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THE ROLE OF ARTIFICIAL INTELLIGENCE IN THE FORMATION OF COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE LESSONS

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Abstract*:* This article discusses the role of artificial intelligence (AI) in the development of intercultural communicative competence (ICC) in the context of foreign language acquisition. In modern education, communicative competence has become very important because it requires the use of a foreign language for communication. Communicative competence, as an individual's ability to communicate effectively, is of particular importance in modern society. The purpose of the article is to analyze the current application AI in foreign language teaching, examine its impact on developing speaking, writing, listening skills and communicative competences of learners. The findings demonstrate AI's ability to personalize learning experiences, hence increasing learner autonomy and engagement. The first section identifies the theoretical foundations of ICC and explores the potential of AI-driven tools to enhance communicative skills. It outlines the methodological approaches used to analyze AI`S role and highlights its benefits in creating interactive learning process. The second section provides a comparative analysis of traditional and AI-enhances teaching methods, illustrating how AI improves skill acquisition through real-time simulations and adaptive feedback mechanisms. Challenges related to data privacy, algorithmic biases, and access inequalities are also discussed.

The paper concludes with recommendations for using artificial intelligence into language teaching while maintaining ethical, inclusive, and sustainable methods. The main goal of the article is to ensure the development of communicative skills and to investigate how these skills can be developed in the educational process using artificial intelligence.

Key words: Artificial Intelligence (AI,) critical thinking, digital communication, virtual assistant, chatbots, adaptive learning.

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ШЕТ ТІЛІ САБАҒЫНДА КОММУНИКАТИВТІК ҚҰЗІРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДА ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ РӨЛІ

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Аннотация: Бұл мақалада шет тілін меңгеру контекстінде мәдениетаралық коммуникативтік құзыреттілікті дамытудағы жасанды интеллекттің (ЖИ) рөлі қарастырылады. Қазіргі білім беруде коммуникативтік құзыреттілік үлкен маңызға ие, өйткені ол қарым-қатынас үшін шет тілін қолдануды талап етеді. Коммуникативтік құзыреттілік адамның тиімді қарым-қатынас жасау қабілеті ретінде қазіргі қоғамда ерекше маңызға ие. Мақаланың мақсаты – шет тілін оқытуда ЖИ-тің заманауи қолданылуын талдау, оның студенттердің сөйлеу, жазу, тыңдау және коммуникативтік құзыреттіліктерін дамытуға әсерін зерттеу. Нәтижелер ЖИ-тің оқу тәжірибесін жекелендіру қабілетін көрсетеді, осылайша студенттердің дербестігі мен белсенділігін арттырады. Бірінші бөлім мәдениетаралық коммуникативті құзыреттіліктің теориялық негіздерін анықтайды және коммуникациялық дағдыларды дамыту үшін жасанды интеллект негізіндегі құралдардың әлеуетін зерттейді. ЖИ рөлін талдау үшін қолданылатын әдістемелік тәсілдер сипатталған және оның интерактивті оқыту процесін құрудағы артықшылықтары көрсетілген. Екінші бөлімде дәстүрлі оқыту әдістері мен ЖИ көмегімен оқыту әдістерінің салыстырмалы талдауы берілген, ол ЖИ нақты уақыттағы модельдеу және бейімделген кері байланыс механизмдері арқылы дағдыларды меңгеруді қалай жақсартатынын

анық көрсетеді. Деректердің құпиялылығына, алгоритмдік ауытқуларға және қол жеткізудің теңсіздігіне қатысты мәселелер де талқыланады.

Мақала этикалық, инклюзивті және тұрақты тәжірибелерді сақтай отырып, тіл үйретуде жасанды интеллектті пайдалану бойынша ұсыныстармен аяқталады. Мақаланың негізгі мақсаты – коммуникативті дағдыларды дамытуды қамтамасыз ету және бұл дағдыларды жасанды интеллект көмегімен оқу процесінде қалай дамытуға болатынын зерттеу.

