

UDC 378.147:911.52

IRSTI 14.35:39.19.31

<https://doi.org/10.48371/PEDS.2025.76.1.006>

## EXPLORING THE IMPACT OF ARTIFICIAL INTELLIGENCE ON MASTER'S STUDENTS' SELF-STUDY PRACTICES

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**Abstract.** This paper explores master's students' attitudes toward the use of artificial intelligence (AI) in their self-study tasks for an Academic English course. The aim of this research is to define how AI influences master's students' self-study performance in Academic English and make recommendations to use it effectively for self-study practices. With use of AI Academic English teaching becomes more effective and it is crucial to understand how it affects language learning results. The study of the use of AI in Academic English leads to transformation of teaching methods and opens up new opportunities for improving the effectiveness of the educational process. The study employed a survey method to collect the data on master's students' attitude toward using AI for self-study tasks in an Academic English course. The study revealed both positive and negative opinions on use of AI in their independent learning. AI significantly helps master's students in their independent study making it easier by suggesting ideas, correcting mistakes, and saving time. However, use of AI has negative influence master's students' self-study tasks performance as well, it makes them dependent on technology, limits their critical or creative thinking. Analyzing the information collected from the study, authors came to conclusion that use of AI contributes master's students' academic skills development provided they are aware of its drawbacks.

**Key words:** Artificial intelligence, master's students, self-study, teaching English, academic English, academic skills, integration of AI, practice

### Introduction

The use of AI enhances the efficiency of completing self-study assignments in academic English. It serves as a valuable tool for generating ideas, paraphrasing text, and identifying mistakes, thereby saving master's students considerable time in their independent work. AI helps students become more self-sufficient by highlighting errors and providing suggestions for improvement. However, despite its numerous advantages in the learning process, AI also has certain drawbacks. Its use can be truly beneficial for master's students' independent work if they are aware of these limitations and take them into account. AI is a tool that may facilitate independent work of master's students, but its usage must be thoughtful and balanced.

Artificial intelligence (AI) is one of today's most promising and inventive technologies. Its use into educational programs brings up new opportunities for students, instructors, and researchers. It is a powerful technology that has

the potential to improve educational efficiency and personalization. Artificial intelligence (AI) in education brings up new possibilities for educational systems; it makes teaching process more interesting and productive. Moreover, the key advantage of AI use in education is that the educational platform adapts to the demands of students.

The application of artificial intelligence (AI) in English teaching is of tremendous scientific and practical importance. It significantly improves educational outcomes by disclosing the educational process's reserves as well as the student's personality, increasing the didactic possibilities of the lesson, and greatly simplifying the teacher's task. AI enables teachers to monitor academic achievement, discover knowledge gaps in students, and provide recommendations to help students improve their language abilities.

AI influences master's students learning Academic English as well, especially in their self-study process, since this group of students frequently meets the necessity to master complicated scientific and professional abilities. It is known that self-study requires a high level of self-organization, motivation, and access to quality learning resources. Using AI in teaching Academic English can significantly improve the efficiency of master students' self-study by providing them with the necessary tools for in-depth study and practice.

However, despite of all opportunities of AI provides in teaching Academic English there is not enough scientific discussions on the benefits or drawbacks of AI. In addition, there is lack of studies on impacts of AI in self-study practice of master's students. It is important to conduct investigations on identifying new roles and perspectives of AI on master's students learning English. The study will help us understand how efficient AI is in teaching academic English and will assist in identifying best practices and optimizing instructional procedures.

The aim of this research is to define how AI influences master's students' self-study performance in Academic English and make recommendations to use it effectively for self-study practices. It is crucial to understand how AI may assist master's students in not just learning the topic but also developing critical thinking, research skills, and learning independently.

The fast growth of AI has changed several sectors, including education, with profound consequences for teaching and learning processes. In education, AI technologies have enormous potential to revolutionize traditional educational approaches, enabling individualized learning experiences suited to individual requirements and tastes. Kim et al. emphasized the impact of AI in educational process and noted that AI's incorporation in education has gained great attention from researchers, educators, and governments throughout the world [1].

