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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON FOREIGN LANGUAGE LEARNING IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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INTRODUCTION

The modern development of digital technologies is significantly transforming the educational space, changing not only the forms of presentation of educational material, but also the very logic of organizing the educational process. One of the most significant innovations of the last decade is artificial intelligence, which is actively introduced into various spheres of public life, in particular into the sphere of education[1]. Its use opens up new opportunities for increasing the efficiency of learning, individualizing educational trajectories and ensuring the accessibility of knowledge for a wide range of education seekers.

These processes are of particular importance in the context of the formation of an inclusive educational environment. Inclusive education involves the creation of conditions in which each student, regardless of physical, cognitive or social characteristics, has equal access to quality education. In this context, artificial intelligence technologies act not only as a tool for optimizing the educational process, but also as an important mechanism for overcoming educational barriers. They allow adapting educational material to individual needs, providing alternative formats for presenting information and supporting different learning styles.

Foreign language learning is one of the key areas where the implementation of artificial intelligence demonstrates particularly significant results. In today's globalized world, foreign language proficiency is an important competence that opens up access to international communication, professional development and cultural exchange. At the same time, traditional approaches to language education do not always take into account the individual characteristics of students, especially those with special educational needs.

Digital technologies, in particular intelligent educational platforms, mobile applications and automated speech analysis systems, allow us to

[1] Doğan Y., Talan T. Artificial intelligence in foreign language learning: A bibliometric analysis. *Journal of Pedagogical Research*. 2025. Vol. 9, No. 2. P. 206–230. DOI: 10.33902/JPR.202427734.

significantly expand learning opportunities. They ensure the adaptability of the learning process, allow us to change the level of complexity of tasks, the pace of learning and the format of material presentation in accordance with the individual characteristics of the student. This is especially important for people with hearing, vision, speech or cognitive impairments, for whom standard teaching methods may not be effective enough.

In addition, artificial intelligence contributes to the creation of a more flexible and accessible educational environment. Online platforms and mobile applications allow learning at any time and in any place, which is an important factor for students who, for various reasons, cannot attend traditional classes. The integration of speech recognition, voice synthesis, and natural language processing technologies provides alternative ways of interacting with educational material, which increases the level of inclusiveness of education.

At the same time, the introduction of artificial intelligence into the educational process is accompanied by a number of challenges. Among them are the issues of accessibility of technologies, ethical aspects of data use, and the need to adapt pedagogical approaches to new conditions. It is especially important to ensure a balance between the use of digital tools and preserving the role of the teacher as a key participant in the educational process.

The purpose of this monograph is a comprehensive study of the impact of artificial intelligence technologies on the process of learning foreign languages in an inclusive educational environment, as well as to identify the main advantages, risks, and prospects for using such technologies in modern education.

1. Theoretical foundations and digital tools for language learning in an inclusive educational environment

In the modern educational space, artificial intelligence is increasingly integrated into the learning process, changing not only the technical means of presenting material, but also the very logic of organizing educational activities. In the general sense, artificial intelligence in education is defined as the use of computer systems and algorithms capable of performing tasks that traditionally required human intelligence: information analysis, speech recognition, text interpretation, natural language processing, prediction of learning outcomes, adaptation of educational content to the individual characteristics of a pupil or student[2]. In the field of foreign language

[2] Kristiawan D., Bashar K., Pradana D. A. Artificial Intelligence in English Language Learning: A Systematic Review of AI Tools, Applications, and Pedagogical Outcomes. *The Art of Teaching English as a Foreign Language (TATEFL)*. 2024. Vol. 5, No. 2. P. 207–218. DOI: 10.36663/tatefl.v5i2.912.

learning, these capabilities are of particular value, since language education has always required a significant amount of individual practice, constant feedback, error correction and consideration of the personal pace of learning the material. It is thanks to artificial intelligence technologies that it is possible to implement these tasks at a new level.

