проблем, подтверждая значимость использования видеоигр для формирования компетенций XXI века, несмотря на наличие определённых ограничений.

Ключевые слова: видеоигры, критическое мышление, уроки английского языка, образовательные технологии, когнитивные навыки, вовлечённость учащихся, интерактивное обучение.

THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH TO HIGH SCHOOL STUDENTS

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Abstract. This article explores various methods of using Artificial Intelligence in education, particularly in high school. Special attention is given to successful examples of AI implementation in schools. The principles of integrating AI into high school education are highlighted.

Key words: AI, education, pedagogy, high school, English language.

English is one of the most widely spoken language in the world. Being most popular foreign language to study, it is important to stay up-to-date with any new developments. Over past few years Artificial Intelligence became dominant in different fields, including education and especially in teaching foreign languages. Being a set of technological solutions that allows imitating human cognitive functions (including the search for solutions without a predetermined algorithm) and obtaining results comparable or superior to the results of human intellectual activity when performing specific tasks, it is seen as a powerful support tool that is able to enhance learning experience, provide new strategies and ways to overcome challenges in teaching English in high school.

First and foremost, Artificial Intelligence can be used to develop speaking skills of high school students. The most widely discussed way to do so is to use AI chatbots. Researchers note that the ability of chatbots to be utilized at any moment and give answers immediately or almost immediately positively influences ability of pupils to boost and retain skills that are needed for spontaneous speech [Filatov, 2024, p. 1253]. Character.AI enables deep AI customization, allowing teachers to preconfigure models based on the requirements of communicative tasks. On the other hand, for developing speaking skills in high school students, Artificial Intelligence can be utilized to check and correct pronunciation. It is noted that AI-powered speech recognition programs can assess a student's accent, providing individualized evaluations and guidance. The most popular solutions in this context are applications like Elsa Speak and Lyra. These programs can detect pronunciation errors with 90% accuracy, and the provision of varied and instant feedback is highlighted as their key strength, a view supported by students' feedback [Aryanti, 2024, p. 107]. In a study conducted at a school in

Indonesia, a 38% increase in the average score for reading quality of a text was recorded after one week of using Elsa Speak, English Pronunciation by AZ-20 Apps, and similar applications [Humardhiana, 2024, p. 222].

However, despite the high evaluation of AI application results for developing speaking skills among high school students, it is noted that its use is most effective when students already possess at least an intermediate skill level, which limits the potential of AI for students with low English proficiency.

Another area of Artificial Intelligence application in high school English education is enhancing students' vocabulary. Most teachers and students agree that AI technologies positively impact vocabulary expansion, a claim supported by multiple studies. Commonly explored methods include:

- Story-writing exercises embedding new vocabulary in semantic contexts;
- Gamification of word acquisition;
- Personalizing vocabulary selection based on student interests.

A practical case was examined at the Government Higher Secondary School, Boleng, Siang District – Boleng Block, India, where AI was integrated into the curriculum. Instead of traditional ways to learn vocabulary, students collaborated with an AI agent (ChatGPT) for 1.5 months. The study involved 112 participants, yielding key findings:

- Students using AI demonstrated superior mastery of target vocabulary during lessons;
- The breadth and quality of vocabulary among AI users significantly surpassed the control group. ChatGPT-assisted learners scored 1.5 to 2 times higher than their peers in assessments;
- Rather than outright banning AI, developing structured frameworks to integrate AI into English language learning is critical for maximizing educational outcomes [Chingakham, 2024, p. 12].

A third actively researched area of Artificial Intelligence (AI) integration in English language education is grammar instruction. This domain remains the most challenging, as even advanced AI systems still occasionally make errors in English grammar. Nevertheless, studies indicate that AI usage generally improves high school students' grasp of English grammar. A particularly notable tool in this context is the neural network Twee. However, despite specializing in grammar, using Twee without teacher supervision is problematic due to its limited contextual awareness and tendency to distort factual information. A significant drawback is that this AI is primarily designed for teachers, thereby negating key advantages of AI like accessibility and interactivity for students [Evstigneev, 2023, p. 1439].

A unifying factor across all explored applications of Artificial Intelligence in high school English education lies in the motivational dimension. AI, functioning as a highly interactive and technologically advanced pedagogical tool, inherently captivates students' attention. A considerable proportion of learners are already acquainted with and have actively utilized various forms of AI, thereby facilitating its seamless integration into classroom practices. Empirical studies consistently identify a robust correlation between students' heightened motivation to master English and their frequent engagement with AI-driven platforms. However, academic discourse remains

divided on the causal relationship: does AI amplify motivation, or do motivated learners simply gravitate toward AI?

For example, research conducted by Northeast Normal University, Changchun, China, reveals that AI users exhibit significantly greater enthusiasm for English learning, with this trend being most pronounced among students specializing in STEM disciplines. The study underscores that Intelligent Agents exert the strongest influence on motivation, whereas rudimentary AI tools show minimal impact. Scholars conclude that AI's capacity to deliver personalized learning pathways and gamified, immersive experiences is increasingly recognized as a catalyst for enhancing student autonomy and fostering sustained engagement in language acquisition [Yang, 2024, p. 6].

