USING GENERATIVE ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN TEACHING ENGLISH: A SOCIO-PEDAGOGICAL PROBLEM IN THE CONTEXT OF HIGHER EDUCATION

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Abstract

This article provides a scholarly analysis of the use of generative artificial intelligence technologies in the process of teaching English at higher education institutions, considering it as a socio-pedagogical problem. The study substantiates the pedagogical essence of generative AI, the social and methodological challenges associated with introducing it into the educational process, as well as ways to address these challenges. Based on an analysis of contemporary international and classical pedagogical perspectives, the article highlights prospects for the effective use of generative AI in teaching English.

Keywords: Generative artificial intelligence, English language teaching, higher education, socio-pedagogical problem, digital pedagogy, educational innovations.

Introduction

The processes of globalization and digital transformation, as key factors of modern societal development, are placing entirely new demands on education systems. The rapid advancement of information and communication technologies and the large-scale integration of artificial intelligence into various social spheres—including education—require a fundamental reconsideration of the content, methods, and pedagogical approaches used in higher education. In particular, the status of English as the language of international communication, science, technology, and academic cooperation further intensifies the demand for high-quality English language instruction in higher education.

In contemporary higher education, teaching English is no longer limited to mastering grammatical and lexical knowledge; rather, it is increasingly oriented toward developing students' communicative, academic, critical, and digital competencies. From this perspective, the integration of generative AI technologies into the educational process emerges as an important pedagogical resource that can enhance the effectiveness of English language teaching, support individualized learning, and expand students' opportunities for independent study. However, the adoption of generative AI in educational practice also gives rise to a range of social and pedagogical problems. Conducting a deep scientific analysis of these challenges, identifying their underlying causes, and developing systematic solutions constitute one of the most urgent tasks facing higher education today.

Generative artificial intelligence technologies are based on theories of artificial intelligence, machine learning, and natural language processing, and can be characterized as systems capable of automatically producing texts, speech, dialogue, and didactic materials. These

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technologies make it possible to organize the educational process in a flexible, interactive, and learner-centered manner.

In linguistics, Noam Chomsky's theory of generative grammar interprets language not as a limited set of rules, but as a creative and dynamic system. This theory forms part of the linguistic foundation of generative AI models and creates the basis for developing new pedagogical approaches in language learning.

From a pedagogical standpoint, generative AI technologies are closely connected with constructivist and learner-centered educational paradigms. According to the social development theory of psychologist Lev Vygotsky, knowledge is formed through communication, collaboration, and social experience. AI-based interactive learning environments, in turn, support students' independent learning processes and contribute to increasing their cognitive engagement and learning motivation.

The integration of generative AI technologies into English language teaching is causing several socio-pedagogical challenges. One of the most pressing is the problem of digital inequality, since not all students and teachers have equal access to modern technologies. This may lead to disparities in educational quality and outcomes. In addition, excessive reliance on generative AI may risk weakening students' independent thinking, critical analysis, and creative problem-solving skills. International research emphasizes that AI should be used as a supportive tool in education, but it should not fully replace learners' cognitive activity. Furthermore, issues related to academic integrity, copyright, and ethical responsibility are becoming significant social concerns in the educational use of generative AI. As a result, there is a growing need to improve mechanisms for monitoring and assessing students' use of AI-generated materials.

Pedagogically, introducing generative AI into education necessitates a reconsideration of the teacher's professional role. Methodologist Jack C. Richards argues that technologies should not completely replace teachers; instead, they should serve as tools that enrich teachers' methodological practice and increase instructional effectiveness. Practice shows that many teachers' methodological preparedness to use generative AI is not yet sufficiently developed. Moreover, existing curricula are often not fully integrated with these technologies, which further intensifies pedagogical challenges. Therefore, the use of generative AI in English language teaching should be implemented on the basis of scientifically grounded methodological recommendations, pedagogical norms, and didactic requirements.

To ensure the effective use of generative AI technologies in teaching English, it is advisable to prioritize the following areas:

• systematic development of teachers' digital and AI-related competencies;

• methodological integration of generative AI technologies with curricula;

• development of mechanisms for use grounded in academic integrity and ethical norms;

• introduction of pedagogical strategies that foster students' independent, critical, and creative thinking.

CONCLUSION

In conclusion, the application of generative AI technologies in the teaching of English creates significant pedagogical opportunities in higher education while simultaneously generating socio-pedagogical challenges. Introducing these technologies consciously, purposefully, and with strong methodological grounding can improve the quality of English language instruction,

support individualized learning, and contribute to the sustainable development of a digital educational environment.

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