ARTIFICIAL INTELLIGENCE IN TEACHING A FOREIGN LANGUAGE IN NON-LINGUISTIC UNIVERSITIES

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Abstract:
The aim of the study is to investigate the use of artificial intelligence (AI) in the field of teaching a foreign language. The article highlights the reasons for the ambiguous attitude of university teachers to artificial intelligence, the advantages of its application in educational technologies, the availability and prevalence of its use. The methodological basis of the study is observation, analysis and synthesis, description and comparison, a systems approach. Examples of tasks based on AI are given. Research results. At the present stage, the introduction of tasks created using AI into the educational process is not subject to dispute. Digital competence is becoming one of the main requirements for higher education teachers. The prospects of the study are related to the educational process in a digital environment, the use of digital tools and online resources, the introduction of programs with built-in artificial intelligence in teaching a foreign language.

Keywords: Artificial intelligence, educational technologies, digital competence, foreign language teaching

Introduction

Computer technologies have long become an integral part of education, ICT is included in all educational programs, links to web resources are contained in university work programs of courses and disciplines.

In the second half of the 20th century, computers began to be widely used in education, and computer centers began to form in universities. The first applications of new technologies did not gain popularity among humanities scholars, including foreign language teachers, since the interfaces were not intuitive for users who did not have special knowledge. In the 90s of the 20th century, with the development of computer technologies and the ease of use, they became much more in demand. At that time, the number of automated learning systems increased. Students began to use computer technologies in the learning process.

At the end of the 20th century , multimedia technologies , various devices for interpersonal communication and information transfer, intelligent software, "smart" robots and systems appeared. Digital technologies could not but influence people's lives, and in all areas - marketing technologies based on creating individual offers to people interested in a product or service have spread, a new way of life has appeared, the so-called "life in tele-space", when distance education has become accessible and practically natural for students, many companies have transferred their employees to work from home, buying goods via the Internet has become one of the fastest growing areas, personalized and computerized medical care has appeared.

However, it should be noted that interactive technologies were used gradually in the field of education. Students were the first to use them when searching for information on the Internet, using various applications and programs for translating from a foreign language to their native language and vice versa, creating educational sites, etc.

However, at the present stage, with the penetration of digital technologies into every area of our lives, it is absolutely impossible to imagine the educational sphere without them. In the era of digitalization, artificial intelligence attracts the greatest attention.

AI opens up vast opportunities for cheating - using ChatGPT allows students to shift the lion's share of the work, without independently studying the necessary material, to artificial intelligence. However, artificial intelligence has already become a part of our lives, so it is necessary to recognize this fact and understand how to use it to your professional advantage.

The main problem in the field of AI application is the unpreparedness of employees in the technical sense. The average age of employees in the education sector in the republic is about 47 years, so not all teachers have good skills in working with computer technologies. In general, the process of implementing AI and adapting to it is quite long, so the problem of training personnel can be solved. Another feature of the widespread use of AI is that students practically do not prepare homework on their own. When composing assignments for writing a letter, the teacher described in detail the problem, the solution to which had to be proposed in the letter. The more details, the easier it is for the AI to create the necessary text. Therefore, the teacher has two options: the first is to allow the use of AI in homework, for example, to collect information on a given topic, which the student must evaluate and use correctly, i.e. apply a human-machine approach, and the second is to formulate the task in such a way that it is impossible to use AI, i.e. either give tasks without specifics, then the AI does not have the source material (the text of your task), from which it can generate

its text, or, on the contrary, give too much detail, then the AI also cannot cope, because it is poor at comparing, at the present stage.

Let's move directly to the use of AI in teaching a foreign (non-native) language. There are many programs and applications that can be used by foreign language teachers. It is enough to name reading and writing - punctuation, grammar, spelling, sentence structure, reading and listening, working with video and audio materials, writing, speaking, reading, vocabulary, writing - punctuation, paraphrasing, grammar.

Some platforms, such as Miro (https://miro.com.ru), are used by teachers. The Miro online board is used to create, store and visualize information. Its main advantage is that materials can be added to it endlessly, without "erasing" what was previously written. When working with texts, you can highlight words (new vocabulary), connect columns with an arrow (find the correct definition in the right column for the term in the left column). You can write comments for students' written homework.

We can use AI to create educational text material, for example, write one text ourselves, load it into a program with AI, and it will create 9 more texts based on the proposed sample. AI can paraphrase texts well, which is also its advantage.

Academic fraud, as already noted, takes on technological forms. Teachers feel helpless - they are not sure how technology will develop in the future, the familiar academic environment is destroyed. Students use a variety of gadgets to correctly complete a foreign language test. It is difficult to combat this, but possible. It is necessary to make oral control, i.e. an oral exam, a priority form. It can take the form of a conversation with a teacher, when a student must quickly respond to the examiner's questions, or offer students to answer in pairs - students talk to each other on the proposed topic with almost no preparation, the teacher only notes mistakes and controls the time.

It is worth noting that AI can help teachers not only in teaching students, but also in the research work of teachers themselves. Teachers can use applications for scientists, it simplifies lesson planning with tools for creating quizzes, stories, articles and much more. It also generates prompts for discussions, quotes and writing assignments

As a result of the conducted research, we can come to the following conclusions regarding the use of artificial intelligence in education. Like any other phenomenon, AI has two sides - positive and negative. The risks of using AI include the following factors:

1) academic insufficiency of databases that use neural networks;

2) the algorithms on which training is carried out are unclear;

3) high cybersecurity risks, since artificial intelligence, naturally, does not know the laws.

The positive aspects include:

1) the ability to tirelessly perform routine work, which so often leads to teacher burnout;

2) adaptive learning - personalization of the educational process, the ability to pay attention to specific students;

3) content generation.

To avoid the thoughtless use of artificial intelligence in education, it is necessary to develop new formats, for example, a startup as a diploma, or a final qualifying work as a business project. These forms are poorly calculated by artificial intelligence. Teachers should study various types of AI, their capabilities, adaptation techniques to their subject, i.e. they should accept the challenges of modern times and turn them to their advantage. Understanding the basic principles of AI and its limitations will help find ways to use it in teaching a foreign language, will contribute to the professional growth and self-development of teachers, and the creation of more interesting and high-quality teaching materials for universities.

References

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