

THE ROLE OF ARTIFICIAL INTELLIGENCE IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract: Author describes the experience of using ready-made neural networks (ChatGPT) and those developed by means of chat bot designers as a means of teaching Russian as a foreign language; the advantages and disadvantages of introducing chatbots in teaching business and scientific communication are revealed; the prospects for introducing artificial intelligence into the practice of teaching Russian as a foreign language are determined.

Keywords: digital linguodidactics; artificial intelligence; chatbot; ChatGPT; Aimylogic; Alice's voice assistant; business Russian; scientific style of speech; communicative competence.

Introduction. In recent years, the development of artificial intelligence (AI) technology has reached such a level that it has become possible to use AI in a variety of areas of human life and activity. At the same time, the introduction of AI occurs so unnoticeably that we do not assume that for some time we have been actively communicating with various systems based on this technology. Thus, all search engines of known browsers, automatic translators work on the basis of artificial intelligence, AI tracks our movements around the world and on the Internet, analyzes requests and preferences, on the basis of which it offers us to listen to this or that music, watch a video or buy a certain product, when calling a company, chat bots help us solve a problem, and voice assistants Alice, Marusya, Siri entertain us at home. We, without suspecting it, help AI learn, for example, image recognition, when in Captcha we are asked to mark all the pictures that have traffic lights or bicycles. In this regard, it seems quite natural that AI is beginning to be introduced into the field of education, since in order to improve the quality of life, a modern person must have the skills to communicate with AI. This will allow it to solve various types of problems much faster.

Artificial intelligence is changing the way educators approach teaching and learning. By incorporating AI tools, schools can personalize learning paths to suit each student's learning needs and improve overall academic performance.

With AI-powered systems, professors can create more inclusive lesson plans and provide immediate feedback, ensuring improved learning outcomes. This shift allows teachers to spend more of their time on interactive student learning, rather than being held down by automating administrative tasks.

As a result, the classroom transforms into a hub of innovation where AI integration supports both teaching and the natural development of every student.

Materials and methods. In terms of the above, the use of AI in teaching Russian to students of national groups (hereinafter referred to as RKI) becomes significant, since this technology is capable of providing a foreign-language student with the opportunity to communicate in Russian, taking into account the constantly changing linguistic reality and in the absence of psychological barriers in communication. Of particular importance, in our opinion, is the use of AI in the practice of teaching foreign speakers the scientific style of speech and business Russian (Russian for professional communication), since this technology

allows for the rapid organization of communicative situations for students in the relevant areas of communication.

Therefore, the relevance of this study is due to:

- 1) the widespread use of AI;
- 2) the need to develop students' skills in working with AI;
- 3) the availability of opportunities to use AI as an effective means of teaching foreign students communication, in particular professional and scientific communication.

Defining the role of artificial intelligence in foreign students' mastery of scientific and professional communication is the purpose of this article.

Results. In accordance with the stated goal, the following tasks were defined:

- 1) find ways to use AI technology in teaching Russian as a foreign language;
- 2) introduce AI technology into the educational process in the context of studying the scientific style of speech and business Russian;
- 3) establish how effective the use of AI is in teaching the scientific style of speech and professional communication.

A review of scientific and methodological literature showed that the following digital tools, created on the basis of artificial intelligence technologies, are used in the practice of teaching Russian as a foreign language:

- 1) services developed on the basis of automatic text processing by AI [2];
- 2) ready-made chatbots designed to perform a wide range of tasks (Alice, Mondly, MyRUSkey) [4; 5];
- 3) chatbots specially developed for Russian as a foreign language tasks [1; 4].

The analysis of the implementation of the specified digital services in teaching Russian as a foreign language showed that the most popular tools among them are chatbots, which are used in a number of cases as dialogue simulators. It is also significant that chatbots are used both for practicing formulas and for training communication skills, and at different stages of mastering the Russian language by students of national groups. In addition, there are isolated examples of using chatbots in professionally oriented teaching of the Russian language. At the same time, we noted that the presented experience of working with chatbots in the practice of teaching Russian as a foreign language does not reflect the latest trends in the development of AI technology, such as the opening of the ChatGPT neural network to a wide audience, the emergence of the ability to create your own chatbots and voice assistants based on chatbot designers without the participation of programmers.