Aldosari mentioned that AI is a unique machine that can fulfill multiple tasks. For example, users can seek assistance from AI-powered tools for academic queries, and these tools will swiftly give the necessary knowledge. AI finds uses in educational settings, where it makes intelligent judgments similar to those made by humans [2].

A lot of studies have been conducted related to Chat GPT use in English language learning. Mağallāī Kullīyyāī Al-Adāb - Ğāmi'at Al-Fayūm investigated the importance of Chat GPT in language learning from teachers' perspectives. Their study found out that educators see the positive sides of Chat GPT as it gives opportunities to find more learning resources, to save time for preparing materials for teaching and to increase motivation to learn [3].

Moreover, integration of Chat GPT needs instructional assistance from teachers, curricular congruence, convenient interfaces and and engaging interactive activities to ensure successful teaching. Chat GPT is a great resource that contains a valuable content, it is a valuable tool that motivates learners and saves time for both teachers and students [4]. Trung, Nguyen et.al. highlighted the benefits of Chat GPT as a significant tool in developing class materials for teaching English. Chat GPT is highlighted as a versatile tool that can significantly improve instructional practices for English teachers. [5].

Another research conducted by Vildan İnci Kavak and colleagues revealed that the use of ChatGPT in English classes facilitates personalized feedback, lesson planning, and the improvement of language competency through tailored learning experiences. The scholars concluded that these features help students enhance their language skills. However, their research also identified negative aspects of using ChatGPT, such as insufficient student engagement, ethical concerns, and the potential for misinformation [6].

AI is a valuable resource for enhancing evaluation of learners in educational process. Incorporating AI in evaluation of students' performance teachers can benefit in providing students with more accurate, effective, and individualized assessments, resulting in improved learning outcomes for students. The personalized learning evaluation and real-time monitoring system allow students to receive individualized learning feedback and help, hence improving learning effectiveness and performance. Furthermore, the automated evaluation procedure produces more objective and precise findings, giving teachers with focused instructional references [7].

Students' speaking and listening skills are effectively evaluated through AI based-model. This new evaluation model contributes to improvement of students' English language skills. English teachers may more precisely assess students' English speaking abilities through AI and it acts as a beneficial tool for changing and upgrading students' learning strategies. Use of AI in evaluation process provides students with extensive feedback catering to the individual needs of students. The transformation to a learner-centered style from traditional teaching methods has a lot of benefits regarding to students' development [8]

According to Wang and other researchers testing English language speech through AI technology is a new path in oral English learning. Students may use AI speech recognition system to not only mimic and enhance the system's reading standard in terms of fluency, pronunciation, integrity, and other language assessment characteristics, but also increase the efficiency of oral English learning [9].

Numerous research studies have examined the impact of AI on academic writing in English and research skills of students. These investigations reveal

both advantages and drawbacks of use of AI in teaching Academic Writing. King Costa et.al underlined that AI increase productivity of teaching; it allows a great amount of support for non-native English speakers and offer instant feedback. However, their research considered its impact students' plagiarism, inaccuracy and excessive dependence on AI [10]. It was observed in Tran Thi Thu Hien's research study that AI tools play a great role in academic writing. This scholar's research found out that both teachers and learners have positive opinions on AI, especially AI tools. [11].

A thorough investigation of the potential of AI in the field of content production is initiated by M. Abinaya and G. Vadivu. Their research explores how AI integrated into many writing processes, increasing efficacy and efficiency of academic explorations. One important advantage of AI is its capacity to evaluate and enhance writing styles. Moreover, AI tools assist students in creating more cohesive writing, which is crucial for academic research where clarity is important [12].

