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The Theoretical And Methodological Foundations Of The Methodology For Implementing Generative Artificial Intelligence Technologies In The Process Of Teaching English In Higher Education Institutions

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ABSTRACT

This article outlines the theoretical and methodological foundations for implementing generative artificial intelligence technologies in the process of teaching English in higher education institutions. The study analyzes the capabilities of AI-based generative models, their didactic significance in foreign language instruction, and their integration with contemporary pedagogical approaches. In addition, the advantages, limitations, and methodological principles of using generative AI technologies are substantiated.

KEYWORDS: Generative artificial intelligence, English language teaching methodology, higher education, digital pedagogy, language competence, individualized learning.

INTRODUCTION

In today's context of globalization and digital transformation, the education system—particularly foreign language teaching methodology—is undergoing fundamental changes. The status of English as a language of international communication continues to increase demand for its instruction in higher education institutions. Preparing competitive professionals for the modern labor market requires the ability to communicate effectively in English and to develop academic and professional competencies. From this perspective, developing students' communicative competence, fostering independent learning skills, and individualizing the educational process in higher education are considered especially relevant. Generative AI technologies are emerging as an innovative pedagogical tool for addressing these tasks effectively. Through these technologies, opportunities to adapt learning content, enhance students' cognitive engagement, and organize interactive learning environments are expanding.

The theoretical foundations of generative AI technologies draw on theories of artificial intelligence, machine learning, and natural language processing. These approaches enable automated analysis of knowledge in the educational process, the creation of new didactic materials, and the adaptation of learning to students' needs.

In language learning theory, the ideas of generative grammar advanced by Noam Chomsky interpret language as a creative process. These views form a theoretical basis for the use of generative AI technologies in language teaching. In addition, Lev Vygotsky's socio-constructivist approach substantiates the importance of interactivity and collaboration in the learning process.

In foreign language teaching, proponents of the competence-based approach, including David Nunan, emphasize the value of communicative tasks and real-life, task-based activities in

language learning. Generative AI technologies serve as an effective tool for implementing precisely these tasks, as they enable the automatic creation of authentic texts, dialogues, and situational exercises for learners.

On this basis, generative AI in English language teaching:

enables the development of authentic and context-appropriate language materials;

supports the formation of an adaptive learning environment;

activates students' speech and communicative activity;

provides methodological support for independent and distance learning.

The methodology of this research is based on the integration of systemic, competence-based, and technological approaches. The systemic approach requires linking generative AI technologies with all stages of the educational process in a coherent manner. The competence-based approach, in turn, defines methodological strategies aimed at developing students' language competencies.

According to Jack C. Richards, technologies in foreign language teaching should not fully replace the teacher's role; rather, they should expand the teacher's methodological capabilities. Therefore, the following methodological principles are essential in the use of generative AI:

Goal orientation — ensuring a direct alignment between technologies, educational aims, and learning outcomes;

Individualization — adapting instruction to students' proficiency levels, needs, and learning pace;

Interactivity — activating learning through dialogue and interaction between the student and AI;

Monitoring and reflection — expanding opportunities to assess and analyze learning outcomes.

The practical potential of generative artificial intelligence technologies in teaching English covers a wide range of applications. In particular, these technologies make it possible to automatically generate exercises aimed at mastering grammar and vocabulary, as well as to design individualized tasks for developing students' written and spoken language skills.

In developing academic writing skills, generative AI increases effectiveness by analyzing students' texts, identifying errors, and providing recommendations for improvement. Furthermore, the automated creation of tests and assessment materials saves teachers' time and ensures greater objectivity in the assessment process. As a result, students' independent learning activity increases, while the teacher's methodological work becomes more optimized.

In conclusion, implementing generative artificial intelligence technologies in the process of teaching English in higher education institutions is an important factor in improving educational quality, individualizing the learning process, and developing modern digital competencies. Applying these technologies through scientifically grounded methodological approaches, aligning them with pedagogical objectives, and integrating them with the teacher's work ensures their positive impact on the educational process.

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