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SOME FEATURES OF THE USE OF TEXTUAL MODELS OF ARTIFICIAL INTELLIGENCE IN PROFESSIONALLY ORIENTED TEACHING OF FOREIGN LANGUAGES TO STUDENTS OF HIGHER EDUCATION INSTITUTIONS

The article explores the transformative role of generative artificial intelligence (AI) models in foreign language education. It highlights how AI facilitates the creation of high-quality, contextually relevant, and adaptive learning materials tailored to individual learner needs. AI's ability to generate interactive tasks, such as role-playing dialogues, grammar exercises, and culturally contextualized texts, significantly enhances language acquisition. The integration of AI with modern technologies, such as speech synthesis and virtual reality, promises immersive learning experiences. The article also emphasizes challenges, including potential inaccuracies in AI-generated content, sociocultural limitations, and data privacy concerns.

In the modern educational space in the field of teaching foreign languages, the use of the latest technologies and algorithms for generating texts by artificial intelligence (hereinafter referred to as AI) has become a convenient and very powerful tool for compiling relevant professionally oriented educational materials. Generative text models of artificial intelligence (AI) are attracting more and more attention of modern researchers and developers in the field of educational technologies and teaching methods. The ability of AI to generate coherent and contextually accurate texts makes them almost indispensable for creating interactive tasks for language learners. In the era of the widespread transition of education to the digital level, an increasing number of teachers and developers are integrating elements of AI into the educational process in order to increase the efficiency of language teaching, adapt tasks to the individual needs of students and offer new formats of interactive interaction with language educational material [1].

One of the main advantages of AI text models is their ability to generate high-quality tasks that are necessarily adapted to the student's current level of knowledge. For example, AI can deeply and comprehensively analyze messages entered by a person, including the individual level of proficiency in a foreign language, and based on the results of this analysis, create different types of tasks that correspond to his current level of language proficiency. Examples of generating different types of tasks include fill-in-the-blank exercises, translation tasks, composing oral or written

dialogues, and creating texts on a given topic with accompanying pre- and post-text exercises. Having at their disposal truly rich electronic databases of text materials, such generative text models are also able to take into account the cultural and contextual aspects of the target foreign language, which is especially important when learning languages based on existing cultural traditions. Thanks to its wide adaptive capabilities, AI can offer task options that not only correspond to the student's level of knowledge, but also stimulate his interest in the language being studied in its linguistic and cultural aspects.

Text-generative AI models can effectively help expand the use of interactive forms of foreign language learning by creating scenarios for educational role-playing games where the user interacts with the AI in the target foreign language. For example, a student can conduct a dialogue with a virtual interlocutor who acts as a «live» native speaker. AI can ask questions to support a conversation or to identify gaps in a student's knowledge, correct his mistakes, provide feedback, and offer specially created tasks to improve language skills. These tasks and exercises, with a clear emphasis on interactive interaction, are especially useful for the practice of spoken (oral and written) speech, which is usually one of the most difficult aspects to learn, both from a linguistic point of view and from the psychological point of view associated with the need to overcome the language barrier. Unlike traditional methods of teaching foreign languages based on printed and multimedia teaching materials, the active use of the broad capabilities of AI allows the student to train his skills at any time, in a convenient environment and without psychological fears for his communicative reputation [2].

From a methodological point of view, text generative AI models provide almost unique opportunities for the effective learning of foreign language grammar, vocabulary and syntax. They can comprehensively analyze texts in the source and target languages, highlight key structural and semantic features of grammatical structures and create individually adapted exercises based on them. For example, an AI model can automatically generate grammar tasks for using certain tense forms of verbs, using prepositions, or agreeing parts of speech in a sentence. Such tasks can be necessarily adapted to different levels of foreign language competence of students: from elementary exercises for beginners to complex professionally oriented texts for students in specific scientific fields.

