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ARTIFICIAL INTELLIGENCE IN TEACHING FOREIGN LANGUAGES AND TRAINING STUDENTS FOR THE DIGITAL ECONOMY

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Abstract. This article examines the pedagogical potential of artificial intelligence in foreign language teaching for economics students in the context of the digital economy. The successful integration of AI requires deliberate methodological guidance that supports critical thinking and digital literacy.

Keywords: artificial intelligence, professional communication, foreign language teaching, digital economy.

The artificial intelligence (AI) has significantly reshaped the architecture of higher education, particularly in the sense that it has started to require intensive linguistic, analytical and communicative engagement. As the digital economy increasingly depends on multilingual communication, data-driven decision-making and AI-supported tools, so higher education institutions face the imperative of integrating intelligent technologies into foreign-language instruction to enhance students' professional readiness and employability [2]. Contemporary research highlights that AI has evolved from being a supplementary digital aid into a powerful driver

of personalised learning, cognitive scaffolding and profession-oriented competence formation [4].

In the context of training students of economics and management, AI-enabled platforms in most cases include machine translation systems, generative language models and adaptive testing technologies thus creating better opportunities for aligning foreign-language proficiency with the labour-market demands in digital economy [5]. Studies on AI for academic purposes demonstrate that such tools foster learner autonomy, improve the accuracy of academic and business writing, and accelerate the acquisition of specialized economic terminology [1]. At the same time, the integration of AI into pedagogical practice introduces a number of challenges which require thorough academic examination of methodological, ethical and organizational approaches [3].

The purpose of the present article is to analyse the pedagogical potential of AI in teaching foreign languages to economics students and to evaluate how these technologies support their preparation for participation in the digital economy. This analysis draws on both international research and empirical data obtained through a questionnaire administered to students at the faculty of marketing, management, entrepreneurship of the Belarusian National Technical University (BNTU).

With the emergence of intelligent systems, information communication technologies (ICT) have transformed into AI-enhanced learning infrastructures capable of combining multimodal content with speech-recognition functions and adaptive feedback mechanisms [6]. Generative language models, in particular, have emerged as transformative pedagogical technologies. Their potential lies in modelling professional discourse, supporting productive skills with the help of instant personalized feedback that is scalable and context-sensitive [3]. These characteristics position AI as a highly relevant tool for professional foreign-language training.

The demands of the digital economy place emphasis on specialists who function within technology-rich multilingual settings and critically interpret AI-generated content. It is still a controversial issue whether AI-supported learning enhances students' data literacy and cross-cultural communicative competence by providing opportunities for acquiring skills essential for digital-economy readiness [4].

Recent publications confirm that generative AI systems such as ChatGPT substantially improve students' academic and business writing

skills by modelling genre-specific discourse, expanding vocabulary resources and offering real-time scaffolding during text production [5]. As a result, learners achieve greater linguistic accuracy and demonstrate improved comprehension of economic texts. Although ICT-based approaches have long been employed to support vocabulary acquisition, AI significantly expands these opportunities through intelligent flashcard systems, semantic clustering tools and context-aware translation services. AI-powered glossaries, in particular, enable economics students to master specialized terminology more efficiently and deepen their understanding of domain-specific content.

AI systems also incorporate speech recognition and voice synthesis, which allow learners to practice pronunciation interactively and simulate professional communication scenarios. These tools are especially valuable for enhancing oral communication skills and intercultural readiness in technical and economic universities [6]. Additionally, recent studies describe adaptive AI tutors that are capable of personalizing learning trajectories according to a student's linguistic profile and professional orientation. Such functionality is of great advantage for training specialists who must function flexibly and autonomously.

The practical part of the research is based on the questionnaire conducted among economics students at BNTU in 2025. The survey provided not only numerical indicators but also a range of personal reactions that helped to clarify how learners themselves evaluate the role of AI in language study. The collected data show that more than two-thirds (75 %) of the students who are regularly engaged in AI-supported learning activities reported a noticeable rise in their motivation and overall interest in foreign-language study. Many of them described this shift in fairly personal terms, noting that the use of intelligent tools reduced their anxiety when approaching complex texts or unfamiliar professional terminology. In addition to that, a considerable proportion of respondents (36 %) mentioned gaining confidence in their ability to deal with economically oriented vocabulary; several students even commented that the speed at which they mastered new terms had "never felt so manageable before".

Around 72 % of respondents said that using AI noticeably improved the clarity and organisation of their written assignments. Many of them commented that AI-driven feedback arrived much faster than handwritten comments, often offered more in-depth insights into the linguistic meaning of terms and stylistic nuances. When students were asked how they

feel about the ethical side of using AI in academic work, the responses turned out to be more mixed than we expected. A noticeable majority leaned toward a “conditionally acceptable” position: most participants agreed that AI can be used, but only if certain rules are followed, openly acknowledging that it was involved in preparing the assignment. A considerable share of respondents went even further and said that AI is simply another learning tool and should be treated on the same level as dictionaries or online resources. At the same time, a smaller, but persistent group, viewed the use of AI negatively, describing it as unethical or unfair in an academic context. A few students admitted they hadn’t really thought about the ethical dimension at all.

Still, despite the generally positive response, several students admitted they had trouble distinguishing between correct and possibly flawed AI-generated content. It is an important reminder that digital literacy and guidance from instructors remain crucial. All told, our results align well with broader international findings, showing that when used thoughtfully, AI can truly enhance both language and professional training.

Despite the overall positive reception, several students acknowledged difficulties in distinguishing between accurate and potentially incorrect AI-generated content. These remarks indicate the importance of developing critical digital literacy and ensuring that instructors provide guidance on evaluating AI outputs. Overall, the results align with international research, confirming that AI can significantly enhance linguistic and professional training when used responsibly.

The combined analysis of literature and empirical data demonstrates that AI serves a dual purpose: it supports linguistic development while also reinforcing professional competencies required in the digital economy. However, the quality of this support depends on appropriate pedagogical design and integration into subject-specific content. Generative models appear particularly useful for developing productive communication skills, whereas adaptive systems are more effective in vocabulary growth and reading comprehension. Scholars nevertheless remind us that a balance must be maintained: overreliance on automated assistance may impede the development of independent and critical thinking. Consequently, AI should be regarded not as a substitute for established pedagogical practice but as a complementary tool that broadens the opportunities for linguistic, professional and cognitive growth.

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