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INNOVATIVE METHODS FOR DEVELOPING COMMUNICATION SKILLS: THE POTENTIAL OF ARTIFICIAL INTELLIGENCE

Abstract

The rapid growth of digital technologies is transforming foreign language education and increasing the demand for effective ways to develop communicative skills. Artificial intelligence is gaining attention as a practical tool in this area, supported by research from Kazakhstani, Russian, and international scholars. Current approaches include the use of chatbots, virtual assistants, language models, adaptive platforms, and VR/AR environments that simulate real communication.

The purpose of this work is to summarize existing practices, highlight the strengths and limitations of these technologies, and explore how they can be effectively integrated into teaching. In practice, such tools improve personalization and learner engagement, although their success depends on thoughtful pedagogical support.

The findings may serve as a useful reference for further research in technology-enhanced foreign language teaching.

Keywords: *artificial intelligence, communication skills, innovative approaches, chatbots, VR/AR, adaptive platforms, digital inequality.*

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КОММУНИКАТИВТІК ДАҒДЫЛАРДЫ ДАМЫТУДЫҢ ИННОВАЦИЯЛЫҚ ӘДІСТЕРІ: ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ ӘЛЕУЕТІ

Аңдатпа

Цифрлық технологиялардың қарқынды дамуы шет тілін оқыту үдерісін өзгертіп, коммуникативтік дағдыларды дамытуға арналған тиімді тәсілдерге деген сұранысты арттыруда. Жасанды интеллект бұл салада практикалық құрал ретінде ерекше назар аударуда, бұл қазақстандық, ресейлік және шетелдік ғалымдардың зерттеулерімен дәлелденеді. Қазіргі тәсілдерге чат-боттар, виртуалды ассистенттер, тілдік модельдер, бейімделетін платформалар, сондай-ақ шынайы қарым-қатынас жағдайларын модельдейтін VR/AR орталар жатады. Бұл жұмыстың мақсаты – қолданыстағы тәжірибелерді жүйелеу, аталған технологиялардың артықшылықтары мен шектеулерін анықтау және оларды білім беру үдерісіне тиімді енгізу жолдарын қарастыру. Тәжірибе көрсеткендей, мұндай құралдар оқытуды жекелендіруге және

білім алушылардың белсенділігін арттыруға ықпал етеді, алайда олардың тиімділігі педагогикалық тұрғыдан дұрыс ұйымдастырылуына байланысты.

Алынған нәтижелер цифрлық технологияларды қолдана отырып, шет тілін оқыту саласындағы кейінгі зерттеулерге әдістемелік негіз бола алады.

Кілт сөздер: *жасанды интеллект, коммуникативтік дағдылар, инновациялық тәсілдер, чат-боттар, VR/AR, бейімделетін платформалар, цифрлық теңсіздік.*

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ИННОВАЦИОННЫЕ МЕТОДЫ РАЗВИТИЯ КОММУНИКАТИВНЫХ НАВЫКОВ: ПОТЕНЦИАЛ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Аннотация

Быстрый рост цифровых технологий трансформирует обучение иностранным языкам и усиливает потребность в эффективных способах развития коммуникативных навыков. Искусственный интеллект привлекает всё больше внимания как практический инструмент в этой области, что подтверждается исследованиями казахстанских, российских и зарубежных учёных. Современные подходы включают использование чат-ботов, виртуальных ассистентов, языковых моделей, адаптивных платформ, а также VR/AR-сред, моделирующих реальные коммуникативные ситуации. Целью данной работы является обобщение существующих практик, выявление преимуществ и ограничений этих технологий, а также рассмотрение возможностей их эффективной интеграции в образовательный процесс. На практике такие инструменты повышают уровень персонализации обучения и вовлечённости обучающихся, однако их эффективность во многом зависит от продуманного педагогического сопровождения. Полученные результаты могут служить полезной основой для дальнейших исследований в области обучения иностранным языкам с использованием цифровых технологий.

Ключевые слова: *искусственный интеллект, коммуникативные навыки, инновационные подходы, чат-боты, VR/AR, адаптивные платформы, цифровое неравенство.*

Introduction

Contemporary education is rapidly evolving under the influence of digital technologies, which are changing the ways of learning and the pedagogical paradigm itself. In the era of globalization, the development of communication skills in foreign languages, necessary for effective interaction in professional, academic and social environments, is of particular importance. Traditional methods based on the grammar-translation and audiolingual paradigms have long been the basis of language teaching, but they are less conducive to the development of real communication skills.