Discussion. Based on the above, we conducted an experiment to implement ChatGPT and a voice assistant developed on the basis of the Aimylogic chatbot constructor in the educational process. These chatbots were used in teaching first-year students of the Faculty of Medicine (profile Russian language, Scientific style of the Russian language), who study at ASMI and have an elementary and basic knowledge of Russian due to the fact that they graduated from a national school.

ChatGPT was used to teach foreign-language students with an elementary level of proficiency in Russian in scientific communication within the framework of the discipline "Scientific Speech Style". ChatGPT was used to practice terminological vocabulary and basic grammatical constructions of the scientific speech style (hereinafter - SSS), to develop skills in constructing a monologue based on the text read, text compression skills, etc. The text generated by ChatGPT also became the basis for game tasks in the formats "Scientific Conference on Folklore", Speed dating "Famous Writers-Doctors", educational hackathon "Neural

Networks and Folk Tales”, which were aimed at developing communicative competence in the scientific field in foreign speakers.

The introduction of ChatGPT in the training of students from various fields, as well as from other republics “Scientific style of speech” allowed to diversify the educational process. A survey of students showed that they liked working with the neural network, they believe that ChatGPT helps them to study NSR, in the future they are ready to use the neural network to prepare answers to simple questions, check their mistakes, create new interesting stories and texts. Some respondents answered the following: “I think that ChatGPT can help us. When you encounter difficulties, you can ask it for help. But everyone’s homework should have its own characteristics”; “I’m afraid that it will replace my work and life, so I try not to use it and do not advise others to do so”.

The “chatbot” “Steve Martins”, developed in the Aimylogic constructor according to the author’s scenario, was used in the context of studying the Russian language for use in medicine with first-year students and was intended to teach foreigners business communication in Russian. This chatbot was published as a skill of the voice assistant “Alice” and worked through the service “Yandex. Dialogues”. Each part of the scenario was devoted to a certain situation of business communication, which was related to the topic of the textbook by L.V. Kotane “Russian Language for Business Communication” [3] (acquaintance, conversation at a party, telephone conversation, examination plan, interview with an employer, patient questions, company presentation, call to a friend, collecting anamnesis) and contained the corresponding vocabulary and grammatical structures of business Russian. At the same time, this chatbot assumed live communication with students and, as responses to remarks, thanks to the use of intents, could recognize not only a given word and expression, but also a remark that could express, for example, gratitude, consent and other forms of etiquette. In addition, students were shown not only text, but also an image. A survey was also conducted using this chatbot, and the answers were recorded in a Google spreadsheet.

This dialogue with the chatbot was part of a case assignment published in the accompanying course “Business Russian” in the Telegram channel. Students had to talk to the voice assistant, at the end of the dialogue they received an answer to the task.

For example, Case No. 1. Situation. Steve Martins: “Today is a very important day for me! I will call a VIP client. I need him to agree to use our service. Oh, how scary. I’m calling”.

Task: You are Steve Martins. Talk to Alice (Topic 3) and in the comment write the email address of the director of the company “Course to the East”. Write the answer as a comment to the post. A survey conducted among students showed that they liked the course using the chatbot, they are ready to use the bot in preparation for the test and later to practice communication skills. Respondents responded that repeated conversations with the voice assistant helped them better absorb information and in the future they will “practice speaking Russian with it”, “talk to it every day to improve hearing and speech”.

Analysis of the implementation of digital tools developed on the basis of AI in teaching Russian as a foreign language showed that the use of chatbots as dialogue simulators for developing skills in educational and business communication has the following advantages:

- 1) creation of communication situations that are difficult to organize in the educational environment;
- 2) development of communication skills in foreign speakers not through memorization, but through play;
- 3) automated control of independent work.

Conclusions. However, students' experience with chatbots has shown that not all students are ready to work with AI, they are afraid of it. In accordance with the pedagogical experience gained, it can be argued that AI can be effectively used in teaching Russian to foreigners, but for this it is necessary that AI be organically introduced into classes and not cause fear in students. Thus, the role of artificial intelligence in teaching Russian as a foreign language is becoming more and more noticeable every year, digital services developed using AI technology are increasingly used in the practice of teaching Russian as a foreign language, and in the future, artificial intelligence can become a good assistant to the teacher in his pedagogical activity, taking on some of the functions.

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