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# PHILOLOGICAL SCIENCES

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## USE OF THE CHATGPT CHAT-BOT IN PRACTICAL ENGLISH CLASSES IN THE TRAINING OF STUDENTS OF NON-LINGUISTIC SPECIALTIES

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**Abstract.** It was established that in the light of the personal-activity approach, GPT allows organized training according to the principle of gradual growth of autonomy, development of reflexivity, and creativity of master's students, up to the design of the individual educational trajectory of each student. The practical part of the study consists of examples of exercises for working with GPT, particularly the use of intelligent maps. Modernization of the higher education system involves the active introduction of innovative approaches to the organization of the educational process. The main trends in the development of higher education in Ukraine create new challenges for the system of training a person for life. Rapid changes in society and technologies require specialists to have professional and general competencies, including the ability to learn, think critically and systematically, program, and work in conditions of uncertainty, creativity, and multiculturalism.

Using ChatGPT in practical English classes for non-linguistic students can significantly improve their language skills by providing an interactive, personalized, and accessible learning experience. By integrating this technology, teachers can offer a more engaging and effective language learning environment.

**Keywords:** education, ChatGPT, high-school level, collaboration, information, success, hybrid learning, future specialists.

## **Introduction**

ChatGPT opens up new opportunities for activating the interactivity of the educational process in the conditions of, enriching language material, and introducing new forms and methods of professional training of future specialists in any field. However, to preserve the integrity of modern higher education and not sacrifice the rigor needed to deliver quality, GPT must complement the teaching experience where the higher education teacher controls the education process.

**Aim.** Modernization of the higher education system involves the active introduction of innovative approaches to the organization of the educational process. The main trends in the development of higher education in Ukraine create new challenges for the system of training a person for life. Rapid changes taking place in society and technologies require both professional and general competencies from specialists, including the ability to learn, think critically and systematically, program, and work in conditions of uncertainty, creativity, and multiculturalism [3].

A graduate must have the level of an experienced competent user - C2, which is defined as follows: "Can understand almost everything he hears or reads without difficulty. Can extract information from various oral or written sources, summarize it, and make a reasoned presentation in a coherent form. He can express himself spontaneously, very quickly and accurately, differentiating the subtlest shades of meaning in quite complex situations" [2]. This is the highest level of language proficiency. Therefore, it is time to update the higher education system, its content, and actively introduce innovative approaches to the organization of the educational process at the university level which is necessary for meaningful interaction with students.

**Review of Literature.** In the world of theory and practice, the theoretical and practical aspects of the use of educational technology in the educational process have been investigated (Zh. Belda-Medina, E. Wu, S. Furrer, S. Tegos, K. Zhang, A. Aslan, N. Kim, etc.) . In the scientific works, scientific and methodological approaches and strategies for the development of professional training of future teachers / lecturers of IM are justified (L. Ananieva, O. Bigich, N. Borysko,

L. Haydukova, L. Zenya, T. Koval, S. Nikolayeva, O. Tarnopolskyi , V. Chernysh and others). The range of issues raised by the above-mentioned authors is very wide, but the practical application of GPT in the practical language training of future specialists is an unresolved aspect. To implement this tool for improve the educational process in classes, because we believe that GPT is a valuable model for improving the language training of students and providing an individualized and accessible educational process at the university [4].

Earlier this year, GPT took to the world stage, giving us all a chance to see for ourselves what the future might hold. We assume that the development of AI technologies is an inevitable process today and one of the keys to a sustainable education system, but is there a way to embrace these technologies while maintaining integrity without sacrificing the rigor necessary to provide quality education? [5]

Advances in robotics research have enabled robots to assist humans in many areas. Recently, more and more studies have appeared devoted to the study of ways to use chatbots (chatbots). Thanks to AI technologies, computer systems can determine the meaning of user statements and respond accordingly. GPT-based mobile language learning apps allow students to learn them anywhere, anytime. In other words, in their daily life, they can easily study wherever and whenever they feel the need [6].