Түйін сөздер: жасанды интеллект (AI), сыни ойлау, цифрлық коммуникация, виртуалды көмекші, чатбот, адаптивті оқыту.

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РОЛЬ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ФОРМИРОВАНИИ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. В данной статье рассматривается роль искусственного интеллекта (ИИ) в развитии межкультурной коммуникативной компетенции (МКК) в контексте овладения иностранным языком. В современном образовании коммуникативная компетенция приобрела большое значение, так как требует использования иностранного языка для общения. Коммуникативная компетенция, как способность человека к эффективному общению, имеет особое значение в современном обществе. Цель статьи – проанализировать современное применение ИИ в обучении иностранному языку, изучить его влияние на развитие навыков говорения, письма, аудирования и коммуникативной компетенции обучающихся. Полученные результаты демонстрируют способность ИИ персонализировать учебный опыт, повышая тем самым автономность и вовлеченность учащихся. В первом разделе определены теоретические основы ICC и рассмотрен потенциал инструментов на базе ИИ для развития коммуникативных навыков. В нем описываются методологические подходы, используемые для анализа роли ИИ,

и подчеркиваются его преимущества в создании интерактивного процесса обучения. Во втором разделе проводится сравнительный анализ традиционных методов обучения и методов обучения с использованием ИИ, наглядно показывающий, как ИИ улучшает процесс приобретения навыков благодаря симуляции в режиме реального времени и адаптивным механизмам обратной связи. Также обсуждаются проблемы, связанные с конфиденциальностью данных, алгоритмическими предубеждениями и неравенством доступа.

В заключении статьи даются рекомендации по использованию искусственного интеллекта в обучении иностранным языкам при сохранении этических, инклюзивных и устойчивых методов. Основная цель статьи – обеспечить развитие коммуникативных навыков и исследовать, как эти навыки могут быть развиты в образовательном процессе с помощью искусственного интеллекта.

Ключевые слова: искусственный интеллект (ИИ), критическое мышление, цифровая коммуникация, виртуальный помощник, чат боты, адаптивное обучение.

Introduction

Previously, teaching was primarily focused on improving students' theoretical knowledge. However, according to Perez and Roberts in 2021, AI technologies now provide excellent opportunities for interactively organizing the learning process and developing students' language and communication skills (Perez, Roberts, 2021).

In today's society, intercultural communicative competence (ICC) is now crucial for negotiating conflicting cultural environments. The ability allows people to effectively communicate across cultures, people may promote understanding in intricate, international relationships. As the need for ICC proficiency grows, schools and academics are looking for new ways to encourage its development. Students can use AI-powered chatbots, virtual assistants, and conversational systems to improve their speaking skills, participate in interviews, and conduct discussions. These technologies provide students with real-time feedback, correct language errors, and help them improve their communication skills.

AI, in particular, helps in language learning by adapting learning materials to the specific needs of the student. Such technologies have expanded opportunities for vocabulary development, improving speaking and listening skills, and working with complex texts (Michalski, et al., 2013; Ilkka, 2018).

In addition, AI, when combined with interactive methods such as group work and role-playing, provides new tools for improving students' social and communication skills.

The relevance of the work lies in the increasing importance of developing communicative competence in the modern educational landscape, especially in light of rapid advancements in artificial intelligence (AI).As education systems worldwide strive to better prepare students for the demands of the globalized world, fostering strong communication skills—both oral and written—has become a central

focus. With the integration of AI technologies into education, there is a significant opportunity to enhance and personalize the development of these essential skills.

The purpose of this study is to explore the possibilities of developing communication skills through the introduction of artificial intelligence in the educational process. The article will examines how AI can improve the most common methods for improving communication skills, including language learning, interviews and discussions and vocabulary development. The study also looks at how AI can be used to improve skills such as listening, fluency, and critical thinking, using real-time simulations and adaptive learning techniques.

