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ARCHITECTING AI-ENHANCED LINGUISTIC ECOSYSTEMS FOR THE DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE PROFICIENCY

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The article investigates the role of AI-enhanced linguistic ecosystems in developing professional foreign language proficiency among university students. The study analyzes the integration of AI-powered tools, including generative AI systems, automated speech recognition technologies, adaptive learning platforms, and AI-assisted writing environments, into professional language education. The investigation utilized an integrated research design that merged quantitative and qualitative approaches. Sixty undergraduate students participated in a semester-long experimental study comparing traditional digital learning environments with AI-enhanced linguistic ecosystems.

The findings demonstrate that AI-mediated educational environments significantly improve students' academic writing, speaking fluency, professional vocabulary acquisition, listening comprehension, and communication confidence. The results also indicate that AI technologies increase learner motivation, support personalized learning trajectories, and reduce communication anxiety through continuous automated feedback and authentic interactive practice.

At the same time, the research highlights several limitations of AI integration, including excessive dependence on generative technologies, concerns regarding academic ethics, digital disparities, and the emergence of linguistic hierarchies within AI-driven educational environments. Based on the empirical findings, the article proposes a conceptual model of an AI-enhanced linguistic ecosystem for professional foreign language development in higher education. The model emphasizes the balanced interaction between AI technologies, learner-centered pedagogy, collaborative communication, teacher facilitation, and ethical AI implementation.

The study contributes to contemporary research on AI-mediated language education and provides practical recommendations for the pedagogically effective integration of artificial intelligence into professional foreign language training.

Keywords: artificial intelligence, linguistic ecosystem, foreign language proficiency, AI-enhanced learning, professional communication, language education, ChatGPT, personalized learning.

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I. INTRODUCTION

The rapid advancement of AI technologies has significantly transformed contemporary educational practices, particularly in foreign language teaching and learning. AI-enabled tools, encompassing intelligent tutoring systems, speech recognition technologies, and generative AI solutions chatbots, adaptive learning platforms, and automated writing assistants, have become essential elements of modern language education environments. These technologies create complex digital learning environments often described as AI-enhanced linguistic ecosystems.

An AI-enhanced linguistic ecosystem can be defined as an interconnected educational environment in which learners, teachers, AI tools, digital resources, and communicative practices interact dynamically to support language acquisition and professional communication development. Such ecosystems are particularly important in higher education, where students are expected to develop not only general language competence but also professional foreign language proficiency applicable in academic and workplace contexts.

The increasing use of AI in language education has generated significant scholarly interest. Researchers have examined AI-powered personalized learning systems, automated speech recognition technologies, corpus linguistics applications, AI-mediated communication, and the impact of generative AI on writing and speaking development. However, despite the growing body of literature, there remains a lack of comprehensive studies investigating the architectural design and pedagogical implementation of AI-enhanced linguistic ecosystems specifically for professional foreign language training.

The **relevance** of the study is determined by the growing demand for digitally competent specialists capable of functioning effectively in multilingual and AI-mediated professional environments. Universities increasingly integrate AI technologies into language curricula, yet educators require evidence-based models for organizing sustainable and pedagogically effective linguistic ecosystems.

The article seeks to examine the impact of AI-enhanced linguistic ecosystems on the formation of professional foreign language competence and to develop a conceptual pedagogical framework for integrating such ecosystems into higher education practices.

To achieve this **aim**, the study addresses the following **key objectives**:

1. To examine current theoretical and scholarly perspectives on AI-integrated language education.
2. To determine the pedagogical potential of AI technologies in the development of professional foreign language skills.
3. To analyze students' attitudes and experiences related to AI-mediated language learning environments.
4. To assess the effectiveness of AI-enhanced linguistic ecosystems on the basis of empirical data.
5. To formulate practical recommendations for the organization and implementation of AI-supported language learning environments in higher education institutions.

Literature Review. The incorporation of AI into language teaching has emerged as a significant area of interest within modern applied linguistics and educational technology studies. Ahn and Lee (2016) investigated the effectiveness of mobile speaking applications with automatic speech recognition in EFL learning. Their study demonstrated that AI-supported speaking systems positively influence learners' pronunciation, fluency, and motivation. The researchers emphasized that immediate automated feedback enhances students' confidence and supports autonomous learning [1].

