INTEGRATING AI-DRIVEN EDUCATIONAL PLATFORMS INTO ENGLISH LANGUAGE INSTRUCTION

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Abstract: This article examines the integration of artificial intelligence-based educational platforms into the process of teaching English as a foreign language. It analyzes the potential of AI to personalize instruction, create authentic language environments, automate assessment, and improve overall teaching efficiency. Particular attention is paid to accommodating students' age-related characteristics, fostering intrinsic motivation, and the need for methodological training to enable teachers to effectively use intelligent technologies. Drawing on a review of relevant literature, the authors conclude that incorporating AI platforms into secondary school English instruction aligns with the demands of today's information society and contributes to the development of professional competencies in both learners and educators.

Keywords: artificial intelligence in education, English language teaching, intelligent educational platforms, personalized learning, digitalization of education, secondary school.

In the present age of artificial intelligence, instructors of foreign languages must pay closer attention to the diverse, individual needs of their students. By harnessing intelligent technologies to deliver precisely targeted instruction, it becomes possible to offer each learner a personalized educational experience. Such an approach not only helps overcome persistent obstacles in language acquisition but also strengthens higher-order competencies and, in turn, cultivates highly qualified individuals with a truly global perspective. Furthermore, AI can markedly accelerate and refine the process through which learners develop linguistic proficiency.

Foreign language teaching must keep pace with societal change. Both the content and the methods of instruction are subject to continuous transformation. Educators are thus required to refresh their pedagogical materials and strategies in a timely manner, adapt to the shifting learning needs of their students, and align their practices with broader social developments [1].

Consider, for example, the widespread growth of the internet, which constantly gives rise to new forms of online language and vocabulary. Teachers should actively integrate these emerging linguistic features into their curricula, enabling students to understand and master the latest tendencies in language evolution.

In addition, instructors need to adjust their approaches and techniques. By flexibly deploying a variety of tools that correspond to students' specific characteristics and requirements, they can increase learner engagement and improve instructional efficiency.

Artificial intelligence breathes new life into foreign language education. AI technologies can assist teachers in gathering large quantities of linguistic data, detecting novel patterns and trends, and analyzing language use for pedagogical purposes. For instance, educators may employ AI to assess students' spoken and written output, pinpoint errors and weaknesses, and subsequently apply appropriate corrective measures along with customized content and teaching methods.

AI also makes it possible to provide learners with intrinsically motivating, personalized learning materials and feedback. By offering suitable resources and practical exercises aligned with each student's learning profile and needs, AI supports more effective foreign language mastery.

Moreover, AI expands the spatial dimensions of traditional language instruction. Conventional teaching often confines learning to the classroom, where genuine opportunities for language practice are limited. AI can help create rich, realistic language environments that enhance students' communicative competence. For example, teachers can use virtual reality technologies to build immersive settings in which learners can converse and practice within simulated scenarios, thereby strengthening their communication skills.

Similarly, educators may supply AI-powered language assistants, allowing students to practice speaking and writing at any time and in any place. This extends learning well beyond the temporal and physical boundaries of the classroom.

AI also increases efficiency in foreign language teaching. Traditional approaches typically demand a substantial investment of time and effort from teachers in lesson preparation and assessment. AI technologies can help automate the generation of instructional content and the evaluation of student performance, thereby improving both effectiveness and quality.

To illustrate, teachers can use AI to automatically produce exercises and test questions, as well as to deliver automated assessment and feedback based on student responses. This reduces teacher workload and raises instructional efficiency. AI can further assist instructors in analyzing learning data to understand individual learner characteristics and needs, optimizing curricula and strategies so that teaching efforts are more focused.

The application of AI technologies enables instruction tailored to different age groups. Although the future of AI in foreign language teaching is promising, educators must deploy these technologies in ways that account for age-specific characteristics, carefully selecting and using AI tools as appropriate.

For weaker students, teachers can use AI to supply additional language input and practice, helping them consolidate foundational knowledge. For more advanced learners, AI can support the delivery of complex tasks and projects that further enhance linguistic abilities. At the same time, it is essential to strengthen teachers' capacity to guide and monitor students' use of AI, preventing excessive dependence on technology and ensuring that the fundamental essence of language learning is not neglected [2].

Contemporary society moves at a very fast pace, and one of the teacher's most important duties is to respond promptly. In today's information society, a professional's competence is defined not only by the volume of knowledge they possess but also by their ability to independently locate necessary information, navigate information flows, and quickly retrieve relevant data. Effective use of AI-based educational platforms should not come at the expense of ignoring other resources. A significant portion of modern communication—including intercultural interaction—takes place remotely through precisely such platforms. These trends are reshaping the approaches and methods used in foreign language teaching.

In today's high-tech, information-saturated world, new methodologies are needed to help students develop the knowledge, skills, and abilities necessary for successful communicative, professional, and educational activities. Based on a review of the literature, we conclude that this goal can be achieved by integrating modern multimedia and AI-based educational platforms into the secondary school English language teaching process, where they can already be used effectively during lessons.

The requirement outlined above responds to current societal trends, in which communication is increasingly moving from the real (offline) world to the virtual (online) realm.

Its effectiveness depends directly on the degree to which participants have mastered contemporary technical tools [3].

Thus, the educational system today includes a mandate—established by various state initiatives, in particular the state educational standard for basic general education—to informatize the teaching process. Current societal development trends are also reflected in the demands placed on future school graduates. In today's high-tech, information-rich world, the ability and readiness to use AI-based educational platforms are becoming essential components of an individual's overall professional competence.

Therefore, we argue that at the secondary school level—as the main stage of education—the formation of a well-developed linguistic personality should be carried out using modern multimedia and e-learning technologies.

Within a learner-centered approach, one key principle of foreign language teaching methodology is consideration of students' age characteristics. This principle advocates building instruction with due regard for learners' cognitive, psychophysiological, and psychological traits.

The need to activate the teaching process through AI-based educational platforms is also closely tied, in our view, to the age characteristics of adolescents (grades 5–7 of general education schools). Noted local educators and psychologists—A.V. Mamatov, A.N. Nemtsev, A.I. Shtifanov, V.A. Belenko, R.A. Zagorodnyuk, S.N. Nemtsev, and others—have pointed out that at this age students begin to develop a differentiated attitude toward school subjects and professional interests [24]. Consequently, learners pay less attention to subjects they consider unimportant or uninteresting. Furthermore, a teenager's perception of a subject as irrelevant to their future life can lead to formalism. In such cases, students engage in learning activities solely to obtain positive grades, without any genuine interest in the subject. Information "learned" in this way is quickly forgotten [4].

Integrating AI-based educational platforms into the teaching process helps address this issue. Researchers including I.L. Kolesnikova and O.A. Dolgina, as well as A.V. Mamatov, A.N. Nemtsev, A.I. Shtifanov, V.A. Belenko, R.A. Zagorodnyuk, and S.N. Nemtsev, have observed that e-learning technologies in English lessons constitute an innovation: even the simplest tasks appear more interesting to students when performed with the help of a computer.

In our view, the need to integrate AI-based educational platforms into secondary school English instruction also arises from the distinctive characteristics of today's senior students.

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