Researchers [6] are unanimous in the fact that AI technologies have changed the models of the educational process and affected the activities of the teacher and the student and evaluate many of these changes as positive. Research has revealed the advantages of ChatGPT in the educational environment, in particular, the latter contributes to: the interest and involvement of students due to the ability to stimulate conversations (K. Zhang, 2021); a pleasant learning experience through real-time interaction (N. Kim, 2019); learning effectiveness (E. Wu, 2020), academically productive communication in a multimedia course, (S. Tegos, 2015); readiness of students to communicate (E. Ayedun, 2019); to facilitate the teaching and learning of IM at different levels of education in different contexts of teaching AM of professional direction (B. Junaidi, 2020); development of foreign language skills in

speaking, reading, listening and writing (D. Heyed, 2022); increasing the level of critical thinking of students (Zh. Belda-Medina, 2022) [7].

The trend towards neo-industrialization, the introduction of the Industry 4.0 concept, and robotics will change the list of the most sought-after professions in the coming years. Education-related professions will remain relevant because they cannot be replaced by automated systems even with AI [3]. P. Smutny, P. Shreiberova consider ChatGPT as a smart teacher's assistant in the future and encourage teachers to use it during class [13]. Let's assume that even if the profession of AM teacher will not be intercepted by AI in a few decades, key technological factors due to its unprecedented spread today should stimulate the pedagogical community to create a favorable information and communication environment for the current generation of students, which would teach them to cope with changes, organically combine advantages ChatGPT would teach to protect the mental balance.

The trend towards neo-industrialization, the introduction of the Industry 4.0 concept, and robotics will change the list of the most sought-after professions in the coming years. Education-related professions will remain relevant because they cannot be replaced by automated systems even with AI [3]. P. Smutny and P. Shreiberova consider ChatGPT as a smart teacher's assistant in the future and encourage teachers to use it during class [13]. Let's assume that even if the profession will not be intercepted by AI in a few decades, key technological factors due to its unprecedented spread today should stimulate the pedagogical community to create a favorable information and communication environment for the current generation of students, which would teach them to cope with changes, organically combi K. Furrer's statement that teachers should remember the amount of human interaction available to students and create opportunities for meaningful interaction with them are indicative in this aspect [9]. ChatGPT can help create a more flexible learning environment, allowing students to learn at their own pace and in their own way, study topics as deeply as they want, and always have access to support when needed [8].

Summarizing the above, we can say that there is a need to consider research in the context of person-oriented learning, which should give new meaning to the

concept of "engagement of the learner in the educational process", which was previously defined mostly by his physical presence in classes [11]. The personal-activity paradigm provides for the development of the personal potential of each student and ChatGPT makes it possible to build learning according to the principle of individual development, which creates favorable conditions for learning, as it provides for the means proposed by the teacher and chosen by the student following individual capabilities and needs.

We consider it legitimate in the context of the outlined problem to assert that a personal-active approach will make it possible to organize training based on the principle of gradual growth of student autonomy and provides for the use of GPT to develop reflexivity, creativity, and activity of master's students up to the design of an individual educational trajectory built taking into account their interests.

After describing the main aspects of ChatGPT technology, we will clarify the essence of GPT, which is gaining popularity for its potential to help students learn more efficiently and quickly, as well as for its ability to engage them in interactive conversations.

In the process of scientific exploration, it has been found that GPT is a natural language processing model that is capable of understanding and creating human speech. Such technology uses machine learning to generate text using natural language as input, capable of generating text of the same quality as that produced by humans, and it could revolutionize the way we teach, learn, and communicate advantages a ChatGPT would teach you to protect your mental balance.

With the advent of GPT versions 3 and 4, online learning takes another huge step forward [4; 5]. First, it is an advanced AI capable of understanding written or spoken language and reacting to it in various ways, allowing the participants of the educational process to interact with the course materials in an intuitive conversational manner. This is a huge advantage over traditional forms of online learning, where students are often limited to reading and completing assignments without real interaction. Second, GPT provides a personalized learning experience, easily identifying a student's needs and providing specialized content that meets their goals.

