in education remains. This study investigates the use of AI tools among students in Kazakhstan and explores their perceptions of its impact on learning. The research is based on a survey of 72 students from secondary school, college, and university levels. The findings indicate that AI is widely adopted and regularly used, primarily to support understanding complex topics, completing assignments, and generating ideas. Students report positive perceptions of AI in terms of efficiency, convenience, and support for problem-solving. At the same time, concerns about academic integrity, overreliance, and the accuracy of AI-generated content remain major. The results reveal a gap between frequent use and cautious trust, indicating that students adopt AI pragmatically while maintaining critical awareness. The study suggests that the educational impact of AI depends not only on access to technology but also on students' ability to use it responsibly. Therefore, strengthening AI literacy, ethical standards, and institutional support is considered to be essential for maximizing its benefits in education.

Keywords:

Artificial intelligence (AI), students' perception, AI tools, AI literacy, academic integrity, digital transformation

Introduction

Artificial intelligence (AI) is rapidly transforming education systems worldwide, reshaping teaching methods, learning pathways, and assessment practices. As documented by UNESCO, these developments offer powerful opportunities for personalized and adaptive learning, while simultaneously raising urgent questions about governance, regulation, and the ethical use of AI.

The UNESCO guidance highlights concrete shifts in classroom practice and institutional policy: AI-driven tools enable individualized feedback and automated assessment, shift teachers' roles toward facilitation and design, and demand new policy frameworks to protect equity, privacy, and academic integrity. At the same time, the report warns that without coordinated regulation and capacity-building, the benefits of AI may be unevenly distributed and may exacerbate existing inequalities [1]. These global trends underscore the necessity of examining how students use AI in a national context, such as Kazakhstan, and how it affects their learning process.

At the national level, Kazakhstan is already responding to these global challenges through targeted capacity-building and foresight activities. The regional initiative led by UNESCO Almaty, which focused on futures literacy, ethical AI use, and preparing university educators for digital transformation, illustrates how policy, professional development, and equity considerations are being woven into local efforts to integrate AI into higher education [2]. However, despite these efforts, there is still limited empirical evidence on how students in Kazakhstan use AI tools and how these

technologies affect their learning experiences. Building on these global and regional indicators, this study examines students’ use of artificial intelligence and their perceptions of its impact on learning outcomes.

This article *aims* to examine how artificial intelligence is integrated into the education system in Kazakhstan by analyzing students’ experiences, usage patterns, and perceptions, and exploring how these factors reflect its growing role in shaping learning processes and outcomes.

The *research questions* helped to demonstrate how students in Kazakhstan use artificial intelligence in learning, and how they interpret its impact on their perceived usefulness.

Literature Review

Recent literature on AI-enhanced teaching in Kazakhstan highlights a unique higher education environment influenced by post-Soviet traditions and rapid digital reform. Despite significant investment in education technologies, research on student perceptions of AI-enabled teaching and its impact on skill development is limited. This gap is particularly notable in Central Asia and other emerging economies, where digital transformation does not always align with Western models. AI in higher education has evolved beyond experimental tools and is now utilized for personalized learning, automated feedback, grading, predictive analytics, curriculum development, and administrative tasks. It also supports broader functions like adaptive teaching and virtual well-being assistance. However, the effectiveness of these tools relies on their design, student acceptance, ease of use, and perceived usefulness. While students generally view AI as beneficial for innovation and productivity, qualitative research on their experiences remains limited.

To address these issues, the reviewed study adopts a student-centered framework grounded in technology acceptance and AI-enabled pedagogy. It conceptualizes perceived quality of AI-based teaching through six dimensions: usability, engagement, personalization, content quality, accessibility, and feedback/support. These dimensions are expected to influence student satisfaction, both directly and indirectly, through skills acquisition. The model connects AI-based teaching to higher-order competencies, including problem-solving, conceptual understanding, technical skills, interpersonal skills, and diagnostic or metacognitive abilities. In this way, the literature suggests that AI in higher education should be understood as a pedagogical system whose value relies on student experience and outcomes [3].

Methodology

This study surveyed 72 students in Kazakhstan at secondary school, college, and university levels. The sample included students from grades 10-11 and learners of higher education: students from different courses. The respondents represented different fields of study, which made it possible to capture a broad picture of how AI is used in education across educational levels.

