

Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

ТОРАЙҒЫРОВ УНИВЕРСИТЕТІНІҢ ХАБАРШЫСЫ

Педагогикалық сериясы
1997 жылдан бастап шығады



ВЕСТНИК ТОРАЙҒЫРОВ УНИВЕРСИТЕТА

Педагогическая серия
Издается с 1997 года

ISSN 2710-2661

№ 3 (2025)

Павлодар

НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета

Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ03VPY00029269

выдано

Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность

публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

<https://doi.org10.48081/JWNE6227>

Бас редакторы – главный редактор

Аубакирова Р. Ж.

д.п.н. РФ, к.п.н. РК, профессор

Заместитель главного редактора

Жуматаева Е., *д.п.н., профессор*

Ответственный секретарь

Каббасова А. Т., *PhD доктор*

Редакция алқасы – Редакционная коллегия

Мағауова А. С.,

д.п.н., профессор

Бекмағамбетова Р. К.,

д.п.н., профессор

Самекин А. С.,

доктор PhD, ассоц. профессор

Син Куэн Фунг Кеннет,

д.п.н., профессор (Китай)

Желвис Римантас,

д.п.н., к.псих.н., профессор (Литва)

Авагян А. В.,

д.п.н., ассоц. профессор (Армения)

Томас Чех,

д.п.н., доцент п.н. (Чешская Республика)

Шокубаева З. Ж.,

технический редактор

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

SRSTI 14.25.09

<https://doi.org/10.48081/YAJ2346>

***Zh. Sh. Yeginbayeva¹, N. Yu. Pigovayeva², T. Čech³,
R. Kh. Koshkimbayeva⁴, R. B. Orazalieva⁵**

^{1,2}Toraighyrov University,
Republic of Kazakhstan, Pavlodar;

³Palacký University,
Czech Republic, Olomouc;

⁴Pavlodar Pedagogical University named after Alkey Margulan,
Republic of Kazakhstan, Pavlodar;

⁵Shakarim University,
Republic of Kazakhstan, Semey.

¹ORCID: <https://orcid.org/0009-0001-9318-0068>

²ORCID: <https://orcid.org/0000-0002-7533-2849>

³ORCID: <https://orcid.org/0000-0002-8248-1375>

⁴ORCID: <https://orcid.org/0000-0002-8981-0055>

⁵ORCID: <https://orcid.org/0009-0008-1952-1339>

*e-mail: zhanara.86.86@mail.ru

THE USE OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

The article is devoted to the use of artificial intelligence (AI) in teaching English in secondary schools. The possibilities of using AI to personalize the educational process, automate knowledge assessment, interaction with students and developing of their communication skills are considered. The article presents the use of technologies such as intelligent platforms, automated knowledge assessment systems, chatbots and virtual assistants for speaking practice. These tools allow individualize the approach to each student, taking into account their level of knowledge, needs and personal pace of learning. The article discusses the important role of AI in ensuring continuous and effective learning, accessibility of resources and adaptation of materials to different styles of information perception. The introduction of AI is expected to significantly improve the quality of education and the effectiveness of training within the framework of the Concept of AI Development in the Republic of Kazakhstan for 2024–2029. Based on experimental data, it is shown that the use of AI

tools improves student performance, increases their motivation and helps develop confidence in oral speech. Such technologies help improve the educational process and prepare students for the modern requirements of the digital age.

Keywords: artificial intelligence, English language teaching, personalization of the educational process, automation of knowledge assessment, chatbots, virtual assistants.

Introduction

Modern education is rapidly transforming under the influence of digital technologies, and artificial intelligence (AI) is becoming an important tool for improving the quality of education. In secondary schools, the use of AI in teaching English opens up new opportunities for personalization of educational material, automated assessment of knowledge and interactive interaction with students.

In 2024, the Government of the Republic of Kazakhstan approved the Concept for the Development of Artificial Intelligence for 2024–2029, which pays special attention to the introduction of AI in the educational sphere. According to this document, «the use of AI can significantly improve the effectiveness of learning and prepare students for the challenges of the modern world» [1, p.1].