Through his research on AI use A. Aladini came to conclusion that AI tools influence students' academic writing skills notably. AI tools such as Quillbot, Grammarly, Jasper and Chibi enhance students' academic writing skills and facilitate the learning process. Positive results may be obtained by using AI tools in Academic English, which is consistent with current educational trends that support the use of digital technologies in learning [13].

The review of existed research studies on use of AI in education, particularly in English language teaching made it possible to reveal important developments and prospects in this field. AI already plays a significant role in educational practice, and its possibilities are only growing. Benefits of AI, particularly ChatGPT, or other tools have been studied by researchers all over the world. Moreover, authors investigated how AI tools assist in teaching and learning English, especially in Academic English teaching and learning and revealed that they successfully cope with the tasks of academic writing.

However, with all of the advantages, using AI in teaching English necessitates carefully weighing pedagogical and ethical concerns. It is important to integrate AI tools into educational process taking account the drawbacks of use of AI such as plagiarism, dependence on AI, lack of thinking and many others. We hope that our research will try to contribute to the study on AI use in teaching Academic English making it more effective and accessible to master's students.

Research question: What is master's students' attitude toward using AI in performing self-study tasks in an Academic English course?

### **Materials and Methods**

The following theoretical methods were used in this study: **analysis** (scientific articles on the use of artificial intelligence in the field of academic writing in English were analyzed) and **generalization and systematization** (approaches to the use of AI in the educational sphere and key aspects were generalized and systematized).

To collect empirical data on the perception of master's students regarding the use of AI in education, the survey method was employed. This method made it possible to investigate the potential and drawbacks of AI in master's students' self-study task performance in English Academic writing. The survey consisted of three parts. The first part of this survey found general information about master's students regarding to their age, the level of English language and their majors. The second part revealed the information about the frequency of use of AI in self-study task performance, types of AI master's students use in preparation for self-study tasks in academic writing in English, master's students evaluation of the effectiveness of using artificial intelligence in self-study tasks performing in academic writing compared to traditional methods, benefits they see in using artificial intelligence in self-study tasks performing in academic writing. The third part of the survey was devoted to the disadvantages master's students observe regarding the use of artificial intelligence in self-study tasks performing in academic writing course, their overall opinion of AI use in their academic work in the future.

The participants in this research consisted of 164 first-year master's students from L.N. Gumilyov Eurasian National University. They were enrolled in a variety of educational programs, including Information Technologies (13 participants), Biology (14), Transport and Transport Techniques (17), Cyber Security (15), Geography (12), Civil Engineering (15), Pedagogical Measurements (8), Heat Engineering (13), Automatization and Management (14), Chemistry (17), and Logistics (15).

The participants' ages ranged from 21 to 44, as no participants were under 21 or over 45. Their English language proficiency levels, as self-reported in the survey, varied from Elementary to Advanced. The majority were at the Intermediate level, which is consistent with the language skills typically acquired during undergraduate studies. Participant demographics were collected using a survey designed to capture age, language proficiency, and other relevant details.

The survey was developed and distributed using the Qualtrics platform. Data collection took place over two weeks, after which the survey was closed.

## **Results**

The collected data were analyzed using the JASP platform software. They were coded, and then they were analyzed. The following table represents the data collected from the second and third parts of the survey and their statistical analysis.

Table 1 - Descriptive statistics of the survey

	Question	Mini- mum	Maxi- mum	Mean	Std De- viation	Variance Std Devia- tion	# of re- sponses
1	How often do you use AI in self-study task performance in English Academic writing course? (every day, several times a week, rarely, never)	1.00	4.00	2.46	0.81	0.65	164
2	Text generating is useful for my self-study tasks performing in academic writing in English? (Yes, I agree, I fully agree, I don't agree, I absolutely disagree)	1.00	6.00	2.85	1.40	1.95	164
3	How do you rate the effectiveness of using artificial intelligence in self-study tasks performing in self-study tasks performing in academic writing compared to traditional methods? (much more effective, a little more effective, about as effective, less effective, I can't judge as I don't use)	1.00	6.00	2.94	1.41	1.99	164
4	What benefits do you see in using artificial intelligence in self-study tasks performing in academic writing? (saving time, improving the quality of work, expanding access to information, automate repetitive tasks, improved grammar and style)	1.00	6.00	2.14	1.46	2.13	164
5	What disadvantages or concerns do you have regarding the use of artificial intelligence in self-study tasks performing in academic writing course? (potential loss of creativity, incomplete or inaccurate information, data privacy concerns, distrust of AI-generated results, technology dependence)	1.00	6.00	2.76	1.56	2.44	164