In this regard, the article will consider the following questions:

What role can artificial intelligence play in the development of communication skills?

How can artificial intelligence help students to improve their communication skills during interviews and discussions?

How does the use of artificial intelligence in the teaching process affect students' communication and interaction skills?

Traditional approaches of teaching intercultural communicative competency (ICC) frequently emphasize classroom instruction and cultural immersion. While successful, these systems confront scalability and customization issues, especially as globalization increases demand for ICC abilities.

The practical implications demonstrate the potential of these technologies to radically transform traditional communication teaching methods, making learning more dynamic, accessible, and effective. The results highlight the importance of integrating AI into educational strategies to provide students with the skills needed to communicate effectively in professional and personal contexts in the 21st century, improving their communicative competence.

AI is a promising alternative, with technologies such as machine learning and natural language processing providing adaptive, real-time, personalized language learning experiences. AI-powered platforms are increasingly demonstrating success in improving language and intercultural abilities, and they can customize training to individual learners' requirements, increasing engagement and skill acquisition.

Basic provisions

Education in the Republic of Kazakhstan, the State Program for the Development of Science for 2020-2025 shows the need to ensure the continuity of education and professional training in accordance with the needs of the economy and regional characteristics. In this regard, it is necessary to develop communicative competence in language acquisition throughout the country.

The study of artificial intelligence in establishing communicative competence in language education has advanced significantly, with new studies emerging in recent years. Initially, international researchers concentrated on AI's potential in language learning technologies, but AI applications have grown to include machine learning, natural language processing (NLP), and adaptive training strategies for developing intercultural communicative competence (ICC). Influential works in the

topic include Hwang et al. (2020) on adaptive learning, Ellis (2009) on the role of real-time feedback in linguistic accuracy, and Vandergriff (2016) on pragmatic skills through AI simulations. UNESCO's (2023) contributions underline the importance of legal frameworks to enable ethical AI usage in education, addressing concerns about data privacy and fair access to technology.

In the context of language teaching, the objective is not merely to acquire the target language but to develop the ability to communicate effectively in a variety of situations. This process requires learners to reflect on their language use and the mechanisms of communication, including the cultural references that shape both language and interaction. By emphasizing these competences, language teaching moves beyond the rote learning of vocabulary and grammar, aiming to foster a deeper understanding of how language functions within specific social and cultural contexts.

Furthermore, Artificial intelligence's (AI) role in education is rapidly growing, with applications ranging from personalized learning to administrative support. These tools can construct tailored lesson plans, exams, and explanations that accommodate to different learning styles, improving educational outcomes (Zimnyaya, 2010). In this aspect, AI systems serve as virtual teachers, providing students with personalized feedback and instruction on a wide range of topics.

According to Semenov, Abylkassymova, and Rudchenko (2024), AI methods can effectively control and personalize general education by utilizing digital tools to set adaptive goals for students and record their educational processes. This approach not only facilitates personalized learning paths but also ensures that each student's unique needs are met throughout their educational journey.

Moreover, the authors emphasize that big data plays a crucial role in this paradigm shift. By analyzing extensive educational data, educators can make informed decisions about curriculum design and student support systems. This data-driven approach allows for more accurate assessments of both student performance and teacher effectiveness, ultimately contributing to a more efficient educational system (Semenov, et al., 2024).

Materials and methods

The study is designed as a qualitative evaluation, building on current literature, case studies, and theoretical ideas in the disciplines of language learning, artificial intelligence, and intercultural education. Qualitative methods are suitable for this research because they allow for a thorough examination of how AI technologies work in educational settings, revealing their potential and limitations

This article material takes a systematic method to collecting and analyzing important research, studies, and scholarly literature on the function of Artificial Intelligence (AI) in improving English language learners' communication skills. The methodology for this review involved to examine the contribution of AI technologies in improving communicative competence in language learners. A comprehensive search was conducted contemporary academic literature, case studies, and policy

reports. Sources included peer-reviewed articles, Google Scholar and Scopus articles, conference proceedings, and UNESCO studies on AI in education, with a focus on the benefits and difficulties of AI technologies in language acquisition and ICC. These sources were chosen based on their credibility, relevance to the study issues, and emphasis on AI applications in education. Case studies, in particular, provided useful insights into how adaptive learning routes, real-time feedback, and cultural simulations work in the actual world.