Data was collected through an online questionnaire consisting of 40 questions. This survey covered demographic information, awareness of AI, frequency and purposes of use, perceived usefulness, effects on learning skills, concerns about risks such as plagiarism and dependence, general attitudes toward AI in education, satisfaction with these tools, and expectations for its future role. Most attitude-based items were measured using a five-point Likert scale, while several questions allowed multiple answers [4]. The final three questions were open-ended and were used to identify the main advantages, concerns, and perceived impact of AI in learning.

The responses were analyzed using descriptive statistics, including frequencies and percentages. Open-ended answers were grouped into common themes to identify repeated patterns in students’ views. Participation was voluntary and anonymous, which helped encourage candid responses.

Results and Discussion

The survey included 72 respondents from secondary school, college, and university levels in Kazakhstan, with university students forming the largest group (52.8%), followed by school students (36.1%) and college students (11.1%). First-year students were the largest academic subgroup, and female respondents accounted for 65.3% of the sample. Humanities and economics, along with business, were the most represented fields of study. The findings show that AI has already become part of students’ everyday academic routine. Most respondents reported at least a basic understanding of AI, and 95.8% had used AI tools for learning. Regular use was especially common: 70.8% said they use AI every day or several times a week. This indicates that AI is no longer an occasional study aid but a normal learning instrument for most students.

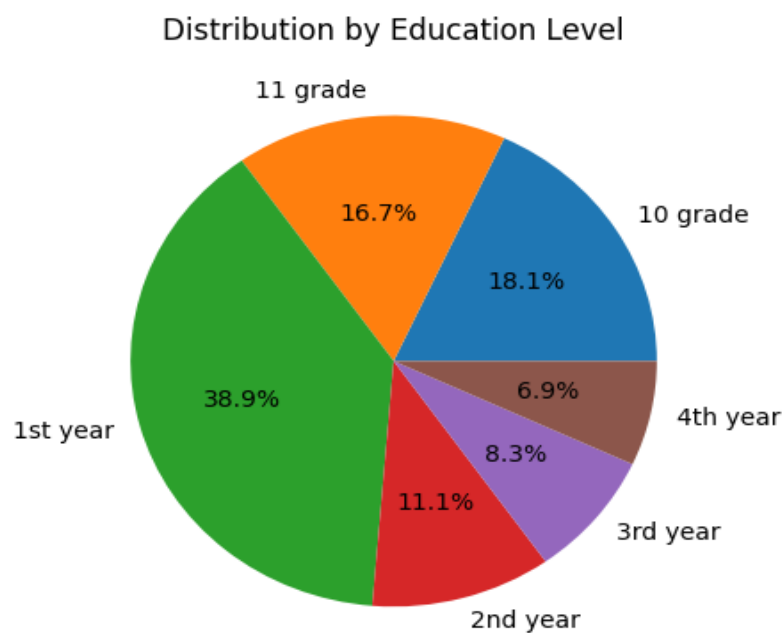


Figure 1. Distribution of students by education level

Students mainly used AI to understand difficult topics (76.4%) and to help with homework (70.8%). More than half also used it to generate ideas (55.6%) and write essays or reports (51.4%), while 48.6% used it for exam preparation. Far fewer respondents used AI for programming (13.9%) or presentation creation (20.8%). This contrast suggests that AI is used primarily as a general academic support tool rather than for specialized technical tasks. Among platforms, ChatGPT was the most widely used (83.3%), followed by Google Gemini (52.8%), Grammarly (34.7%), and Copilot (25.0%). The Likert-scale responses indicate a generally positive view of AI's usefulness. Most agreed that AI helps them find information faster (80.5%), saves time (70.9%), and makes learning more convenient (72.3%). A majority also felt AI supports understanding complex topics (66.7%) and improves work quality (63.9%). While 55.5% reported being satisfied with AI tools, 36.1% were neutral, and 8.3% expressed dissatisfaction. This indicates that students appreciate AI's support but do not see it as a replacement for their own efforts.

A clear pattern appears when comparing behavior and perception. On the one hand, AI is widely used: 95.8% have used it, and 70.8% use it regularly. On the other hand, trust is much more limited: only 32.0% agreed or strongly agreed that they trust AI-generated information, while 40.3% remained neutral. In addition, 58.3% said they check AI answers in other sources, and 76.4% agreed that AI can sometimes produce inaccurate or outdated information. This gap shows that frequent use does not mean full trust. Students rely on AI often; however, they approach this reliance with a discernible level of caution.

