

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 «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.

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., Zhumaturatova 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>Нұрадин 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

работы студентов, где на результат непосредственно влияет степень вовлеченности.

Следовательно, задействование мобильных приложений в обучении иностранным языкам можно описать как перспективно развивающееся направление, интегрирующее в себе достижения когнитивной психологии и педагогики. Такой подход соответствует требованиям современной образовательной среды и содействует продуктивному формированию лексической компетенции.

Литература

1. *Schimanke F.* The effect of spaced repetition in mobile learning games // – 2022. – DOI: 10.20378/irb-55317.
2. *Ramazonov J. S.* Mobile learning in language education: trends, benefits and definitions // *Oriental Renaissance: Innovative, educational, natural and social sciences.* – 2024. – № 4(7).
3. *Афанасьева Т. С., Ушакова О. В.* Совершенствование английского языка через мобильные приложения как один из инновационных приёмов в профессионально-ориентированном обучении // *Инновационная наука.* – 2024. – № 2–2.

ГРНТИ 14.85.01

LANGUAGE EDUCATION BASED ON DIGITAL TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE

Saparaliyeva Alua

Eurasian National University, Astana, Kazakhstan
Scientific supervisor: **Kemelbekova Elmira Abdenovna**

Language education is the process of learning one’s native and foreign languages, aimed at developing communication skills and intercultural interaction. In today’s world, proficiency in foreign languages has become essential for obtaining an education, advancing one’s career, and participating in global society: education is undergoing significant changes driven by the rapid development of digital technologies. These changes are particularly noticeable in the field of language education, where artificial intelligence (AI) tools are being actively implemented. This opens up new opportunities for improving the quality of instruction, personalizing the educational process, and developing students’ communication skills.

Language education is evolving rapidly under the influence of digital technologies and artificial intelligence. Recent research shows that the use of artificial intelligence can significantly improve the effectiveness of language learning by

providing personalized instruction and instant feedback.

Digital technologies provide a wide range of tools for language learning: online platforms, mobile apps, interactive simulators, video conferencing, and virtual classrooms. They allow learners to access educational materials anytime and anywhere, making the learning process flexible and accessible. Intelligent systems allow the learning process to be tailored to the individual needs of each learner.

In addition, multimedia resources (videos, audio, and animations) help students better absorb information and develop their listening and speaking skills. The use of game-based elements (gamification) boosts student motivation and makes learning more engaging.

At first glance, it may seem that the introduction of digital technologies fully solves the problem of effective language learning. However, this issue is more complex. Despite the obvious advantages, the use of artificial intelligence raises questions regarding the quality of learning, the development of communication skills, and the role of the teacher in the educational process. For my future career as a teacher of Russian language and literature, the use of digital technologies and artificial intelligence opens vast opportunities to enhance the effectiveness of the educational process. These technologies help develop writing skills, improve grammar and spelling, and refine oral communication. The use of applications such as Russian language chatbots, Tandem, Linguist, and others allows for providing students with personalized feedback, which significantly accelerates the learning process.

Furthermore, working with transcription is a key task in linguistics, and modern technologies can greatly facilitate this process. Automatic speech recognition and transcription systems allow students to improve their phonetic analysis skills and accurately capture the acoustic features of speech. In the field of literature, AI applications can be used to conduct in-depth text analysis, identifying stylistic features, literary techniques, and genre characteristics. This also fosters the development of critical thinking in students, enhancing their ability to analyze and interpret literary works.

Attention should be paid to incorporating programs for analyzing literary styles and techniques into the educational process. Algorithms capable of identifying the distinctive features of an author's style can become an indispensable tool for students studying literature, as they help develop critical reading and text analysis skills. For example, such systems can highlight characteristic features of writers' styles, such as the use of metaphors, similes, and rhetorical devices, which help students gain a deeper understanding of the text structure.

Modern technologies can be used to create virtual classrooms and online platforms for collaborative discussion of literary works. Virtual classrooms allow students to conduct group work on texts and discuss them in real time, which contributes not only to an in-depth analysis of the works but also to the development of the communication skills necessary for successful language and literature learning. These platforms also help teachers assess students' engagement levels, track their

progress, and provide support in challenging situations.

The relevance of this topic stems from the rapid development of technologies and their widespread adoption in educational practice. Consequently, there is a need for a more in-depth analysis of the possibilities and limitations of using digital technologies and artificial intelligence in language education. The purpose of this article is to examine the characteristics of the use of digital technologies and artificial intelligence in language education, identify their advantages and limitations, and assess their impact on the effectiveness of language learning.