Search terms used included: «AI in language teaching and learning,» «Artificial Intelligence and communicative competence,» and «The role of AI in language acquisition».

Studies were selected based on their relevance to the research questions, the quality of the methodology, and their focus on language learners, particularly those learning English as a second language. The research covered literature reviewed spans both empirical studies and theoretical articles from 2020 to 2023 to ensure the relevance and currency of the findings.

Selected studies were analyzed to extract key information, such as:

The type of AI technology used (e.g., platforms, virtual tutors, ChatGPT).

The language skills (speaking, listening, reading, writing).

The methodologies employed in the studies (qualitative, quantitative, mixed methods).

Key findings related to the effectiveness of AI in enhancing communicative competence.

In identifying artificial intelligence tools for improving communicative competence, a list of the best paid and free platforms provided by *https://topai.tools/s/communicative-competency* was reviewed.

The analyzed data from the literature review provides valuable insights into the role of Artificial Intelligence (AI) in enhancing communicative competence among language learners. By analyzing the effectiveness of AI tools, their pedagogical implications, and the ethical considerations they raise, the findings reveal the significant potential of AI technologies to improve speaking, listening, reading, and writing skills. The data has been interpreted based on the research questions and themes identified during the review process, focusing on how AI can support language learners in developing their communicative abilities.

Results and discussion

A brief overview of research related to the development of communicative competence in artificial intelligence.

The study conducted a systematic evaluation of the role of artificial intelligence (AI) tools in enhancing communicative competence in the context of foreign language learning. This evaluation included a comprehensive analysis of the effectiveness of AI in various dimensions, including speaking, writing, listening, and cultural awareness. Below is a detailed linear documentation of the results obtained from the findings.

According to UNESCO (2023), before the release of ChatGPT, governments

were already working on frameworks to regulate AI data usage and adoption across various sectors, including education. Following the release of generative AI models in late 2022, governments began adjusting their strategies, ranging from banning GenAI to updating existing laws. The UNESCO review outlines seven key steps for regulating GenAI, which include ensuring data protection, developing national AI strategies, and enhancing AI capacity in education to manage its impact and ensure responsible use (UNESCO, 2019).

The specific type of AI technology used can have a significant impact on user experience, functionality, and overall effectiveness. There are common AI platforms such as virtual tutors, chat agents like ChatGPT, and specialized AI tools, and show how each can help automate, personalize, and improve learning. By understanding these different technologies, we can better appreciate their capabilities and limitations in different applications (Hsu et al., 2023).

For example, the website *https://topai.tools/s/communicative-competency*, which searches for artificial intelligence tools, lists 70 different platforms for developing communicative competence. The list of the best is as follows:

best AI tools for improving speaking skills: SpeakFit;
best AI tools for developing vocabulary: Lernmi, Fluent, Five Phrases;
best AI tools for pronunciation: Rosetta Stone, Pronounce, Mosalingua;
best AI tools for communication skills: Virtual Sapiens, Komensa;
best AI tools for teaching grammar: Soft Skills Cloud.

The website highlights tools designed to enhance communicative competence, including AI-based language tutors, automated feedback systems for speaking and writing, and platforms for improving intercultural communication. Tools like chatbots simulate real-life scenarios, while others offer adaptive learning tailored to users' language levels. These innovations focus on improving grammar, vocabulary, and conversational fluency, supporting learners in academic, business, or social contexts.

Table 1 - AI Tools for Enhancing Communicative Competence.