Concerns about academic integrity were substantial: 79.2% associated AI with plagiarism, 61.1% said it can reduce student independence, and 53.5% admitted that they sometimes rely on AI instead of thinking independently. Despite these concerns, attitudes remained positive, with 69.5% viewing AI favorably and 87.5% expecting its role to grow. Overall, students see AI as a useful support tool, but not as a substitute for human teaching.

Open-ended responses confirmed this pattern. Students described AI as useful for saving time, simplifying difficult material, and supporting ideas and writing, but also raised concerns about misinformation, plagiarism, reduced independence, and dependence on ready-made answers. In general, respondents viewed AI positively, while emphasizing that its impact depends on responsible use.

Taken together, the findings show that AI is deeply embedded in students' learning practices in Kazakhstan. While valued for convenience and support, it is approached critically due to concerns. Its growing role, therefore, depends not only on adoption but also on responsible use.

The findings indicate that Kazakhstan students have integrated AI tools into their learning routines, primarily as a supplement rather than a replacement for traditional study. Students utilize AI to grasp challenging concepts, generate ideas, and receive writing support. This reflects a practical approach that balances efficiency with critical

evaluation. Despite widespread use, trust in AI-generated content is limited: most students cross-check outputs and are aware of potential inaccuracies. Concerns regarding academic integrity are significant, with numerous students linking AI use to plagiarism risks and a loss of independence, which raises ethical challenges in education. These patterns align with literature emphasizing the need for institutional policies and guidance to mitigate integrity risks [5].

The results suggest that responsible integration of AI into learning can enhance engagement and problem-solving skills, consistent with evidence that tools like ChatGPT improve learning outcomes when used appropriately [6]. Educational implications include promoting AI literacy, guiding students on critical evaluation of AI outputs, and designing assignments that encourage originality while leveraging AI for idea generation.

Generative AI, especially ChatGPT, should be understood as both an opportunity and a challenge for the academic community. On the one hand, it can support teaching, learning, research, lesson planning, writing, and coding by saving time and generating ideas. On the other hand, its free accessibility and ease of use raise serious concerns about academic integrity, particularly when AI-generated work is submitted without acknowledgement. This makes the issue not whether AI should be used, but how it should be used responsibly. In addition, the text emphasizes the need for clearer academic integrity policies, capacity-building for staff and students, and more reliable detection of AI –assisted writing. It suggests reassessing assessment practices to prioritize critical thinking, oral examination, and the learning process over the final written product. In this sense, the growing role of AI in education depends on policy, training, and ethical guidance [5].

National initiatives in Kazakhstan, such as UNESCO-led training on the ethical use of AI and digital transformation, are well-aligned with these needs, emphasizing the importance of a human-centered, equitable application of AI in education. Future research should explore larger, more diverse samples and implement experimental methods to assess the causal impact of AI on learning outcomes.

Thus, Kazakhstan students demonstrate both enthusiasm and caution toward AI. Effective educational strategies should enhance learning benefits while addressing trust and integrity concerns through structured guidance and ethical frameworks.

Limitation

This study has several limitations. First, the sample size was relatively small (n=72) and drawn from a limited range of educational institutions, which may reduce the generalizability to the wider student population in Kazakhstan. Second, the self-reported online questionnaire introduces response biases, including social desirability and recall bias, and the cross-sectional design captures data at a single point in time, limiting causal conclusions about AI’s impact on learning. Finally, the study focused on general-purpose AI tools. It did not examine specialized or emerging AI applications in depth. Future research could enhance understanding of AI’s role in education in Kazakhstan by using larger, more diverse samples and longitudinal designs.

Conclusion

This study shows that AI is increasingly used in Kazakhstan’s education as a supportive tool rather than a replacement for traditional teaching. Students utilize AI for understanding concepts, generating ideas, completing assignments, and exam preparation, while being mindful of its limitations and ethical issues. The findings reveal opportunities for productivity but also concern trust, dependence, and academic integrity. Effective integration of AI requires institutional policies, ethical guidance, and initiatives to promote evaluation. AI impact is influenced by technical capabilities as well as pedagogical considerations.

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