According to Mikhailov S.S., «the history of artificial intelligence begins with the birth of idea of creating machines capable of thinking and learning in a similar way to human intelligence. The first attempts to implement this idea date back to the mid-20th century. As the author notes, important stages in the development of AI were the development of logical and expert systems, as well as the introduction of neural networks. Subsequently, artificial intelligence technologies became widespread and began to be actively used in various fields – from healthcare to the automotive industry» [2, p.716].

According to Vodyanenko G.R., «Experts interpret artificial intelligence as a field of computer science dedicated to the creation of programs and systems capable of analyzing data, learning from experience, and making decisions similar to those that a person could make. This includes areas such as machine learning, artificial neural networks, natural language processing algorithms, pattern recognition, and much more. Currently, neural networks play a leading role in the field of AI and are considered one of the most promising and rapidly developing areas» [3, p.2].

Basanov R. A. in his article examines «the significant contribution of artificial intelligence to the optimization of the educational process and improvement of the quality of education, including personalization of learning, adaptive assessment, development of AI-supported educational platforms and other innovative approaches» [4, p.1].

The introduction of artificial intelligence in education coincides with our country's strategic goals for digitalization and human capital development, which makes the topic particularly relevant.

Materials and methods.

One of the key areas of AI use in English language teaching is adaptive learning. Artificial intelligence allows analyzing the level of knowledge of students and offering individual learning paths. For example, intelligent platforms can automatically select exercises depending on the strengths and weaknesses of the student, thereby providing a personalized approach to learning.

The use of neural networks changes the existing model of education, opening up new perspectives and bringing changes to the learning process.

According to Ayrapetyan Yu. S., «The main task of a teacher is to create a favorable motivational environment when teaching English, to show how widely English is used in life and what prospects it opens up. With the development of technology, communication in a foreign language is more becoming more accessible, high-quality lessons are easy and interesting to prepare. Artificial intelligence can be an excellent assistant for a teacher» [5, p.355].

Chat GPT can assist English teachers in creation a lesson plan; grammar exercises, vocabulary tasks, such as finding synonyms and antonyms for words, finding definitions for words, creating exercises with missing words; various tasks to practice reading, writing and speaking skills.

Jiayang Deng and Yijia Lin emphasize in their paper «Chat GPT can significantly improve productivity by helping users find answers, generate ideas, or obtain information faster, which is useful in areas such as learning and writing». They also note, «One of the downsides of using Chat GPT is its reliance on AI services, which can weaken users' critical thinking and creativity» [6, p.1].

Artificial intelligence allows teachers create video lectures. D-ID platform generates avatars that can move and speak. It is able to choose the appearance of the avatar, determining its age, gender, manner of speech, accent and intonation. To create video materials, one image and an audio recording of the voice are enough.

Another useful service for teachers is Microsoft Copilot neural network, which allows developing various images needed for conducting lessons. It allows detail images based on a text description.

Gamma AI is a service that integrates text, graphics, animation and video materials for designing presentations. This service provides convenient functions for creating charts, cards and columns. Gamma AI enables automatically generate presentation structure and visual content by keywords. After editing, a presentation can be exported in PDF format or printed.

Magic school is an online platform that uses artificial intelligence technologies to help teachers with planning of lessons, creating tests, personalizing learning and providing feedback and interaction with students. It is a unique resource designed for English teachers. The features of Magic school are as following:

- lesson plan. Preparing a lesson plan is an important requirement of the teacher's profession, the preparation of which takes up his time. Lesson planning with Magic school tool can significantly simplify this process. When starting the generator, the class for which lesson plans are created is specified;
- summarizing videos on YouTube. In a matter of seconds, this platform can summarize videos on YouTube;
- multiple choice assessment. Magic school AI allows creating multiple-choice tests for any grade level. The multiple choice assessment feature allows to ask questions on selected topics and standards. The functionality of the tool depends on structured prompts;
- text alignment. If there is a complex text that needs to be simplified for students to understand, the Text alignment tool in Magic school can help adjust any text to students' understanding. To do this, select the desired learning level and enter the text to get the appropriate version.

InVideo AI is a video creation platform that helps teachers create vivid and informative video materials for the educational process. Making video presentations, training videos and tests by adding text, animation, images and music are available on this platform. It contributes to making lessons more interactive and engaging, improving student perception of the material.