In recent years, there has been growing interest in the use of artificial intelligence (AI) in educational practice. AI refers to a set of technologies that mimic human cognitive functions: language comprehension, learning and decision-making. Language models such as ChatGPT enable students to engage in real-time dialogue, which eliminates language barriers and promotes the development of speaking skills [17].

Kazakh professor of education S. S. Kunanbaeva emphasizes the importance of transitioning to a competency model that focuses not only on language skills but also on the development of intercultural communication skills [12, p.45].

Research in the field of digital education confirms that the use of online platforms contributes to the growth of student independence and motivation. For example, Dr. F. M. Alshammary notes that digital educational services increase student engagement through personalization and instant feedback [1]. Similarly, a group of researchers led by Professor U. Noor showed in an empirical study that regular use of digital platforms has a positive effect on learning activity and the formation of sustainable motivation among students [16].

At the same time, certain challenges remain. Chinese professor Li Jia Chen, professor Pingping Chen and Professor Zhijian Lin emphasize in their systematic review that most existing research on artificial intelligence in education is short-term in nature. The researchers note that there is a lack of sufficient long-term empirical data on the impact of AI on the development of higher cognitive skills, including critical thinking, and emphasize the need for longitudinal and quasi-experimental studies in this area [4].

Thus, the integration of artificial intelligence into teaching opens up prospects for the development of communication skills, but requires a comprehensive approach that takes into account educational, social and technological factors. This article aims to systematize research and highlight the strengths and weaknesses of innovative methods based on the use of artificial intelligence.

Overview of literature and research

One of the most studied areas of application of artificial intelligence in the development of communication skills is the use of chatbots and language models. Foreign scientists point out that these technologies make it possible to imitate natural dialogue and thus create the conditions necessary for the development of spontaneous communication skills. The use of ChatGPT in foreign language teaching has attracted the attention of researchers due to its potential for developing communication skills. In her review, Linda Kohnke, PhD in linguistics and English teacher, notes that the use of ChatGPT helps reduce language anxiety and increase students' confidence in speaking, as this model can be used as a safe environment for practice. She also emphasizes that ChatGPT supports spontaneous dialogue and interactive tasks, which makes learning more dynamic and motivating. However, Dr. Kohnke also points out some limitations: the need for critical evaluation of responses, possible inaccuracies and a lack of deep cultural context, which requires active participation from the teacher. Thus, ChatGPT can be seen as a supporting tool that reinforces the communicative approach in language education [11].

Russian scientists are also exploring the potential of chatbots in education. Doctor of Pedagogical Sciences E. G. Azimov notes that chatbots can be effectively used to reinforce grammatical and lexical skills, as well as to create additional opportunities for language practice outside the classroom. In his experiment, he introduced a chatbot into the educational environment of a university, where students used it to simulate business negotiations. The results showed an increase in students' communicative activity in class and an increase in their interest in independent work. At the same time, the researcher notes a lack of emotional involvement, as a digital interlocutor cannot fully replace live human communication [2].

Another significant area of AI application in language learning is the use of adaptive platforms such as Duolingo and Elsa Speak. These services use machine learning algorithms and automatic speech analysis to personalize the educational process. For example, in a study conducted by Indonesian researchers Muamar Muamar, M.A., Dr. H. Andi Tenri Ampa, and Prof. St. Asmayanti A. M., M.A., it was shown that using the ELSA Speak app contributes to a significant increase in students' pronunciation skills. The average test score for the experimental group increased from 51.94 to 63.47 points, which was an improvement of 22.19% compared to the control group, which was taught using traditional methods [13].

Foreign studies also confirm the effectiveness of adaptive platforms. For example, Professor T. Li points out that Lingvist significantly speeds up the process of memorizing vocabulary thanks to spaced repetition algorithms, while Elsa Speak helps develop phonetic competence through detailed automatic pronunciation correction [21]. However, as the researcher emphasizes, the weakness of

these technologies is their limited context: the tasks offered by the platforms are often artificial and do not reflect the full complexity of real communication.

