



OPPORTUNITIES AND LIMITATIONS OF USING ARTIFICIAL INTELLIGENCE IN TEACHING THE RUSSIAN LANGUAGE.

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Annotation: This article examines the potential and challenges associated with the integration of artificial intelligence into the process of teaching Russian as a foreign language. It analyzes innovative AI-based tools, such as chatbots, speech recognition systems, and adaptive learning platforms, which are capable of personalizing instruction and enhancing its effectiveness. Particular attention is paid to existing limitations, including ethical concerns, data privacy issues, and the necessity of preserving the key role of the teacher in the educational process. The study concludes that the successful implementation of artificial intelligence requires a balanced approach that combines technological advantages with sound pedagogical principles.

Keywords: artificial intelligence, Russian language teaching, language education, educational technologies, adaptive learning, chatbots, pedagogy.

In the context of the rapid digitalization of education, artificial intelligence (AI) has become an important factor in the transformation of Russian language teaching. Modern AI-based tools, such as chatbots, voice assistants, corpus technologies, and neural networks, including ChatGPT, create new opportunities for increasing the effectiveness and accessibility of learning Russian both as a native and as a foreign language. They make it possible to automate certain educational processes, personalize instruction, and adapt it to the individual needs of students.

Despite the considerable potential of AI, its integration into Russian language teaching is accompanied by a number of challenges and limitations. It is important to



assess the impact of AI on the development of speech activity, grammatical and lexical skills, and to examine its potential for increasing learners' motivation and autonomy. At the same time, ethical, technical, and methodological issues related to the use of AI in education remain highly relevant. This article aims to analyze the opportunities and limitations of AI in Russian language teaching and to define the new role of the teacher in the context of human-artificial intelligence interaction.

Contemporary studies demonstrate a growing interest in the application of AI in language pedagogy. Research findings indicate that AI can enhance the effectiveness of foreign language learning through immediate feedback, automated assessment, and the adaptation of learning materials. The use of neural networks and chatbots contributes to the development of oral and written communication skills, improves the acquisition of grammatical rules, and increases student engagement.

AI is of particular importance in teaching Russian as a foreign language. Chatbots, voice assistants, and other technologies provide continuous language practice and help students improve various types of speech activity even outside the target language environment. Moreover, AI facilitates familiarization with Russian culture and promotes the development of extracurricular communication skills.

One of the main advantages of AI is the personalization of learning. Adaptive platforms are capable of analyzing students' performance, considering their individual characteristics, and adjusting learning trajectories accordingly. Machine learning algorithms and natural language processing technologies help select tasks, determine the pace of learning, and provide feedback according to students' proficiency levels. This contributes to increased motivation and greater effectiveness of the educational process.

Considerable attention has been paid to the use of chatbots in Russian language teaching. Research confirms their effectiveness in organizing students' independent work and developing language skills. Chatbots help international students adapt to the Russian-speaking environment, provide additional practice opportunities, and expand possibilities for interaction with educational materials.



However, the use of AI in education is also associated with several limitations. Among the main issues are data privacy, algorithmic bias, and unequal access to technology. Furthermore, AI cannot fully replace live communication and the role of the teacher, especially in matters of cultural and contextual understanding of language. An important task remains the development of students' critical thinking and creativity, which cannot be formed exclusively through automated systems.

The purpose of this study is to analyze the opportunities and limitations of AI in Russian language teaching and to identify the key methodological and ethical aspects of its application. The study examines the potential of AI in developing language skills, the mechanisms of personalized learning, existing technical and ethical limitations, and the transformation of the teacher's role in contemporary educational settings.

The object of the study is the process of teaching the Russian language using digital technologies. The subject of the study comprises AI-based tools and their impact on the effectiveness, accessibility, and personalization of Russian language learning.

The study employed methods of analysis, synthesis, systematization, comparative analysis, and content analysis of scientific literature. The theoretical conclusions are based on the generalization of contemporary research and practical experience in applying AI to Russian language teaching.

The scientific novelty of the study lies in the comprehensive analysis of the opportunities and limitations of AI in Russian language teaching, taking into account ethical considerations and the changing role of the teacher. The theoretical significance of the study consists in expanding understanding of the place of AI in modern language pedagogy, while its practical significance is associated with the possibility of applying the findings by teachers, educational program developers, and students.

Thus, the integration of artificial intelligence into Russian language teaching opens broad prospects for the personalization and enhancement of the educational process. AI contributes to the development of language skills and increases student motivation; however, its use requires careful consideration of ethical and



methodological issues. Under these conditions, the teacher becomes not only a source of knowledge but also a mentor capable of effectively organizing students' interaction with AI technologies.

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