6	Are you ready to use artificial intelligence in your academic work in the future? (Yes, absolutely, yes it's possible, no, I'm not sure, no, absolutely not)	1.00	5.00	3.23	1.02	1.04	164
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The main goal of the last survey question was to identify what master's students would like to add regarding the use of AI in their self-study practice (positive or negative). Here are the most common answers to this question (Table 2).

Table 2 - Master's students thoughts about AI use in Academic English

Positive	Negative	Both
While AI aids productivity, students must balance its use with the development of essential academic skills.	The negative feature is that we no longer want to work with our heads.	AI helps, but an excess can affect degradation
It can also explain some writing rules or structures	You don't use your critical thinking and don't approve your writing English	It's much more effective but your individual knowledge is not improving so qualitatively as you don't use AI
The future belongs to artificial intelligence	You have problems with ethical issues	This helps us to absorb more information in this numerous stream of information however, it is difficult to remember everything
Yes, I use artificial intelligence when I don't have any information or ideas	Plagiarism will be a big problem	Can help saving time, there are some limits of using free
AI can be a valuable tool in academic writing, it's essential for writers to use it judiciously and in conjunction with their own skills and knowledge.	Quality of education decreases	Of course AI is helpful sometimes, however it's fine to think and create than copy past
A positive feature of artificial intelligence in using academic writing to save time and get new information and ideas to create new works.	Dependence on AI, students lose skills of writing and thinking themselves	The downside is that you become technically dependent and over time you lose your creative eye, but at the same time there are advantages, the advantages are that you can make sure that you did your task correctly and you can save time

		Artificial intelligence helps to complete tasks, but at the same time makes students lazier in searching for information
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Based on the data it can be inferred that master’s students express both positive and negative viewpoints on use of AI in Academic English. They agree that AI may greatly simplify learning activities, but they also understand that relying too much on it might lower the standard of independent learning and critical thinking.

### Discussion

The received data demonstrate that master’s students are aware of AI tools and they actively use them for the self-study assignments preparation in Academic English course. The answers for the first question “How often do you use AI in self-study task performance in English Academic writing course? (every day, several times a week, rarely, never)” indicate that on average, respondents use AI between several times and rarely in their self-study tasks for Academic English course. Standard Deviation (0.81) demonstrates the variation in the answers. While some students may use AI daily, others may use it less frequently, but the variation isn’t too great, as indicated by the standard deviation of 0.81.

The statistical processing provided minimum and maximum scores of the answers for the second question “Text generating is useful for my self-study tasks performing in academic writing in English?” The range of responses (from 1 to 6) suggests diversity in how individuals perceive or use AI tools for text generation. Some may find these tools extremely helpful (closer to 6), while others might use them minimally (closer to 1). A considerable amount of use or dependence on AI for text production in academic assignments is indicated by the mean of 2.85. It implies that a sizable percentage of respondents actually find AI helpful in this area, even though the percentage is not very high. Standard Deviation and Variance: 1.40 and 1.95, respectively, provide a somewhat reasonable range of results, suggesting that while there is some variation in the applications of these tools; most of the replies are centered on the mean. This implies that although text generating is widely employed, users may not all view them as being equally important or successful.

