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THE ROLE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH FOR SPECIFIC PURPOSES IN VOCATIONAL TRAINING

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ANNOTATION This article examines the role of Artificial Intelligence in teaching English for Specific Purposes (ESP) in vocational training institutions. The study highlights how AI-based technologies such as intelligent tutoring systems, speech recognition tools, adaptive learning platforms, and natural language processing applications enhance the effectiveness of ESP instruction. The research emphasizes the pedagogical benefits of AI, including personalized learning, increased learner motivation, autonomous skill development, and improved professional communication competence. The findings indicate that the integration of Artificial Intelligence into ESP teaching contributes to higher learning outcomes and better prepares vocational students for workplace communication.

Key words artificial Intelligence, English for Specific Purposes, vocational training, language teaching, educational technology.

АННОТАЦИЯ:

В статье рассматривается роль искусственного интеллекта в обучении английскому языку для специальных целей (ESP) в учреждениях профессионального образования. Показано, что использование технологий искусственного интеллекта, таких как интеллектуальные обучающие системы, инструменты распознавания речи, адаптивные образовательные платформы и приложения обработки естественного языка, повышает эффективность преподавания ESP. Особое внимание уделяется педагогическим преимуществам ИИ, включая персонализацию обучения, повышение мотивации обучающихся, развитие автономного обучения и формирование профессиональной коммуникативной компетенции. Сделан вывод о том, что интеграция искусственного интеллекта в обучение ESP способствует улучшению учебных результатов и более качественной подготовке обучающихся к профессиональной деятельности.

КЛЮЧЕВЫЕ СЛОВА: искусственный интеллект, английский язык для специальных целей, профессиональное обучение, преподавание языка, образовательные технологии.

INTRODUCTION

In recent years, the rapid development of digital technologies has significantly influenced the education system worldwide. Among these innovations, Artificial Intelligence (AI) has emerged as one of the most transformative tools, reshaping teaching and learning processes across various disciplines.

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In language education, especially in English for Specific Purposes (ESP), AI-based technologies offer new opportunities to enhance learning efficiency, personalization, and learner engagement.

Vocational training institutions face specific challenges in teaching English, as learners are required not only to master general language skills but also to acquire profession-oriented vocabulary, communication strategies, and practical language competence relevant to their future careers.

Traditional teaching methods often fail to fully address these needs due to limited instructional time, diverse learner backgrounds, and varying professional requirements. Therefore, integrating Artificial Intelligence into ESP instruction has become a pressing pedagogical necessity.

This article explores the role of Artificial Intelligence in teaching English for Specific Purposes in vocational training. It examines theoretical foundations, practical applications, and pedagogical benefits of AI-assisted ESP instruction, highlighting how

intelligent technologies can improve learning outcomes and better prepare students for professional communication in the workplace.

RESEARCH METHODOLOGY

Theoretical Background of Artificial Intelligence in Language Education. Artificial Intelligence refers to computer systems capable of performing tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and language processing. In education, AI technologies include intelligent tutoring systems, adaptive learning platforms, natural language processing tools, speech recognition systems, and data-driven learning analytics.

From a pedagogical perspective, AI-supported learning aligns with constructivist and learner-centered approaches, where students actively construct knowledge through interaction, feedback, and self-regulation. In ESP education, AI enables the creation of authentic learning environments that simulate real professional contexts, allowing learners to practice language skills relevant to their vocational fields. Moreover, AI facilitates differentiated instruction by adapting content, difficulty level, and learning pace according to individual learner needs. This is particularly important in vocational training, where students often demonstrate varying levels of language proficiency and professional knowledge.

- Artificial Intelligence Tools Used in Teaching ESP

AI-powered tools play a crucial role in enhancing ESP instruction in vocational education. Some of the most widely used tools include: Intelligent Tutoring Systems (ITS): These systems provide personalized guidance, feedback, and practice activities based on learners' performance. Speech Recognition and Pronunciation Tools: AI-based applications help learners improve pronunciation, fluency, and listening skills by providing instant feedback.

Natural Language Processing (NLP) Applications: Tools such as chatbots and automated writing evaluators assist students in developing professional writing and communication skills. Adaptive Learning Platforms: These platforms analyze learner

data and adjust learning materials to meet individual needs. By integrating such tools into ESP courses, vocational institutions can create interactive and flexible learning environments that support continuous language development. The SP for Vocational Training use of Artificial Intelligence in teaching ESP offers numerous pedagogical benefits. First, AI enhances learner motivation by providing interactive, technology-driven learning experiences that reflect real workplace communication scenarios. Second, AI supports autonomous learning, enabling students to practice language skills beyond the classroom and receive immediate feedback.

Additionally, AI-based assessment tools allow teachers to monitor student progress more effectively and identify learning gaps. This data-driven approach helps educators design targeted instructional strategies and improve overall teaching quality.

In vocational training, AI also contributes to the development of professional competencies by integrating language learning with job-specific tasks, simulations, and problem-solving activities. As a result, learners gain practical communication skills essential for their future careers.

Despite its advantages, the integration of Artificial Intelligence in ESP teaching faces several challenges. These include limited access to technological resources, insufficient teacher training, and concerns related to data privacy and ethical use of AI. Furthermore, excessive reliance on AI may reduce human interaction, which remains a vital component of effective language learning. Therefore, AI should be viewed as a supportive tool rather than a replacement for teachers. Successful implementation requires balanced integration, where AI complements traditional teaching methods and enhances teacher-student interaction.

CONCLUSION AND RECOMMENDATIONS

In conclusion, Artificial Intelligence plays a significant role in teaching English for Specific Purposes in vocational training by enhancing personalization, learner engagement, and professional relevance. AI-based tools provide innovative solutions

to longstanding challenges in ESP education, enabling learners to acquire job-oriented language skills more effectively.

The findings of this study suggest that integrating Artificial Intelligence into ESP instruction can significantly improve learning outcomes and better prepare vocational students for professional communication. Future research should focus on developing context-specific AI applications and exploring best practices for sustainable and ethical AI integration in language education.

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