

ҚАЗІРГІ БІЛІМ БЕРУ МӘСЕЛЕЛЕРІ ПРОБЛЕМЫ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

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APPLICATION OF ARTIFICIAL INTELLIGENCE METHODS IN EDUCATIONAL ACTIVITY MANAGEMENT

In the context of the rapid development of digital technologies, artificial intelligence (AI) is becoming an integral part of the educational process, contributing to its personalization, adaptability and effectiveness. This article examines the role of AI in the modern education system, with an emphasis on its use in teaching English as a foreign language.

The main purpose of the study is to identify the possibilities and limitations of using AI tools for teaching vocabulary and developing writing skills, as well as to propose practical solutions for their integration. The paper analyzes key areas such as automation of the evaluation of written papers, the creation of intelligent dictionaries and task generators, as well as feedback systems, which allows us to identify challenges and prospects for the introduction of AI in these areas. The scientific and practical significance of the work lies in the development of the concept of an author's digital platform aimed at developing writing using AI technologies, as well as in testing its effectiveness to increase students' motivation and academic performance. The research methodology includes an analysis of existing solutions, experimental testing of the platform and collecting feedback from users. The main results show the positive impact of the introduction of AI tools on the quality of education, motivation of students and their academic achievements. The paper draws conclusions about the need for further research on the integration of AI into language education and makes recommendations for teachers and developers of digital solutions. The contribution made is to expand the theoretical understanding of the use of AI in teaching English as a foreign language and to create practical models to improve the effectiveness of the educational process. The practical significance of the work is reflected in the proposed tools and approaches that contribute to the modernization of language education using modern technologies.

Keywords: technology, digital, artificial intelligence, training, efficiency, tool, approach, skills

MAIN PROVISIONS

The role of artificial intelligence (AI) in language learning has been growing quickly in recent years. AI powered tools such as chatbots, virtual tutors and language processing are traditional methods. These technologies help learners by providing personalized feedback, adaptive exercises, and real-time communication, making the learning process more interesting and effective.

It plays a particularly significant role in learning foreign languages. It helps you learn a variety of languages by offering an individual approach, constant practice, and instant feedback. It makes learning accessible and effective for people all over the world, and its role in language education will only grow in the future.

Let's consider the main approaches in studying of AI in education.

1. Individualized learning. People perceive information in different ways – some learn the material quickly, others need extra time. The traditional education system did not take into account the characteristics of an individual student. However, with the development of AI in the field of

education, it is now possible to personalize educational programs for each individual student.

2. Automation of educational processes. With the help of artificial intelligence in education and its wider spread in virtual classrooms, technology is able to take on most tasks. AI solutions can check homework, assess tests, organize research, compile reports, make presentations and notes, and free students from a large number of routine activities.

3. Creating intelligent content. Artificial intelligence and machine learning in education contribute to the creation of innovative content that facilitates the teaching and learning process.

Here are some examples of using AI to develop intelligent content:

1. Data visualization. Traditional teaching methods are limited by the capabilities of specific educational institutions. Using AI to create content allows you to simulate real-life situations without using expensive laboratory modeling methods. AI technologies are capable of creating 2D and 3D models, which gives students the opportunity to perceive information in various ways, to better understand the essence of the processes being studied.

2. Using digital lessons. AI in education can create educational materials in a compact digital format, which requires minimal storage space. This allows students and experts to use all learning resources more easily. In addition, these materials can be accessed from any device, which eliminates the difficulties with remote learning.

3. Gamification of learning. AI allows you to transform traditional boring lectures into interactive activities with elements of games, adding game elements and motivation mechanisms to increase student engagement and interest.

4. Adaptive access. Thanks to open access to information, users can take advantage of AI in the educational process. For example, multilingual support helps to translate materials into different languages, which makes learning convenient for native speakers of different languages. AI also plays a key role in supporting students with hearing or visual disabilities by providing tools such as AI converters that generate subtitles for virtual lectures in real time.