A number of criteria are taken into consideration when comparing the efficacy of applying AI to traditional approaches in self-study activities for academic writing. Some respondents regard AI to be much less successful than traditional approaches, as indicated by the lowest score of 1.00. The respondents who gave AI a maximum score of 6.00 indicate that they think it is far more successful than traditional approaches. This broad range indicates that master’s students’ perspectives on the usefulness of AI in academic writing are varied and highly individualized. The average score of 2.94 indicates that respondents generally believe AI to be somewhat more successful than traditional approaches, but not much more so, since it is somewhat below the measure’s midpoint (3.5 on a 1-6 scale).



The next question is related to the perceived benefits of using AI in self-study tasks. The data covers aspects such as saving time, improving the quality of work, expanding access to information, automating repetitive tasks, and improving grammar and style. The minimal score of 1.00 indicates that some respondents think utilizing AI for academic writing self-study projects will be of little to no use. The highest possible score of 6.00 suggests that people believe utilizing AI for these jobs will have a significant positive impact.

When it comes to the employment of AI in academic writing, some respondents have little to no reservations, as seen by their minimal score of 1.00. The highest score of 6.00 indicates that a large number of respondents are concerned about the employment of AI in certain activities. This range represents a wide range of viewpoints, from those who are very concerned about AI's drawbacks to others who are not.

The data on respondents' readiness to use artificial intelligence (AI) in their academic work in the future provided the following:

With a minimum score of 1.00, some respondents show that they are eager and prepared to use AI in their academic work. The highest score of 5.00 indicates that some respondents are unsure or adamantly against utilizing AI in their academic work. This range demonstrates a wide variety of opinions about AI in academic settings, from high acceptance to notable resistance or doubt.

With a mean score of 3.23, which is somewhat higher than the scale's midpoint (2.5 on a 1–5), attitudes toward the possible application of AI in academic work are largely positive. This implies that even while a large percentage of respondents are amenable to the concept of adopting AI, a sizable fraction remain dubious or apprehensive about it.

The research findings indicate that, on average, master's students use AI tools for their self-study tasks to a moderate extent. This indicates that while they are using AI technologies into their study routines on a relatively frequent basis, it is not a major or significant part of their self-study process. Although AI is a useful tool, its average usage shows that it may not be fully optimized or applied consistently to all self-study assignments.

Another finding was related to the use of text generating for self-study tasks performing in academic writing in English. Findings reveal that although text-generating is frequently used by respondents, their opinions about their significance and efficacy vary. And as for benefits of AI, the data show that master's students have different perspectives about whether AI is helpful for academic writing; some believe it to be very helpful, while others don't think it is.

The number of respondents (N=164) indicate that there are enough respondents to be able to make inferences about general trends regarding the application of AI for academic English tasks performance.

Furthermore, the data on master's students' attitudes toward AI and traditional learning reveal an interesting point: not all respondents consider AI to be a valuable aid for academic writing, and they do not see it as a complete replacement for traditional methods.

## Conclusion

In conclusion, this study has addressed the research question by exploring master's students' attitudes toward using AI for self-study tasks in an Academic English course. AI has proven to be a valuable tool that can greatly support students in their independent academic work, offering numerous benefits to enhance the efficiency and productivity of the learning process. It helps save time when time is limited, generates ideas when inspiration is lacking, and corrects text when there are doubts. The study's findings reveal that master's students find AI beneficial for their self-study assignments, yet they acknowledge that it should serve as a supplementary tool rather than a replacement for independent thinking.

Based on the findings of the research these recommendations should be taken into account when master's students use AI for their self-study assignments in Academic English.

- Master's students should be aware of both benefits and drawbacks of using AI for self-study tasks.

- Instructions on the use of AI should be provided to master's students by educators at the beginning of the course.

- Master's students should know that AI is a tool, not a coauthor, that it is easily detected by plagiarism detection programs.

