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TYPOLOGY OF TASKS AND EXERCISES FOR FORMATION OF FOREIGN LANGUAGE AUDIOVISUAL COMPETENCE OF STUDENTS

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Abstract. The developed classification of educational tasks aimed at developing linguistic and methodological competence is focused on the applied aspects of integrating neural network technologies into teaching practice. The key vector of the designed tasks is the modeling of the professional activity of a specialist facing research and didactic challenges.

Keywords: aspects, typology, competence, specialist, linguistic and methodological competence, strategy, communication, classification, stimulation, intelligence, communication, formation.

The study confirmed that various forms of feedback in the process of forming linguistic and methodological mastery are in close recurrent dependence. This allows us to assert the existence of stable, cognitively grounded strategies for operating AI in the educational space.

Professional Strategies of the Teacher and AI Toolkit. Relying on the concept of A.A. Kornev (2023), we consider the professional-communicative strategy of a foreign language teacher as a conscious behavioral stereotype aimed at achieving identical goals in varying conditions of the educational process. Kornev's traditional classification includes the following strategic directions:

Managerial: management of the educational space (classroom management). Activating: stimulation of intellectual and cognitive activity. Psychological: formation of an atmosphere of trust and contact (building rapport). Evaluative: implementation of various types of feedback (feedback). Didactic: mediation of subject meanings and language units. Career: corporate interaction and employment. Scientific: academic communication and presentation of results. Reflexive: analysis and correction of one's own pedagogical experience.

Adaptation of Strategies for Digital Language Didactics Tasks. The subject of our work is organically integrated into this theoretical framework. For example, when implementing the task of optimizing the management of the educational process, the teacher can delegate to neural networks the functions of designing materials or administering educational tasks. However, to ensure maximum practical orientation of the study, it seems appropriate to highlight a complex of integrative goals focused on the application of AI in key cycles of pedagogical work: from designing and developing content to directly organizing and moderating classes. This approach will more accurately determine the specific algorithms for using intelligent systems in the professional sphere.

The algorithms for integrating artificial intelligence (AI) technologies under consideration can be interpreted as stable configurations of feedback formats (according to P.V. Sysoev's classification), adapted for solving professional-pedagogical tasks. Based on the intended purpose, we propose to differentiate the following linguistic and methodological strategies:

Consultative (expert support); Analytical-research (monitoring and research); Evaluative-analytical (verification and control); Generative-methodical (content design).

A characteristic feature of these strategies is their recursiveness: they simultaneously serve as a tool for the teacher in developing tasks and as an object of mastery for students—future teachers. This duality determines their fundamental importance for modern theory and practice of teaching foreign languages.

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Consultative Strategy as a Tool of Expert Support. The functional purpose of consultative strategies lies in obtaining an "outside view" for verification and correction of author's pedagogical materials. Within this paradigm, the neural network takes on the role of a virtual methodologist or colleague-assistant.

When implementing this strategy, specific vectors of feedback are activated.

Educational-social vector: Using specialized prompts, the neural network is delegated the role of a "student" performing tasks or a "reviewer" evaluating them. This allows preemptive identification of cognitive difficulties that real learners may encounter.

Analytical vector: The AI platform serves as a tool for deep analysis of the educational-methodological complex, evaluating stylistic uniformity, relevance of lexical content, and linguistic accuracy of materials.

Methodological vector: Despite certain limitations of neural network models, they are capable of auditing tasks, suggesting options for their adaptation to specific educational goals and contexts.

Integration of Consultative Tasks into the Educational Process. Methodological consulting through AI is recognized as the least resource-intensive type of interaction. Thanks to prompt processing of local queries, these strategies serve as an optimal entry point for forming basic skills of professional work with neural networks.

Relying on elements of communicative and programmed learning, we integrate these strategies into the system of practical tasks. At initial stages, they serve to demonstrate the analytical capabilities of AI, while at advanced stages they become a tool for the teacher's professional self-regulation.

Three functional subtypes are distinguished in the structure of consultative tasks.

Expertise of quality of ready didactic materials; Methodological design (consultations on planning educational cycles); Creative consulting (search for innovative ideas for course content).

Within this strategy, the key advantage of the neural network as an independent participant in the educational process is realized—its analytical impartiality. The AI's ability for unbiased and high-speed linguistic-textual analysis allows effective forecasting of deficits and errors in already ready pedagogical content (assessment materials, texts, questionnaires).

The mechanics of performing such tasks involves the following algorithm:

The student imports the verifiable content into the system. A request (prompt) is formed aimed at critical evaluation of the didactic value of the material. The AI generates an expanded list of corrective recommendations. At the final stage, the learner revises the original, integrating the suggested corrections.

This approach maintains its relevance at all stages of professional growth, providing the teacher with a tool for operational retrospective audit of his author's developments.

This subtype of tasks is focused on obtaining projective (conditionally creative) feedback from AI for developing structural components of the educational process: from the plan of a single class to complex calendar-thematic schedules. The execution process implies synthesis of existing content with specific educational conditions.

The work algorithm includes:

Preprocessing: selection of didactic units and analysis of target audience parameters (language proficiency level, time limit, technical equipment). Interaction: loading parameters into AI and initiating generation of "meta-content"—an organizational framework regulating material delivery.

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Such tasks are especially valuable at the propaedeutic stage of linguistic and methodological preparation. The creative potential of the neural network, based on statistical averaging of colossal data masses, successfully compensates for the absence of real teaching experience in students. The student receives a representative, "benchmark" learning scenario. However, as an individual pedagogical style is formed and experience is accumulated, the need for such averaged templates is naturally neutralized.

Tasks for creative consulting are aimed at generating ideas for filling the educational course. The author conducts a fundamental disposition between this type of task and proper generative-methodical tasks:

Table

Characteristic	**Creative Consulting**	**Generative-Methodical Approach**
Role of AI	Facilitator of "brainstorming," generator of vectors and ideas.	Direct creator of content and exercises.
Role of teacher	Independent selection and manual creation of materials based on ideas.	Editing and verification of product created by algorithm.
Result	Ideas of topics, formats and concepts.	Ready text, test or complex of exercises.

Thus, creative consulting allows using AI as a cognitive stimulator, leaving the teacher with exclusive rights to authorial construction of didactic reality.

Implementation of tasks within creative consulting is based on analysis of the pedagogical context, which is either identified by the student independently or set by the teacher. After initiating the learning conditions, the learner forms a targeted request (prompt) aimed at obtaining methodological recommendations for designing didactic materials.

The process concludes with critical analysis of the AI's suggested options: the student selects the most relevant solutions and on their basis authorially constructs educational tasks. This approach neutralizes risks associated with the deficit of practical experience in future teachers and ensures reliance on representative methodological standards.

For such purposes, the optimal use is universal large language models (LLM) such as ChatGPT, Gemini, GigaChat or Mistral AI. Their functional redundancy is sufficient for solving consultative tasks, while narrow specialized AI tools may overly complicate the educational process at this stage.

Research strategies, despite external similarity to consultative ones, are characterized by significantly greater scale and systematicity. Their key purpose is operational analysis of colossal data masses and creation of a compressed, high-precision synthesis of processed information. In this scenario, artificial intelligence delegates to itself the functions of an autonomous researcher, carrying out search and semantic processing of content, which substantially optimizes the teacher's time expenditures.

Thus, intelligent systems are capable of independently verifying the relevance of data according to set parameters and forming multi-aspect summaries reflecting the palette of scientific views on the problem. The nature of the final product is determined by the specifics of the chosen service.

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