Research Methods

Artificial intelligence plays a key role in personalized learning. AI-based systems are capable of analyzing a student’s knowledge level, identifying their strengths and weaknesses, and suggesting personalized assignments.

Modern AI technologies include:

- automatic grading of written assignments;
- speech recognition and pronunciation correction;
- chatbots for dialogue practice;
- adaptive learning platforms.

As a result, students receive instant feedback, which significantly accelerates the learning process and enhances its effectiveness.

Benefits of Using AI and Digital Technologies:

- Personalized approach — learning is tailored to the student’s level and pace.
- Accessibility — the ability to learn anytime, anywhere.
- Interactivity — engaging students through game-based and multimedia elements.
- Automation — reduced workload for the teacher.
- Development of 21st-century skills — digital literacy, critical thinking, and independence.

To analyze the effectiveness of digital technologies and artificial intelligence in language education, this study employed the following methods:

1) Literature Review

A review of academic publications on the use of digital technologies and artificial intelligence in language learning was conducted. Particular attention was paid to language learning platforms such as Duolingo and Babbel, as well as specialized AI applications aimed at improving speaking skills and pronunciation, such as Andy, ELSA Speak, Cambly (lessons with native speakers), and HelloTalk (language exchange). These platforms allow users to track progress, receive feedback, and personalize their learning. A review of the literature showed that the use of such technologies has a positive impact on student performance, motivation, and engagement.

2) Survey of Students and Instructors

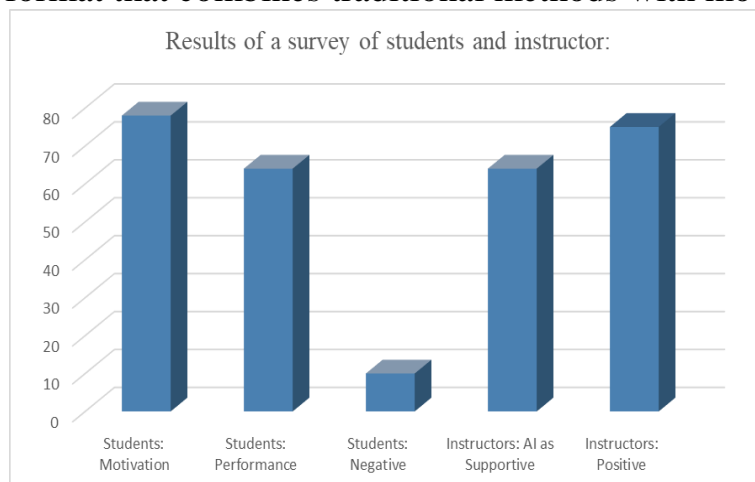
To collect data, a survey was conducted among students and instructors who use digital platforms with AI features. The questions addressed perceptions of the technologies, the impact of AI on motivation and academic performance, as well as preferred teaching methods. The study included 120 students and 30 faculty members from three universities, ensuring sufficient representativeness of the data.

3) Research Findings

An analysis of the survey results from students and instructors showed that the use of digital platforms incorporating artificial intelligence has a significant impact on the language learning process.

Among the students surveyed (120 people), the majority (78%) noted that the use of AI technologies increases their motivation to learn the language. Survey participants emphasized that the interactive format of the tasks, instant feedback, and the ability to learn at their own pace make the process more interesting and comfortable. At the same time, 64% of students reported an improvement in their academic performance, particularly in areas such as grammar and vocabulary. At the same time, 18% of students expressed a neutral attitude toward the use of AI, attributing this to platforms not being sufficiently adapted to their level or to technical difficulties. Only 4% of respondents noted a negative experience related to the lack of “live” communication and limited opportunities to practice speaking. A survey of 30 instructors revealed that 83% of them view the integration of digital technologies and artificial intelligence into the educational process positively. The instructors noted that such tools allow for the automation of assignment grading, save time, and enable them to devote more attention to working with students on an individual basis. At the same time, 67% of teachers believe that AI should be used as a supplementary tool, not as a replacement for traditional teaching. The main challenges cited were the need for additional training in using digital platforms (41%) and limited technical resources (36%).