5. Personalized data-driven feedback. Feedback is a key element in the process of creating an educational experience, whether in the classroom or in the workplace. Effective learning is impossible without regular feedback. It is very important that it comes from a reliable source, and this is where AI in education helps students by analyzing data and generating reports based on daily work. A data-driven feedback system helps improve student satisfaction, eliminates learning bias, and identifies areas where additional skills need to be developed.

6. Using AI to control the level of knowledge. Artificial intelligence is already being actively used in exams and interviews to identify suspicious behavior and notify supervisors. AI programs use webcams, microphones, and browsers to monitor participants, analyze keystrokes, and record any movements, allowing the system to respond to potential violations in a timely manner. These aspects were scrutinized in such fundamental scientific researches as "Computer Applications in Second Language Acquisition" by Carol A. Chapelle, "Should Robots Replace Teachers?" by Neil Selwyn and "The Role of Digital Technologies in Deeper Learning" by Chris Dede [1, 2, 3].

INTRODUCTION

With the rapid advancement of digital technologies, artificial intelligence (AI) has increasingly become a crucial component of the educational process, enhancing its personalization, adaptability, and overall effectiveness. This article explores the role of AI within contemporary education, focusing specifically on its application in teaching English as a foreign language.

The primary aim of this study is to examine the potential and limitations of AI tools for teaching vocabulary and improving writing skills, while also proposing practical strategies for their integration. The paper investigates several key aspects, such as automating the assessment of written assignments, developing intelligent dictionaries and task generators, and creating feedback systems, which help identify both the challenges and opportunities associated with AI adoption in these areas.

The scientific and practical value of this work lies in the creation of a digital platform

designed to enhance writing skills through AI technologies, alongside the testing of its effectiveness in boosting students' motivation and academic performance. The research methodology involves a comprehensive analysis of existing solutions, experimental evaluation of the platform, and the collection of feedback from users.

The findings demonstrate the positive impact of AI tools on the quality of education, student motivation, and academic outcomes. The study concludes that further investigation into the integration of AI in language education is necessary and offers recommendations for both educators and developers of digital tools.

This research contributes to a deeper theoretical understanding of AI's role in teaching English as a foreign language, while providing practical models to enhance the educational process. The practical significance of this study is evident in the proposed tools and strategies that support the modernization of language education through the use of advanced technologies.

MATERIALS AND METHODS

Currently, many models and applications of AI have been developed. In the present article certain applications were analyzed as far as from our point of view, the following AI technologies represent the greatest potential in terms of content language integrated learning:

Supervised Learning (SL): AI learns from labeled data (for example, texts with correct translations or correct answers). It is used in educational applications to provide adaptive lessons, helps to personalize learning depending on the student's level.

Natural Language Processing (NLP): Processing and analysis of text and speech aimed at understanding human language. NLP-based programs can help with translation, grammar analysis, and text analysis.

Machine Learning (ML): The development of algorithms capable of self-learning on an array of provided data and independently finding patterns without human intervention and without explicit programming for each individual task. It is already widely used in applications to check the entered text for various kinds of errors. Helps to improve writing skills and sentence construction.[4]

Voice technologies and speech recognition (Text-to-Speech – TTS, Automatic Speech Recognition – ASR): AI-based programs can check pronunciation and intonation, are able to convert audio signals into text and vice versa.

At the moment, such specific tools are used as:

ChatGPT – helps in learning English and is a personal AI assistant. It explains grammar, translates texts, trains spoken language, offers exercises and adapts to the student's level. Pros: 24/7 availability, individual approach, instant answers and a convenient learning format. Cons: limited relevance of knowledge, lack of understanding of the context, dependence on the wording of the request. [5]

AI Quiz Bot is a smart assistant for learning English. Uses artificial intelligence to make learning English easier and more interesting. Adapts to the student's level and helps to learn at a comfortable pace. Pros: learning in a playful way, quick feedback, individual approach, available 24/7. Cons: it does not replace a live teacher, it may not take into account all errors, and sometimes it is limited in topics.

