FORMATION OF PRACTICAL PROFESSIONAL SKILLS OF A TRANSLATOR IN THE PROCESS OF STUDYING A COURSE IN LITERARY TRANSLATION

Abstract. The article analyzes and discusses the process of developing professional skills in translators during the study of a course in literary translation. Key aspects of the training aimed at developing students into high-quality professionals in the field of literary translation are considered.

Starting with the study of context and cultural aspects of original texts, students systematically explore various literary genres and formats, allowing them to understand the specifics of translating different types of literary works. The development of critical thinking and analytical abilities is stimulated through the analysis of texts from various cultural and literary contexts.

Students are actively engaged in practical tasks where they apply the theoretical knowledge they have acquired in real translation situations. This enables them to experiment with different stylistic techniques and language tools to better reproduce the aesthetics and meaning of the original text.

Additionally, students are provided with the opportunity to deepen their knowledge and use modern translation technologies and tools, which significantly facilitate and expedite the translation process.

The training process also includes practice working on real translation projects, providing students with valuable experience collaborating with authors and editors and allowing them to apply the skills they have acquired in practice.

In summary, this article highlights the importance of integrating theory and practice in the training of literary translators and reflects the significant contribution of such training to the formation of highly qualified and competent professionals in this field.

Furthermore, the article discusses the importance of independent research and professional self-improvement for the successful development of a career in literary translation. Students are encouraged to actively study new trends and translation methodologies, participate in workshops, seminars, and translation conferences, and deepen their knowledge through self-education and the study of professional
literature. This approach enables translators to continuously refine their skills and remain open to new opportunities in the field of literary translation.

**Keywords:** literary translation, professional skills, literary translation course, context and cultural nuances, style and genre, text analysis, translation technologies, practical tasks, collaboration with authors, real translation projects.

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**FORMUВАННЯ ПРАКТИЧНИХ ПРОФЕСІЙНИХ НАВИЧОК ПЕРЕКЛАДАЧА У ПРОЦЕСІ ВИВЧЕННЯ КУРСУ З ХУДОЖНЬОГО ПЕРЕКЛАДУ**

**Анотація.** У статті проводиться аналіз та обговорення процесу формування професійних навичок у перекладачів під час вивчення курсу з художнього перекладу. Розглядаються ключові аспекти навчання, які спрямовані на розвиток студентів у якісних фахівців у сфері перекладу художньої літератури.

Починаючи з дослідження контексту та культурних аспектів оригінальних текстів, студенти систематично вивчають різноманітні літературні жанри та формати, що дозволяє їм глибше розуміти специфіку перекладу різних видів художніх творів. Розвиток критичного мислення та аналітичних здібностей стимулюється шляхом аналізу текстів з різних культурних та літературних контекстів.

Студенти активно залучаються до практичних завдань, де вони використовують отримані теоретичні знання у реальних ситуаціях перекладу. Це дозволяє їм експериментувати з різними стилістичними прийомами та засобами мови для кращого відтворення естетики та смислу оригіналу.

Крім того, студентам надається можливість поглибленого вивчення та використання сучasnих перекладацьких технологій та інструментів, які значно полегшують та прискорюють перекладацький процес.

Процес навчання включає також практику роботи над реальними перекладацькими проектами, що надає студентам цінний досвід співпраці з авторами та редакторами та дозволяє їм застосовувати отримані навички на практиці.

Узагальнюючи, ця стаття підкреслює важливість інтеграції теорії та практики у процес навчання перекладачів художньої літератури, а також її відображає суттєвий внесок такого навчання у формування висококваліфікованих та компетентних фахівців у цій галузі.

Додатково, у статті обговорюється значення самостійного дослідження та професійної самовдосконаленості для успішного розвитку кар’єри перекладача.
художньої літератури. Студентам рекомендується активно вивчати нові тенденції та методики перекладу, брати участь у майстер-класах, семінарах та конференціях з перекладу, а також поглиблювати свої знання через самоосвіту та вивчення професійної літератури. Цей підхід дозволяє перекладачам постійно удосконалювати свої навички та залишатися відкритими до нових можливостей у сфері художнього перекладу.

