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## ПСИХОНЕЙРОЛИНГВИСТИЧЕСКИЕ АСПЕКТЫ ОБУЧЕНИЯ ИНОЯЗЫЧНОМУ ОБЩЕНИЮ С ИСПОЛЬЗОВАНИЕМ CHATGPT

Дальнейшее развитие технологий способствуют стремительному возникновению и проникновению инноваций во все сферы современного общества, этот процесс несомненно ведет его к постоянному прогрессу. Инновационные технологии существенно обогащают и вносят разнообразие в преподавание иностранных языков. Автор рассматривает актуальные аспекты обучения общению на иностранном языке с использованием сгенерированного искусственным интеллектом чат-бота. Нейролингвистика – это сравнительно молодая наука, на стыке нейронаук и лингвистики, открытия в которой зависят от технологического прогресса. Нейролингвисты изучают мыслительные и речевые способности человека. Несмотря на множество исследований, проведенных за последние несколько десятилетий, нет полного понимания принципов работы мозга.

Автор проанализировал методы и технологии, применяемые при обучении ИЯ. Инновационные технологии, не исключая традиционные методы обучения, стали неотъемлемой частью современного образования. Обучение иноязычному общению с использованием ChatGPT формируют индивидуальные, творческие и познавательные способности обучающихся, стимулируют их к дальнейшему самостоятельному изучению языка.

Автором выявлено, что в процессе преподавания иностранных языков всё большее внимание уделяется внедрению инновационных методов и технологий обучения с целью повышения заинтересованности и вовлечения студентов в образовательный процесс, мотивируя их на более глубокое изучение иноязычного общения с использованием ChatGPT.

*Ключевые слова*: иноязычное общение; нейролингвистика; ChatGPT; творческие и познавательные способности; мотивация; инновационные технологии.

## PSYCHONEUROLINGUISTIC ASPECTS OF FOREIGN LANGUAGE COMMUNICATION TRAINING USING CHATGPT

The further development of technology contributes to the rapid emergence and penetration of innovations into all spheres of modern society, this process undoubtedly leads it to constant progress. Innovative technologies significantly enrich and bring diversity to the teaching of foreign languages. The author examines the current aspects of a foreign language communication learning while using an artificial intelligence-generated chatbot. Neurolinguistics is a relatively young science at the junction of neuroscience and linguistics, which discoveries depend on technological progress. Neurolinguists study human thinking and speech abilities. Despite the many studies conducted over the past few decades, there is no complete understanding of how the brain works.

The author analyzed the methods and technologies used in a foreign language training. Innovative technologies, not excluding traditional teaching methods, have become an integral part of modern education. Teaching foreign language communication using ChatGPT forms the individual, creative and cognitive abilities of students, stimulating them to further independent language learning.

The author has revealed that in the process of teaching foreign languages, more and more attention is being paid to the introduction of innovative teaching methods and technologies in order to increase students' interest and involvement in the educational process, motivating them to learn more about foreign language communication using ChatGPT.

*Keywords:* foreign language communication; neurolinguistics; ChatGPT; creative and cognitive abilities; motivation; innovative technologies.

One of the teacher's tasks is to help the student perceive, process and memorize new information effectively, turning it into an active lifelong skill. Therefore, it is of great importance to understand how the human brain works, its reaction to the appearance (learning) of a second or third language, and even more. The purpose of this article is to determine how effective the use of psychoneurolinguistic aspects of teaching foreign language communication while using ChatGPT is, to show its advantages and identify the disadvantages of a neural network in the modern educational process (based on the example of 1 year bachelor students of Linguistics (B1 level)).

Teachers use the basic principles of neurolinguistics to influence students' brains in routine teaching activities. For example, it can be associative connections, gestures, visual perception and even drama. Understanding the principles of the brain will help the teacher build concrete steps to achieve the goal of effective foreign language teaching.

What happens to the brain when we speak, listen, see complex images, or engage in mental activity?