The table 1 provides a comparative analysis of traditional English language teaching methods and the use of AI, which reveals the benefits of technology in optimizing the learning process, increasing motivation and improving the quality of teaching.

Table 1 – Comparative characteristics of traditional methods and AI technologies

Criterion	Traditional methods	AI technologies
Individual approach	Limited by the teacher's capabilities	Personalized tasks in real time
Feedback	Time to check the work	Instant check and fix
Speaking practice	Depends on the number of students	Unlimited Practice with AI

Development of writing	Checked manually	Automatic adjustments and recommendations
Automation of preparation	The teacher prepares the assignments independently	Generate exercises and tests in minutes
Motivation	May decrease due to monotony	Gamification and interactivity

Chiu T.K.F., Moorhouse B. L., Chai C. S., Ismailov M. examine the impact of teacher support on student motivation during AI chatbot-based teaching. The study is based on self-determination theory and includes an experiment involving 123 tenth-graders. The results show that intrinsic motivation and sensory competence during teaching with a chatbot depend on both teacher support and student background (self-regulated learning and digital literacy) [7, p.3256].

Mohamed A. M., Shaaban T., Bakri S., Guillen-Gamez F. and Strzeleski A. analyze how artificial intelligence technologies can be used to enhance motivation and improve learning among teacher education students. The study aimed to investigate the impact of AI on students' intrinsic motivation and learning experiences in different countries. 455 students participated in the study. Students who interacted with AI tools demonstrated high levels of engagement and positive attitudes towards using such technologies. The findings showed that the use of AI contributes to positive learning experiences, increased self-efficacy and the development of digital and cognitive competencies in future teachers [8, p.23].

As a part of our study, we analyzed the Model Curriculum for the subject «English language» for grades 5–9 of basic secondary education according to the updated content, which defines the learning objectives that provide for the development of all types of speech activity of students [9, p.1]. The table 2 provides a list of learning objectives of the Curriculum for the subject “English language” for grade 5 of basic secondary education according to the updated content.

Table 2 – Learning objectives of the curriculum for the subject «English language» for grade 5

Basic content
Learners should know:
Grade 5
Pre-Intermediate 2
5.1.1.1 use speaking and listening skills to creatively solve problems together in groups

5.1.2.1 use speaking and listening skills to provide feedback to classmates
5.1.3.1 respect different points of view
2) Listening:
Grade 5
Pre-Intermediate 2
5.2.1.1 understand, with support, a sequence of commands in the classroom
5.2.2.1 understand simple questions about personal information
5.2.3.1 understand simple questions without support on general and academic topics
3) Speaking:
Grade 5
Pre-Intermediate 2
5.3.1.1 give basic information about oneself and others at sentence level on some general topics
5.3.2.1 ask simple questions to get information about oneself and others at sentence level on some general topics
5.3.3.1 express opinions at sentence level on some general and academic topics
4) Reading:
Grade 5
Pre-Intermediate 2
5.4.1.1 understand the main points in some short, simple texts on general and academic topics
5.4.2.1 understand with little support specific information and detail in short, simple texts on some general and academic topics
5.4.3.1 understand the details of an argument on some familiar general and academic topics
5) Writing
Grade 5
Pre-Intermediate 2
5.5.1.1 plan, write, edit and proofread text-level work on some general and academic topics
5.5.2.1 write, with support, a sequence of sentences in a paragraph on some general and academic topics
5.5.3.1 write, with support, factual information at text level, describing people, places and objects
6) Use of English:

Year 5
Pre-Intermediate 2
5.6.1.1 use appropriate countable and uncountable nouns, including common phrases describing time and place, on some familiar general and academic topics
5.6.2.1 use many, much, a lot of, a few in a limited range of familiar general and academic topics
5.6.3.1 use adjectives, including possessive adjectives, to describe objects on general and some academic topics, use simple monosyllabic and disyllabic adjectives (in comparative and superlative degrees) for comparison

To achieve the goals, we used the capabilities of artificial intelligence, as they allow adapt the educational process to the individual characteristics of students, offer personalized tasks and ensure interaction, which contributes to the effective acquisition of English.

