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Tsypina D.

FORMATION OF FOREIGN LANGUAGE COMPETENCE: EDUCATIONAL PARADIGMS AND ARTIFICIAL INTELLIGENCE

It is emphasized that when developing a pedagogical system for the formation of the personality of a future specialist, it is extremely important to adhere to a certain scientific paradigm. The adoption of the humanistic paradigm as the leading one is emphasized, and it is considered that teaching within such a paradigm is based on subject-subject relations between the teacher and the student, which contributes to the manifestation of the latter’s personal qualities and abilities and is the basis for further learning.

The reliance on the cultural paradigm is emphasized, the leading idea of which is the education of a cultured person (a person of culture and a person in culture). The cultural paradigm is aimed at the assimilation of universal elements of culture and values in the process of education and upbringing.

It has been found that when addressing the issue of improving the quality of professional knowledge among future specialists, it is necessary to rely on the traditional knowledge paradigm. Within its framework, the basic concepts, terms, and definitions of the relevant subject area are updated, without which it is impossible to form an individual educational product. Therefore, the acquisition of humanities knowledge contributes to the purposeful formation of an understanding of the significance of cultural heritage values in future specialists and the ability to implement them in their future professional activities.

The role of artificial intelligence in shaping the personality of future specialists is considered, the possibilities of its application for the purpose of developing foreign language competence are characterized, and its advantages and possible challenges are analyzed. It is noted that only a comprehensive implementation strategy will allow the advantages of artificial intelligence to be maximized without compromising academic integrity and traditional educational values.

Key words: *foreign language classes, educational paradigm, subjects of educational activity, artificial intelligence.*

(статтю подано мовою оригіналу)

The main goal of education is reflected in state documents: the Law of Ukraine “On Education,” the Law of Ukraine “On Higher Education,” and the National Doctrine of Education Development in Ukraine in the 21st Century. To summarize the wording, we define it as the task of transferring social experience from the previous generation to the next, which involves orienting the pedagogical process toward the assimilation of universal human values; creating conditions for the development and self-realization of each individual as a citizen of Ukraine; and educating generations capable of lifelong learning and creating and developing the values of civil society. The main goal of education forms the basis for the goals of lower-level pedagogical systems. Thus, a higher education institution “provides education, upbringing, and professional training to individuals in accordance with their calling, interests, abilities, and regulatory requirements in the field of higher education, as well as conducts scientific and scientific-technical activities”.

Higher education institutions specializing in economics provide education, training, and professional preparation for future economists. For example, the mission of the Semen Kuznets Kharkiv National University of Economics is “to develop creative, well-rounded individuals who are true professionals in scientific and practical work in the field of socio-economic activity with the aim of improving the standard of living and quality of life of people and the progressive development of society”. The strategic goal of the university’s development is “to improve the quality of training specialists to a level that will enable them to take their rightful place in society and work successfully in their profession...”.

The pedagogical system for training future specialists is based on a paradigm (from the Greek paradeigma, meaning example or model), which is a recognized scientific theory that provides a model for scientific activity over a certain period of time. The paradigm consists of a set of theoretical principles, methodological norms, worldview attitudes, and value criteria.

The main task of higher education institutions is to develop students’ personalities, intellectual, volitional, and emotional spheres. Therefore, the leading educational paradigm can be considered humanistic, the conceptual principle of which is the idea of the priority of personal interests and the full realization of the student’s inner potential. The main characteristics of education in higher education institutions based on the humanistic paradigm are systematicity and consistency, creative activity, the formation of scientific thinking, self-knowledge, self-identification, and the subject-subject nature of the activities of teachers and students. Education within this paradigm is based on subject-subject relations between the teacher and the student, which contributes to the discovery of the latter’s personal qualities and abilities and forms the basis for further education.

In our study, we also rely on the cultural paradigm, the leading idea of which is the education of a person of culture and a person in culture. This is achieved through dialogue between cultures. We agree with the opinion of scientist O. Marchenko that “values and norms accumulate the highest stimuli of human behavior, have a motivating force, and are one of the stable universal foundations of culture”. The cultural paradigm is aimed at assimilating universal elements of culture and values in the process of education and upbringing.

According to experts, the abundance of scientific information and the traditional nature of the educational process do not provide opportunities for the development of critical thinking, the ability to hold multiple positions, and the variability of judgments. It is emphasized that in the existing structure of subject teaching, it is difficult to find a worthy place for the effective demonstration of dialogue and interaction between cultures. This paradigm requires future specialists to acquire a high level of speech culture, information culture, and thinking culture; they need to engage in the relevant organizational (corporate) culture.

