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**THE IMPACT OF AI ON LANGUAGE LEARNING:  
BETWEEN REAL PROGRESS AND THE ILLUSION OF FLUENCY  
IN COMPARISON WITH TRADITIONAL METHODS**

**ВПЛИВ ШТУЧНОГО ІНТЕЛЕКТУ НА ВИВЧЕННЯ МОВ:  
МІЖ РЕАЛЬНИМ ПРОГРЕСОМ ТА ІЛЮЗІЄЮ ВІЛЬНОГО  
ВОЛОДІННЯ У ПОРІВНЯННІ З ТРАДИЦІЙНИМИ МЕТОДАМИ**

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Artificial intelligence (AI) is becoming increasingly important in the field of education, particularly in the context of foreign language learning. These technologies include adaptive learning platforms, automatic feedback algorithms, chatbots for speaking practice, speech recognition systems, and tools for automatically evaluating ideas and text structures. Their emergence and active implementation became a response to the need to modernize the educational process and adapt education to the requirements of the information society. It has been determined in the scientific literature that the integration of AI into language learning contributes to the increase of personalization, mobility and flexibility of the

educational environment [1, p. 22], as well as the differentiation of the educational experience of students in higher and professional educational institutions.

Empirical data confirm that the use of artificial intelligence tools in teaching foreign languages is effective in the development of language skills. For example, in a worldwide meta-analysis of 46 empirical studies, it was found that AI tools have a statistically significant medium to large effect ( $r=0.74$ ) on the development of all basic language skills (vocabulary, reading, writing, listening and speaking), with the strongest effect on learning vocabulary [7]. Data of this scale allow us to argue that AI tools can significantly enhance the process of language learning, especially as a component in a blended or supported format of traditional classes.

Special attention has been paid in Ukrainian studies to the influence of AI on the motivation and academic success of students who do not specialize in languages. Experimental data show a significant improvement in academic results in groups that used intelligent language learning tools compared to students who studied using traditional methods, especially in the area of oral speech and writing [6, p. 482]. This improvement is related to the interactivity of tasks, gamification of the learning process and instant feedback, which stimulates active participation of students in learning. Such results are consistent with the ideas that the introduction of digital tools can shift the role of the teacher from an information carrier to a facilitator of the learning process.

At the same time, the integration of artificial intelligence into the process of learning foreign languages raises methodological questions regarding the depth of competence acquisition. In the academic environment, attention is drawn to the risks associated with the formation of the illusion of mastery of the language. These phenomena consists in the fact that students can demonstrate superficial skills or demonstrate knowledge when using automatic text generation services, but not develop a sufficient degree of language autonomy, stable skills of critical language thinking and the ability to independently solve communicative tasks [2, p. 13]. This state of affairs may be a consequence of the fact that some AI tools are capable of performing tasks for the student, rather than teaching him the effective use of language structures in real communicative contexts.

Moreover, leading studies emphasize the fact that the use of AI tools can have an ambiguous effect on the motivation for independent learning. In particular, the results of student practice showed that excessive dependence on automatic translation and answer filling tools can delay the process of independent thinking and analysis, which in turn reduces the learner's internal motivation to actively learn the language [8, p. 3]. This indicates that pedagogical strategies should be aimed at balancing

between the support of automated means and the development of independent language competences.

Specialists A. Kozak and L. Bliznyuk also consider the psycholinguistic aspects of the influence of AI on the process of formation of language competence. In particular, it is emphasized that interactive digital materials make it possible to stimulate attention and maintain high learning motivation, which is an important factor for consolidating and learning knowledge [4, p. 111]. However, they may not fully fulfill the function of developing the cognitive depth of understanding of grammatical and lexical structures, which is traditionally provided through systematic study of the material with the teacher and active reflection on one's own mistakes.

An important aspect of scientific analysis is the transformation of the teacher's role in the conditions of AI implementation. In the modern educational paradigm, the teacher ceases to be the only source of knowledge and becomes a facilitator, an organizer of the process that coordinates the student's interaction with digital tools, interprets the received feedback, and also provides a methodologically sound assessment of the level of competence [6, p. 486]. This shift reflects broader trends in the digital transformation of professional education.

Another important line of scientific discourse concerns the ethical and academic challenges that arise in connection with the use of AI. Among them are issues of academic integrity, risks of plagiarism and the possible use of AI tools to bypass intellectual work, which can distort the assessment of knowledge [3, p. 12]. Such problems are actively discussed in the international and domestic scientific community, as they call into question traditional assessment mechanisms and qualitative approaches to knowledge testing.

The empirical data of scientists also confirm that the state of use of AI in practice in higher education institutions is still heterogeneous: although there is a growing integration of digital resources, the level of their popularization, availability and effectiveness depends on the level of technical support of institutions and the qualifications of teachers [8, p.2]. Some studies emphasize that optimal results are achieved precisely in those models where AI tools are used in conjunction with counseling and mentoring support of the teacher, which reduces the negative impact on motivation and promotes deeper assimilation of knowledge.

It should also be noted that modern concepts of innovative learning involve the complex integration of AI methods with mixed educational approaches, where digital technologies complement, but do not replace, traditional pedagogical practices. In this context, the integration of AI becomes part of a systemic educational strategy aimed at the development of key competencies, including communicative, social and digital [5, p. 581].

That is, it can be argued that artificial intelligence in the study of foreign languages represents a significant potential, but at the same time generates a complex of pedagogical, cognitive and ethical challenges. Its effectiveness largely depends on the correct methodical implementation, pedagogical support and appropriate preparation of applicants for the critical use of AI tools. Excessive concentration only on the technological aspect can lead to a superficial development of language competences and the loss of important skills of autonomous thinking.

Therefore, AI should be seen as a supporting resource that supports the development of language skills in conjunction with traditional pedagogical approaches, rather than as a stand-alone tool to replace traditional teaching. In the future, further research should focus on quantitative assessments of the long-term impact of AI tools on the level of language competence, modeling optimal educational strategies, and developing ethical standards for the use of AI technologies in language education.

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**DYNAMICS OF LANGUAGE CHANGE  
AND THE REINTERPRETATION OF CULTURAL IDENTITY  
IN THE DIGITAL AGE**

**ДИНАМІКА МОВНИХ ЗМІН ТА ПЕРЕОСМИСЛЕННЯ  
КУЛЬТУРНОЇ ІДЕНТИЧНОСТІ В УМОВАХ ЦИФРОВОЇ ДОБИ**

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Сучасний етап розвитку суспільства характеризується стрімким поширенням цифрових технологій, які суттєво трансформують усі