Duolingo is a free application and online platform for learning foreign languages. In Duolingo, AI is used to personalize learning:

1. Individual Educational trajectory – Duolingo tracks students' successes and mistakes to select assignments.

2. Task Generation – Some exercises and sentences are created using machine learning models to be diverse and adaptive.

3. Voice acting and Pronunciation – Speech synthesis and voice recognition are used to evaluate whether the pronunciation is correct.

4. Error Analysis – the system analyzes user errors and offers individual tasks.

5. Gamification of learning is a playful approach to learning, lessons are presented in the form of short tasks, including listening, translation, reading, writing and grammar [6] Pros: accessibility and convenience, applications have been developed for all the most popular operating systems and platforms, a variety of languages, and an individualized approach to learning. Cons: limited usefulness for advanced users, lack of in-depth explanation of grammar, dependence on the algorithms used in the current version of the application.

Replika is an AI chatbot designed for communication, friendship, and emotional support. At the same time, it is great for practicing English, especially spoken and everyday. Pros: Great for practicing phrases, dialogues, and familiar English, there is a mobile app and a web version. Cons: sometimes answers in a boilerplate manner, does not correct mistakes (unless specifically requested), and full-fledged voice practice is only available in a paid subscription.[7]

DeepL is a powerful neural network-based translator developed by the German company Linguee. It uses neural network technologies based on its own AI architecture. This has helped to ensure more accurate and natural translations. All of this is made possible by DeepL's ability to take context, style, and grammar into account. Pros: Comparing the translation with the original improves understanding, it is possible to see alternative translation options, and it is an excellent tool for practicing translation and writing. Cons: limited language support, not always accurate translation of complex phrases, incorrect interpretation of the context.[8]

There are different opinions on the benefits and challenges of using AI in language education. Some researchers say AI helps create interactive and customized learning experiences, while others worry about problems such as the lack of human interaction and ethical issues. AI's role in education can be divided into three areas: learning for AI, learning about AI and learning with AI [9].

Kazakhstan is actively integrating AI into its educational system, including language learning. Several initiatives and research projects highlight the country's commitment to leveraging AI for English language instruction.

Institutions like the Institute of Smart Systems and Artificial Intelligence (ISSAI) at Nazarbayev University are developing large language models that support multiple languages, including English. These models are designed to facilitate language learning and provide interactive AI-driven feedback for pronunciation and speaking skills [10].

In the realm of language teaching, the effective acquisition and activation of vocabulary are pivotal for learners' linguistic proficiency. This article delves into the methodological aspects of learning process automatization introducing new vocabulary, various types of practice activities, the integration of Bloom's taxonomy, and the utility of such a service as canva.com in vocabulary activation.

Introducing new vocabulary one should bear in mind that it is necessary to start with the form, then meaning and finally we can talk only about usage, i.e. the systematic introduction of new vocabulary follows a structured approach encompassing form, meaning, and use, facilitating comprehensive understanding and application.

Form pertains to the structural aspects of a word, including spelling and phonetic transcription. Attention to form aids learners in accurate pronunciation and spelling.

The meaning of a word encompasses both its denotation (literal definition) and connotation (associated feelings or ideas). Understanding the nuances of meaning is crucial for appropriate word usage in various contexts. Learners may engage in activities such as synonym and antonym identification to grasp the subtleties of word meanings.

Usage refers to how a word functions grammatically and pragmatically. Learners must understand the word's part of speech, its grammatical features (e.g., countability for nouns), and its level of formality in communication. Contextualized activities, such as sentence completion exercises, help reinforce understanding of word usage.

In order a new unit of vocabulary becomes active we should organize three different types of practice, i. e. controlled, semicontrolled or freeer and free. Here is the difficulty as far as all the ready-made sources or handouts for drilling vocabulary contains its own set of words and it doesn't

coincide with the lists of words that is being practiced. We can use twee.com, for example, to make exercises for drilling.