When addressing the issue of improving students' foreign language skills, we believe it is necessary to rely on the traditional knowledge paradigm. Within its framework, the basic concepts, terms, and definitions are updated, without which it is impossible to develop an individual educational product. According to scientists, knowledge carries great spiritual and value potential, and the formation of the worldview of children and young people depends on the choice of the content of educational subjects and their value and meaning.

Therefore, the acquisition of humanities knowledge contributes to the purposeful formation of future managers' understanding of the importance of cultural heritage values and the ability to implement them in their future professional activities. In addition, they need to acquire ways of gaining new knowledge, including searching for, systematizing, and analyzing information, and a systematic and creative approach to its selection.

In order to implement the above paradigms as "examples" or "models" for organizing the pedagogical process of developing foreign language competence, it is necessary to rely on theoretical foundations that can narrow them down and make them more specific for a particular situation. Such a foundation in the pedagogical process should be the application of a competence-based approach to teaching.

Government documents state that one of the leading directions of educational reforms is considered to be a competency-based approach to learning. In this regard, the main result of the educational institution's activities is the training of specialists who not only possess a system of knowledge, skills, and abilities within the framework of the profession they are studying, but are also ready to change and adapt to new labor market needs, operate and manage information, act actively, make quick decisions, and learn throughout their lives.

In addressing the issue of improving the foreign language proficiency of future specialists, we rely on the main goal of professional education – the training of highly qualified specialists – which can be achieved through the use of a contextual approach to teaching. This approach involves designing the educational process in such a way that the subject matter and social content of the student's future professional activity is modeled using the entire system of didactic forms, methods, and means. Implementing this approach ensures the inclusion of various elements of future professional activity that involve the use of a foreign language in the educational process: presentations, discussions, debates, role-playing and business games, consideration of various professional situations (case studies, etc.), project development, etc.

Solving the problem of improving the foreign language competence of future specialists also requires the use of a person-oriented approach, which in pedagogy is understood as a set of methods "that ensures the development and self-development of the student's personality, based on his or her individual characteristics as a subject of cognition and subject activity". The main provision of this approach is the recognition of the uniqueness of each personality, as well as the individuality of their development and learning.

Thanks to the subject-subject nature of the relationship between the teacher and the student, the latter learns by using their own potential and developing along their own learning trajectory. According to T. Kolbina [4], taking into account the personal qualities of students, their interests, needs, and values requires the appropriate selection of goals, principles, content, means, and forms of joint activity between the teacher and students. The formation of foreign language competence in future specialists is carried out through active creative work, the result of which is the acquisition of individual personal experience in performing this activity. Thus, the implementation of a personality-oriented approach can be carried out through the use of problem situations, creative tasks, and dialogical cooperation during joint productive activities, when the student reveals himself as a personality.

Let us analyze the impact of artificial intelligence on traditional educational paradigms and approaches to developing students' foreign language proficiency.

It is indisputable that the modern world is rapidly changing under the influence of technological progress, and one of the most revolutionary developments of recent decades is artificial intelligence. Its introduction into various spheres of life, particularly education, opens up new opportunities for improving the effectiveness of the learning process, personalizing learning, and improving teaching methods.

Artificial intelligence is actively transforming the field of education, changing approaches to teaching, assessment, and the organization of the educational process. Its application contributes to the personalization of learning, the automation of routine tasks, and improved access to knowledge [1].

Algorithms and intelligent systems analyze the needs and abilities of each student, generating personalized tasks and materials that not only facilitate the learning process but also allow teachers to better understand the individual characteristics of students. Pedagogical innovation using artificial intelligence helps create a supportive environment where everyone can develop their abilities in the most effective way. Thanks to its ability to analyze learning needs, artificial intelligence technology can develop personalized tasks and materials that match each student's level and learning style, making it possible not only to learn the language effectively, but also to do so at a pace and in a format that is specially adapted to them.

Traditional methods, such as teaching grammar and vocabulary, create a solid foundation for building basic linguistic knowledge. Innovative methods, such as the use of interactive applications, virtual games, and artificial intelligence, complement the traditional approach by providing students with interesting and engaging lessons.

Multimedia resources, video lectures, and collaborative online projects develop communication skills by creating real-life situations for language practice. This integration of traditional and innovative learning maximizes the effectiveness of the process, allowing learners to acquire knowledge in a variety of ways that are interesting to them. This balanced approach contributes to the qualitative development of all language skills and the formation of foreign language communication competence.

Artificial intelligence is significantly changing the approach to learning foreign languages, making it more effective, accessible, and personalized. Modern technologies make it possible to study at any time, practice speaking with virtual interlocutors, and receive instant feedback.