Thanks to neurolinguistics, dozens of types of testing have been developed that cover different areas: from pathological brain and speech disorders to marketing and advertising. Among Russian psychologists, the fusion of the two sciences was actively promoted by L. S. Vygotsky. Today, one of the most prominent professors in this field is Tatiana Chernihiv – Doctor of Philology and Biology. Thanks to her writings, scientific papers and lectures, neurolinguistics has become much more popular among Russian scientists. There is understanding of how a neural network can be used to learn a foreign language because it could adapt to the student and makes language learning process adaptive.

The neural network offers exercises that are most suitable for the student's level and hobbies, develops pronunciation and speaking skills can be improved as well. Moreover, it analyzes mistakes and helps to expand vocabulary, as well as find contextual meanings of words and phrases, helps to deal with complex topics. Neural networks don't just correct mistakes or translate words – they analyze the level of responses and make learning more effective. Though they can hardly replace teachers and live communication, since language is not just grammar.

The research material is the use of chatbots in learning English communication, which is increasingly being used in the educational environment. Their active involvement in learning English is largely justified, since artificial intelligence fully meets human expectations.

A comprehensive analysis of foreign and Russian publications on a relevant topic, as well as the practical application of the chatbot by 1st-year students of the Patrice Lumumba RUDN Research Institute (25 students, level B1) during the 1st se-

mester of 2024-2025 (17 weeks in general) and a comparative analysis of the students' results based on testing and a survey on the advantages and disadvantages of using a neural network showed that they are able to fully form students' linguistic competence (mastery of the phonetic, lexical and grammatical aspects of speech led to improved results of all 25 students), though speech competence – the ability to speak English – is being formed partially. Speech activities such as listening, reading and writing can develop, but not the main type – speaking (foreign language communication). Speaking can be developed through communication with another person, preferably with a native speaker [2, s.200-203]. In the context of Russian education, a teacher acts this role, as a rule.

It was revealed that with a higher level of language proficiency, it is possible to use the Internet communication environment (chat, forums, conferences, mail) to communicate with native speakers. The formation of speaking with minimal involvement of a teacher or other real interlocutor is one of the main problems in learning a foreign language using computer technology. Partially, the problem of developing speaking skills with the help of technical means can be solved at the pre-intermediate level, for example, teaching English using special programs, the so-called chatbots.

"Chatbots" – virtual interlocutors – are computer programs designed to simplify communication and the communication process, capable of maintaining a dialogue with a person using speech recognition technologies or working according to pre-configured "question-answer" scenarios [3, S. 64]. Chatbots are currently a very popular application that can perform completely different functions, such as entertainment and activity support on the company's page or acting as a consultant [4, S. 5].

As mentioned above, chatbots are computer programs that mimic human conversation, which have recently become a popular tool for learning a foreign language. Using a chatbot has confirmed its advantage when learning English. Chatbots give students the opportunity to practice their foreign language communication skills in a supportive and interactive environment. They can interact with the chatbot via text or voice, allowing students to practice speaking and writing in English, as well as receive feedback and pronunciation and grammar corrections – all 25 students responded.

Another advantage of using chatbots when learning English is their convenience and accessibility. Chatbots can be accessed round the clock from any device connected to the Internet, which allows students to practice foreign language communication additionally. This fact can be especially useful for underachieving students (25 students).

Besides, chatbots can be used on various devices, including smart phones and laptops, which makes it possible to learn English on the go (25 students).

Chatbots also provide an interactive and fun learning process, which is very positive for language learning. While using chatbots, students can practice a natural and conversational manner of communicating in English, which helps improve pronunciation (25 students).

Finally, using chatbots to learn English is effective and efficient. Chatbots use advanced algorithms and machine learning to track each student's progress and pro-

vide customized lessons to meet their individual needs. This means that students can make significant progress in a short period of time, allowing them to achieve their learning goals more effectively (25 students).