All the difficulties in vocabulary acquisition are described in “Learning Vocabulary in Another Language” by Paul Nation [11]. This book provides a comprehensive overview of vocabulary acquisition in second language learning contexts. Drawing on his extensive research, Nation explores various approaches to vocabulary learning and offers practical techniques for learners and educators. This book serves as a valuable guide for understanding the complexities of vocabulary acquisition and implementing evidence-based strategies in language classrooms.

Controlled practice involves structured activities where learners manipulate target vocabulary in guided exercises. For example, learners may complete closed exercises or matching tasks to reinforce vocabulary retention.

Semicontrolled practice offers learners more autonomy while still providing guidance. Tasks may include creating sentences or short dialogues using target words, allowing for greater flexibility and creativity within a structured framework.

Free practice allows learners to apply newly acquired vocabulary in authentic contexts with minimal constraints. Activities such as role-playing scenarios or discussions enable learners to use vocabulary spontaneously, promoting fluency and confidence in language use.

To know more about the importance of meaningful input and output activities in vocabulary acquisition, advocating for engaging tasks that promote active engagement with new words in various contexts you may find in the book by Keith S. Folse “Vocabulary Myths: Applying Second Language Research to Classroom Teaching” [12] because here the importance of meaningful output activities is emphasized. This book challenges common misconceptions surrounding vocabulary teaching and presents evidence-based strategies for effective classroom practice. Keith S. Folse synthesizes second language research to debunk myths and offers practical insights for educators to enhance vocabulary instruction, making it an essential resource for language teachers seeking to optimize vocabulary learning outcomes.

To make preparation shorter and more effective we can integrate Bloom’s Taxonomy: Enhancing Instructional Design. Bloom’s taxonomy provides a framework for categorizing educational objectives into cognitive levels, offering valuable guidance for language teachers. By aligning vocabulary activities with Bloom’s taxonomy, teachers can scaffold learning experiences that promote higher-order thinking skills and deeper understanding.

For instance, activities targeting lower-order thinking skills (e.g., remembering and understanding) may include vocabulary quizzes or flashcard drills. Meanwhile, tasks designed to foster higher-order thinking skills (e.g., analyzing, evaluating, and creating) could involve synthesizing new vocabulary in context through writing tasks or collaborative projects.

Thus when we study adjectives, traits of character, we can suggest our student to find antonyms first, then on the following level the task is to match the adjectives of the target language with the profession that they are given to choose. Then they are suggested to describe a character that they had picked up before. You can contradict that the preparation is too long, we have no time to make flashcards every lesson. But the thing is modern apps and services are of great demand and at our disposal. We have only to know how to work with it.

Thus, canva.com is one of the greatest achievements of our time. It is revolutionizing Vocabulary Activation. Canva.com is a versatile graphic design platform that offers numerous opportunities for creating visually engaging materials, including flashcards for vocabulary activation. Its user-friendly interface and customizable templates make it an invaluable tool for language educators.

Opportunities Offered by Canva.com:

Customizable Templates: Canva.com provides a wide range of professionally designed templates for creating flashcards, enabling educators to tailor materials to specific vocabulary themes and learning objectives.

Visual Enhancements: Incorporating images into flashcards enhances visual memory and aids in associating words with their meanings, particularly beneficial for visual learners.

Interactive Elements: Canva.com allows for the integration of multimedia elements such as audio pronunciations or video examples, enriching the learning experience and catering to diverse learning styles.

Collaboration Tools: Educators can collaborate with colleagues or students in real-time, facilitating teamwork and resource sharing for vocabulary activation.

In conclusion, the effective activation of vocabulary in language teaching requires a multifaceted approach that encompasses systematic introduction, varied practice activities, alignment with Bloom's taxonomy, and integration of innovative tools such as Canva.com. By embracing these methodological principles and insights from contemporary authors, language educators can enhance vocabulary learning outcomes and empower learners to communicate proficiently in the target language.