Ключові слова: художній переклад, професійні навички, курс з художнього перекладу, контекст та культурні відтінки, стиль та жанр, аналіз текстів, технології перекладу, практичні завдання, співпраця з авторами, реальні перекладацькі проекти.

Problem Statement. In the contemporary world, literary translation is becoming increasingly relevant and significant in the context of globalization and cultural exchange. However, the process of literary translation requires a translator to possess not only linguistic proficiency but also a deep understanding of cultural contexts, stylistic nuances, and emotional subtleties of the original text. This necessitates the systematic formation of professional skills in literary translators. Nevertheless, the question of how best to teach students these skills and ensure their successful adaptation to modern translation demands remains pertinent for both scientific and practical research in this field.

Analysis of Recent Research. Recent studies in the field of literary translation emphasize the importance of combining theoretical and practical training for students specializing in translation [3]. Publications highlight the significance of studying cultural studies, literary criticism, and modern translation technologies in the preparation of future translators. They also point out the necessity of developing critical thinking and analytical abilities for the effective selection of translation strategies. However, certain aspects of professional training for literary translators remain underexplored. For instance, some researchers indicate the need for more systematic study of practical translation aspects, such as working with real texts and studying translation strategies across different literary genres.

Aim of the Article. The purpose of this article is to study and analyze the process of forming professional skills in literary translators within a university course. The author aims to highlight the key aspects of training that contribute to the successful preparation of future translators and to identify possible ways to optimize the educational process to achieve the best results in professional activities.

Presentation of the Main Material. Translation is both an art and a science. Literary translation particularly requires the translator not only to understand the languages but also to capture the aesthetics, style, and intentions of the author in the new language. To become a skilled literary translator, one must possess several professional skills that can only be developed through specialized courses in literary translation.
A crucial element in literary translation is the translator's ability to understand the context and cultural nuances of the original text. During training, translators must learn to consider not only the lexical and grammatical aspects of the language but also the mentalities and cultural contexts of the source country.

Moreover, literary texts can vary in style and tone, from serious to humorous, requiring the translator to adapt their translation to convey not just the content but also the emotional and stylistic richness of the original. Literary translation often demands a creative approach. During training, translators need to develop their imagination and creativity, seeking unconventional ways to express the author's ideas in another language.

At the same time, literary translation requires a high level of linguistic skills. Therefore, during training, translators should actively enhance their language proficiency, expand their vocabulary, and study different expressions. Modern translation is inconceivable without various translation software and online resources. During training, translators should familiarize themselves with different tools and learn to use them effectively.

Additionally, during the course of literary translation, students should systematically analyze various literary texts, helping them understand different genres, styles, and linguistic features found in literary works. Analyzing works from different authors and epochs, students develop their linguistic intuition and ability to adapt their translation to specific contexts. It is essential to note that literary translation encompasses not only prose but also poetry, drama, theatrical plays, and other genres. Therefore, students should have the opportunity to practice translating various genres and formats during their training to gain diverse experience and hone their translation skills.

One effective teaching method is working on creative projects. Students can be tasked with translating selected literary texts or even creating their translations from scratch, helping them apply their acquired knowledge in practice and develop their creative imagination. For a better understanding of literary translation, students should also study the history and theory of translation. Learning about different translation schools, methodologies, and concepts helps them better grasp the essence of the translation process and improve their skills.

Training in a literary translation course can be even more effective if students are involved in real translation projects. These can be already published texts requiring alternative translations or commissions from literary journals or publishers for translating new works. Working on real projects gives students valuable experience and allows them to see the results of their work in print.

Literary translation often requires the translator to not only understand the text but also critically analyze its structure, language, and ideas. During training, students should develop their critical thinking to make objective evaluations of the original and find the best ways to express it in another language. It is crucial to emphasize that each literary genre has its peculiarities affecting the translation method. For instance, translating poetry demands attention to rhythm, rhyme, and imagery, while
translating drama requires considering dialogue and action flow. During training, students should study the specifics of different literary genres and understand which aspects need special attention when translating.

Literary translation often involves using stylistic language devices to achieve a particular effect. During training, students should learn about different stylistic techniques and how to use them in translation to convey the author's intentions. Working on literary translation, the translator often communicates with the author, editor, and other participants in the translation process. Therefore, during training, students should develop their communication skills to interact effectively with other project members and ensure a quality result.

