THE USAGE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH TO NON-LINGUISTIC INSTITUTES

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Abstract.The purpose of the study is to determine the possibilities of using chatbots when teaching foreign languages to students of a non–linguistic university using the example of English. The article examines the features of the use of information and communication technologies on the example of chatbots in the formation of communicative competence in English among students studying English as a foreign language in a non-linguistic university. The scientific novelty of the study is that it proves that chatbots can be customized to the individual needs of each student, which provides a personalized approach to learning and helps students achieve better results. As a result of the study, it was found that chatbots communicate with users in a "live" language, they play an important role in the methodology of teaching a foreign language and create a quasi-conversation. The architecture of chatbots combines a language model and computational algorithms to simulate informal communication. Using the example of two chatbots, algorithms for using artificial intelligence are shown in terms of their methodological potential.
Key words: chatbots, AI, translation technologies, duolingo, teaching foreign languages.

Introduction

The use of artificial intelligence (AI) in language teaching methods is becoming increasingly popular. AI can be used to create personalized learning plans, analyze student performance, and provide feedback. One way to use AI in language teaching is to create virtual assistants that can communicate with students in the target language. These assistants can provide speech recognition and machine translation technologies to communicate with students and help them learn the language. One emerging type of AI is the Chatbot, a computer program that imitates "human language using a text-based dialogue system" using natural language processing (Zumstein, 2017, p. 98). Chatbots are either embedded in web pages or presented in instant messaging applications, both of which provide students with easy online access to learn, practice, and improve their English (Grudin, Jacques, 2019). Chatbots are available 24/7, allowing you to choose a convenient time for learning.

The relevance of this study is determined by the high need to ensure an effective educational process when studying a foreign language by students of a non-linguistic university, since in a specialized university little attention is often paid to mastering the English language, proficiency in which, nevertheless, is necessary for future specialists in their specialized activities. Proficiency in English is one of the factors in increasing the competitiveness of a specialist in the labor market. To achieve the goal set in the study, it is necessary to solve the following tasks:

- systematize the key parameters of chatbots that are important when used in foreign language teaching methods;

- compare two popular chatbots that can be used in working with students when studying English at a non-linguistic university. The material for the study was the Mondly, Duolingo applications, which have an integrated chatbot and which can be used to study English with students at a non-linguistic university.

The theoretical basis of the study is formed by the works of methodologists who study competencies in the formation of foreign language communicative competence in students (Benson, 2006), the features of the use of innovative technologies in teaching foreign languages (Fryer, Carpenter, 2006; Garcia, 2013; Stockwell, 2013; Teske, 2017; Timpe-Laughlin, Dombi Exploring, 2020; Weizenbaum, 1967; Zumstein, 2017). To conduct a study aimed at determining the possibilities of using chatbots in teaching foreign languages in non-linguistic universities using the example of the English language, the following methods are used: systematization to generalize the concepts relevant to the study; typology of distinctive features of chatbots that are important in learning a foreign language; description to illustrate the capabilities of a chatbot in learning a foreign language; comparison – to compare two chatbots that can be used in learning a foreign language. The practical significance of the study is that the examples of using the Mondly and Duolingo applications given in it can be used by practicing English teachers when organizing extracurricular activities with students.

Discussion and results

Chatbots are computer programs that can conduct a conversation with a person in text or voice format. The first prototypes of such programs appeared in the middle of the 20th century, but the direction was actively developed at the beginning of the 21st century (Weizenbaum, 1967). The creator of the world's first chatbot is considered to be Michael Mauchowski, who in 1966 developed the program "Eliza". She could maintain a conversation using active listening and paraphrasing techniques. Later, programmers developed many similar applications that could imitate different communication styles (Brennan, 2006, p. 61). Since the 1970s and 1980s, a number of new chatbot architectures have been introduced such as ELIZABETH (Shawar, Atwell, 2002), JABBERWACKY (Fryer, Carpenter, 2006), and all kinds of customer service chatbots such as SNATCHBOT, ARTBOT, BOTENGINE, DIALOGLOW (Grudin, 2019). With the advancement of technology and the popularity of mobile learning, there has been an interest in a "personalized" approach to language learning (Benson, 2006; Stockwell, 2013). Artificial intelligence algorithm technology has enhanced this trend as students can easily learn foreign languages without any human interaction thanks to the emergence of chatbots that can communicate with students in natural languages. When using chatbots in foreign language teaching methods, there are a number of key parameters that can affect the effectiveness of learning. Based on the systematization of scientific works, we present some of these parameters:

1. Interactivity: The chatbot should be interactive and encourage active communication with the student. The ability to ask questions, answer them, and interact with the bot helps to stimulate the learning process.

2. Personalization: It is important that the chatbot can adapt to the individual needs and level of knowledge of each student. A personalized approach allows for a more effective teaching method.

3. Feedback: The chatbot should provide immediate feedback on the student's mistakes and help correct them. This allows students to understand their mistakes and avoid them in the future.

4. Multimedia potential: The ability to use audio, video, and graphic materials can greatly enrich the learning experience and help students better understand and remember the material.

5. Flexibility: The chatbot should be able to adapt to different learning styles, levels of knowledge, and needs of students.

6. Artificial Intelligence: The use of artificial intelligence technologies allows for more diverse and interactive learning scenarios, which helps students learn the material more effectively.

7. Progress Monitoring: The chatbot can track the student's progress and suggest additional tasks or materials based on their successes and weaknesses.

8. Availability: It is important that the chatbot is available at any time convenient for the student, allowing them to study at their own pace and without time or place restrictions.

