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### THE USE OF AI TOOLS IN ENGLISH LANGUAGE TEACHING: EDUCATIONAL CHALLENGES AND PEDAGOGICAL SOLUTIONS

*The article provides a comprehensive analysis of the use of artificial intelligence tools in teaching English at higher education institutions. The study examines current areas of AI application in language education, including automated generation of learning materials, assessment of written assignments, development of lexical and grammatical skills, and personalization of learning. Particular attention is paid to the drawbacks and risks of AI integration, such as reduced student autonomy, the emergence of formulaic language, violations of academic integrity, and methodological inaccuracies in AI generated content. The issue of excessive student reliance on AI platforms for completing assignments and projects is analyzed as a factor that negatively affects communicative competence development. The paper proposes pedagogically grounded strategies for controlling and preventing the overuse of AI tools, as well as outlines conditions for their effective and ethical implementation as supportive learning resources. The findings may be useful for university teachers, curriculum designers, and educational researchers.*

**Keywords:** artificial intelligence, English language teaching, higher education, academic integrity, educational technologies.

У статті здійснено комплексний аналіз використання інструментів штучного інтелекту у процесі викладання англійської мови в закладах вищої освіти. Розглянуто сучасні напрями застосування ШІ в мовній підготовці студентів, зокрема автоматизоване створення навчальних матеріалів, перевірку письмових робіт, розвиток лексико-граматичних навичок та індивідуалізацію навчання. Основну увагу приділено недолікам і ризикам інтеграції ШІ, серед яких зниження рівня самостійного мислення студентів, формування шаблонного мовлення, порушення принципів академічної доброчесності та методичні помилки під час створення контенту викладачами. Проаналізовано проблему надмірного використання ШІ платформ студентами під час виконання письмових робіт, домашніх завдань і проєктів, що негативно впливає на формування комунікативної компетентності. Запропоновано педагогічно обґрунтовані шляхи контролю та запобігання зловживанню інструментами ШІ, а також визначено умови їх доцільного використання як допоміжного засобу навчання. Матеріали статті можуть бути використані викладачами іноземних мов, методистами та розробниками освітніх програм.

**Ключові слова:** штучний інтелект, викладання англійської мови, вища освіта, академічна доброчесність, освітні технології.

We would like to start by saying that modern higher education operates under conditions of rapid development of digital technologies, among which artificial intelligence tools occupy a leading position. Their integration into English language teaching is driven by the desire to increase learning efficiency, individualize the educational process, and optimize teachers' workload. At the same time, unsystematic use of AI generates a number of pedagogical, methodological, and ethical challenges that require scholarly consideration. The purpose of this article is to analyze the drawbacks of using artificial intelligence tools in English language teaching, identify risks to the quality of language training, and substantiate ways of preventing excessive use of AI by students.

It is essential to note that the use of artificial intelligence tools in English language teaching at higher education institutions has acquired a systemic, multi-level, and interdisciplinary character. AI integration encompasses all components of the educational process, including course planning, development of instructional materials, organization of classroom and independent learning, as well as assessment and evaluation of learning outcomes. We believe that one of the key areas is the automated creation of instructional content. AI tools enable to create and design reading texts of varying levels of difficulty, vocabulary and grammar exercises, examples of academic writing, and tasks aimed at developing listening and speaking skills. This significantly reduces teachers' preparation time and ensures variability of teaching materials. Another important area is the use of AI for learning personalization. Algorithms analyze students' typical errors, academic performance, and learning pace, offering individualized learning trajectories. We consider this approach as one of the most potential to enhance the effectiveness of the educational process; however, it requires methodological guidance from the teacher, as excessive automation may lead to fragmented knowledge acquisition.