The role of personalized learning environments in language education was explored by Alisoy (2025), who examined the impact of AI-powered personalized learning on ESL student outcomes. The findings revealed that adaptive AI systems improve students' engagement and facilitate individualized learning trajectories. Personalized feedback and adaptive tasks contributed to higher language achievement and increased learner autonomy [2].

Chen, Zou, Cheng, and Xie (2020) analyzed educational technologies using topic modeling and identified growing academic interest in AI-driven learning systems, intelligent tutoring environments, and adaptive digital pedagogies. Their research highlighted the increasing relevance of data-driven approaches in language education [3].

Hacıyeva (2025) emphasized that AI technologies transform language teaching through automated assessment, intelligent tutoring systems, natural language processing applications, and personalized instruction. The researcher noted that AI-enhanced environments encourage interactive learning and facilitate communicative competence development [5].

The broader sociolinguistic implications of AI technologies were analyzed by Occhini et al. (2026), who argued that artificial intelligence contributes to the formation of a new global linguistic hierarchy. The researchers highlighted the dominance of globally represented languages within AI systems and discussed the risks of linguistic inequality in digital environments [6].

Pérez-Paredes (2026) investigated the relationship between corpus linguistics and AI in language learning ecologies. The study proposed that AI technologies reconfigure language learning ecosystems by integrating corpus-based approaches, automated language analysis, and adaptive pedagogical systems [7].

Cohen, Mompelat, Mann, and Connors (2024) examined the integration of AI into language education and emphasized the need for critical AI literacy among students and teachers. Their research identified both pedagogical opportunities and ethical challenges associated with generative AI technologies [4].

Shibani and Buckingham Shum (2024) analyzed ecosystem risks associated with AI-assisted writing in education. They identified concerns related to academic integrity, overdependence on AI systems, and reduced critical thinking. Nevertheless, the researchers acknowledged the pedagogical potential of AI-assisted writing tools when used responsibly [8].

Students' perceptions of ChatGPT and AI-mediated learning were investigated by Shoufan (2023), whose thematic analysis demonstrated that students perceive AI tools as accessible, supportive, and effective for language practice [9]. Similarly, Xiao and Zhi (2023) examined EFL learners' experiences with ChatGPT for language learning tasks and found that students valued AI systems for vocabulary expansion, writing assistance, and conversational practice [10].

Although the adoption of AI technologies in language education has been extensively discussed in recent research, insufficient attention has been paid to the development of comprehensive AI-enhanced linguistic ecosystems designed for professional foreign language instruction. The study aims to bridge this gap in the literature.

Methodology. The research was based on a hybrid research design that integrated statistical analysis and qualitative inquiry in order to examine the effectiveness of AI-supported linguistic ecosystems in professional foreign language education. The combination of statistical analysis and interpretative qualitative data enabled the researchers to investigate not only measurable language performance outcomes but also students' perceptions, experiences, and attitudes toward AI-mediated language learning environments.

The research was conducted during the 2025–2026 academic year at a higher education institution (Yuriy Fedkovych Chernivtsi National University, Ukraine) among undergraduate students enrolled in English Language for Specific Purposes courses. The study involved 60 undergraduate students aged between 18 and 22 specializing in Computer Science and Natural Sciences. According to the Common European Framework of Reference for Languages (Council of Europe, n.d.) [11], the participants demonstrated intermediate English proficiency levels ranging mostly from B1 to B2.

For the purpose of ensuring research reliability, the participants were separated into two comparable groups of equal size:

- the experimental group (30 students), which studied within an AI-enhanced linguistic ecosystem integrating generative AI technologies and adaptive learning platforms;

- the control group (30 students), which followed conventional digital language learning approaches without systematic AI integration.

Both groups studied according to identical curricular objectives and covered the same professional communication topics. However, the experimental group additionally utilized AI-powered educational technologies integrated into classroom instruction and autonomous learning activities.

Several research instruments were employed to collect empirical data and ensure methodological triangulation.

Diagnostic Language Testing

Diagnostic and final testing procedures were organized to evaluate learners' professional foreign language proficiency before and after the experimental intervention. The tests assessed the following components:

- academic writing;
- speaking fluency;
- professional vocabulary usage;
- listening comprehension;
- communicative confidence.

The testing tasks were designed according to CEFR descriptors and professional communication requirements relevant to students' academic specializations.