This allows students to learn at their own pace without feeling overwhelmed or confused. Third, this model revolutionizes online learning by providing instant feedback, quickly analyzing and evaluating student responses, and providing useful real-time feedback. This helps them quickly identify and correct any mistakes they may have made and encourages them to continue learning. Fourth, GPT is an improved version of any search engine that can find any required resource, provide several options of different sources on a common topic, send a description and examples of the use of this resource, create a task that would lead to the use of this resource, to generate a test that would check how students coped with its implementation. Fifth, such a program helps generate ideas. They will not always be original, but they can help to move from a dead point and lead to your own ideas based on the proposed answers of ChatGPT, controlling the level of assimilation of the learned lexical material is one of the ways of using ChatGPT, since the systematization of the learned vocabulary leads to its better memorization, and allows repeating professionally oriented lexical material before writing control papers or tests [6].

The development of AI technologies is an inevitable process today and one of the keys to a sustainable higher education system. As part of the professional training of the current specialist, ChatGPT provides personalized support to students, promotes their interactivity, has great potential for increasing learning motivation, and teaches how to harden mental intelligence [8].

However, it is necessary to remember that, in order to preserve the integrity of modern higher education and not to sacrifice the rigor necessary to provide it with quality, the teacher of higher education must control the necessary volume for meaningful interaction with graduate students. With proper teacher guidance, the use of GPT in the practical language training of the future is justified and can be an excellent model for increasing students' motivation for independent learning and their learning outcomes. An important thesis today is that GPT should complement the teaching experience, not replace the need for more personal interactions. Teachers should use ChatGPT judiciously in the teaching process and recognize when more of



their interaction with students is needed to optimize learning outcomes [9].

### **Advantages**

*Personalized Learning:* ChatGPT can tailor responses and exercises to individual student needs, helping them improve specific language skills at their own pace.

*24/7 Availability:* Unlike human tutors, ChatGPT is available around the clock, providing students with the opportunity to practice and learn whenever they want.

*Interactive Engagement:* The interactive nature of ChatGPT can make learning more engaging. Students can have conversations, ask questions, and receive instant feedback [11].

*Resource Accessibility:* ChatGPT can provide explanations, examples, and resources instantly, helping students understand complex concepts and find additional learning materials.

*Practice Opportunities:* Students can use ChatGPT to practice writing, speaking, and comprehension through simulated conversations, improving their language skills through practical use.

*Error Correction:* ChatGPT can help identify and correct grammatical mistakes, offering explanations that can aid in learning proper language use.

*Reduced Anxiety:* Some students might feel less intimidated practicing with a bot than with a human tutor, leading to more practice and improved confidence in using the language [14].

### **Disadvantages**

*Lack of Human Touch:* ChatGPT lacks the emotional intelligence and cultural understanding that human tutors bring, which can be crucial in language learning.

*Contextual Limitations:* The bot may not always understand the context or nuances of a conversation, leading to misunderstandings or incorrect advice.

*Motivation and Engagement:* Without the encouragement and motivational strategies, a human tutor might employ, some students may find it hard to stay engaged or motivated [15].

*Over-reliance:* Students might become too reliant on the bot for answers and

not develop the critical thinking and problem-solving skills needed to use the language independently.

*Quality of Feedback:* The feedback provided by ChatGPT may not always be accurate or as detailed as that from a human teacher, potentially leading to the reinforcement of incorrect language use.

*Technical Issues:* Dependence on technology means that technical glitches or internet issues can disrupt learning sessions, which can be frustrating and hinder progress.

*Security and Privacy Concerns:* Using an AI chatbot involves data exchange, raising concerns about the privacy and security of students' personal information and conversations.

Integrating ChatGPT into English language learning for non-linguistic students offers a blend of significant advantages, such as personalized learning and constant availability, with notable disadvantages, including the absence of human interaction and potential over-reliance. Balancing the use of AI with traditional teaching methods could help maximize the benefits while mitigating the drawbacks.

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