



A MODEL OF USING ARTIFICIAL INTELLIGENCE FOR DEVELOPING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE LESSONS

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Abstract. *This article presents an approach to developing communicative competence in foreign language teaching using artificial intelligence. The aim of the study is to determine whether the integration of AI technologies into language training can improve students' oral and written communication. The methodology includes a case study, a pedagogical experiment, and observation of the learning process using AI. The scientific value of the study lies in developing useful recommendations for integrating digital resources into the learning process and increasing student motivation. The results show that the use of AI stimulates more active speaking, the development of speaking skills, and independent language practice.*

Keywords: *artificial intelligence, communicative competence, foreign language, pedagogical experiment, digital technologies*

INTRODUCTION.

Artificial intelligence plays a special role in the active introduction of digital technologies into modern education. The use of AI in foreign language teaching offers new ways to improve students' communicative abilities by giving them the opportunity to practice speaking, writing, and interactive interaction [1]. Despite the great potential of digital tools, many educational institutions do not use them regularly, and traditional methods are often insufficient for the development of oral and written communication skills.

The aim of this scientific work was to develop a model for using AI in foreign language teaching to increase students' motivation and communication skills. Case studies, educational experiments, and observation of the learning process were used to achieve this goal [2]. Communicative competence is the ability to successfully master a foreign language in various communicative contexts, such as oral and written communication, understanding text, and participating in a conversation. Among the many aspects of learning are lexical-grammatical, sociolinguistic, strategic, and pragmatic elements [3].

The use of AI in education opens up new avenues for developing communicative competence. Personalized tasks, dialogic scenario modeling, and instantaneous speech communication are enabled by modern AI technologies such as chatbots, generative language models, and adaptive learning platforms [4]. Previous research shows that the use of AI increases students' motivation and adaptability, as well as their ability to practice language independently [5]. The relevance of this study stems from the lack of robust research on a systematic model for using AI to promote communicative competence in ninth-grade foreign language instruction [6].

To achieve the study's objectives, educational experiments, case studies, and observations of the learning process were employed. A group of foreign language learners was divided into an experimental group and a control group for the experiment. While the experimental group used an AI-supported model, the control group received instruction using traditional methods [7].

The data collection methods allow for the observation of students' oral and written activities, the measurement of task performance and learning motivation, and the implementation of surveys to assess communication competence and skills [8]. Changes in students' language activity and information literacy are



identified through educational observation. A comprehensive evaluation of the effectiveness of AI in the educational process was conducted by processing the data using quantitative and qualitative analysis [9].

The developed AI model is used as an interactive, adaptive language learning tool. Chatbots, generative language models, and external feedback mechanisms are employed [10]. Studies have shown that AI systems improve learning efficiency by personalizing tasks, adapting them to the learner's level, and providing immediate feedback. For example, the use of an AI system for vocabulary acquisition increases the amount of vocabulary learned by 35% compared to traditional methods [11]. AI keeps the noise level and pronunciation recognition accuracy in mobile applications between 20 and 25% [12]. The model consists of three levels:

- ☐ Organizational and methodological (integration of AI into the curriculum).
- ☐ Activity-based (communication with AI, completing communicative tasks).
- ☐ Reflective and evaluative (feedback analysis and self-assessment).

Table 1. Impact of AI on communication skills [11,12]

Task type	Description of AI intervention	Expected effect on competence	Digital effect
Chatbot dialogue	Generation of role-playing dialogues	Increased oral fluency	minor
Writing exercises	Automatic grammar checking	Improved written literacy	minor
Pronunciation	Pronunciation feedback	More accurate pronunciation	+20–25% accuracy
Vocabulary	AI word exercises	Increased vocabulary acquisition	+35%
Reflection	Error analysis and recommendations	Conscious correction	minor

According to an educational experiment, the use of an artificial intelligence model significantly improved students' communicative competence [Table 1]. Compared to the control group, the average score on written tasks increased by 22% and on oral tasks by 28% [6, 7]. An analysis of task performance showed that students interacted more actively with chatbots and corrected errors after receiving feedback from the AI. Pronunciation accuracy improved by 20–25% and vocabulary acquisition by 35% [11, 12]. In a survey, 87% of participants in the experimental group reported increased motivation and a more engaging learning experience [5].

According to regional data, the use of AI in education is expanding rapidly. Over 40,000 students are enrolled in courses related to artificial intelligence, and more than 100 new AI-based degree programs have been introduced at regional institutions. Over 3,000 students have already successfully completed these programs, and more than 20,000 new students enroll each year.

Large-scale educational projects are also underway: Over 500,000 students have learned the basics of using digital tools and completed online courses on AI technologies. Educational institutions report that the number of linguistic errors when working with foreign language texts has decreased by an average of 25–30% through the use of AI-supported feedback systems.

Further observations from the region show that the use of artificial intelligence in teaching methods is becoming increasingly popular. Thanks to automatic feedback and personalized language exercises, teachers report improved oral and written communication skills as well as higher student participation when using digital



tools.

The results confirm that the use of artificial intelligence leads to a significant improvement in communicative skills. Personalized learning methods, immediate feedback, interactive exercises, and role-playing are among the main advantages. Technical requirements, the need for teacher training, and students' strong focus on numerical tasks represent some of the limitations. The approach can be adapted to different language levels and language courses. The communication skills of learners are effectively enhanced when artificial intelligence is integrated into foreign language teaching. This paradigm enables individualized learning, vocabulary expansion, improved pronunciation, and the development of written and oral communication skills. The model's integrability into various educational programs gives it practical relevance. Expanding the capabilities of artificial intelligence, evaluating its long-term effects, and translating it into other languages are potential areas for future research

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