

По-перше, швидкість навчання стала стратегічною перевагою.

По-друге, децентралізоване управління підвищує адаптивність військових організацій.

По-третє, інновації дедалі частіше народжуються безпосередньо на полі бою, а не лише у науково-дослідних центрах.

По-четверте, система *lessons learned* повинна бути інституціоналізованою, щоб бойовий досвід трансформувався у розвиток військових спроможностей.

І нарешті, сучасна війна підтвердила важливість всеохоплюючого підходу до оборони, який передбачає залучення ресурсів усього суспільства, а також тісної взаємодії та повного розуміння воєнно-політичним та воєнно-стратегічним керівництвом один одного, мети війни та шляхів її реалізації.

Підсумовуючи, можна зазначити, що війна в Україні стала джерелом нових уроків з ведення війни.

Вона переконливо продемонструвала, що у сучасних конфліктах має значення не лише сила зброї чи масштаб ресурсів. Ключовою перевагою стає здатність організації швидко навчатися, адаптуватися та впроваджувати інновації.

Саме тому головний урок цієї війни можна сформулювати так:

у сучасному збройному протистоянні перевагу здобуває та сторона, яка швидше навчається.

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AI-DRIVEN DIGITAL TOOLS IN FOREIGN LANGUAGE UNIVERSITY COURSE: BENEFITS AND CHALLENGES

Over the last decade, due to the rapid digitalisation in the education sphere, significant changes have also occurred in the way people learn foreign languages. Innovative digital tools, particularly AI-driven technologies, offer a wide range of opportunities and benefits for language teaching and learning. Foreign languages acquisition through AI-based tools, namely immersive technologies and various digital education platforms, enhances accessibility, engagement, and personalised learning, which makes language learning more

effective and engaging. These innovative digital tools support learners in areas of language learning where they encounter challenges by analysing students' language production, identifying areas of difficulty, and providing completely automated real-time feedback, as well as suggesting exercises for practice to improve corresponding skills in foreign languages.

It should also be mentioned, however, that while artificial intelligence technologies in most cases are really beneficial, they may also cause problems at the same time, such as facilitating plagiarism, diminishing student engagement, in particular due to the lack of digital literacy and critical approach, and creating challenges for teachers in assessing originality of students' assignments and sometimes even their classroom activity, etc. In fact, it is believed that academic integrity is the most crucial challenge, especially in the context of formal university education.

In this regard, a logical question arises, whether artificial intelligence in education is a 'good' or a 'bad' thing, and which strategy to adopt – to 'fight' it or to 'tame' it. In our view, artificial intelligence is an objective reality that cannot be ignored, as students will continue to use innovative technologies regardless of whether we like it or not. Therefore, it is believed that the sensible approach is to collaborate, implement and utilise it in foreign language training if we want to succeed.

Hence, from the perspective of integrating artificial intelligence instruments into a language classroom, there is an urgent and immediate need to develop new approaches to teaching English to university students. It is sufficient, therefore, to design effective educational methods which enable the integration of recent digital innovations into the teaching process and to elaborate strategies for their practical classroom application. In fact, since the release of the first available generative AI tool, ChatGPT, the issues of opportunities and challenges of AI in the classroom are in the focus of attention of linguistics researchers [1; 3]. In this paper, we aimed to express some considerations on issues related to AI integration into the English language university course, as well as the advantages and disadvantages of AI use in the classroom from the perspective of teachers and students.

It is significant to mention that the wide range of opportunities offered by artificial intelligence to language learners has already led to ideas suggesting that human intelligence, i.e. foreign language teachers, might be replaced by artificial intelligence in the near future. Such arguments might indeed seem quite reasonable, but, to our mind, this is a very superficial view of this complex issue. Despite the fact that AI creates really incredible opportunities for language learning, it should not be overestimated, as it cannot replace humans in a language classroom, especially when it comes to a university context, because it is the teacher who has thorough academic knowledge of the subject and understanding of the learning context, and only the teachers know strengths, weaknesses and needs of their students. Furthermore, even in

terms of human interaction and the development of various social skills, AI cannot replace humans.

Hence, AI should rather be considered just as an additional instrument that can assist teachers in organising different language-learning activities [2]. In particular, it can help teachers to create lesson plans, presentations, prompts innovative ideas, generates texts, list of words, various exercises, tests, produces audio and video content, etc.

Answering the question of what AI can bring to teaching and learning, and when its use in the classroom is justified, researchers say that GenAI should be used in the English classroom “when it can add value” [2]. According to researchers, AI can be used “when developing classroom activities for the learners to: boost interactive speaking practice, give immediate feedback to improve writing skills, provide visual support for listening skills development and varied text for reading according to a particular level, etc. And it is the most important reason to implement AI in a language classroom. Among concerns and risks the following aspects are mentioned: ethical use, accuracy of AI-generated content, problems with cheating posing challenges for assessment, i.e. academic integrity, copyright and environmental issues [1].

It should be also mentioned here that it is important to ensure that students master new technological competencies, which include, in particular, AI literacy, critical thinking skills. From the perspective of the educational process, it should be reflected in the teaching content and taken into account when designing the curriculum. Another important aspect of this issue is the ways of integration of AI-assisted tools into students’ learning activities, and defining appropriate approaches and teaching methods which will be beneficial both for students and for teachers.

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