Even though chatbots offer many advantages such as convenience and personalized learning, the students-respondents have confirmed that chatbots also have some significant disadvantages that cannot be ignored. Therefore, it is necessary to consider and take into account the existing disadvantages when using chatbots to learn English communication, and why chatbots may not be the best option for all students.

One of the biggest disadvantages of using a chatbot to learn English is the lack of human interaction. Although chatbots can mimic human conversation, they cannot reproduce the nuances and emotions that are so important for effective language learning. (18 students).

In addition, most students (21bachelors) are sure chatbots cannot provide personal feedback and encouragement, which are so important for motivation and progress.

Another disadvantage of using chatbots to learn English communication is their limited vocabulary and grammar. Chatbots are programmed with a limited number of words and phrases, and they may not be able to recognize or respond to more complex language structures and expressions. This can lead to a limited learning experience, which may not be suitable for advanced students, as well as improper use of grammar and vocabulary, which can hinder progress (20 students).

Chatbots are also limited in their ability to simulate real-world situations that are necessary for effective language communication learning. More than half of the students (20 students) noted that chatbots can provide basic communication, but they cannot reproduce the complexity and variety of real-world situations such as negotiation, persuasion, or small talk. This means that students may not be prepared for the real-life situations they will face when using English, and it may be difficult for them to communicate effectively.

Another disadvantage of using chatbots to learn English communication is the lack of understanding of culture. Chatbots are programmed with a limited understanding of cultural norms and practices, which can lead to inappropriate or insensitive use of language. This can be especially problematic for language learners who are trying to learn English for international communication, as understanding culture is essential for effective communication in a global context (25 students).

Finally, chatbots have limited feedback and correction capabilities, which can lead to misuse of the language and hinder progress. Chatbots can provide basic feedback, but they cannot provide the subtle and personalized feedback that is so important for effective language learning. In addition, chatbots cannot correct pronunciation and intonation, which are important components of effective communication in English (20 students).

Thus, it can be summarized and noted that the disadvantages of using chatbots to learn English are obvious and cannot be ignored. Although chatbots offer many advantages such as convenience and personalized learning, they also have significant limitations that may not be suitable for all students. For those who want to learn Eng-

lish for real situations, or for those who need individual feedback and correction, chatbots may not be the best option. It is necessary to consider the disadvantages of using chatbots and find alternative methods, such as traditional language courses or language exchange programs, to achieve language learning goals. (21 students).

As a result, the most important advantage of using chatbots in teaching foreign language communication is to improve the results of 25 students. With the help of the chatbot, students gained access to a wide range of language resources, such as pronunciation guides, grammar explanations, which helped them make significant progress in learning English, namely foreign language communication. The interactive and engaging nature of the chatbot also helps to keep students motivated and interested in learning, increasing their confidence and language proficiency.

In addition, through the possibility of independent practice, a chatbot can help students identify and correct their own mistakes, leading to more effective and efficient learning. Neurolinguistic aspects have special significance in teaching foreign language communication. They help to overcome barriers in the learning process (special techniques and strategies improve communication and facilitate the assimilation of information); to adapt the educational material considering the psychophysical characteristics of students (for example, students with a leading left hemisphere are offered tasks for generalization and logic, while those with a right hemisphere are offered tasks for search and creativity); to increase the motivation of students (teaching techniques and techniques of neurolinguistic programming are based on a personality-oriented approach); to use all channels of information perception (auditory, visual, kinesthetic). This ensures the effective use of lexical and grammatical material in oral and written speech); to develop critical thinking (students learn to analyze and process information faster and more accurately)[11].

In conclusion, it is worth noting that this study highlights the importance of considering both the advantages and limitations of using chatbots in education, especially when it comes to learning foreign language communication based on psychoneurolinguistic aspects. While chatbots can certainly be a valuable tool, they should be used in conjunction with other learning methods rather than relying solely on them.

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