Taking into account these key parameters, teachers can create more effective teaching methods using chatbots, which will help students acquire a foreign language more efficiently. There are many exercises that can be performed using chatbots for learning English. Let's consider some options for work. The bot offers a sentence in Russian, and the student must translate it into English. Then the bot checks the correctness of the translation. You can practice dialogue exercises: the bot asks questions in English, and the

student answers them. Such an exercise will help develop students' communication skills. If we consider grammar exercises, the bot can offer various grammar tasks, such as filling in the blanks or choosing the correct answer. With a chatbot, you can also practice reading and understanding the text, the task will be that the bot provides a text in English, and then asks questions about this text to check understanding (Cliff, Atwell, 1987).

Gaming activities, such as a word game, will have great methodological potential: the bot offers a list of words in English, and the student must guess their meaning or choose synonyms. In addition, the chatbot can translate words into different languages and give examples of their use in sentences. Of methodological interest is the fact that the chatbot can create exercises on specific vocabulary with answers and hints. Below we will consider examples of chatbots and describe their methodological potential in learning English. Mondly and Duolingo are two popular chatbots used to learn foreign languages. Both chatbots implement artificial intelligence to improve the learning process. In non-linguistic universities, where learning English may be a mandatory part of the curriculum, the use of such chatbots can have great methodological potential.

1. Personalized learning. Both chatbots can use machine learning algorithms to personalize learning. This means that they can adapt the difficulty level and pace of learning to each individual student, which is especially important in a university context where students have different levels of knowledge. Students can use Mondly or Duolingo to learn English at their own level. For example, students with different levels of language proficiency can receive personalized lessons and assignments that match their knowledge.

2. Interactive lessons. Chatbots can offer interactive lessons using the "learning through play" methodology. This helps students learn the language more effectively as they can apply their knowledge in a playful way. Teachers can integrate lessons from Mondly or Duolingo into the curriculum, where students can apply their English knowledge in interactive games and exercises, making the learning process more fun.

3. Feedback and error correction. Bots can provide instant feedback and help in correcting errors, which contributes to more effective learning. This is especially useful in a university environment where students can get immediate help in correcting their mistakes. Students can use chatbots to practice speaking. Chatbots can provide instant feedback and help in correcting mistakes, which helps students improve their English speaking skills.

4. Adaptation to students' needs: Using machine learning algorithms, chatbots can adapt to students' needs by offering additional materials or exercises to deepen their knowledge in specific areas of the language. Teachers can use the student progress reports provided by chatbots to identify areas where students need additional support. Based on this information, additional materials or exercises can be offered to deepen students' knowledge.

5. Motivation and progress tracking: Chatbots can offer a system of rewards and incentives to keep students motivated. They can also track students' progress and provide achievement reports, which can be useful for university teachers. Chatbots can identify student achievements, which will help them stay motivated as they learn. Teachers can also track students' progress through the reports and data provided by chatbots.

Unlike Duolingo, Mondly features an active chatbot that can "talk" to users. Once learners have mastered the language structures and vocabulary needed for each lesson topic, they can interact with the chatbot, and the adaptive bot helps users apply the linguistic knowledge they have just learned in the lesson through an interactive process. The idea behind the Mondly chatbot is to help students master typical conversation patterns in context-sensitive situations using the expressions they have learned in the lesson. Once learners select a topic, such as "Restaurant," and go to the conversation area, the chatbot will begin to simulate a restaurant situation and have a conversation. It is worth noting that the chatbot cannot correct user errors. For example, as shown in, if there is a spelling mistake in the answer, such as "pizxa," the bot does not understand the meaning and continues asking the same questions. The chatbot also offers students possible options, so students either select an answer from the suggested options or create their own answers by sending text messages or verbally.

Although the Mondly chatbot is good at showing the typical conversation pattern in each specific situation, it usually follows a highly controlled conversation. Thus, if students do not follow the expected conversation patterns, the chatbot repeats the same questions until the learner gives the expected answer.

For example, it shows the chatbot's intention to close the conversation by saying "goodbye" or "See you soon". Thus, until the student says the final words, such as "goodbye" or "see you later", the chatbot repeats the same question over and over. This conversation pattern may be suitable for beginners, but advanced learners may need more freedom in their choice of words and sentence patterns. shows one example of an unsuccessful conversation.

In summary, compared to Duolingo, Mondly's content is more varied and extensive. Using Mondly and Duolingo chatbots in non-language universities to learn English can be an effective method due to their ability to personalize, provide interactive lessons, provide feedback, motivate, and adapt to students' needs.

Conclusion

Thus, the following conclusions were made during the study. Chatbots based on artificial intelligence technologies have great methodological potential in teaching foreign languages. They provide interactivity, personalization, feedback, multimedia capabilities, flexibility and accessibility. The use of artificial intelligence allows you to create more diverse and interactive learning scenarios, as well as monitor the student's progress. These parameters help improve the effectiveness of learning and make it more attractive and accessible to students.

Duolingo is the most popular chat platform for learning languages, fully equipped with artificial intelligence algorithms. The program is well suited for beginners, as it helps in mastering grammatical structure and basic vocabulary thanks to teaching methods based on grammar-translation and audio-lingual methods. Mondly is another well-known platform for learning languages, which also uses the translation method of teaching. The Mondly chatbot has context-sensitive conversations and helps students practice learned expressions in a controlled environment, making it a good choice for beginner and lower-intermediate learners. The study confirmed the assertion that with the development of technology and the rise of mobile learning, there has been an interest in a "personalized" approach to language learning. AI algorithm technology has reinforced this trend, as students can easily learn foreign languages with the help of chatbots. Chatbots can create word lists by category, level, and frequency, as well as translate words into different languages and provide examples of their use in sentences. Prospects for further research into the stated issue include the development of methodological recommendations for practicing English teachers in non-linguistic universities on the use of chatbots in developing students' communicative competence.

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