The development of students' academic writing skills, especially in English, becomes an actual task in the context of the transition to subject teaching in the language of international communication. To solve this problem, technologies are needed, providing individualized support, quick feedback, and opportunities for self-editing.

The online platform AITeacher.kz is designed for automated assessment of students' written answers using artificial intelligence (AI) technologies. The present research is aimed at analyzing its influence on the development of skills of formulating detailed answers on computer science in English as part of the school course.

AITeacher.kz was developed in 2022 by Yerbol Myrzashevich Zhunusov, a computer science teacher, as a tool to support students in preparing for summative assessments that include tasks with detailed answers. The platform is oriented on automating the learning process in high schools, to help the teacher and can be actively used in preparation for the External Summative Assessment (ESA).

Its functionalities include:

- automatic evaluation of written work for content, structure, argumentation, and linguistic correctness;
- instant feedback with specific recommendations for improvement;
- possibility of editing the answer before final submission;
- teacher moderation to confirm or correct AI assessments;
- progress analytics that show the student's achievements and problem areas.

This approach combines the benefits of automated analysis with pedagogical flexibility to provide systemic support for writing development.

Fig. 1. The example of completing the task with AI feedback moderated by a teacher.

QUESTION #13.
Why is it bad to have redundant data but it is okay to have duplicate data?

Your answer:
Because without duplicate data dataset would be incomplete, while redundant data takes up more storage space and can result in anomalies

AI Teacher's feedback: ✓
Great explanation! You are correct that having duplicate data ensures that all necessary information is present in the dataset, while redundant data can lead to inefficiency and potential errors. Well done!

[1 / 1]

The research was conducted in three stages during the first, the second and the third terms in the 11th form of advanced computer science studies.

The topics included covered the key sections of the computer science course:

1. data base fundamentals and normalization;
2. DDL and DML Commands;
3. sorting and searching algorithms.

Steps of implementation of the platform in the educational process:

- In the first term, students worked in a traditional format without the use of a platform.
- In the second term, tasks were completed using AITeacher.kz, including automatic feedback and editing capability.
- In the third term, the platform was used as an integrated tool on a regular basis, including students' independent work at home and support during lessons.

The experiment analyzed:

- summative assessments unit (SAU);
- summative assessments term (SAT).

RESULTS

Table 1. presents comparative indicators of students' performance before and after the implementation of the AITeacher.kz platform.

Table 1. Comparison of results by terms

Indicator	1st term	2nd term	1rd term	Δ (1→2) %	Δ (2→3) %
SAU GPA	39.68	40.78	41.07	+2.77%	+0.71%
SAT GPA	38.75	36.92	37.74	–4.72%	+2.22%

In the first phase (1→2 term), there is an increase in SAU (+2.77%) and a decrease in SAT (-4.72%). This indicates that students learned how to improve their answers while working with the platform, but did not fully transfer these skills to the final paper.

In the second phase (2→3 quarter), there is further growth in SAU (+0.71%) and recovery of results in SAT (+2.22%). This indicates gradual adaptation to the requirements of the final assessment and consolidation of skills acquired while working with [AITeacher.kz](https://aiteacher.kz).

Fig. 2. Dynamics of SAU GPA.