Since literary translation is a constantly evolving and changing field, students should learn to study new translation trends and methodologies independently during their training. They should also professionally improve themselves by participating in translation workshops, seminars, and conferences. Thus, literary translation is a complex process requiring the translator to have not only language knowledge but also an understanding and feeling of cultural contexts and the ability to convey the emotions and stylistic features of the original [1]. In the modern world, where cultural exchange is becoming increasingly active, the role of the literary translator is extremely important. Therefore, professional skills in this field become a crucial element of a successful career.

Starting with the basic principles of translation, students are given the opportunity to learn different techniques and approaches to translating literary texts [2]. They study various literary genres, analyze their peculiarities, and understand their impact on translation decisions. Through this process, students develop creativity and adaptability, essential skills for effective literary translation.

In addition to theoretical training, practical experience is an integral part of translator preparation. Participation in seminars, workshops, and translation conferences allows students to gain valuable experience, communicate with industry professionals, and perform real translation tasks [4]. An important component of this is interactive feedback, which helps students grow in their craft and discover new opportunities for improvement.

Finally, independent research and continuous self-improvement are key to a successful career in literary translation. Constantly updating knowledge and keeping up with new trends in the translation world help translators stay competitive in the job market [5]. This approach supports ongoing growth as professionals and broadens their opportunities in this exciting and important field of translation.

Therefore, integrating these elements into the educational process allows students to delve deeper into the world of literary translation and prepare them for professional activities in this field. Expanding the curriculum to include these aspects helps create a comprehensive learning environment that fosters the development of competent and highly qualified literary translators.

**Conclusion.** Literary translation is a complex process requiring the translator to possess not only high linguistic competence but also creative thinking and a deep
understanding of cultural contexts. Studying a specialized course in literary translation helps students form the necessary professional skills and prepares them for the challenges faced by modern translators.

The formation of practical professional skills in translators during the study of a literary translation course is a complex and multifaceted process. It requires a systematic approach, practical skills, theoretical knowledge of translation principles, active participation in workshops, seminars, and practical projects, and the development of critical thinking and analytical abilities. This helps students effectively choose translation strategies and reproduce the aesthetics and meaning of the original text. Additionally, independent research and professional self-improvement help them develop versatility and readiness for the challenges of the modern translation market.

**Prospects for Further Research.** This research opens up broad prospects for further scientific exploration in this area. One direction could be a detailed study of effective teaching methods for literary translation using modern technologies and interactive methods. Another important aspect for further research is the analysis of the impact of cultural and historical contexts on the literary translation process, as well as studying the relationship between linguistic and cultural adaptation.

Another area could be studying the impact of translation strategies on the perception and evaluation of literary translations by readers from different cultural backgrounds. In this field of research, there are many opportunities for further studies that will contribute to improving the training process for literary translators and developing contemporary translation practice.

**References:**

**Література:**
EXPLORING THE IMPACTS AND TECHNIQUES OF TEACHING WITH ARTIFICIAL INTELLIGENCE TOOLS

Abstract. In the modern world, technologies are developing rapidly, which leads to the emergence of various learning tools. In recent years, artificial intelligence (AI) has become popular due to its ability to perform very complex assignments, such as analysing information, complex calculation, proving mathematical tasks, solving problems and describing the results of research. Some programs have reached the level of human knowledge in various fields, such as medicine, computer search systems and text analysis. The integration of artificial intelligence technologies in the global process, especially language learning, is becoming more and more relevant due to the insufficient effectiveness of traditional teaching methods. In this article, the authors analyze the impact of artificial intelligence, especially GPT tools, on learning. The most influential programs and programs that contribute to the development of necessary skills are highlighted, as well as the importance and prospects of improving language teaching methods are discussed. Legislative changes, such as the EU Artificial Intelligence Act and the Concept of artificial intelligence development in Ukraine, indicate the need to regulate the use of AI in the educational process. These innovations contribute to the systematization and optimization of the use of AI in education. Igor Sikorsky Kyiv Polytechnic Institute created a normative document on the use of artificial intelligence for academic activities, which defines the main principles and
regulations regarding the use of artificial intelligence. This document was developed for university students and teachers in order to regulate the use of artificial intelligence resources. The University recognizes methods that violate the principles of integrity and ethics as academically dishonest. The main provisions regarding the use of artificial intelligence models in the academic field and the list of recommended services for learning highlight the opportunities and problems associated with the introduction of artificial intelligence in the educational process.