In addition to the above methodological vectors in teaching foreign languages, the use of AI text models is very appropriate in the field of improving the skills of listening to foreign speech. Although generative AI models initially work primarily with text, they can be effectively used to create a text base, which is subsequently converted into audio format using modern speech synthesis technologies. Tasks of this type can be used for dictations, for creating exercises for understanding a heard

statement/dialogue, or exercises for recognizing accents and intonations. For example, a text-based AI model can generate the text of a dialogue or monologue on a given topic, which is then synthesized into speech and used to develop students' listening skills. This is especially true in contexts where students have difficulty finding access to native speakers to provide effective oral language practice [3].

However, the use of generative text AI models in foreign language teaching also has a number of limitations that are not always obvious. Despite the fact that the result of AI work often seems very «coherent» and ideally suits the content and methodological requirements, the information content of the generated texts often contains significant distortions and inconsistencies, especially in highly specialized areas. Therefore, one should not unconditionally trust the facts and arguments provided by artificial intelligence. It should be emphasized that in terms of accuracy and quality of linguistic information, modern AI models show very rapid development, but they can still make significant errors, especially in complex grammatical or contextual situations. For example, AI may create an exercise that uses incorrect or outdated words and grammatical structures, which will inevitably confuse an inexperienced learner. In addition, AI insufficiently or may not take into account individual sociocultural aspects of the source and/or target language, which are extremely important for its quality learning. Therefore, comprehensive supervision by the teacher is essential. The teacher must objectively decide whether the material generated by artificial intelligence corresponds to educational goals and the current level of students, and make appropriate linguistic and methodological adjustments.

In addition to the educational difficulties mentioned above, the introduction of AI technologies into foreign language teaching also poses difficulties from the point of view of protecting personal data and confidentiality. Since generative text models often work with students' personal information, you should remember to comply with all regulations and standards related to the processing of personal data.

It is impossible not to mention the very interesting area of using generative text AI models for teaching specific skills related to the use of foreign language competencies in future narrow-profile work activities. For example, the ability to correctly formulate and format a business letter, use professional terminology, create a resume or prepare for an interview in a foreign language can be effectively honed on the basis of generated tasks, taking into account the specifics of business communication and profiling.

Current trends in foreign language teaching will gradually and inevitably lead to the integration of AI text models with other technologies, such as virtual and augmented reality. So far, for obvious and objective reasons, this has not become widespread in educational institutions, but in the future, tasks generated by AI will be

able to be used in virtual language situations, where the student will be immersed in a simulated language environment using virtual reality technologies. This could be, for example, a virtual store, restaurant or airport, where the student will be able to interact with virtual characters in a foreign language. Such approaches can make the language learning process more fun and practice-oriented, but also much more expensive.

Thus, the use of text-based generative artificial intelligence models opens up new horizons for organizing foreign language teaching both during classroom practical training and as part of students' self-training. AI is already capable of generating adaptive, contextually relevant and diverse interactive tasks, which increases the motivation of students, and, as a result, has a beneficial effect on the quality and effectiveness of foreign language teaching.

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О некоторых особенностях применения технологий текстовых моделей искусственного интеллекта при профессионально ориентированном обучении иностранному языку в учреждениях высшего образования

В статье рассматривается роль генеративных моделей искусственного интеллекта (ИИ) в обучении иностранным языкам. Автор подчеркивает, что использование ИИ облегчает создание высококачественных, контекстуально релевантных учебных материалов, адаптированных к индивидуальным потребностям учащихся. Способность ИИ генерировать интерактивные задания, такие как ролевые диалоги, грамматические упражнения и культурно содержательные тексты, значительно повышает эффективность усвоения языка. Интеграция ИИ с современными технологиями, такими как синтез речи и виртуальная реальность, обеспечивает погружение в процесс обучения. В статье также акцентируются проблемы, включая возможные неточности в сгенерированном контенте, социокультурные ограничения и проблемы конфиденциальности данных.