Student Questionnaire

A structured questionnaire combining Likert-scale and open-ended formats was prepared to assess students' perceptions of AI-mediated language learning. The questionnaire focused on:

- perceived usefulness of AI technologies;
- learning motivation;
- effectiveness of automated feedback;
- levels of communication anxiety;
- perceptions of personalized learning experiences.

Systematic classroom observation

Non-participant classroom observations were carried out throughout the semester in order to analyze students' interaction patterns, engagement levels, collaborative communication practices, and the application of AI tools within pedagogical and instructional contexts.

Semi-Structured Interviews

After the completion of the study, semi-structured interviews were carried out with selected participants from the experimental group. The interviews aimed to obtain deeper qualitative insights into students' experiences using AI technologies for professional foreign language learning.

The AI-enhanced linguistic ecosystem incorporated a range of interconnected digital tools designed to support various dimensions of language acquisition and professional communication development. These technologies included:

- ChatGPT for conversational interaction, idea generation, and academic writing support;
- AI-powered grammar and style correction systems;
- automatic speech recognition applications for pronunciation training;
- adaptive vocabulary learning platforms based on personalized learning algorithms;
- AI-assisted academic writing tools;
- collaborative digital communication platforms facilitating synchronous and asynchronous interaction.

The integration of these tools enabled the creation of a dynamic and interactive educational ecosystem characterized by continuous feedback, adaptive learning pathways, and authentic communication practice.

The experimental intervention lasted one academic semester (four months). During this period, students in the experimental group participated in AI-supported learning activities integrated into both classroom instruction and independent study.

The pedagogical activities included:

- AI-assisted academic and professional writing tasks;
- simulated workplace communication scenarios;
- automated pronunciation and speaking fluency exercises;
- personalized vocabulary acquisition activities;
- AI-mediated collaborative discussions;
- professional presentation preparation and delivery.

The instructional design emphasized learner autonomy, interaction, and profession-oriented communication. AI systems were utilized not as substitutes for teachers but as supportive educational instruments facilitating personalized learning and continuous language practice.

At the conclusion of the experiment, both groups completed post-test assessments and follow-up questionnaires. The collected data were analyzed comparatively in order to evaluate the effectiveness of the AI-enhanced linguistic ecosystem.

II. RESULTS AND DISCUSSION.

The findings of the study reveal that AI-enhanced linguistic ecosystems significantly contribute to the development of professional foreign language proficiency among undergraduate students. The results indicate significant gains in communicative competence, academic writing, vocabulary acquisition, and learner confidence among the experimental group relative to the reference group.

The comparative analysis of diagnostic and final testing procedures revealed substantially higher improvement rates among students who participated in AI-enhanced learning environments.

Table 1

Comparative Improvement of Professional Foreign Language Skills

Skill Area	Control Group Improvement	Experimental Group Improvement
Academic Writing	11%	29%
Speaking Fluency	9%	34%
Professional Vocabulary	13%	31%
Listening Comprehension	10%	26%
Communication Confidence	8%	38%

The data presented in Table 1 indicate that students who studied within AI-enhanced linguistic ecosystems achieved considerably higher levels of improvement in academic writing, speaking fluency, professional vocabulary acquisition, listening comprehension, and communication confidence than students in the reference group.

To determine the statistical significance of the obtained results, an independent samples t-test was conducted to compare the post-test performance of the experimental and reference groups. The statistical analysis confirmed that the differences between the groups were statistically significant across all assessed competencies ($p < 0.05$).

The largest statistically significant differences were identified in communication confidence ($t = 4.12$, $p < 0.001$) and speaking fluency ($t = 3.84$, $p = 0.001$), indicating a substantial positive impact of AI-enhanced learning environments on oral communication skills and learner confidence. Significant differences were also identified in academic writing performance ($t = 3.27$, $p = 0.002$),

professional vocabulary acquisition ($t = 3.11, p = 0.003$), and listening comprehension ($t = 2.89, p = 0.005$).

The strongest improvement was observed in communication confidence, where the experimental group demonstrated a 38% increase compared with an 8% increase in the reference group. Similarly, speaking fluency improved by 34% in the experimental group, whereas the reference group demonstrated only a 9% improvement. These findings may be explained by the increased opportunities for low-anxiety communicative interaction provided by AI conversational systems, speech recognition technologies, and automated feedback tools. Students reported that AI-mediated learning environments reduced fear of making mistakes and encouraged more frequent language practice.