Artificial Intelligence offers transformative tools to enhance English language learning by providing a dynamic and personalized educational experience. Advanced models such as ChatGPT simulate real-world conversations, offering students valuable opportunities for interactive language practice. AI tools like Grammarly provide instant grammar feedback, improving students' writing skills, while platforms like Scholar expand vocabulary with contextually relevant word suggestions. Learning platforms like Knewton analyze individual learning patterns to design personalized learning paths. GPT-based programs like Babbel improve understanding of social contexts and informal expressions, while Duolingo integrates artificial intelligence for engaging and adaptive lessons. AI-powered speech recognition tools like Google Cloud Speech-to-Text evaluate pronunciation and provide feedback, while real-time translation tools like DeepL help with understanding. In addition, illustrative materials created by artificial intelligence diversify learning methods, making the learning process more exciting and effective.

**Keywords:** digital learning, language learning, teaching methods, legislation, skill development, regulation in education, learning services

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ВИВЧЕННЯ ВПЛИВУ ТА МЕТОДІВ ВИКЛАДАННЯ ЗА ДОПОМОГОЮ ІНСТРУМЕНТІВ ШТУЧНОГО ІНТЕЛЕКТУ

Анотація. Технології сучасного світу розвитку дуже стрімко, що стало можливим з’явою різноманітних засобів навчання. Сучасний інтелект (ШІ) є тепер досить популярним, оскільки здатність виконувати комплексні завдання, такі як аналітичний збір інформації, складні обрахунки, перевірка математичних рівнянь, розв’язання задач і опис результатів експерименту. Було створено деякі програми, які вже мають рівень людських знань у різних галузях, таких як медицина, комп’ютерні пошукові системи та аналіз тексту. Створення технологій штучного інтелекту для оптимізації освітнього процесу, особливо вивчення іноземних мов, стає все більш популярним, тому що традиційні методи не мають достатньої новизни. У цій публікації автори аналізують вплив штучного інтелекту, особливо інструментів GPT, на навчання. Висвітлено найвпливовіші програми, що сприяють розвитку необхідних навичок, а також обговорено важливість і перспективи вдосконалення методики навчання мови. Нормативні законодавчі положення, такі як Акт Європейського Союзу про штучний інтелект та Концепція розвитку штучного інтелекту в Україні, вказують на необхідність регулювання використання штучного інтелекту в освітньому процесі. Ці нововведення сприяють систематизуванню та оптимізації використання цих ресурсів в освіті. У КПІ ім. Ігоря Сікорського створено нормативний документ щодо використання штучного інтелекту для процесу навчання, який визначає основні принципи та положення щодо особливостей використання штучного інтелекту. Цей документ розроблено для студентів і викладачів вищих навчальних закладів з метою регулювання використання ресурсів штучного інтелекту. Університет визнає методи, які порушують принципи добросовестності та етики, академічно нечесними. Основні положення щодо використання моделей штучного інтелекту в науковій сфері та перелік рекомендованих сайтів для навчання висвітлюють можливості, пов’язані з впровадженням штучного інтелекту у процесі навчання. Штучний інтелект пропонує новітні трансформаційні та інноваційні інструменти для покращення вивчення англійської мови, надаючи динамічний та персоналізований освітній досвід. Просунуті моделі, такі як ChatGPT, імітують розмови подібні до розмов людини в реальному світі, пропонуючи студентам чудові можливості для інтерактивної мовленньої практики. Інструменти штучного інтелекту, такі як Grammarly, забезпечують миттєвий граматичний зворотний зв’язок, покращуючи навички письма студентів, тоді як платформи, такі як Scholar, дозволяють розширити словниковий запас за допомогою контекстуально відповідних слів. Навчальні платформи, такі як Knewton, аналізують індивідуальні шаблони навчання, щоб розробити персоналізовані шляхи навчання. Програми на основі GPT, такі як Babbel, покращують розуміння
Introduction. Technologies develop very quickly, and every year new tools for learning appear. In recent years, artificial intelligence, which has many possibilities, has become widespread. Now artificial intelligence can perform extremely complex tasks, such as proving mathematical theorems, thinking, solving problems, describing research, etc. Some programs have reached the level of human knowledge in fields as diverse as medicine, computer search engines, and text analysis.