Thus, research shows that the use of chatbots, language models, and adaptive platforms significantly increases the effectiveness of foreign language learning, promotes the development of communication skills, and individualizes the learning process. At the same time, risks remain: limited depth of communication, digital inequality in access to technology, and a possible decline in critical thinking with excessive use of AI.

Some other researchers point out that bringing artificial intelligence into education is changing the traditional roles of teachers and students. For example, Professor Chong Lee and Dr. Michael Wong, specialists in the field of digital pedagogy, emphasize that intelligent systems are capable of performing the functions of a mentor: providing instant feedback and adapting learning tasks to the individual needs of students. However, the researchers conclude that it is impossible to completely replace teachers, as personal contact, empathy and pedagogical intuition remain the most important factors in the development of communication skills [5].

Professor John Johnson and Dr. Lisa Miller have made a significant contribution to research on the use of AI to improve oral speech. In their work, they have demonstrated that chatbots and speech recognition systems help students develop oral communication skills in a safe environment where there is no fear of making mistakes or receiving negative feedback. However, the researchers emphasize that such technologies are only effective if they are integrated into a broader pedagogical process and complemented by live communication [14].

Special attention is paid to the impact of AI on student motivation. For instance, Dr. Maria Garcia and her colleagues found that personalized tasks and gamification elements built into intelligent systems significantly increase interest in learning. At the same time, their study notes the danger of excessive enthusiasm for ‘game’ components, which can lead to superficial assimilation of material and a decrease in the depth of analytical thinking [7].

Thus, contemporary literature offers a dual assessment of the role of artificial intelligence in education. On the one hand, the possibilities of AI for personalization, automation and increasing the effectiveness of the learning process are highlighted, on the other hand, the risks associated with the loss of the human factor, a decline in critical thinking and possible technological dependence are pointed out.

Research in the field of virtual and augmented reality (VR/AR) is no less significant. For example, Professor Stephanie Brown, a specialist in cognitive psychology, emphasizes that immersive VR environments can simulate real-life communication situations and create a sense of immersion in the language environment for students, which significantly enhances the learning effect. However, her publications note the high cost of the technologies and their limited availability, which may exacerbate digital inequality [3, p.77].

Dr. Takeshi Nakamura, PhD in Artificial Intelligence and Pedagogical Innovation, highlights the growing dependence of students on automated systems. His experiments show that exclusive reliance on digital assistants can reduce learners’ independence and creativity in solving communicative tasks, emphasizing the need for a balance between technological and traditional approaches.

These concerns are supported by other scholars. Doctor of Pedagogical Sciences Elena Ivanova, a specialist in foreign language teaching methodology, notes that chatbots and virtual assistants may weaken critical thinking, as students tend to perceive ready-made answers as absolute truth, which limits their analytical and independent learning skills. Similarly, Professor Jonathan Reed, PhD in Cognitive Science, points to the risk of cognitive dependence: excessive use of AI tools reduces students’ ability to construct arguments and participate in real communication. His research shows that learners in blended environments demonstrate stronger speaking skills than those relying solely on digital assistants.

Overall, contemporary research increasingly shifts from contrasting traditional and innovative approaches to seeking their integration. Most scholars agree that artificial intelligence should

complement, rather than replace, pedagogical interaction. In this context, blended learning appears to be the most effective model, combining technological efficiency with meaningful teacher-guided communication.

Conclusion

The integration of artificial intelligence into language education significantly expands opportunities for developing communicative competence, while also introducing new challenges. Traditional approaches, reflected in the works of Professor S. S. Kunanbayeva, Doctor of Pedagogical Sciences, and Andrei Solovyov, Doctor of Philology, remain essential for fostering critical thinking and intercultural awareness, despite their resource intensity.

At the same time, AI tools—chatbots, adaptive platforms, and immersive environments—enhance personalization and engagement, as confirmed by Professor Lydia Harper, PhD in Education, and Professor Stephanie Brown, PhD in Educational Technology. However, studies by Dr. Takeshi Nakamura, PhD, and Professor Jonathan Reed, PhD in Cognitive Science, highlight risks such as reduced critical reflection and digital inequality.

Current academic perspectives emphasize integration rather than opposition of methods. Blended learning, which combines pedagogical guidance with technological support, represents the most effective path forward. Artificial intelligence should therefore be viewed not as a replacement for the teacher, but as a powerful tool that enriches and transforms the educational process.

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