Academic writing performance also improved substantially in the experimental group due to the integration of AI-supported writing assistance and automated feedback systems. Grammar correction tools, stylistic recommendations, and interactive revision support facilitated students' ability to refine and organize professional texts more effectively.

The qualitative findings obtained through non-participant classroom observations and semi-structured interviews further supported the quantitative results. Classroom observations demonstrated that students in the experimental group participated more actively in collaborative communication tasks, professional discussions, and simulated workplace interactions. Learners additionally displayed higher levels of engagement, autonomy, and willingness to participate in oral communication activities.

The interview data further revealed that most participants perceived AI-enhanced learning environments as more flexible, motivating, and supportive than conventional digital learning settings. Students particularly emphasized the benefits of immediate feedback, personalized learning opportunities, and reduced communication anxiety during speaking activities.

Overall, the integration of quantitative statistical analysis and qualitative inquiry confirms the pedagogical effectiveness of AI-enhanced linguistic ecosystems in supporting professional foreign language proficiency development in higher education contexts.

The findings support previous studies conducted by Ahn and Lee (2016), Alisoy (2025), and Cohen et al. (2024), which emphasized the pedagogical potential of AI technologies in language learning environments [1, 2, 4].

The questionnaire data demonstrated predominantly positive attitudes toward AI-mediated language education.

- 88% of participants reported increased learning motivation;
- 84% highly valued personalized feedback mechanisms;
- 79% considered AI technologies effective for professional vocabulary development;
- 91% positively evaluated immediate grammar correction systems;
- 73% indicated reduced speaking anxiety during communicative tasks.

The results suggest that AI technologies foster learner autonomy and contribute to psychologically supportive educational environments. Students particularly appreciated the accessibility and responsiveness of AI systems, which enabled continuous learning outside traditional classroom settings.

These findings correlate with the research conducted by Shoufan (2023) and Xiao and Zhi (2023), who identified positive student perceptions regarding the use of ChatGPT and generative AI technologies in foreign language learning [9, 10].

The study identified several major pedagogical advantages associated with AI-enhanced linguistic ecosystems:

1. Personalized Learning Trajectories. AI technologies facilitated individualized instruction by adapting learning materials and tasks according to students' proficiency levels, learning pace, and professional needs. Such personalization increased learner engagement and promoted self-directed learning.

2. *Immediate and Continuous Feedback.* Automated assessment systems provided students with immediate corrective feedback, enabling rapid identification of linguistic errors and supporting continuous language improvement.

3. *Expansion of Communicative Practice.* AI-mediated platforms created opportunities for authentic interaction beyond classroom boundaries. Students engaged in simulated professional communication scenarios, collaborative discussions, and interactive speaking activities that enhanced communicative competence.

4. *Profession-Oriented Language Development.* The integration of AI tools enabled the creation of authentic workplace communication tasks relevant to students' future professional activities. This contributed to the development of profession-specific vocabulary and discourse competence.

5. *Challenges and Limitations.* Despite numerous pedagogical advantages, the study also identified several risks and limitations associated with AI-enhanced linguistic ecosystems.

6. *Overdependence on AI Systems.* Some participants demonstrated excessive reliance on AI-generated writing support and automated correction systems. Such dependence may negatively affect critical thinking, independent language production, and analytical skills.

7. *Ethical and Academic Integrity Issues.* The widespread use of generative AI technologies raises concerns regarding plagiarism, authorship, and academic honesty. Educational institutions must therefore establish clear ethical guidelines for responsible AI usage.

8. *Linguistic and Technological Inequality.* Consistent with the findings of Occhini et al. (2026), the study confirms that AI technologies tend to prioritize globally dominant languages, potentially contributing to linguistic marginalization. Furthermore, unequal access to advanced digital infrastructure creates disparities in educational opportunities [6].

Based on the empirical findings, the study proposes a conceptual model of an AI-enhanced linguistic ecosystem designed to support professional foreign language proficiency development in higher education contexts.

The proposed model is grounded in the principles of learner-centered pedagogy, adaptive digital interaction, and responsible AI integration. The ecosystem consists of six interconnected components functioning within a dynamic educational environment (Figure 1).

1. AI-Powered Educational Technologies

This component includes generative AI systems, intelligent tutoring platforms, speech recognition technologies and automated feedback tools, and adaptive vocabulary learning tools. These technologies facilitate tailored learning experiences and guidance continuous language practice.