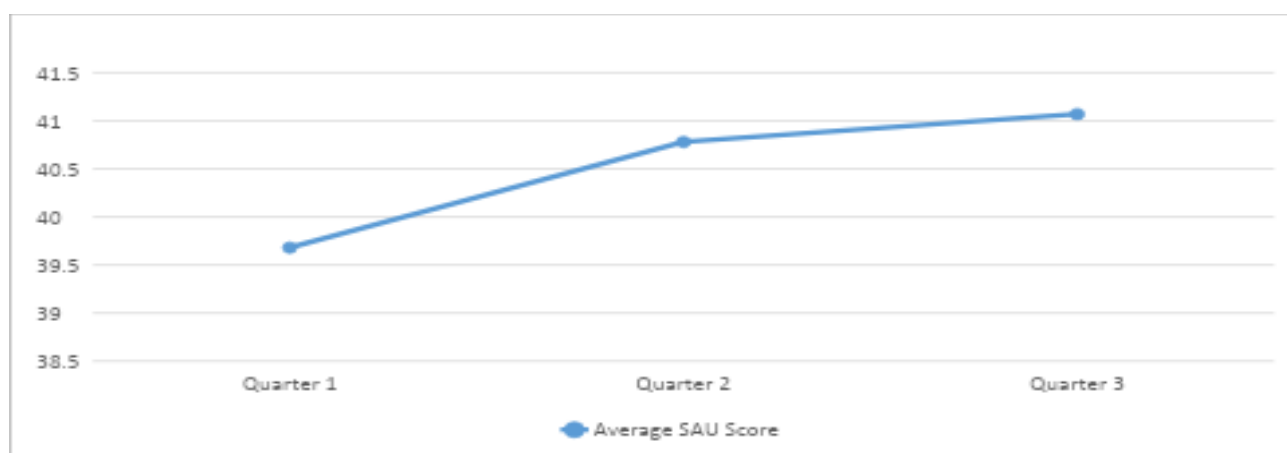
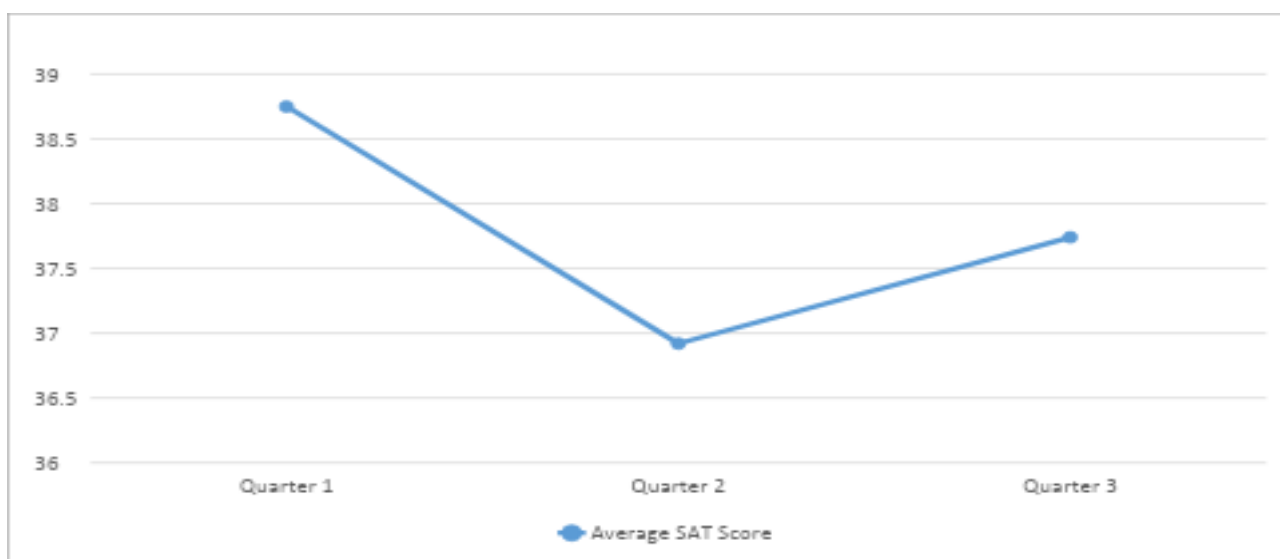


Fig. 3. Dynamics of SAT GPA.



DISCUSSION

Thus, we can speak of steady progress in intermediate tasks and partial recovery of confidence in final assessments after the adaptation period.

To analyze the user experience, a survey was conducted among students 11 who used the platform in the second and third times. Main conclusions:

Overall satisfaction:

- usability: 4.1 / 5;
- usefulness in preparation for SAU / SAT: 3.8 / 5

Impact on training:

- 80% of students indicated that their understanding of topics had slightly improved;
- 40% indicated that their ability to formulate extended responses had improved;
- 20% did not notice a significant change.