The objectives of our study are:

- to determine whether the use of AI tools on English lessons helps improve the quality of knowledge of the participants in the experimental group, compared to the control group, where AI was not used;

- to find out whether students have a positive attitude towards the use of artificial intelligence for learning English.

The experimental study involved 30 5th-grade students of Secondary School No.39 in Pavlodar: 15 students of grade 5 «V» and 15 students of grade 5 «G»". The students were divided into experimental (5 «G»") and control (5 «V») groups.

During the second term of the 2024-2025 academic year, lessons in the experimental group were conducted using AI tools. Students in the control group were taught without the use of AI.

Results and discussion

For assessing the effectiveness of using AI in teaching English, the following methods were used:

Summative assessment for the unit (SAU) was carried out twice during the term. Each SAU included testing two types of speech activity. At the same time, the tasks were developed in accordance with the objectives of the student curriculum, which ensured the verification of the formation of the necessary skills and abilities of students within the framework of the subject being studied.

Summative assessment for the term (SAT) – was carried out once and included all four types of speech activity: reading, writing, listening and speaking.

Questionnaire – students of the experimental group answered questions about the perception of AI services in the educational process.

Observation – observation of the activity and involvement of students in the educational process.

Analysis of results – comparison of the final marks of the control and experimental groups.

Both groups had approximately the same level of preparation at the beginning of the experiment. In the control group, stability was observed throughout all stages of assessment with a slight decrease at the end. A steady increase in results was observed in the experimental where artificial intelligence technologies were used. This allows to conclude that artificial intelligence has a positive effect on the development of students' language skills and improving the quality of education.

Table 3 – Comparative results of the groups

Type of assessment	Control group	Experimental group
Input diagnostic assessment	63 %	64 %
SAU 1	65 %	69 %
SAU 2	64 %	75 %
SAT	62 %	79 %

Based on the presented data, a chart was conducted that reflects the dynamics of changes in the results of students in control and experimental groups.

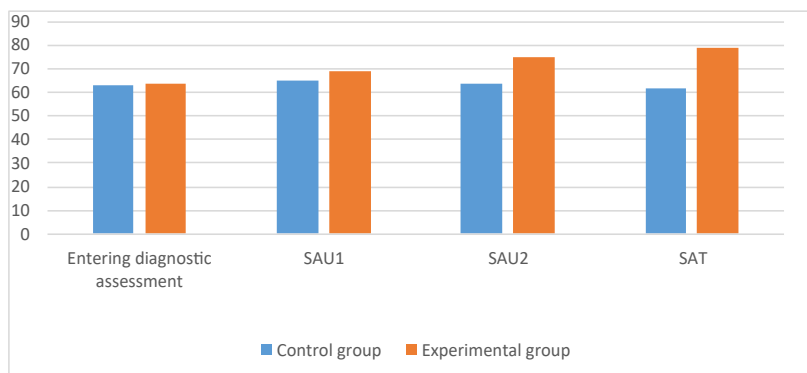


Figure 1 – Comparative diagram of the evaluation results of the control and experimental groups

The survey was conducted among students in the experimental group following the implementation of artificial intelligence in the educational process. Students were asked the following questions with answer options:

1 Do you think that using AI makes learning more interesting?

«Yes»

«No»

«I find it difficult to answer»

80 % of respondents chose the «Yes» option.

2. Did the tasks created with the help of AI help you better understand the educational material?

– «Yes, they helped a lot»

«They helped partially»

«No, they didn't help»

75 % of respondents chose the «Yes, they helped a lot» option.

3. Has your confidence in speaking increased thanks to the use of AI tools (chatbots, voice assistants, etc.)

– «No»

«No»

«I didn't notice any changes»

60 % of respondents answered «Yes».