2. Learner-Centered Pedagogical Framework

The pedagogical foundation of the ecosystem prioritizes students' individual learning trajectories, autonomy, motivation, and professional needs. AI technologies function as supportive instruments facilitating active and self-regulated learning rather than replacing human instruction.

3. Professional Communication Environment

The ecosystem integrates authentic professional communication scenarios simulating workplace interactions, academic discourse, presentations, negotiations, and collaborative problem-solving activities. These learning environments contribute to building communicative competence for professional purposes.

4. Collaborative Digital Interaction

Digital collaboration platforms support synchronous and asynchronous interaction among learners, teachers, and AI systems. Collaborative learning activities enhance communicative engagement and intercultural communication skills.

5. Teacher Facilitation and AI Literacy

Teachers maintain a central role within the ecosystem by guiding students' learning processes, developing critical AI literacy, and ensuring pedagogical appropriateness of AI integration. Human facilitation remains essential for reflective learning and ethical decision-making.

6. Ethical and Sustainable AI Integration

The ecosystem emphasizes responsible AI implementation, including academic integrity, data privacy, transparency, inclusivity, and equitable access to digital technologies. Ethical regulation is necessary to minimize potential risks associated with generative AI systems.

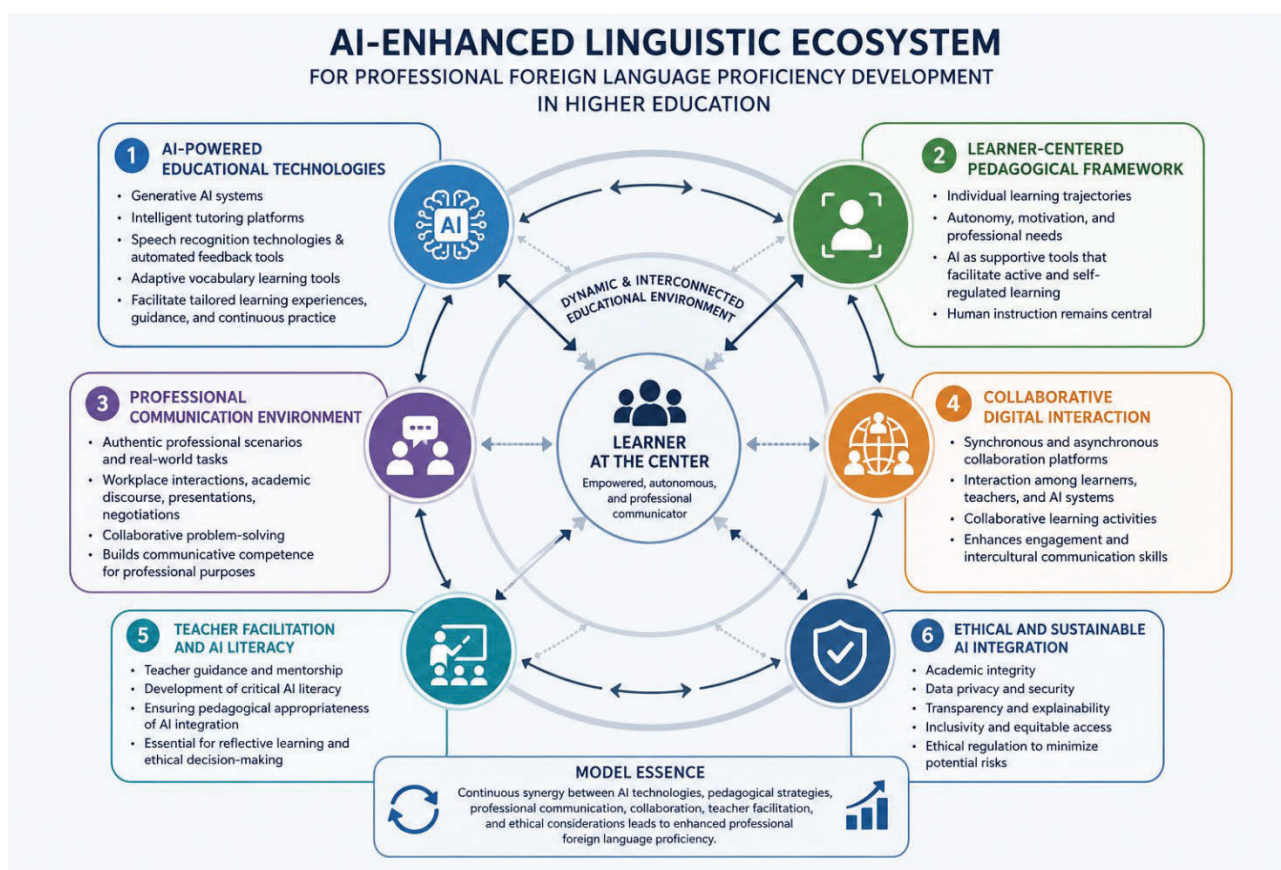


Figure 1. Comparative Analysis of Professional Foreign Language Proficiency Development in the Experimental and Reference Groups