The integration of smart classroom teaching and artificial intelligence (AI) technology is proposed to enhance language learning experiences. Traditional teaching methods have been found to be less effective in achieving desired learning outcomes, necessitating innovative approaches [1].

Researchers study the most influential applications and programs that contribute to the development of teaching English electronically and their effectiveness in developing e-learning will be reviewed and concluded that there are applications of artificial intelligence in teaching English, which are of great importance and a great future in the developing of language teaching [2].

The purpose of the article is to consider the use of artificial intelligence tools for learning, particularly analyzing GPT tools and their impact on English teaching practices.

Main part. The integration of artificial intelligence tools into educational practice is rapidly spreading. Students and lecturers master the services, learn new possibilities and qualities. Such a rapid development requires the development of new regulations and clarifications that systematize the educational process.

On March 13, 2024, the European Parliament formally adopted the EU Artificial Intelligence Act. The AI Act is the world's standalone law administering AI, and a point of interest piece of enactment for the EU [3]. As the world's to begin with standalone enactment devoted to administering AI, the AI Act speaks to a proactive approach by the European Union to address the moral, lawful, and societal suggestions of AI innovation. This point of interest piece of legislation points to set up clear rules and measures for the improvement, sending, and utilization of AI frameworks over different segments, counting healthcare, transportation, fund, and open administrations. By advancing straightforwardness, responsibility, and human-
centric AI, the EU looks to cultivate advancement while defending crucial rights and values.

Ukraine adopted the Concept of Artificial Intelligence in 2020. This Concept defines the goal, principles and objectives of developing artificial intelligence technologies in Ukraine as one of the priority areas in the field of scientific and technological research [4]. The following terms are used in this Concept:

Artificial intelligence is an organised set of information technologies that can be used to perform complex tasks by using a system of scientific research methods and algorithms for processing information received or independently created during work, as well as to create and use own knowledge bases, decision-making models, algorithms for working with information and determine ways to achieve the tasks.

Artificial intelligence industry is a field of activity in the field of information technology that ensures the creation, implementation and use of artificial intelligence technologies. Ways and methods of solving problems according to the main directions of national policy in the field of higher education: creation of specialized educational programs on artificial intelligence in the direction of "information technologies" and including of artificial intelligence topics in other educational programs; creation of interdisciplinary programs, including joint programs, master's and doctoral programs with various disciplines; involvement of different type of specialists in the formation of qualification requirements for specialists in artificial intelligence, development and implementation of educational programs, certification of applicants of higher educational institutions; integration of advanced online AI courses into curriculum; organization and provision of internships for IT teachers in IT companies as well as state institutions that develop and apply artificial intelligence technologies; creation of international cooperation programs in the field of artificial intelligence, including cooperation with foreign partners [4].

Currently, universities and institutes create their own provisions and concepts that determine the procedure for using artificial intelligence in the educational process.

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute has developed regulations on the use of artificial intelligence for academic activities [5]. The university recognizes such methods of using AI models as academically dishonest, which violate the principles of integrity and ethics, research. Among the main provisions are the following:

- Publishing AI-generated text or AI-paraphrased content from other sources as your own work. The use of AI for automatic text generation or paraphrasing of existing content belongs without indicating the source, violates the principles of authorship and is confirmed by plagiarism.
- AI reworking of the author's own article with an order to republish it as a new article. Using AI to transform an author's already published work for the purpose of creating a new publication violates the University's Honor Code and self-identification in scholarly work.
Creating false data and presenting it as proof of research ownership (data fabrication). The generation of false data by AI and its use as a basis for scientific conclusions is a serious violation of academic integrity and can cause negative consequences for the quality of research and the reputation of the researcher.

A list of services that can be useful in the learning process is recommended [5] (See Table 1).