In contrast, findings from Gaziantep Islam Science and Technology University, Turkey, acknowledge the correlation but argue that pre-existing intrinsic motivation to learn English serves as the primary driver for students' adoption of AI tools. The Turkish research team observes that learners with initially low motivation frequently overlook AI's transformative potential, perceiving it as irrelevant to their goals. This disinterest creates a self-reinforcing cycle: unmotivated students avoid proper ways to use AI, missing opportunities to discover its capacity to learning more dynamic and engaging [Huriye, 2024, p. 116].

Despite Artificial Intelligence (AI) demonstrating promising results across various domains of English language education, no unified principles have yet been established to enable its widespread integration into school curricula. Debates persist about the role AI should assume within the traditional «teacher-student» dynamic. Some argue that AI could attain full subjecthood in the educational process, becoming an independent participant. However, most studies we analyzed advocate for AI to remain an auxiliary tool – a stance supported by current technological limitations: AI systems still make errors, and many require direct teacher oversight to function effectively [Artificial intelligence and…, 2023, p. 67].

Another contentious issue is whether AI should be embedded exclusively within school-based English learning or utilized as a supplementary resource for home study. Empirical data reveals no clear frontrunner, as both approaches have trade-offs. On one hand, AI systems demand teacher supervision to ensure their efficacy as instructional tools for high school students. On the other hand, excessive control undermines AI's core advantages: 24/7 interactivity and self-paced learning which empower students to regulate their own education [Artificial intelligence and…, 2023, p. 42].

In summary, Artificial Intelligence has emerged as a transformative force in high school English education, offering innovative solutions to enhance speaking skills, vocabulary acquisition, grammar mastery, and student motivation. Tools like AI chatbots, pronunciation apps, and adaptive platforms demonstrate significant potential to personalize learning, provide instant feedback, and foster engagement. Empirical studies from Indonesia's 38% improvement in reading fluency to India's vocabulary gains with ChatGPT highlight AI's capacity to elevate learning outcomes, particularly for intermediate-level students. However, challenges persist. AI's effectiveness is constrained by its current limitations: grammatical inaccuracies, contextual rigidity, and a reliance on pre-existing student motivation.

While AI excels as an auxiliary tool, debates about its role whether as an independent «subject» or a supervised aid tool underscore the need for balanced integration. The dichotomy between school-based and home-use AI further complicates implementation, as excessive control risks stifling its core advantages: 24/7 accessibility and self-paced learning. Crucially, AI's success hinges on strategic frameworks that harmonize its strengths with pedagogical oversight. Educators must prioritize teacher training, hybrid models that blend classroom and autonomous use, and ethical guidelines to mitigate risks like factual distortions or over-reliance. As AI evolves, its role in education will likely expand, but its true value lies not in replacing teachers, but in augmenting their ability to inspire, adapt, and empower learners in an increasingly digital world.

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ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ УЧЕНИКОВ СТАРШЕЙ ШКОЛЫ

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Аннотация. В статье рассматриваются различные методы использования искусственного интеллекта в образовании, особенно в старших классах. Внимание уделяется успешным примерам применения ИИ в школах. Выделяются принципы включения ИИ в обучение старших классов.

Ключевые слова: ИИ, обучение, педагогика, старшая школа, английский язык.

METHODIK DES EINSATZES VON SPIELTECHNOLOGIEN IM UNTERRICHT VON DEUTSCH ALS FREMDSPRACHE AN WEITERFÜHRENDEN SCHULEN

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Zusammenfassung. Der vorliegende Artikel widmet sich der Methodik des Einsatzes von Spieltechnologien im Kontext des Deutschunterrichts für fremdsprachige Lernende in der Sekundarstufe. Dabei wird insbesondere auf die Bedeutung von Spielelementen zur Steigerung der Motivation der Lernenden sowie zur Verbesserung ihrer Sprachkenntnisse hingewiesen. Es werden diverse Ansätze erörtert, darunter Rollenspiele, interaktive Plattformen und Brettspiele, und es werden Beispiele für ihre Anwendung im Bildungsprozess gegeben. Darüber hinaus werden methodische Empfehlungen für Lehrkräfte gegeben, wie sie Spieltechnologien in den Unterrichtsprozess integrieren können. Der Artikel betont die Relevanz innovativer Ansätze im Unterricht, die dazu beitragen, eine spannende und produktive Atmosphäre für die Lernenden zu schaffen.

Schlüsselwörter: Spieltechnologien, Deutschunterricht, Rollenspiele, interaktive Plattformen, Schülermotivation, methodische Empfehlungen, Sprachkenntnisse.

Die moderne Methodik des Fremdsprachenunterrichts erfuhr in jüngster Zeit eine signifikante Bereicherung durch den Einsatz aktueller Technologien. Das übergeordnete Ziel dieser Entwicklungen ist die signifikante Erleichterung des Lernprozesses, dessen Gestaltung unterhaltsam und nicht beschwerlich erfolgt. Die Erstellung von Videopräsentationen für den Unterricht sowie die Nutzung von Internetressourcen sind zu