The implementation of artificial intelligence acquires particular importance in an inclusive educational environment. Inclusive education involves the creation of an educational space in which each learner, regardless of their individual characteristics, physical abilities, cognitive differences, learning pace or social experience, has equal access to quality education. In this context, artificial intelligence is not just a technological tool, but a means of ensuring accessibility, flexibility and personalization of learning. While the traditional education model was often focused on the conventional "average" student, modern intelligent systems make it possible to take into account the real needs of a specific individual. That is why the topic of the impact of artificial intelligence on learning foreign languages in an inclusive educational environment is extremely relevant, because it combines innovative digital technologies with the humanistic principles of modern pedagogy. One of the key theoretical foundations of the application of artificial intelligence in education is the concept of personalized learning[3]. Its essence is that the educational process should adapt to the individual educational needs of each student. In traditional teaching, the teacher is not always able to pay enough attention to each student individually, especially when it comes to a large group. Instead, intelligent systems are able to analyze the results of completing tasks, identify typical errors, determine the user's strengths and weaknesses, and offer exactly those exercises that correspond to his current level of knowledge. In learning foreign languages, this means that a student can receive an individually selected set of tasks for grammar, vocabulary, reading, listening, writing, or speaking. In an inclusive educational environment, such an approach is especially important, since different students may need different lengths of time to process the material, different ways of presenting it, and different levels of complexity. Another important theoretical aspect is the use of large data sets to analyze learning activities. Artificial intelligence systems are able to collect and interpret information about the speed of completing exercises, the number of errors, types of difficulties, the frequency of returning to individual topics, the results of repetitions, and the overall dynamics of learning. In language education, this makes it possible not only to evaluate the final result, but also to track the process of knowledge acquisition itself. For an inclusive

[3] Butarbutar R. Artificial intelligence for language learning and teaching: A narrative literature study. 2025. DOI: 10.31219/osf.io/gsru5_v1.

educational environment, this is extremely valuable, as it allows you to notice in a timely manner the moments when a student needs additional support, simplification of the material, alternative explanation or change of approach to learning. Thus, artificial intelligence helps to move from unified teaching to more sensitive and flexible educational support.

At a practical level, one of the most common forms of using artificial intelligence in language education are intelligent mobile applications for learning foreign languages. Such platforms have long ceased to be just sets of standard exercises. Today, they function as holistic adaptive environments that combine learning behavior analysis algorithms, assessment systems, gamification elements, voice recognition technologies, material repetition modules and motivational support tools. Their popularity is due to the fact that they make language learning accessible anytime, anywhere, and allow each user to work at their own pace. This is especially important for an inclusive environment, as not all students are equally comfortable learning at a rigid pace or in the same classroom environment.

Intelligent mobile applications usually offer short interactive lessons consisting of exercises for mastering vocabulary, grammatical structures, reading short texts, listening and oral reproduction. Thanks to built-in algorithms, the system can gradually change the level of complexity of the material depending on the user's success. If the student easily completes the tasks, the program offers more complex topics or more intense exercises. If the user often makes mistakes, the system returns to basic concepts, provides additional hints or repeats the material in a different format. In the context of inclusive education, such adaptability allows you to reduce the level of stress, since the student is not constantly faced with excessively complex tasks, but also does not get bored with too simple material. Gamification plays a separate role in mobile applications. Points, levels, awards, achievements, daily series of classes, internal challenges and competitive elements maintain interest in learning and form regularity of work[4]. For many students, especially those who have difficulty concentrating or need additional motivation, such mechanisms can significantly increase engagement in the learning process. The conditions of an inclusive educational environment involve the use of various means of supporting learning motivation, and it is precisely intelligent digital platforms that often make it possible to make this support not general, but individually targeted. An important innovative function of modern language platforms are adaptive

[4] Ouyang Z., Jiang Y., Liu H. The Effects of Duolingo, an AI-Integrated Technology, on EFL Learners' Willingness to Communicate and Engagement in Online Classes. *International Review of Research in Open and Distributed Learning*. 2024. Vol. 25, No. 3. P. 97–115. DOI: 10.19173/irrodl.v25i3.7677.

repetition algorithms, or spaced repetition. They are based on the principle of repeating material at optimal time intervals, which helps to transfer it from short-term memory to long-term. For learning a foreign language, where a significant amount of information is associated with memorizing words, expressions and grammatical patterns, this approach is extremely effective. For students in an inclusive educational environment, this is also of great importance, as it allows you to reduce memory overload and organize repetition in a convenient and consistent format. The system does not simply suggest repeating everything in a row, but determines which language units require additional consolidation.

Thus, the theoretical foundations of the use of artificial intelligence in learning foreign languages are based on the ideas of personalization, adaptability, analytical support and accessibility of learning. In combination with the practical capabilities of mobile applications, these principles create a new model of language education, which is especially effectively implemented in an inclusive educational environment. In such an environment, artificial intelligence allows not only to increase the effectiveness of learning, but also to make it fairer, more humane and more focused on the real needs of each pupil or student.

