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AI-DRIVEN PEDAGOGICS: BUILDING COMPETENCE, CREATIVITY, AND CRITICAL THINKING

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AI-driven pedagogics: building competence, creativity, and critical thinking: Proceedings of the International Scientific Conference, 22 May 2026. K., 2026. 77 p.

The edition features the proceedings of the International Scientific Conference " *AI-driven pedagogics: building competence, creativity, and critical thinking*", held on 22 May 2026. This collection brings together contributions from scholars and practitioners, offering insightful perspectives and practical knowledge for scientists, educators, and students in higher education institutions.

Responsibility for the accuracy of facts, quotations, proper names and other information are on the authors of publications

AI IN FOREIGN LANGUAGE TEACHING AND LEARNING

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Artificial intelligence is now an integral part of innovation in many fields. However, we often talk about academic dishonesty and plagiarism when we mention AI. The purpose of our scientific research is to examine the benefits of using AI-based applications for foreign language training of students in higher education institutions, which can be used as effective simulators for the development of language or speech competences without violating the norms of academic integrity.

O. Yefimova and S. Zhitska note that the conceptual model of AI in foreign language training of students is able to save time and energy and allocates them exclusively for educational purposes. Moreover, it deviates from the lecture method and provides an approach to self-study with the teacher as an assistant. Since students have access to personalized lessons, to view records of their development and their frequent mistakes, to communicate with the teacher and others when they need clarification, and to study the lesson at home if they are absent, AI will provide an active and interesting learning environment. However, for this approach to work successfully, both teachers and students must have solid knowledge of working with a computer, there must be computers in the classrooms for all students with an Internet connection, and there must also be specialists who would support the AI system (Yefimova, Zhytska, 2019: 221).

Researchers N. Khaidari, N. Yukhnovets and A. Sabitova emphasize that AI has the potential to reform the system of foreign language teaching in higher education institutions, offering personalized, interactive and effective learning tools. AI plays an important role in the system of foreign language training of students in higher education institutions. The use of AI technologies, in particular chatbots, adaptive learning platforms and intelligent learning support systems, allows to significantly increase the efficiency of the educational process. AI provides individualization of learning that meets the needs of each student, and also allows to integrate the latest methods, such as automatic translation, educational games and interactive simulators. In addition, AI technologies contribute to the formation of foreign language competence, the development of critical thinking and analytical skills in students, and also increase the level of motivation to learn a foreign language (Khaidari, Yukhnovets & Sabitova, 2025: 151).

O. Sovhar, H. Sovhar and I. Plish highlight that AI can augment and personalize instruction, it cannot replicate the nuanced interpersonal dynamics, emotional

intelligence, and ethical guidance that a teacher provides. The pedagogical objective extends beyond the mere transmission of linguistic knowledge; it encompasses the cultivation of well-rounded individuals equipped with critical thinking skills, cultural sensitivity, and ethical awareness. The successful integration of AI into foreign language education hinges on a balanced and informed approach. Educators must remain vigilant in addressing the technical limitations and ethical implications of AI tools, while simultaneously leveraging their potential to create dynamic and personalized learning experiences (Sovhar, Sovhar & Plish, 2025: 308-309).

In our research, we consider AI-based resources that help students effectively develop language and speaking skills – *Chat GPT*, *DeepL Translate* and *Grammarly*:

✓ **ChatGPT** (<https://chatgpt.com/>) is an AI-powered language model that can support foreign language learning through interactive communication. It allows students to practice writing, speaking (via prompts), and comprehension by generating dialogues, explanations, and examples. Learners can ask for grammar clarification, vocabulary expansion, or text correction in real time. The tool is especially useful for simulating conversations and developing academic writing skills. It can also adapt responses to different proficiency levels, making it suitable for personalized learning. However, students should critically evaluate its outputs, as it may occasionally produce inaccurate or oversimplified information;

✓ **DeepL Translate** (<https://www.deepl.com/>) is an AI-based translation tool known for producing highly accurate and natural-sounding translations. It helps students understand complex texts in a foreign language and compare source and target structures. The platform is particularly effective for learning vocabulary, collocations, and sentence patterns in context. Students can use it to check their own translations and improve writing quality. *DeepL* also provides alternative translation suggestions, which supports deeper language analysis. Nevertheless, overreliance on translation tools may limit independent language production, so it should be used as a support tool rather than a replacement for learning;

✓ **Grammarly** (<https://www.grammarly.com/>) is an AI-driven writing assistant that helps students improve grammar, spelling, punctuation, and style. It provides real-time feedback and explanations, enabling learners to understand and correct their mistakes. The tool is especially useful for developing academic and formal writing skills in a foreign language. *Grammarly* also offers suggestions for clarity, tone, and vocabulary enhancement. By reviewing corrections, students can gradually internalize language rules and improve their writing accuracy. However, users should not accept all suggestions automatically and should reflect on the changes to ensure meaningful learning.

The tasks developed by the teacher for students to work with the above-mentioned resources, which contain clear instructions, serve as an excellent simulator, for example, for developing writing skills. For example, *Chat GPT* can help create a plan for the student to write an essay or help with the selection of characters, their names, and prototypes for stories according to a given genre. Students further develop the idea into a coherent story. With the help of *Grammarly*, we believe it is advisable

to train grammar topics. Students can independently write texts and sentences and check them for errors, as well as discuss possible options. In addition, students can compare the given texts and provide their comments. Such tasks visualize theoretical material and significantly improve the memorization of rules. The *DeepL* resource can serve as a simulator for future translators and students studying foreign languages. Students can both analyze automated translations and provide their own options, work on texts, practice various translation transformations, etc.

The main drawback of the analyzed resources is the limited functionality of the free versions. After all, when it comes to text analysis, difficulties may arise due to the limited number of characters that can be worked with at a time. However, if necessary, tests can be divided or work with individual paragraphs or sentences.

Thus, artificial intelligence has become an essential part of modern innovation, including foreign language education in higher institutions. Despite concerns about plagiarism and academic dishonesty, AI tools can be used effectively without violating academic integrity. The research shows that AI applications help save time and shift the focus from traditional lectures to more independent and student-centered learning. AI creates a personalized learning environment where students can track progress, identify mistakes, and access materials flexibly.

Overall, teachers play a crucial role in guiding students, designing meaningful tasks, and ensuring ethical and balanced use of AI. The effective integration of AI in language education depends on a balanced approach that combines technological benefits with human guidance and critical thinking development.

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