A comparative analysis of the responses showed that both students and teachers agree on the high effectiveness of digital technologies, provided they are used wisely and in a balanced manner. The majority of study participants (about 70%) prefer a blended learning format that combines traditional methods with modern digital tools.



4) Experimental Study

An experiment was conducted to assess the impact of digital technologies on language learning. Students were divided into two groups: a control group, which used traditional teaching methods, and an experimental group, which used AI-powered platforms (Duolingo, Babbel, Andy, ELSA Speak, Cambly, HelloTalk). The experiment lasted 8 weeks and included tasks on grammar, vocabulary, and speaking. At the end of the 8-week training period, students in the experimental group who used platforms such as Duolingo, Babbel, Andy, ELSA Speak, Cambly, and Hello Talk demonstrated higher results compared to the control group.

5) Speed of Learning

Students in the experimental group mastered the material on average 25–30% faster. This is due to the adaptive nature of AI platforms, which adjust to the learner’s level and offer personalized tasks.

Level of engagement. A higher level of engagement was observed in the experimental group: about 82% of students regularly completed assignments and were active, whereas in the control group this figure was about 60%. The use of interactive assignments and gamification elements helped increase interest in learning.

Development of Speaking Skills. Particularly notable differences were observed in the development of oral communication skills. Students in the experimental group demonstrated a 35% greater improvement in speaking skills compared to the control group. This is attributed to the use of speech recognition technology and the opportunity to practice dialogue in real time.

Overall Academic Results. Final testing showed that the average score in the experimental group was 20% higher than in the control group. At the same time, students reported greater confidence in using the language in real-life situations.

Data Analysis

The collected data was analyzed quantitatively. Averages and percentages were calculated, which allowed us to identify correlations between the use of digital platforms and learning outcomes. Based on this data, a comparison of the effectiveness of traditional and digital teaching methods was conducted. The study revealed that the use of digital technologies and artificial intelligence has a positive impact on language learning.

A review of the literature showed that platforms and programs incorporating AI elements help teach languages more effectively. They allow for personalized learning tailored to each student, automatic assessment of knowledge, and rapid feedback. Such technologies help students learn faster and maintain their interest in learning. Survey results from students and faculty show that most of them view the use of digital technologies positively. Students note the convenience of apps, the ability to study independently, and access materials at any time. Teachers confirm that students become more active, but it is important that the teacher still monitors the learning process and provides assistance when necessary. The experiment showed that students using AI-powered apps learn vocabulary and grammar faster and engage in additional

practice more often. However, speaking and communication skills develop better when there is interaction with the teacher and other students, which is sometimes lacking in purely digital learning. From these results, we can conclude that digital technologies and artificial intelligence are useful for language learning. They help tailor instruction to each student, increase engagement, and make learning accessible. However, technology cannot fully replace teachers. The most effective approach is to combine traditional methods with the use of digital apps and AI.

Thus, the results of the experiment confirm that integrating digital technologies and artificial intelligence into language learning significantly increases its effectiveness. However, the best results are achieved when digital tools are combined with traditional teaching methods.

Conclusion

This study examined the impact of digital technologies and artificial intelligence on language education. It was concluded that the use of digital platforms can enhance the effectiveness of learning, tailor the process to individual needs, and increase student motivation. At the same time, limitations were identified: a lack of face-to-face interaction, potential errors in AI, and the necessity of teacher involvement. Based on the data obtained, it can be concluded that the best results are achieved through a blended approach, where digital technologies and artificial intelligence are used to supplement traditional teaching methods. Thus, digital technologies and artificial intelligence represent a promising tool in language education, capable of making learning more flexible and accessible, but not fully replacing the role of the teacher.

Sources:

1. Vygotsky, L. S. *Thought and Speech*. — Moscow: Labirint, 1999.
2. Krashen, S. *Principles and Practice in Second Language Acquisition*. — Oxford: Pergamon, 1982.
3. OECD. *Digital Education Outlook 2021: Pushing the Frontiers with AI*. — Paris, 2021.
4. Luckin, R. *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. — London: UCL IOE Press, 2018.
5. The World Economic Forum. *Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution*. — 2020.
6. Duolingo. Official website: <https://www.duolingo.com>.
7. Babbel. Official website: <https://www.babbel.com>.
8. ELSA Speak. Official website: <https://elsaspeak.com>.
9. Cambly. Official website: <https://www.cambly.com>.
10. HelloTalk. Official website: <https://www.hellotalk.com>.