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### **ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ МАГИСТРАНТТАРДЫҢ ӨЗІНДІК ЖҰМЫС ТӘЖІРИБЕСІНЕ ӘСЕРІ**

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**Аңдатпа.** Бұл жұмыс магистранттардың академиялық ағылшын тілі пәнінен өздік жұмыстардың тапсырмаларын орындауда жасанды интеллектті (ЖИ) пайдалануға деген көзқарасын зерттейді. Зерттеудің мақсаты ЖИ-тің магистранттардың академиялық ағылшын тілінен өздік жұмыстарды орындауға қалай әсер ететінін анықтау және оны тиімді пайдалану бойынша ұсыныстар беру. ЖИ-ті қолдану арқылы академиялық ағылшын тілін оқыту тиімді, сонымен қатар оның тіл үйрену нәтижелеріне қалай әсер ететінін түсіну де өте маңызды. Академиялық ағылшын тілін оқытуда ЖИ-ті қолдануды зерделеу оқыту әдістерінің өзгеруіне әсер етіп, оқу үдерісінің тиімділігін арттырудың жаңа мүмкіндіктерін ашады. Зерттеу барысында магистранттардың академиялық ағылшын тілінен өздік жұмыстардың тапсырмаларын орындау үшін ЖИ-ті қолдануға деген көзқарасы туралы деректерді жинау үшін сауалнама әдісі қолданылды. Бұл сауалнама ЖИ-ті өздік жұмыстардың тапсырмаларын орындау үшін қолдану туралы магистранттардың жағымды және жағымсыз пікірлерін анықтады. ЖИ магистранттарға идеяларды ұсыну, қателерді түзету және уақытты үнемдеу арқылы өздік жұмыстарды орындауды жеңілдетуге айтарлықтай көмектеседі. Алайда, ЖИ-ті пайдалану магистранттардың өздік жұмыстар тапсырмаларын орындауына теріс те әсер етеді, оларды технологияға тәуелді етіп, сыни немесе шығармашылық ойлауларын шектейді. Зерттеу барысында алынған ақпаратты талдай отырып, авторлар магистранттар ЖИ-тің осал тұстарын білсе, оны қолдану олардың академиялық дағдыларын дамытуға ықпал етеді деген қорытындыға келді.

**Тірек сөздер:** Жасанды интеллект, магистранттар, өздік жұмыс, ағылшын тілін оқыту, академиялық ағылшын тілі, академиялық дағдылар, ЖИ қолдану, тәжірибе

## **ВЛИЯНИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ПРАКТИКУ САМОСТОЯТЕЛЬНОЙ РАБОТЫ МАГИСТРАНТОВ**

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**Аннотация.** В данной статье исследуется отношение магистрантов к использованию искусственного интеллекта (ИИ) в их самостоятельных заданиях по академическому курсу английского языка. Цель данного исследования - определить, как искусственный интеллект влияет на успеваемость магистрантов при самостоятельном изучении академического английского языка, и дать рекомендации по эффективному его использованию в практике самостоятельного изучения. С использованием искусственного интеллекта преподавание академического английского становится более эффективным, а также важно понимать, как это влияет на результаты изучения языка. Изучение использования ИИ в академическом английском приводит к трансформации методов преподавания и открывает новые возможности для повышения эффективности образовательного процесса. В исследовании использовался метод опроса для сбора данных об отношении магистрантов к использованию ИИ для самостоятельной работы в рамках курса академического английского языка. Исследование выявило как положительные, так и отрицательные мнения об использовании ИИ в их самостоятельном обучении. ИИ значительно помогает магистрантам в самостоятельном обучении, предлагая идеи, исправляя ошибки и экономя время. Однако использование искусственного интеллекта также негативно влияет на выполнение студентами магистратуры заданий по самостоятельной работе, делая их зависимыми от технологий, ограничивая критическое или творческое мышление. Проанализировав информацию, полученную в ходе исследования, авторы пришли к выводу, что использование искусственного интеллекта способствует развитию академических навыков магистрантов при условии, что они знают его недостатки.

**Ключевые слова:** Искусственный интеллект, магистранты, самостоятельная работа, преподавание английского языка, академический английский язык, академические навыки, использование ИИ, практика

*Received: August 20, 2024*

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