Table 1. List of Artificial Intelligence Tools that can be used for teaching foreign language

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChatPDF</td>
<td>The service analyses PDF documents and articles. (<a href="https://www.chatpdf.com">https://www.chatpdf.com</a>)</td>
</tr>
<tr>
<td>Deep AI</td>
<td>A generative chatbot with artificial intelligence. It can imitate a dialogue, answer questions, admit mistakes, deny incorrect and reject inappropriate requests. (<a href="https://deepai.org">https://deepai.org</a>)</td>
</tr>
<tr>
<td>Google Bard</td>
<td>A tool based on Google's conversational artificial intelligence model. (<a href="https://bard.google.com">https://bard.google.com</a>)</td>
</tr>
<tr>
<td>Canva</td>
<td>An online graphic design tool that allows you to create social media posts, presentations, posters, videos, etc. (<a href="https://www.canva.com">https://www.canva.com</a>)</td>
</tr>
<tr>
<td>Scribbr</td>
<td>The service has built-in tools for proofreading and editing text, and plagiarism checker, as well as a free bibliographic reference generator. (<a href="https://www.scribbr.com">https://www.scribbr.com</a>)</td>
</tr>
<tr>
<td>Grammarly</td>
<td>It is a service for spell checking, improving the style, grammar and consistency of the author's text. Registration is required. (<a href="https://www.grammarly.com">https://www.grammarly.com</a>)</td>
</tr>
<tr>
<td>DeepL Translator</td>
<td>A service that uses artificial intelligence to translate text and documents. It corrects grammatical and punctuation errors. (<a href="https://www.deepl.com">https://www.deepl.com</a>)</td>
</tr>
<tr>
<td>AcademicGPT</td>
<td>A service designed for researchers that allows users to create annotations and receive feedback on different sections of the uploaded work. (<a href="https://academicgpt.net">https://academicgpt.net</a>)</td>
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</table>

Artificial intelligence has significant potential and can be applied in various areas of academic activity of teachers, students, postgraduates, scientists to facilitate learning, teaching and research, for example, for [5]:

- personalized learning, when machine learning algorithms are used to create individualized learning programs that take into account the needs and level of knowledge of each student or provide their needs for additional support;
- automating the process of task evaluation, reporting and analysis of educational achievements;
- development of virtual assistants for training (chat-bots) that can answer questions, provide support and help in solving tasks;
creation of immersive educational environments that facilitate understanding of complex concepts;gamification of the educational process;automation of research processes, when AI tools help analyze large volumes of information, helping to identify new trends that may go unnoticed with traditional methods, which greatly facilitates research;development of new hypotheses;presentations of research results, as text generation algorithms can help scientists organize and annotate scientific articles and reports.

Different types of tasks can be created using artificial intelligence tools.
- Utilize cutting-edge tools like ChatGPT to simulate practical conversations, providing students with valuable opportunities for interactive English language practice.
- Develop students' speaking skills using artificial intelligence. In English lessons, you can be given the task of discussing certain issues with artificial intelligence. There are some helpful resources, some of which are completely free. (https://demo.hume.ai/)
- Utilize GPT models such as Grammarly for instant and accurate grammar feedback, helping students refine their grammar and overall writing skills.
- Enhance students' vocabulary using GPT tools like Scholar, which offers synonyms, antonyms, and contextually relevant word suggestions. Implement educational platforms like Knewton that integrate GPT models to analyze individual learning patterns and provide personalized English language learning paths.
- Explore GPT-driven platforms like Babbel to gain insights into social context and informal expressions, improving language learning experiences. Engage students with interactive lessons on platforms like Duolingo, which incorporate GPT models to create dynamic and responsive English language learning experiences.
- Use artificial intelligence to create illustrative material that will help diversify the educational process.
- Utilize GPT tools with speech recognition, such as Google Cloud Speech-to-Text, to assess pronunciation and provide valuable feedback on spoken English. Enhance comprehension with GPT tools like DeepL that offer real-time translation, facilitating understanding and overcoming language barriers for English language learners.

**Conclusion.** In recent years, the use of artificial intelligence tools in education has increased. Artificial intelligence has many advantages for use in the educational process. As far as using artificial intelligence in pedagogy is concerned, well the advantages are numerous. Therefore, teachers and students find it quite useful. It is also used by the management of education as an additional tool. Despite all the advantages that artificial intelligence can bring to education, there are concerns over the possible harm that it might cause in the same field.
References: