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«USE OF VOICE-CHATBOTS AS A TOOL LEARNING ENGLISH»

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Annotation

The topic of the article: "Use of voice-chatbots as a tool learning English".

Relevance: The relevance of this work is due to the fact that in the modern age, When English is the most important language in the world, the use of voice chat Bots provides a unique opportunity for students to improve their Skills in an exciting, personalized and accessible form.

OBJECT: The object of the study is the process of teaching English In modern conditions, which are characterized by large volumes Of the information received and often lack of time to assimilate it.

SUBJECT: The subject of the study is voice-chatbots as a tool Improving the effectiveness of English language teaching.

KEYWORDS: virtual interlocutors, artificial intellect, voice-chatbot, learning English, language practice.

The introduction explains the relevance of the study, defines the object and subject of scientific research, sets the goal and objectives, and outlines the basis of the study and its significance. The first chapter explores the characteristics of information perception by modern children, examines the potential use of information technology in education, defines voice chatbots, and describes their advantages and disadvantages.

The second chapter examines the feasibility of implementing voice-chatbots in English language teaching, analyzes existing types of voice-chatbots, and develops a voice-chatbot algorithm that can be used for teaching students. Based on the results of the study, the advantages and disadvantages of the proposed voice-chatbot are identified and conclusions are drawn. The conclusion presents the main findings, as well as the results of achieving the objectives.

INTRODUCTION

Currently, the educational process is undergoing a large number of constant changes aimed at increasing its effectiveness and adapting it to the peculiarities of the modern pace of life. This is not surprising, since, according to research, the volume of information in the world is increasing by 30% every year.

The relevance of this final qualifying work is determined by the fact that English, as the most important language in the modern world, is widely studied by people all over the world, and chatbots. Modern students are constantly interacting with digital technologies and online resources. They are accustomed to receiving information quickly and conveniently, which requires the implementation of new approaches in the educational process. One such innovative tool is voice chatbots, which are actively used in various fields, including education. Voice chatbots are programs based on artificial intelligence technologies that can maintain a dialogue with the user through voice or text interaction.

One of the main advantages of using chatbots in English teaching is the opportunity for continuous practice. Unlike traditional classes, where time for interaction is limited, chatbots are available at any time, allowing learners to regularly practice speaking and writing skills. Furthermore, these technologies help reduce the psychological barrier, as learners are not afraid of making mistakes when interacting with the program.

Chatbots also provide a personalized approach to learning. They can adapt to the user's level of knowledge, offering tasks of varying difficulty, correcting errors, and providing

recommendations. This makes the learning process more effective and tailored to the specific needs of the learner. Despite their numerous advantages, chatbots also have certain limitations. These include a lack of contextual understanding, potential speech interpretation errors, and a lack of full-fledged human interaction. However, when used correctly, chatbots can be an effective complement to traditional teaching methods.

Using voice chatbots in English language teaching allows for the creation of an interactive educational environment in which students can practice communication skills, improve pronunciation, and develop comprehension of foreign languages. One of the main advantages of such technologies is the opportunity for continuous language practice, which is especially important when learning a foreign language. Furthermore, chatbots allow for the individualization of the learning process, adapting to the knowledge level and pace of each student.

The study of English is particularly important in the modern educational system. In the context of globalization, English has become the primary means of international communication, science, business, and culture. Proficiency in English opens up vast opportunities for education, professional development, and international collaboration. Therefore, the search for effective methods of teaching English is a pressing challenge for modern pedagogy.

1 CHATBOTS IN EDUCATION

1.1 Information Perception Peculiarities of Modern Schoolchildren

It's easy to see that digital technologies are currently at the peak of their development and have become firmly entrenched in the daily lives of almost every person on the planet. The modern life of the younger generation is characterized by the fact that representatives of this generation, compared to previous generations, are faced with the fact that the speed of receiving information has increased exponentially. From this, we can logically conclude that education must also develop and transform to provide educational information to students in the highest possible quality, concisely, and quickly, in accordance with modern requirements. The digital generation is made up of children born after 2004.

They mature faster and are very comfortable navigating the global internet. They are savvy consumers who know what they want and how to get it. Children of this generation are characterized by the fact that they do not always distinguish between virtual and real life. Moreover, they may reject traditional education, seeing no point in it and citing the lack of practical application of the knowledge they acquire in school and college. However, many engage in self-education, for example, learning foreign languages from home. The significant gap between the pre-digital and digital generations is a fact that must be taken into account in education.

On the one hand, representatives of the pre-digital generation experience difficulties integrating into digital society; on the other hand, the digital generation is not ready to integrate into the pre-digital educational process. The characteristics of the digital generation (perception, attention, thinking, motivation, behavioral partners, lifestyle, worldview) determine The psychological and pedagogical specifics of goal-setting, principles, and approaches to developing the content, forms, and methods of digital didactics. The modern generation has grown up and is growing up in a time when digital technologies are extremely accessible, and internet technologies, which allow for significantly expanding opportunities, are used everywhere.

This, in turn, has shaped certain characteristics of the younger generation:

- very high speed of acquiring new information;
- ability to quickly analyze huge volumes of information;
- ability to formulate modern solutions;
- ability to quickly cope with a large number of tasks without loss of quality

According to various studies, the current generation has a somewhat different motivation for completing tasks, and especially for learning. Thus, the primary motivation now is not only interest in the subject but also a clear understanding of the goals of the work. The primary motivation for learning and completing any tasks for Generation Z is interest in the subject and an understanding of the goals of the work.

According to Microsoft research, teenagers spend only 8 seconds learning new information, due to the very high speed of information flow in which they live [1, p. 257].

The first chatbots: ELIZA and PARRY.

The first chatbots appeared in the 1960s. The creator of the first program capable of providing information services to the user and entertaining them while maintaining a natural-language dialogue was J. Weizenbaum, who wrote the ELIZA program to study the feasibility of creating the illusion of communicating with a real person in the program's interlocutor. This program had a fairly simple algorithm, based on searching for keywords in the user's message and finding the most relevant response based on preloaded templates and words entered by the user. Despite its relatively simple system, many who tested this program. They believed they were communicating with a living person, which ultimately forced J. Weizenbaum to abandon the project for moral reasons.

However, other researchers continued research in this direction. In 1972, a rather strange program called PARRY appeared, simulating the speech of a schizophrenic and often posing as a patient. It was even able to deceive professional psychiatrists—48% of them failed to realize they were communicating with a program. ELIZA and PARRY are two of the very first chatbots in the history of computer technology, created in the 1960s and 1970s. They were designed to simulate human conversation, but had different goals and levels of complexity. Today, they can also be used as tools for learning English. ELIZA was created by Joseph Weizenbaum at MIT in 1966. ELIZA's primary purpose was to simulate a psychotherapist. It didn't understand the meaning of words, but used keywords and patterns to generate responses. For example, if a user types, "I feel sad," ELIZA might respond, "Why do you feel sad?" This approach helps English learners practice constructing sentences and answering questions, especially in everyday conversations. ELIZA encourages students to think about grammar and sentence structure without fear of making mistakes. PARRY, in turn, was created by psychiatrist Kenneth Colby at Stanford University in 1972. PARRY was designed to simulate the behavior of a paranoid person. Unlike ELIZA, PARRY attempted to model reasoning, beliefs, and emotions. In experiments, psychiatrists were unable to accurately distinguish PARRY from a real paranoid person. For English learners, PARRY is useful because it allows them to practice more complex sentence structures and emotionally charged vocabulary. It helps them learn to respond to unusual or unexpected statements, developing conversational flexibility and contextual awareness.

2.2 Structure of a Chatbot for Learning English

The practical example involved creating a chatbot concept and structure and developing specific teaching materials for it. The purpose of this chatbot is to teach users English, taking into account their current level, and to monitor their completion of tasks. As noted in the previous paragraph, learning English is an ongoing process that requires constant practice and interaction. Therefore, it can be concluded that when using chatbots for learning English, it is important to conduct dialogues with the chatbot that cover a wide range of topics and allow learners to practice their language skills in real-life situations. Taking this into account, the proposed chatbot also contains a "dialogue with the chatbot" section. The topics for dialogue and the flow of the dialogue are presented below.

Using ELIZA and PARRY to Learn English

1. Correspondence Practice: Students can write sentences and read the bot's responses, improving their writing and reading skills.
2. Sentence Construction: ELIZA's questions encourage students to form grammatically correct responses.
3. Vocabulary Expanding: PARRY's responses help students learn emotionally charged words and expressions.
4. Role-Playing: Students can simulate therapy sessions with ELIZA or "challenging situations" with PARRY to practice real-life conversations.

In conclusion, although ELIZA and PARRY are historical chatbots, they remain engaging tools for English learners. ELIZA helps with basic communication and sentence construction, while PARRY helps develop critical thinking and communication skills in more complex emotional and

logical situations. Practicing with these bots can be both useful and engaging, creating a safe environment for learning English.

Everyday Dialogues.

One of the most important aspects of learning English is the ability to conduct everyday dialogues. This includes basic topics such as introducing oneself, sharing one's hobbies and interests, and having basic conversational skills in a polite manner. Chatbots can provide students with the opportunity to practice these conversational skills in a safe and controlled environment.

For example, a chatbot might ask a student to introduce themselves, and the student will respond by sharing their name, where they're from, and a few facts about themselves. The chatbot can then ask follow-up questions and engage in conversation with the student, allowing them to practice their language skills in a natural and interactive way. Overall, the use of a chatbot in an English language classroom was successful and demonstrated that chatbots can be a valuable tool for improving the quality of education for both students and teachers.

However, it is also worth noting that the results of using chatbots in English lessons can also be influenced by classroom characteristics. For example, students' English proficiency will play a significant role in determining the effectiveness of chatbots. Based on this information, it can be concluded that one of the most important benefits of using chatbots in English language teaching is improved student performance. With the help of a chatbot, students receive access to a wide range of language resources, such as pronunciation guides and grammar explanations, can help them make significant progress in learning English. The chatbot's interactive and engaging nature also helps maintain students' motivation and interest in learning, increasing their confidence and language proficiency.

The study found that voice chatbots are an effective and promising tool for teaching English in the context of digitalization of education. Their use significantly increases student engagement and creates a comfortable and interactive environment for developing language skills. The analysis showed that voice chatbots promote the development of speaking skills, improve listening skills, and build confidence in using a foreign language. Thanks to the ability to conduct real-time dialogue, students gain essential practice, which is often limited in traditional educational settings.

Furthermore, a significant advantage is the accessibility and individualization of learning: chatbots can adapt to the user's level of knowledge, providing a personalized approach. This makes the learning process more flexible and effective. However, certain limitations were also identified, such as insufficient contextual understanding and potential technical errors. However, despite this, the potential of voice chatbots in education remains high. Thus, the use of voice chatbots in English language teaching is a relevant area that contributes to improving the quality of education and meets the requirements of modern society.

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