We have to mention the idea that AI is also actively used to develop oral communication skills. Virtual interlocutors, chatbots, and professional situation simulators allow students to practice speaking in conditions of reduced psychological pressure. However, the lack of emotional interaction and spontaneous responses from an interlocutor limits the development of pragmatic competence. Despite its obvious advantages, the use of AI is accompanied by a number of significant risks. One of the key problems is AI's lack of full contextual understanding of speech. Algorithms operate on statistical models rather than communicative intentions, which results in stylistically inappropriate or pragmatically incorrect utterances [2, p. 11].

We think that a substantial drawback is the standardization of language production. Students who systematically rely on AI tend to reproduce standard lexical and grammatical structures, which reduces linguistic diversity and negatively affects the development of an individual style. This is particularly dangerous for academic writing, where the ability to argue, generalize, and critically analyze is essential. A separate threat is the creation of inaccurate or outdated information. AI can produce convincing but factually incorrect statements, which complicates the formation of students' scientific thinking. In the absence of teacher verification, this may lead to the dissemination of erroneous knowledge. When using AI to create instructional materials, the teacher must perform the role of a methodological expert and editor. All generated materials should be checked for compliance with the curriculum, students' language proficiency level, and the communicative objectives of the course [3, p. 19].

We believe that special attention should be paid to lexical authenticity and grammatical accuracy. AI often offers neutral or simplified language models that do not always meet the requirements of academic or professional discourse. Therefore, it is advisable to combine AI-generated materials with authentic texts. Direct copying of generated output without pedagogical adaptation is methodologically inappropriate. An effective practice is the transformation of AI-generated materials into analytical and productive tasks. Excessive use of AI by students when completing learning tasks represents one of the most serious threats to the quality of language education. In situations where platforms are used to fully complete written assignments, students are effectively removed from the learning process. This leads to a decrease in learner autonomy

and the loss of skills related to independent text planning, source analysis, and argumentation. The use of AI in the preparation of term papers and qualification projects is particularly dangerous, as algorithms may replace students' analytical activity [4, p. 20].

To effectively monitor AI use, a comprehensive pedagogical approach should be applied. One of the key tools is shifting the focus from the final product to the learning process itself [2, p. 62].

Effective pedagogical practices include staged writing assignments, oral defenses, in-class discussions, and personalized tasks based on students' individual experience, alongside the systematic cultivation of academic integrity and explicit discussion of acceptable boundaries of AI use. When applied in a methodologically justified manner, artificial intelligence may serve as a supportive tool for developing language competence through self-checking, analysis of typical errors, and additional practice following independent task completion. However, AI must remain a supplementary resource rather than a substitute for pedagogical interaction. The findings of this study indicate that although the integration of AI tools into English language teaching in higher education is an objective result of digital transformation and possesses significant educational potential, its effectiveness depends on controlled and pedagogically appropriate implementation. Unsystematic use of AI leads to reduced learner autonomy, the formation of formulaic language, diminished critical thinking skills, and violations of academic integrity, particularly in written and project-based assignments.

We are to conclude that a rational combination of traditional English language teaching methods with the capabilities of artificial intelligence tools can enhance the quality of language education, provided that principles of academic integrity, critical thinking, and responsible use of digital technologies are observed. Prospects for further research include the development of institutional AI use policies in higher education, the creation of methodological guidelines for foreign language teachers, and empirical investigation of AI's impact on the formation of students' communicative competence.

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#### МЕДІАЖАНРИ ТА ЇХ ДОСЛІДЖЕННЯ З БОКУ МЕДІАЛІНГВІСТИКИ

*У статті розглядається поняття сучасного медіа, медіажанрів та дослідження цих понять з боку медіалінгвістики. Постійний розвиток технологій і науковий прогрес модернізують медіа, що дозволяє йому змінюватися та розкривати себе з нових сторін. Саме тому нам слід намагатися дослідити особливості розвитку кожного медіа жанру, та спостерігати за подальшими тенденціями до змін.*

**Ключові слова:** медіалінгвістика, медіажанри, жанри, лінгвістика, класифікація, дослідження.