Category	Tool Example	Impact
Language Learning	AI tutors (e.g., Duolingo)	Improves vocabulary, grammar, and speaking skills through personalized lessons.
Speaking Practice	Chatbots (e.g., ChatGPT)	Simulates real-life conversations for fluency and confidence building.
Writing Assistance	Grammarly, Jasper AI	Provides real-time corrections and style suggestions to enhance writing clarity.
Business Communication	Slack AI, Rephrase AI	Aids in creating concise, professional emails and presentations.
Cultural Awareness	Intercultural AI tools	Enhances intercultural competence by analyzing tone and cultural nuances.
Language Assessment	Rosetta Stone, iTalki AI,	Evaluates and tracks progress with adaptive feedback and assessments.

Table 1 categorizes AI tools designed to improve communicative competence across language learning, speaking, writing, and intercultural communication. Each category highlights specific tools and their impact on skills such as fluency, grammar, professional communication, and cultural awareness. These tools use technologies like generative AI and adaptive feedback to support users in academic, business, and social contexts.

The results are arranged by research works, is provided below:

1. Impact of AI's to improve the communicative competence. AI technologies demonstrated significant potential in improving various facets of language learning:

Speaking Skills: Tools like Rosetta Stone and ChatGPT offered real time feedback on pronunciation

and fluency, enabling learners to refine their speaking abilities. Consistent usage resulted in measurable gains in confidence and fluency in authentic communication settings.

Furthermore, Virtual tutors and AI-powered speech recognition software give students immediate feedback on their spoken language, assisting them in becoming more fluent and accurate speakers (Opeton, 2024). For instance, Google Speech-to-Text gives students the opportunity to practice speaking and get immediate feedback, which has been demonstrated to boost confidence in authentic communication situations. Because they can practice on their own and get feedback that is specific to their needs, learners who use these systems regularly show notable gains in their speaking proficiency.

Writing Proficiency: AI-driven platforms such as Grammarly providedinstant corrections and feedback on grammar, vocabulary, and style. This enabled learners to enhance clarity and coherence in written communication.

Vocabulary and Listening Development: Applications like Lernmi andFluent integrated adaptive learning, ensuring tailored vocabulary and comprehension exercises that matched learners' progression levels.

Additionally, interactive platforms and chatbots with AI capabilities are important tools for increasing student engagement and fluency in spoken English. According to research, students who interact with AI-powered chatbots report higher levels of motivation and engagement as they can practice the language in real-time conversations. By offering a range of speaking exercises that replicate real language use, these platforms help students develop their speaking skills. It has been found that the learning process can be customized using AI algorithms in adaptive learning technologies. These resources adjust the difficulty of language exercises based on students' performance and development, ensuring that they are continually challenged without feeling overwhelmed.

2. Pedagogical implications of integrating AI into language learning

Integrating AI into a language learning environment has significant pedagogical implications.

First and foremost, by giving learners access to materials, independent practice, and immediate feedback outside of the classroom, AI promotes learner autonomy.

For language learners who may not have regular access to native speakers or formal educational institutions, this independence is especially beneficial. Using AI tools, learners can focus on the language skills they have the most difficulty with, work at their own pace, and receive personalized feedback.

Secondly, Interactive AI chatbots facilitated simulated conversations, boosting student motivation and reducing anxiety associated with speaking in real-life contexts.

Furthermore, AI platforms like Intercultural AI tools analyzed linguistic nuances, promoting intercultural communication skills critical for global interactions.

3. Despite the promising results achieved, several gaps have been identified:

- There are no in-depth long-term studies regarding the sustainability of AI's impact on communication skills.

- Ethical concerns, including data privacy and potential algorithmic bias, require robust frameworks to ensure inclusiveness and fairness.

- There is significant variability in availability, especially in regions with limited resources or inadequate technological infrastructure.

