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ШТУЧНИЙ ІНТЕЛЕКТ У ВИВЧЕННІ МОВ: ДОПОМОГА ЧИ ЗАЛЕЖНІСТЬ?

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AI IN LANGUAGE LEARNING: HELP OR DEPENDENCE?

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Artificial intelligence is widely used in education, especially in language learning. Many students use digital tools such as grammar checkers, translation software, and language learning applications. Recently, systems based on large language models have become more common. These systems can explain grammar rules, correct mistakes, and simulate conversations. That's why AI can support students who want to learn English. However, the question remains whether AI is only a helpful tool or it may create dependence on technology.

One of the main benefits of AI is the speed of feedback. When a learner writes a sentence, the system can quickly detect grammatical mistakes and suggest corrections. In traditional learning environments, students often need to wait for a teacher to review their work. AI reduces this delay and allows students to correct their mistakes immediately. This immediate response helps learners understand their errors more effectively and improve faster.

Another benefit is the possibility of interactive practice. AI systems can simulate a conversation partner and allow learners to practice speaking or writing whenever they want. This is important for students who do not have regular access to native speakers. Such availability makes language practice more convenient and consistent. AI tools can also adapt to the learner's level. If a student constantly makes the same mistake, the system can provide additional explanations or examples. This type of personalization is difficult to achieve with traditional textbooks. **As a result, learners receive more targeted support that matches their individual needs.**

Despite these advantages, there are also some potential risks. One problem is that students may rely too much on AI systems. If learners often ask the system to generate sentences or essays, they may not develop their own language production skills. Over time, this dependence may limit their independent thinking and creativity.

Another risk is the illusion of competence. When AI corrects a text, the final result may look fluent and well structured. However, this does not necessarily mean that the learner can

produce the same text freely. **This can create a false sense of progress and hide real gaps in knowledge.**

There is also the issue of accuracy. AI systems are based on probability and patterns in data. Sometimes they can provide incorrect explanations or oversimplified information. Therefore, learners should not treat AI as a completely reliable authority. Critical thinking is essential when evaluating the information generated by such systems.

The concern about technological dependence is well-known. Similar discussions occurred when calculators became common in mathematics education. Some teachers feared that students would lose the ability to perform calculations manually. A similar debate happened with spell checkers in writing software and with online translation tools. Gen Alpha has been exposed to advanced technology from an extremely young age and elements like touchscreens or voice activation from a device are now considered base-level functions. These students may be quick to embrace artificial intelligence (AI) and may consistently require tools and resources that are largely customized to them [1].

These examples suggest that technology itself is not necessarily harmful. The main factor is how the tool is used by the learner. AI can be a useful support tool in learning English. It provides quick feedback, interactive practice, and access to explanations that may help learners understand difficult concepts. However, excessive reliance on AI may weaken independent thinking and language production skills. For this reason, AI should be used mainly as a tool for checking and improving one's own work rather than replacing the learning process itself.

References:

1. Huss, J. A., & Eastep, S. (2024). *A tri-state study of middle school teachers' perceptions of Generation Alpha students: Are middle schools ready for "Generation Glass?"* Northern Kentucky University.