Useful feedback components:

- content recommendations – 70%;
- tips for answer structure – 40%;
- evaluation of argumentation – 30%;
- grammar tips – 30%.

Difficulties:

- the platform did not always exactly understand the meaning of the answer;
- feedback was sometimes too brief;
- lack of samples or templates of good responses.

Suggestions for improvement:

- implementation of standard answers;
- module “working on errors”;
- mobile application development;
- expansion of task options by difficulty type.

The obtained data allow us to assert that the introduction of AITeacher.kz has a positive impact on the process of formation of written literacy in schoolchildren. It is especially noticeable in the growth of results on SAU. At the same time, the platform requires improvement to enhance the effectiveness of preparation for final assessments, where students cannot rely on the editing cycle. It is important to note that progress between the second and third terms indicates a developed ability to put AI recommendations into practice, not only to correct the text after analysis.

CONCLUSIONS

1. AITeacher.kz contributes to improving the quality of pupils' written works.
2. There is a steady increase in the average score for the SAU over three terms, which indicates that students are developing skills in structuring and arguing answers in English.
3. Long-term and regular use of the platform enhances the learning effect. The greatest increase in achievement was recorded in the third quarter, when the platform was integrated into homework and class work.
4. Skills formed with the help of AI are gradually transferred to the final forms of assessment. After the decrease in the results of the SAT in the second term, positive dynamics is observed in the third term, which indicates that students are adapting to the criteria and requirements.
5. The platform has a positive impact on the development of meta-subject competencies. Students develop the ability to reflect, self-assess and work with feedback - important components of modern education.
6. Effectiveness depends on the level of preparation and support. Motivated students use the platform more productively, while others may require more support and guidance from the teacher.

Recommendations:

1. Expand feedback by adding examples, explanations, and step-by-step instructions.
2. Implement standard answers and an error analysis module.
3. Develop a mobile application to improve accessibility.
4. Integrate adaptive mechanisms that are appropriate to the learner's level.
5. Apply the platform systematically over several academic terms.
6. Provide methodical support to students, including instruction on working with feedback.

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Білім беру қызметін басқаруда жасанды интеллект әдістерін қолдану

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Цифрлық технологиялардың қарқынды дамуы жағдайында жасанды интеллект (AI) білім беру процесінің ажырамас бөлігіне айналады, оны жекелендіруге, бейімделуге және тиімділікке ықпал етеді. Бұл мақалада ағылшын тілін шет тілі ретінде оқытуда қолдануға баса назар аудара отырып, қазіргі білім беру жүйесіндегі жасанды интеллекттің рөлі қарастырылады. Зерттеудің негізгі мақсаты-лексиканы оқыту және жазу дағдыларын дамыту үшін AI құралдарын пайдаланудың мүмкіндіктері мен шектеулерін анықтау және оларды біріктіру үшін практикалық шешімдерді ұсыну. Жұмыста негізгі бағыттар талданады — жазбаша жұмыстарды бағалауды автоматтандыру, интеллектуалды сөздіктер мен тапсырмалар генераторларын құру, сондай-ақ кері байланыс жүйелері, бұл осы салаларға жасанды интеллектті енгізудің негізгі сын-қатерлері мен перспективаларын анықтауға мүмкіндік береді. Жұмыстың ғылыми және практикалық маңыздылығы AI технологияларын қолдана отырып, жазбаша сөйлеуді дамытуға бағытталған авторлық цифрлық платформа тұжырымдамасын әзірлеуде, сондай-ақ студенттердің ынтасы мен үлгерімін арттыру үшін оның тиімділігін сынақтан өткізуде жатыр. Зерттеу әдістемесі қолданыстағы шешімдерді талдауды, платформаны эксперименттік сынақтан өткізуді және пайдаланушылардан кері байланыс жинауды қамтиды. Негізгі нәтижелер AI құралдарын енгізудің оқу сапасына, студенттердің мотивациясына және олардың академиялық жетістіктеріне оң әсерін көрсетеді. Жұмыста жасанды интеллектті тілдік білімге интеграциялау бойынша қосымша зерттеулер жүргізу қажеттілігі туралы қорытындылар жасалды және оқытушылар мен цифрлық шешімдерді әзірлеушілерге арналған ұсыныстар жасалды. Енгізілген үлес ағылшын тілін шет тілі ретінде оқытуда AI қолдану туралы теориялық түсініктерді кеңейту және оқу процесінің тиімділігін арттыру үшін практикалық модельдер жасау болып табылады. Жұмыстың практикалық маңыздылығы заманауи технологияларды қолдана отырып, тілдік білім беруді модернизациялауға ықпал ететін ұсынылған құралдар мен тәсілдерден көрінеді.