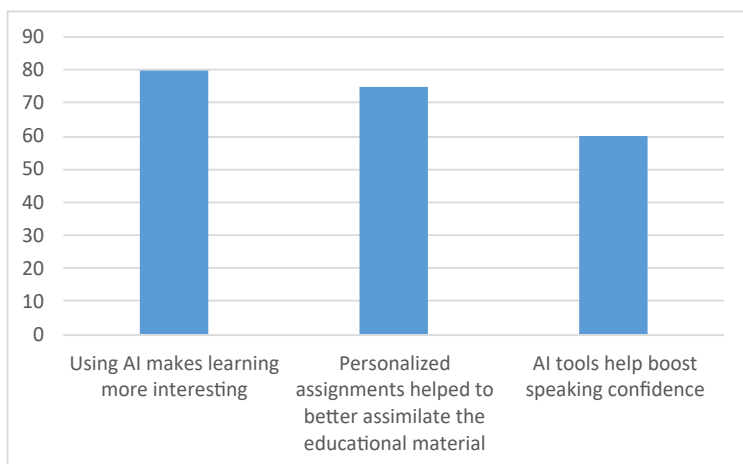


Figure 2 – Results of the survey of students in the experimental group on the use of AI in teaching

Thus, the integration of artificial intelligence into English language teaching process can significantly improve its effectiveness.

Despite the obvious advantages, the integration of artificial intelligence into the educational process is also associated with a number of challenges. Among them are the need to train teachers to work with new technologies, issues of protecting students' personal data and ensuring equal access to digital educational resources. Therefore, the successful implementation of artificial intelligence requires an integrated approach including the development of methodological recommendations, technical support and training of specialists.

Seitova M., Khalmatov Z., Kazykhankyzy L. determine the use of artificial intelligence in teaching English from the point of view of teachers. The study showed that «the use of in the form of applications, websites, and other technologies can help students understand difficult words, build sentences, develop their writing and listening skills, and acquire new linguistic talents. However, the level of digital literacy of teachers remains low, which limits the use of these technologies». Many teachers according to this study do not have a clear idea of the use of AI in the educational process. In this regard, the authors of the article came to conclusion that they need courses such as «AI in teaching English» to improve the qualifications of teachers and motivate students to learn languages using artificial intelligence» [10, p.77].

Conclusions

Teachers are not just transmitters of knowledge but as Juvova A., Čech T., Duda O. mention «have become pupils' counsellors and activity coordinators, through which pupils learn not only autonomy but also teamwork, responsibility, develop their ability to flexibly respond to problems» [12, p.63]. In this context, the use of artificial intelligence becomes a powerful tool that enables teachers to engage students more effectively. Artificial intelligence supports personalized learning, makes the learning process more interactive. Thus, AI enhances the teacher's role and contributes to the development of flexible individuals capable of collaboration and critical thinking.

The results of our study show that the use of artificial intelligence services on English lessons may lead to increase of students' academic performance, motivation, lessons become more interesting, dynamic and individualized. Artificial intelligence frees teachers from checking assignments, giving them the opportunity to focus on a more creative approach to teaching and individual work with students.

However, the successful integration of AI into the educational process requires systematic training of teachers. In the future, it is necessary to develop domestic educational platforms based on artificial intelligence, adapted to national curricula

and cultural context. It is important to test and scientifically examine new AI tools before their mass implementation. In addition, it is necessary to develop AI skills in students, such as digital literacy, the ability to analyze and interpret information. Thus, the further development and implementation of artificial intelligence in English language teaching is a strategically important area that contributes to improving the quality of education, the professional growth of teachers and the successful socialization of students in the context of the digital transformation of society.

References

1 Концепция развития искусственного интеллекта на 2024-2029 годы. [Электронный ресурс] – URL: <https://adilet.zan.kz/rus/docs/P2400000592>

2 **Михайлов, С. С.** Развитие искусственного интеллекта: от середины XX века до современных технологических достижений [Текст]//Вестник науки. – 2024. – №1 (70). – С.716–718. [Электрондық ресурс]. – URL: <https://cyberleninka.ru/article/n/razvitie-iskusstvennogo-intellekta-ot-serediny-xx-veka-do-sovremennyh-tehnologicheskikh-dostizheniy>

3 **Водяненко, Г. Р.** Инструменты с искусственным интеллектом в работе педагога [Текст] // Интерактивная наука. – 2023. – №8 (84). – С.21-24. [Электрондық ресурс]. – URL: <https://cyberleninka.ru/article/n/instrumenty-s-iskusstvennym-intellektom-v-rabote-pedagoga>