2. Chatbots, conversational agents and speech recognition technologies as tools for developing foreign language competence in an inclusive environment

One of the most promising areas of artificial intelligence in language education is the use of chatbots and conversational agents. These systems operate on the basis of natural language processing algorithms and large language models that are able to analyze text, understand the content of messages, interpret the context and generate meaningful responses. As a result, they can act as a virtual interlocutor, consultant, assistant or even a virtual digital tutor. In the study of foreign languages, such technology opens up new opportunities for speech practice, as it creates a situation of constant communication available at any time. In an inclusive educational environment, this is especially valuable, because not all students are equally easy to engage in oral communication in a real team, and the opportunity to practice in a safe format can significantly reduce psychological stress. One of the main advantages of chatbots is the ability to practice the language without fear of making a mistake. For a significant part of students, especially at the initial stages of learning, real speech is associated with anxiety, uncertainty and fear of negative evaluation. In live communication, this often leads to silence, avoidance of participation in discussions or the use of only the simplest language structures. Conversational agents allow

you to overcome this barrier, since interaction with them does not have threatening social pressure. The user can repeat attempts, formulate answers at their own pace, rewrite sentences and immediately receive help. For an inclusive educational environment, this form of communication is extremely important, as it provides psychological comfort and contributes to the gradual formation of confidence in their own language capabilities. Chatbots can perform not only the function of an interlocutor, but also the role of an intellectual guide. The student has the opportunity to ask questions about grammar, the meaning of a word, stylistic nuances of expression, the rules for constructing a sentence or the use of a certain construction in a specific context. Unlike a traditional dictionary or grammar reference book, a conversational agent can provide explanations in a more accessible, personalized form. It can paraphrase a rule, choose a simpler example, offer several options for using a word, or explain the difference between constructions that are close in meaning. In language education, this is extremely important, since often the problem is not a lack of information, but that the student cannot independently interpret it in a way that is understandable to him. In an inclusive environment, the flexibility of explanation becomes especially important, because different students may need different forms of presenting the same material. An important characteristic of modern chatbots is their adaptability to the level of language training of the user. Algorithms can take into account how complex sentences the student is able to perceive or produce, how much vocabulary he has already mastered, in which topics he feels confident, and in which he regularly makes mistakes. Thanks to this, the system offers tasks, questions, and topics for conversation that correspond to the user's real level. For beginners, these can be simple dialogues on everyday topics, exercises on basic phrases or short answers. For higher-level students, these can be detailed discussions, argumentation, text analysis, discussion of abstract concepts or role-playing situations with professional content. In an inclusive educational environment, such adaptation allows you to avoid excessive demands and at the same time support the gradual development of foreign language competence. In addition to oral or text communication, chatbots are an effective tool for developing writing skills. The user can compose sentences, write mini-essays, conduct a dialogue in written format, answer questions or edit their own text according to the system's prompts. Artificial intelligence analyzes grammar, vocabulary, the logic of the construction of the statement, the coherence of the text and, if necessary, suggests corrections. It is very important that modern systems can not only "point out the error", but also explain its cause. It is this explanatory function that has the greatest didactic value. For students in an inclusive environment, this

means the opportunity to learn not through punishment for an incorrect answer, but through a supportive correction mechanism that promotes a better understanding of the structure of the language.

Another significant advantage of chatbots is instant feedback. In the traditional educational process, checking tasks often takes time, and a fairly long period can pass between the moment of completing the exercise and the moment of analyzing the error. This reduces the effectiveness of learning, since the student already loses a direct connection with his own action. Intelligent systems, on the other hand, react almost immediately. They can immediately point out grammatical, lexical or stylistic inaccuracies, suggest the correct option and provide explanations. In an inclusive educational environment, instant feedback is of particular benefit, as it allows students to work at their own pace and not accumulate unresolved difficulties. A related and extremely important direction is the use of automatic speech recognition technologies. ASR systems allow you to analyze the user's oral speech, convert it into text, compare it with samples of normative pronunciation and detect deviations in sound design.[5] In the process of learning a foreign language, pronunciation, intonation, stress and rhythm are complex elements that often require repeated training. Not every student has regular access to native speakers or enough time for individual work with a teacher. That is why speech recognition systems become an effective means of independent practice.

The principle of operation of such systems is to use machine learning algorithms that analyze the audio signal, determine the phonetic characteristics of speech and assess its compliance with reference models. If the system detects errors in the pronunciation of individual sounds, incorrect stress or unnatural intonation, it can inform the user about this and suggest ways to correct it.[6] Some platforms also use speech visualization: graphs, spectrograms, highlighting problem phonemes or comparing the user's voice wave with a reference sample. This format is especially useful for students who need visual support during their studies. In the context of an inclusive educational environment, this expands the range of available ways to perceive educational material.

[5] Bashori M., van Hout R., Strik H., Cucchiarini C. I Can Speak: improving English pronunciation through automatic speech recognition-based language learning systems. *Innovation in Language Learning and Teaching.* 2024. DOI: 10.1080/17501229.2024.2315101.

[6] Dennis N. K. Using AI-Powered Speech Recognition Technology to Improve English Pronunciation and Speaking Skills. *IAFOR Journal of Education*. 2024. Vol. 12, No. 2. DOI: 10.22492/ije.12.2.05.

Speech recognition technologies analyze not only the correctness of individual sounds, but also the general prosody of the utterance: tempo, rhythm, pausing, melody. This is especially important for those languages in which intonation significantly affects the content of the utterance. The system can determine whether the question is formulated correctly, whether the sentence sounds natural, whether the user speaks too slowly or choppily. The gradual complication of exercises – from individual words to phrases, and from phrases to dialogues – allows you to form speaking skills in stages. For an inclusive educational environment, this is of particular methodological value, since it provides not a one-time load, but staged support with the possibility of repetition and consolidation. It is no less important that speech recognition technologies are often integrated with chatbots and other language platforms. Thanks to this, the user does not just pronounce individual words, but conducts a holistic dialogue, receiving a pronunciation assessment, meaningful feedback on their utterances, and recommendations for improving their speech. Such integration creates a complex digital language environment in which several components of foreign language competence develop at once: phonetic, lexical, grammatical, communicative. In the context of an inclusive educational environment, this means the ability to shape learning as a multi-channel process that combines auditory, visual, textual and interactive perception.

Thus, chatbots, conversational agents and automatic speech recognition systems are important tools of modern language education. They not only make learning a foreign language more interactive and accessible, but also create conditions for the implementation of the principles of an inclusive educational environment. Thanks to these technologies, students get the opportunity to learn at their own pace, in a safe psychological space, taking into account individual needs and with constant support from the intellectual system. That is why their impact on the development of foreign language competence is one of the most significant in modern digital education.

3. Intelligent analytics, benefits, risks and prospects for the development of artificial intelligence in language education in inclusive settings

A separate important area of use of artificial intelligence in learning foreign languages is the intellectual analytics of the educational process. Its essence lies in the collection, analysis and interpretation of a large amount of data on the educational activity of students. Such data may include the speed of completing tasks, the number of errors, the repetition of difficulties, the frequency of using prompts, activity in working with individual modules, test results, participation in dialogues or oral speech exercises. Thanks to machine learning algorithms, these indicators are converted into structured

information about the educational progress of each user. For learning foreign languages, this is of particular value, since it allows analyzing not only the final results, but also the process of mastering the language itself. In an inclusive educational environment, such analytics helps to make student support more timely, targeted and pedagogically justified. Traditional forms of assessment, as a rule, record the result at a certain specific moment: a test, a test, an oral answer or a written test. However, such methods do not always allow us to see the full picture of learning development. A student may perform well on a task by chance or, conversely, demonstrate a low result due to excitement, fatigue, or temporary difficulty concentrating. Intelligent analytics, in contrast, is based on long-term observation of learning dynamics. The system sees which topics are learned quickly, which require additional repetition, and which types of exercises are more effective for a particular user. In the context of an inclusive environment, such a model is much fairer, since it takes into account the real learning path, and not just a separate checkpoint.

One of the most important functions of intelligent analytics is the detection of typical errors. Artificial intelligence algorithms can determine which grammatical constructions most often cause difficulties, in which situations the student uses vocabulary incorrectly, whether there are problems with the sequence of statements, spelling, or perception of audio material. Based on such observations, the system generates recommendations for further work: repeat a certain topic, complete an additional block of exercises, pay attention to a specific type of error, try a different format for presenting the material. For an inclusive educational environment, this allows not only to state the fact of difficulty, but also to understand its nature and offer appropriate support.

No less important is the function of forming individual learning trajectories. After analyzing the data, the system can recommend a further learning route for the student: increase the level of complexity of tasks, focus on developing oral speech, pay more attention to the vocabulary of a certain topic, strengthen work on grammar, or repeat the material already worked out. If the student demonstrates high results, he is offered more complex exercises, more abstract topics, or extended communicative tasks. If learning is slower, the system can provide more repetitions, step-by-step explanations, and additional examples. In the context of inclusion, such flexibility is one of the most important factors of efficiency, as it allows you to avoid both overload and loss of interest due to the mismatch of the level of tasks with the real capabilities of the student.

Artificial intelligence is also extremely useful for the teacher. Based on analytical reports, the teacher can receive generalized information about the

progress of an individual student or the entire group, see the topics that cause the most difficulties, identify those who need additional support, and adjust the teaching strategy in a timely manner. In this sense, artificial intelligence does not replace the teacher, but expands his professional capabilities. This is especially important in an inclusive educational environment, where the teacher needs to take into account a wide range of individual educational needs. Analytical systems can become an effective tool for pedagogical diagnostics, allowing you to work more accurately and efficiently.

Among the key advantages of using artificial intelligence in learning foreign languages, it is worth highlighting, first of all, the personalization of learning, the availability of educational resources, interactivity, instant feedback and the possibility of constant practice.[7] Personalization allows you to organize the learning process in accordance with the individual characteristics of the student. Accessibility means that educational materials can be mastered regardless of location or time of day. This is especially important for those who are unable to systematically attend traditional classes or need a more flexible study schedule. Interactivity makes the language learning process more active and exciting, and instant feedback contributes to a better understanding of one's own mistakes. The conditions of an inclusive educational environment make all these advantages even more significant, because it is through them that equality of educational opportunities for different categories of students is ensured.

However, the introduction of artificial intelligence into the field of language education is accompanied by a number of problems and risks. One of the most discussed problems is excessive dependence on digital technologies. If a student constantly relies on automatic prompts, translations, corrections and ready-made samples, there is a risk of a decrease in the level of independent thinking and analytical activity. In learning a foreign language, this can manifest itself in the fact that the user gets used to external support and is not always able to formulate an opinion independently without the help of the system. In the long term, this can lead to superficial assimilation of the material. Therefore, in an inclusive educational environment, it is important to build a balance between technological support and the development of independence. Another significant problem is the confidentiality and security of personal data. AI-based educational platforms collect large amounts of information about users: learning outcomes, activity history, message texts, voice recordings, sometimes even data on the pace of

[7] Guan L., Li S., Gu M. M. AI in informal digital English learning: A meta-analysis of its effectiveness on proficiency, motivation, and self-regulation. *Computers and Education: Artificial Intelligence*. 2024. Vol. 7. Article 100323. DOI: 10.1016/j.caeai.2024.100323.

work and typical behavioral patterns. On the one hand, this data is necessary for personalizing learning. On the other hand, its accumulation creates risks of information leakage, unauthorized access or unethical use. For an inclusive educational environment, this issue is particularly sensitive, since working with different categories of students requires increased attention to ethical standards, digital security and the protection of human rights. Another challenge is algorithmic bias. Since AI models are trained on large data sets, they can reproduce the linguistic, cultural or social biases inherent in this data. For example, a system may be better at recognizing one standard accent and worse at working with other pronunciation options. Or educational content may be focused mainly on the cultural patterns of a certain environment, leaving other contexts out of consideration. In language education, this can lead to a narrow vision of the language norm and insufficient consideration of diversity. In the context of an inclusive educational environment, such a problem is fundamental, because the very idea of inclusion implies respect for differences and the creation of conditions in which no user feels “atypical” or “uncomfortable” for the system.

The problem of standardization of educational content cannot be ignored. Many platforms use similar language corpora, typical topics, universal exercise formats. Although this facilitates the scaling of educational solutions, at the same time there is a risk of excessive unification of language education. Students may receive template content that does not sufficiently reflect the cultural diversity of the language, stylistic variability or the specifics of real communication. For an inclusive approach, it is important that the educational environment not only adapts in terms of complexity, but also remains diverse in content and culturally sensitive.

Separately, it is necessary to emphasize the change in the role of the teacher. The active implementation of artificial intelligence sometimes gives rise to the misconception that digital systems can completely replace the teacher. However, in reality, artificial intelligence is a support tool, not a full-fledged alternative to teaching activities. It is the teacher who helps to develop critical thinking, interpret the cultural aspects of language, form a value-based attitude towards communication, support emotionally and build live pedagogical interaction. In an inclusive educational environment, this role becomes even more important, since successful learning depends not only on access to content, but also on the quality of human support, empathy and pedagogical flexibility. As for the development prospects, in the future we can expect even deeper integration of artificial intelligence into the process of learning foreign languages. One of the most promising directions is the creation of more realistic simulations of communication. Thanks to the improvement of language models, virtual interlocutors will be able to

respond more naturally to the user's statements, maintain a conversation in different styles, take into account the communicative situation and individual characteristics of the student's speech. This will significantly expand the opportunities for training real communication. For an inclusive educational environment, this means an even safer and more accessible space for the development of communicative competence.

No less promising is the combination of artificial intelligence with virtual and augmented reality technologies. Virtual environments can simulate realistic life situations: travel, interview, study abroad, communication in a store, participation in a professional meeting or everyday dialogue. In such conditions, the student does not just learn words and rules, but applies them in a simulated, but close to real-life context. This increases motivation, improves the transfer of knowledge to the practical plane and makes learning more meaningful. In an inclusive environment, such technologies can help create more controlled, adapted and comfortable conditions for communicative practice.

In the future, we should expect the formation of integrated educational platforms that will combine mobile applications, chatbots, speech recognition systems, learning process analytics, virtual environments and individual recommendations in one digital space. Such systems can become the basis of a new type of language education – more flexible, personalized, continuous and inclusive. However, the effectiveness of this development will depend on how responsibly ethical, pedagogical and security issues will be addressed.

Thus, artificial intelligence significantly affects the learning of foreign languages, opening up wide opportunities for personalization, accessibility and interactivity of learning. In the conditions of an inclusive educational environment, its importance is especially significant, since these technologies allow for a more complete consideration of individual educational needs, support students in the learning process and create conditions for equal participation of all learners. At the same time, the successful use of artificial intelligence requires a balanced approach that combines technological innovations with pedagogical expediency, ethical responsibility, and preserving the key role of the teacher. It is under such conditions that artificial intelligence can become not just a tool for digitalization, but a real factor in improving the quality and inclusiveness of language education.

CONCLUSIONS

Artificial intelligence plays a key role in the transformation of modern language education, especially in the context of the formation of an inclusive educational environment. Its implementation allows not only to increase the effectiveness of learning, but also to ensure equal access to educational resources for students with different abilities and needs.

One of the most important advantages is the ability of intelligent systems to adapt the educational process to the individual characteristics of the student. This allows you to create personalized educational trajectories that take into account the pace of learning, the style of perception of information and the level of preparation. In the context of inclusive education, such adaptability is critically important, as it provides the possibility of effective learning for a wide range of students.

In addition, artificial intelligence technologies contribute to increasing the accessibility of education. They allow the use of alternative formats for presenting information, such as audio, text or interactive models, which is especially important for people with hearing, vision or cognitive disabilities. This creates a more flexible and inclusive educational environment.

At the same time, it is important to consider the potential risks associated with the use of AI. These include data privacy issues, possible algorithmic biases, and unequal access to technology. Therefore, the implementation of intelligent systems should be accompanied by appropriate ethical and pedagogical approaches.

Therefore, artificial intelligence is a powerful tool for the development of inclusive language education. Its effective use in combination with traditional teaching methods allows for the creation of a more accessible, flexible, and effective educational environment.

SUMMARY

The monograph examines the impact of artificial intelligence technologies on the process of learning foreign languages in an inclusive educational environment. The main areas of application of intelligent systems are analyzed, in particular mobile applications, chatbots, speech recognition technologies and educational process analytics systems. Particular attention is paid to the role of artificial intelligence in ensuring the accessibility of education for people with different educational needs. The possibilities of personalizing education taking into account the individual cognitive, physical and psychological characteristics of students are considered. The key advantages of using artificial intelligence are identified, including adaptability, interactivity and inclusiveness of the educational environment. The main risks are outlined, including technological dependence, unequal access to resources and problems with personal data protection. The prospects for the development of intelligent educational systems in the context of inclusion are analyzed. The need to combine innovative technologies with traditional pedagogical approaches is substantiated. The conclusion is made about the significant potential of artificial intelligence as a tool for improving the quality and accessibility of language education.

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