Түйінді сөздер: технологиялар, сандық, жасанды интеллект, оқыту, тиімділік, құрал, тәсіл, дағдылар

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Применение методов искусственного интеллекта в управлении образовательной деятельностью

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В условиях стремительного развития цифровых технологий искусственный интеллект (ИИ) становится неотъемлемой частью образовательного процесса, способствуя его персонализации, адаптивности и эффективности. В данной статье рассматривается роль ИИ в современной системе образования с акцентом на его применение в преподавании английского языка как иностранного. Основная цель исследования — выявить возможности и ограничения использования ИИ-инструментов для обучения лексике и развитию навыков письменной речи, а также предложить практические решения для их интеграции. В работе анализируются ключевые направления — автоматизация оценки письменных работ, создание интеллектуальных словарей и генераторов заданий, а также системы обратной связи, что позволяет определить основные вызовы и перспективы внедрения ИИ в эти области. Научная и практическая значимость работы заключается в разработке концепции авторской цифровой платформы, направленной на развитие письменной речи с использованием ИИ-технологий, а также в апробации ее эффективности для повышения мотивации и успеваемости студентов. Методология исследования включает анализ существующих решений, экспериментальную апробацию платформы и сбор обратной связи от пользователей. Основные результаты показывают положительное влияние внедрения ИИ-инструментов на качество обучения, мотивацию студентов и их академические достижения. В работе сделаны выводы о необходимости дальнейших исследований по интеграции ИИ в языковое образование и сформулированы рекомендации для преподавателей и разработчиков цифровых решений. Внесенный вклад заключается в расширении теоретических представлений о применении ИИ в обучении английскому языку как иностранному и создании практических моделей для повышения эффективности учебного процесса. Практическое значение работы проявляется в предложенных инструментах и подходах, способствующих модернизации языкового образования с использованием современных технологий.

Ключевые слова: технологии, цифровой, искусственный интеллект, обучение, эффективность, инструмент, подход, навыки

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ПРАКТИЧЕСКАЯ ВЗАИМОСВЯЗЬ ПОИСКА И ИССЛЕДОВАНИЯ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ В УСЛОВИЯХ ЦИФРОВОГО ОБЩЕСТВА

Современные требования к образовательному процессу в высших учебных заведениях обязывают пересмотреть некоторые подходы, оказывающие влияние на процесс формирования той или иной компетенции. В контексте компетентностного образования имеет смысл определить, какие именно компетенции являются ключевыми для будущего специалиста, при подготовки его к профессиональной деятельности. В связи с такими доводами, в данной статье подчеркивается важность поисково-исследовательской компетенции в профессиональной деятельности любого учителя, и в том числе, учителя иностранного языка.

В теоретической части статьи дается определение понятию «поисково-исследовательская компетенция будущего учителя иностранного языка», в которой показана взаимосвязь поисковой работы с исследовательской деятельностью с применением цифровых технологий. Теоретически обосновывается значимость цифровых технологий в образовательном процессе, в частности, в процессе формирования поисково-