4 **Басанов, Р. А.** Применение искусственного интеллекта в образовательном процессе: подготовка будущих педагогов к использованию AI в учебной практике [Текст] // Вестник Северо-Казахстанского Университета им. М. Козыбаева. – 2024. – №2 (62) – С.67-74. [Электронный ресурс]. – <https://doi.org/10.54596/2958-0048-2024-2-67-74>

5 Концепция цифровой трансформации, развития отрасли информационно-коммуникационных технологий и кибербезопасности на 2023-2029 годы. [Электронный ресурс]. – URL: <https://adilet.zan.kz/rus/docs/P2300000269#z55>

6 **Айрапетян, Ю. С.** Использование нейросетей на уроках английского языка [Текст] // Молодой ученый. – 2023. – № 46 (493). – С. 355–358. – URL: [Электронный ресурс]. – <https://moluch.ru/archive/493/107901/>

7 **Deng, J., Lin, Y.** The benefits and challenges of ChatGPT: An overview [Text]//Benefits. – 2023. – Т. 2. – №. 2. – P. 2022.

8 **Thomas, K. F., Moorhouse, B. L., Chai, C. S., Ismailov, M.** Teacher support and student motivation to learn with Artificial Intelligence (AI) based chatbot. [Text]// Interactive Learning Environments. – 2023. – № 32(7). P. 3240–3256. – <https://doi.org/10.1080/10494820.2023.2172044>

9 **Mohamed, Amr M., Tahany, S. S., Bakry, S. H., Francisco D. G., & Strzelecki, A.** Empowering the Faculty of Education Students: Applying AI's Potential for Motivating and Enhancing Learning [Text]// Innovative Higher Education. – 2025. – № 50. – P. 587–609 – <https://doi.org/10.1007/s10755-024-09747-z>.

10 Типовая учебная программа по учебному предмету «Английский язык» для 5-9 классов уровня основного среднего образования. [Электронный ресурс] – URL: <https://adilet.zan.kz/rus/docs/V2200029767#z19510>

11 **Seitova, M., Halmatova, Z., Kazykhankyzy, L.** A research on teachers' views on the use of artificial intelligence in teaching English [Text]// Вестник КазНПУ имени Абая. Серия: Педагогические науки. – 2024. – №81 (1). – С. 69–78. – <https://doi.org/10.51889/2959-5762.2024.81.1.007>.

12 **Juvova, A., Čech, T., Duda, O.** Education for Entrepreneurship – A Challenge for School Practice. Acta Educationis Generalis. – 2017. – №7. P. 63–75. <https://doi.org/10.1515/atd-2017-0024>.

References

1 Концепция развития искусственного интеллекта на 2024-2029 годы` [Concept of development of artificial intelligence for 2024–2029] [Electronic resource]. – URL: <https://adilet.zan.kz/rus/docs/P2400000592>

2 **Mixajlov, S. S.** Razvitie iskusstvennogo intellekta: ot serediny` XX veka do sovremenny`x tehnologicheskix dostizhenij [Development of artificial intelligence: from the mid-20th century to modern technological achievements] [Text]. – Vestnik nauki. – 2024. – №1 (70). – P.716–718. [Electronic resource] – URL: <https://cyberleninka.ru/article/n/razvitie-iskusstvennogo-intellekta-ot-serediny-xx-veka-do-sovremennyh-tehnologicheskikh-dostizheniy>

3 **Vodyanenko, G. R.** Instrumenty` s iskusstvenny`m intellektom v rabote pedagoga [Artificial intelligence tools in the work of a teacher] [Text]. Interaktivnaya nauka. – 2023. – №8 (84). – P.21–24. [Electronic resource]. – URL: <https://cyberleninka.ru/article/n/instrumenty-s-iskusstvennym-intellektom-v-rabote-pedagoga>

4 **Basanov, R. A.** Primenenie iskusstvennogo intellekta v obrazovatel`nom processe: podgotovka budushhix pedagogov k ispol`zovaniyu AI v uchebnoj praktike [Application of artificial intelligence in the educational process: preparing future teachers to use AI in teaching practice] [Text]. – Vestnik Severo-Kazaxstanskogo Universiteta im. M. Kozy`baeva. – 2024. – №2 (62). – P.67–74. <https://doi.org/10.54596/2958-0048-2024-2-67-74>