The proposed model conceptualizes AI-enhanced linguistic ecosystems as dynamic educational environments characterized by continuous interaction between technological innovation and human-centered pedagogy. The effectiveness of such ecosystems depends on balanced integration of AI technologies, pedagogical strategies, and ethical considerations.

III. CONCLUSIONS

The study confirms that AI-enhanced linguistic ecosystems significantly contribute to the development of professional foreign language proficiency in higher education. AI technologies improve speaking fluency, academic writing, professional vocabulary acquisition, and learner motivation. Personalized learning environments and automated feedback systems increase students' engagement and support communicative competence development.

At the same time, effective implementation of AI-enhanced linguistic ecosystems requires careful pedagogical design, ethical regulation, and critical AI literacy development. Higher education institutions should foster a balanced approach to AI integration, ensuring that teachers remain central to the educational process.

Future research should explore the long-term impact of AI-mediated language learning, cross-cultural aspects of AI-enhanced communication, and strategies for minimizing ecosystem risks associated with generative AI technologies.

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ПРОЕКТУВАННЯ ЛІНГВІСТИЧНИХ ЕКОСИСТЕМ ІЗ ПІДТРИМКОЮ ШТУЧНОГО ІНТЕЛЕКТУ ДЛЯ РОЗВИТКУ ПРОФЕСІЙНОЇ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ

Олена МУДРА, Ярослав МУДРИЙ

У публікації висвітлено особливості функціонування лінгвістичних екосистем, інтегрованих із технологіями штучного інтелекту (ШІ), та оцінено їхній детермінуючий вплив на формування іншомовної професійної компетентності у здобувачів вищої освіти. Проаналізовано специфіку залучення сучасних інтелектуальних інструментів - зокрема генеративних моделей, систем автоматизованого розпізнавання мовлення, адаптивних платформ та засобів оптимізації академічного письма - у сучасну парадигму мовної підготовки студентів. Методологічну основу роботи становить комплексний дизайн, що поєднує методи якісного та кількісного аналізу. Емпіричну базу дослідження сформовано за результатами семестрового педагогічного експерименту за участю 60 студентів бакалаврату, в межах якого здійснювалося компаративне оцінювання ефективності традиційного цифрового навчання та інноваційного освітнього середовища, посиленого інструментами ШІ.

Узагальнені результати свідчать про верифіковане зростання показників продуктивності студентів: зафіксовано оптимізацію навичок наукового текстуального моделювання, підвищення темпу усного мовлення, розширення термінологічного тезауруса, покращення сприйняття іншомовного дискурсу на слух та нівелювання психологічних бар'єрів під час комунікації. Доведено, що ШІ-платформи стимулюють внутрішню мотивацію майбутніх фахівців, забезпечують варіативність індивідуальних освітніх траєкторій і мінімізують рівень мовленнєвої тривожності завдяки оперативності автоматизованого фідбеку та інтенсифікації інтерактивної взаємодії.

На основі отриманих емпіричних даних авторами розроблено й обґрунтовано теоретико-методологічну модель ШІ-орієнтованої лінгвістичної екосистеми для закладів вищої освіти. Ключовий акцент у моделі зроблено на синергії технологічного інструментарію, студентоцентрованого підходу, партисипативної комунікації, координуючої ролі педагога та дотриманні норм цифрової етики. Матеріали дослідження збагачують теоретичний базис комп'ютерно-орієнтованої лінгводидактики та містять прикладні рекомендації щодо раціонального впровадження інтелектуальних систем у практику іншомовної підготовки.

Ключові слова: *штучний інтелект, лінгвістична екосистема, іншомовна компетентність, навчання з підтримкою ШІ, професійна комунікація, мовна освіта, ChatGPT, персоналізоване навчання.*

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