The main capabilities of artificial intelligence in education are: personalized learning – the ability to analyze a student’s successes and difficulties and offer them optimal tasks and materials according to their level of knowledge, such as through platforms like Duolingo and others, which vary the complexity of tasks according to the user’s level; chatbots and virtual tutors [3]; automation of routine tasks – teachers can use artificial intelligence to generate teaching materials, check test papers (e.g., interactive tests in MOODLE), analyze student performance and predict their results, assess knowledge – machine learning will help create an objective assessment system without human factors and subjectivity; automatic translation and adaptation of materials – students from different regions will be able to receive materials in their native language without losing content.

Ukraine is already actively implementing digital technologies in education, and artificial intelligence could become a key tool for improving the quality of learning, especially in the context of distance learning. However, with the introduction of artificial intelligence, potential threats must also be taken into account: one of the main problems is the balance between automated learning and traditional methods of education. The use of artificial intelligence allows for an individualized approach to each student, analyzing their performance, identifying gaps in knowledge, and offering appropriate learning materials.

However, there is a risk of losing social interaction between students and teachers, which can negatively affect the development of critical thinking, emotional intelligence, and teamwork skills. An important aspect remains the preservation of the role of the teacher, who not only imparts knowledge but also shapes critical thinking, emotional intelligence, and social interaction skills [2].

Special attention should be paid to the psychological aspects of artificial intelligence’s impact on students. Overuse of automated learning systems can reduce motivation to learn, as students become accustomed to constant support from algorithms and may lose their independent thinking and problem-solving skills.

The ethical aspects of using artificial intelligence are also a subject of serious debate. There is an emphasis on the need to adhere to the principles of academic integrity when integrating it into the educational process. One of the most important issues is the security and confidentiality of student data. The use of artificial intelligence involves the collection and analysis of large amounts of information, which can threaten user privacy. It is important to create transparent mechanisms for the protection of personal data and to ensure that educational platforms comply with international cybersecurity standards. In addition, the issue of possible bias in artificial intelligence algorithms should be considered.

If AI-driven learning systems are based on inaccurate data or biased algorithms, this may lead to discrimination against certain groups of students and distort the educational process.

For the effective integration of artificial intelligence into the educational process, it is necessary to develop a comprehensive approach that includes ethical norms, safety standards, and teaching methods that harmoniously combine traditional pedagogical practices with innovative technologies.

It is important to ensure equal access to artificial intelligence tools for all participants in the educational process, preventing the exacerbation of digital inequality. Only a comprehensive implementation strategy will allow the maximum use of the advantages of artificial intelligence without harming academic integrity and traditional educational values.

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Д. С. Ципіна. Формування іншомовної компетентності: освітні парадигми та штучний інтелект

Наголошено про те, що при розробці педагогічної системи формування особистості майбутнього фахівця надзвичайно важливим є дотримання певної наукової парадигми. Підкреслено взяття гуманістичної парадигми як провідної та розглянуто, що навчання в межах такої парадигми ґрунтується на суб'єкт-суб'єктних відносинах між викладачем і студентом, що сприяє виявленню особистісних якостей останнього, його здібностей, та є основою для подальшого навчання.

Підкреслено спирання на культурологічну парадигму, провідною ідеєю якої є виховання культурної людини (людини культури та людини в культурі). Культурологічна парадигма спрямована на засвоєння універсальних елементів культури і цінностей у процесі навчання і виховання. Зазначена парадигма передбачає набуття майбутнім фахівцем високого рівня культури мовлення, інформаційної культури, культури мислення; йому необхідно залучитися до відповідної організаційної (корпоративної) культури.

Досліджено, що при вирішенні проблеми підвищення у майбутніх фахівців якості знань професійної спрямованості необхідно спиратися на традиційну знаннєву парадигму. В її межах здійснюється актуалізація основних понять, термінів, визначень відповідної предметної сфери, без чого неможливе формування індивідуального освітнього продукту. Тому засвоєння гуманітарних знань сприяє цілеспрямованому формуванню у майбутніх фахівців розуміння значущості цінностей культурної спадщини й умінню їх реалізовувати в майбутній професійній діяльності.

Розглянуто роль штучного інтелекту у формуванні особистості майбутнього фахівця, його кореляцію з освітніми парадигмами, схарактеризовано можливості його застосування з метою формування іншомовної компетентності, проаналізовано його переваги та можливі ризики.

Ключові слова: *заняття з іноземної мови, освітня парадигма, суб'єкти навчальної діяльності, штучний інтелект.*

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