5. Концепция цифровой трансформации, развития отрасли информационно-коммуникационны`x технологий i киберабезопасности на 2023–2029 годы` [Concept

of digital transformation, development of the information and communication technology industry and cybersecurity for 2023–2029]. [Electronic resource] – URL: <https://adilet.zan.kz/rus/docs/P2300000269#z55>

6 **Ajrapetyan, Yu. S.** Ispol' zovanie nejrosetej na urokax anglijskogo yazы`ka [Use of neural networks in English lessons] [Text]. Molodoj ucheny`j. – 2023. – № 46 (493). – P. 355–358. [Electronic resource] – URL: <https://moluch.ru/archive/493/107901/>

7 **Deng, J., Lin, Y.** The benefits and challenges of ChatGPT: An overview. Benefits. – [Text]. – 2023. – Vol. 2. – №. – 2. – P. 2022.

8. **Thomas, K. F., Moorhouse, B. L., Chai, C. S., Ismailov, M.** Teacher support and student motivation to learn with Artificial Intelligence (AI) based chatbot. [Text]// Interactive Learning Environments. – 2023. – № 32(7). P. 3240–3256. <https://doi.org/10.1080/10494820.2023.2172044>

9 **Mohamed, Amr M., Tahany, S. S., Bakry, S. H., Francisco D. G., & Strzelecki, A** Empowering the Faculty of Education Students: Applying AI's Potential for Motivating and Enhancing Learning [Text]// Innovative Higher Education. – 2025. – № 50. P.587–6091. – <https://doi.org/10.1007/s10755-024-09747-z>.

10 Tipovaya uchebnaya programma po uchebnomu predmetu «Anglijskij yazы`k» dlya 5-9 klassov urovnya osnovnogo srednego obrazovaniya [Standard curriculum for the subject «English» for grades 5— of basic secondary education] [Electronic resource] – URL: <https://adilet.zan.kz/rus/docs/V2200029767#z19510>

11 **Seitova, M., Halmatova, Z., Kazykhankyzy, L.** A research on teachers' views on the use of artificial intelligence in teaching English [Text]. Vestnik KazNPU imeni Abaya. Seriya: Pedagogicheskie nauki. – 2024. – №81 (1). P. 69-78. – <https://doi.org/10.51889/2959-5762.2024.81.1.007>.

12 **Juvova, A., Čech, T., Duda, O.** Education for Entrepreneurship - A Challenge for School Practice. Acta Educationis Generalis. – 2017. – №7. P. 63–75. [10.1515/atd-2017-0024](https://doi.org/10.1515/atd-2017-0024).

Received 26.05.25.

Received in revised form 25.07.25.

Accepted for publication 17.08.25.

*Ж. Ш. Егинбаева¹, Н. Ю. Пиговаева², Т. Чех³,
Р. Х. Кошкимбаева⁴, Р. Б. Оразалиева⁵

^{1,2}Торайғыров университеті,

Қазақстан Республикасы, Павлодар қ.;

³Палацкий университеті,

Чех Республикасы, Оломоуц қ.

⁴Әлкей Марғұлан атындағы Павлодар педагогикалық университеті,
Қазақстан Республикасы, Павлодар қ.

⁵Шәкәрім университеті,
Қазақстан Республикасы, Семей қ.

26.05.25 ж. баспаға түсті.

25.07.25 ж. түзетулерімен түсті.

17.08.25 ж. басып шығаруға қабылданды.