The findings of this study highlight the transformative potential of AI technologies in improving communication skills among language learners. Unlike traditional approaches that largely emphasize rote memorization and static learning in the classroom, AI offers dynamic and adaptive tools that meet the specific needs of individual learners. These tools significantly improve not only language proficiency, but also cultural awareness and intercultural communication competence (Byram, 1997). AI platforms such as Rosetta Stone and ChatGPT have demonstrated notable improvements in areas such as pronunciation accuracy and real-time fluency (FasterCapital, 2023). This study is consistent with existing research highlighting the pedagogical benefits of integrating adaptive learning technologies.

The findings of the study are closely related to its original goal of exploring the function of AI in improving communication skills in educational settings. The study demonstrates the effectiveness of AI in skills such as speaking, writing, and cultural awareness, highlighting its importance as a critical component in modern language teaching. However, it also highlights the importance of ongoing innovation and ethical challenges to realize the full potential of AI in this field.

Despite these encouraging results, the study has limitations. A key limitation is the use of qualitative approaches, which, while providing depth, may not accurately reflect the greater statistical significance of AI's impact on different student populations.

Furthermore, the short-term scope of the study makes it difficult to assess the long-term viability of AI's benefits in real-world settings. To address these limitations, future research should include ongoing studies that examine long-term outcomes and mixed methods. To gain deeper insights into AI's involvement in language teaching. Given these limitations, the report recommends a balanced strategy for integrating AI. While evidence broadly supports the utility of AI in developing communication skills, its implementation must be accompanied by a strong ethical framework

and ongoing review to minimize harms and maximize benefits. Future research should focus on accessibility and diversity, ensuring that AI technologies not only complement traditional approaches but also fill gaps in current educational practices. Through these initiatives, AI can contribute to the development of an egalitarian, innovative, and efficient language teaching system.

Conclusion

The integration of artificial intelligence (AI) in language education is an important step in improving the communicative competence of language learners. A review of the existing literature clearly shows that AI-powered tools have had a significant impact on improving students' speaking, listening, reading, and writing skills. These AI technologies provide a personalized, tailored learning experience that responds to the needs, preferences and proficiency levels of individual learners, supporting more effective and efficient language learning. However, while AI holds great promise in transforming language learning, several gaps and challenges need to be addressed to realize its full potential.

Artificial intelligence tools make it easier for people to learn languages independently. AI promotes independence and increases flexibility, allowing learners to experiment outside the classroom and learn at their own pace. For example, learners can always view lessons or interact with AI-powered chatbots or virtual tutors. These tools provide a sense of continuity in learning and allow learners to regularly improve their skills outside the traditional classroom (Flalingo, 2023). In this sense, artificial intelligence (AI) technologies can improve traditional teaching methods and increase accessibility and flexibility in language learning, especially for students with different schedules or living in underserved or remote areas.

The integration of AI into language learning has shown promise, but there are gaps in the existing literature. The long-term impact of AI on communicative competence is a key area that requires further study. Although AI-based tools have shown positive short-term results, there is little research on their sustainability in real-world settings.

Ethical considerations are also a concern, as AI tools often rely on large data sets that require clear ethical frameworks. The potential for algorithmic bias in AI systems could lead to unequal access to language learning opportunities or unfair assessments, especially for marginalized or underrepresented groups of learners. Future research should focus on identifying best practices for integrating AI into language education, ensuring that the potential of AI to enhance communicative competence is fully realized while minimizing its risks and limitations.

In conclusion, AI technologies hold great promise for helping language learners become more proficient communicators by offering personalized, flexible learning opportunities that improve their speaking, listening, reading, and writing skills. However, addressing ethical concerns around algorithmic bias, inclusivity, and data privacy are critical to realizing the full potential of AI in language teaching. In addition, long-term studies are needed to determine whether the impact of AI on language learning is sustainable, and more research is needed to determine the

best ways to incorporate AI into traditional teaching methods. By filling these gaps, future research will contribute to the ethical and successful use of AI in language learning, helping to develop inclusive, effective, and equitable language education systems.

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