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Феєр Г.М.

здобувач другого рівня вищої освіти,
Ужгородський національний університет

INTEGRATING ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOL

As artificial intelligence technology (hereinafter – AI) is advancing rapidly, its applications have expanded globally across various spheres of human life, including the field of education. AI technologies revolutionized conventional methods in foreign language instruction, presenting innovative opportunities for enriching and interactive language learning. In this respect, the research focusing on integrating AI tools in English language teaching in secondary school seems promising as it can shed light on their benefits and drawbacks in the educational process.

The aim of the current study is to explore how AI can enhance English language instruction at the secondary school level.

Currently, the development of artificial intelligence is focused on assisting people and enhancing their capabilities [3, p. 81]. The former holds significant potential for English language teaching in secondary schools. AI tools can personalize learning paths, adapting to students' unique needs, proficiency levels, and learning styles. This personalized approach is particularly beneficial in addressing psychological factors, such as enhancing students' motivation and reducing anxiety. Moreover, AI tools facilitating collaborative tasks encourage social interaction and cross-cultural awareness, which are vital in a multicultural learning environment.

Several AI tools can enhance English language instruction in secondary schools, offering personalized and interactive learning experiences. Chatbots, like Duolingo's AI-driven bot, provide communication practice, simulating real-life situations to build fluency. Adaptive learning platforms like Quizlet and Memrise offer vocabulary and grammar exercises, adjusting to students' individual progress. AI-based writing assistants like Grammarly aid in refining writing skills by providing grammar and style corrections. MOOCs have become "today's nontraditional and rather informal modes of learning and teaching environments on demand" [1, p. 147]. These AI tools collectively support the development of diverse language skills, making English language teaching more accessible and efficient in secondary education.

Shengquan Y. and Yu L. assume that "in the age of AI, the grand challenges we are confronting are how to perceive, adjust, evaluate, and manage the processes of teaching and learning with AI technologies" [2, p. 5]. Integrating AI in English language teaching at the secondary school level poses several challenges. First, there is the issue of accessibility and resources, as not all schools have the financial or technological

capacity to implement AI-driven tools. Additionally, teachers may require specialized training to effectively incorporate AI, which can be time-consuming and costly. There are also concerns about students' data privacy and the ethical implications of monitoring their learning progress. Furthermore, AI tools might lack the understanding necessary to address individual emotional or cultural needs, potentially impacting students' engagement and fostering the influence of affective factors.

Integrating AI in English language teaching within secondary schools enhances students' engagement and lesson clarity, facilitating immediate feedback. This approach stimulates students' intrinsic motivation for learning, activates their cognitive abilities and communication skills. AI also aids in supports individualized learning, fosters learners' autonomy and intensifies the teaching-learning process through independent engagement with digital resources.

The prospects for further research lie in the in-depth study of implementing AI tools in teaching English to primary school students.

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Цендра В.М.
здобувач першого рівня вищої освіти,
Ужгородський національний університет

THE IMPORTANCE OF FOSTERING A SUPPORTIVE ENVIRONMENT IN THE INCLUSIVE CLASSROOM

Nowadays, the education of children with disabilities is one of the most controversial and widely-discussed areas in modern education. Recognizing every child's right to education, the entire educational system has undergone prominent transformation to meet the needs of students with Special Educational Needs (SEN).

Concerning a person's performance, special educational needs means a restriction in the capacity of the person to take part in and reap the benefits of the educational process due to physical, sensory or mental health disorders as well as learning disabilities or any other conditions, creating educational barriers and posing serious obstacles in learning.

In order to ensure equal access to quality education and create an amicable environment for all learners, inclusive education, which emphasizes personalized teaching methods and highlights accommodating individual learning needs within a framework grounded in democracy, humanism, and justice, has been implemented into mainstream schools.