ЖАСАНДЫ ИНТЕЛЛЕКТТІ АҒЫЛШЫН ТІЛІН ОҚЫТУДА ҚОЛДАНУ

Мақала орта білім беретін мектепте ағылшын тілін оқытуда жасанды интеллектті (ЖИ) қолдануға арналған. Оқыту процесін жекелендіру, білім бағалау жүйесін автоматтандыру, оқушылармен өзара әрекеттесу және олардың коммуникативтік дағдыларын дамыту мүмкіндіктері қарастырылады. Мақалада интеллектуалды платформалар, білім бағалаудың автоматтандырылған жүйелері, чат-боттар және ауызша сөйлеу дағдыларын дамытуға арналған виртуалды көмекшілер сияқты технологияларды қолдану көрсетілген. Бұл құралдар әр оқушының білім деңгейін, қажеттіліктерін және оқудың жеке қарқынын ескере отырып, жеке көзқарасты қамтамасыз етуге мүмкіндік береді. Үздіксіз және тиімді оқытуды, ресурстардың қолжетімділігін және материалдарды ақпаратты қабылдаудың әртүрлі стильдеріне бейімдеуді қамтамасыз етудегі ЖИ маңызды рөлі атап өтіледі. ЖИ-ні енгізу білім сапасы мен оқу тиімділігін арттыруға ықпал етеді деп күтілуде, сонымен қатар Қазақстан Республикасында 2024–2029 жылдарға арналған ЖИ дамуының тұжырымдама шеңберінде іске асырылады. Эксперименттік деректерге негізделген, ЖИ құралдарын пайдалану оқушылардың үлгерімін жақсарттады, олардың мотивациясын арттырады және ауызша сөйлеуде сенімділік қалыптастыруға көмектеседі. Бұл технологиялар оқу процесін жақсартуға және оқушыларды цифрлық дәуірдің заманауи талаптарына дайындауға ықпал етеді.

Кілтті сөздер: жасанды интеллект, ағылшын тілін оқыту, оқу процесін жекелендіру, білім бағалауды автоматтандыру, чат-боттар, виртуалды көмекшілер.

*Ж. Ш. Егинбаева¹, Н. Ю. Пиговаева², Т. Чех³,
Р. Х. Кошкимбаева⁴, Р. Б. Оразалиева⁵

^{1,2}Торайғыров университет,
Республика Казахстан, г. Павлодар;

³Палацкий университет,
Чешская Республика, г. Оломоуц,;

⁴Павлодарский педагогический университет имени Әлкей Марғұлан,
Республика Казахстан, г. Павлодар,

⁵Шакарим университет,
Республика Казахстан, г. Семей.

Поступило в редакцию 26.05.23.

Поступило с исправлениями 25.07.23.

Принято в печать 17.08.25.

ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Статья посвящена применению искусственного интеллекта (ИИ) в обучении английскому языку в средней общеобразовательной школе. Рассматриваются возможности использования ИИ для персонализации учебного процесса, автоматизации оценки знаний, интерактивного взаимодействия с учащимися и развития их коммуникативных навыков. В статье представлено применение таких технологий, как интеллектуальные платформы, автоматизированные системы оценки знаний, чат-боты и виртуальные ассистенты для практики разговорной речи. Эти инструменты позволяют индивидуализировать подход к каждому ученику, учитывая его уровень знаний, потребности и личный темп усвоения материала. Также отмечается важная роль ИИ в обеспечении непрерывного и эффективного обучения, доступности ресурсов и адаптации материалов под разные стили восприятия информации. Ожидается, что внедрение ИИ значительно повысит качество образования и эффективность обучения в рамках Концепции развития ИИ в республике Казахстан на 2024-2029 годы. На основе экспериментальных данных показано, что использование ИИ-инструментов улучшает успеваемость учащихся, повышает их мотивацию и помогает развивать уверенность в устной речи. Такие технологии способствуют улучшению образовательного процесса и подготовке учащихся к современным требованиям цифровой эпохи.

Ключевые слова: искусственный интеллект, обучение английскому языку, персонализация учебного процесса, автоматизаций оценки знаний, чат-боты, виртуальные ассистенты.

Теруге 25.08.2025 ж. жіберілді. Басуға 30.09.2025 ж. қол қойылды.

Электронды баспа

4,19 Kb RAM

Шартты баспа табағы 35,56.

Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген З. Ж. Шокубаева

Корректорлар: А. Р. Омарова, Д. А. Қожас

Тапсырыс № 4441

Сдано в набор 25.08.2025 г. Подписано в печать 30.09.2025 г.

Электронное издание

4,19 Kb RAM

Усл.п.л. 35,56. Тираж 300 экз. Цена договорная.

Компьютерная верстка З. Ж. Шокубаева

Корректоры: А. Р. Омарова, Д. А. Қожас

Заказ № 4441

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

www.pedagogic-vestnik.tou.edu.kz