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AI-ENHANCED PROJECT METHOD TO EXCEL LEARNER AUTONOMY IN PRE-SERVICE ENGLISH TEACHERS

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Abstract. The study delves into the efficacy of the project method in fostering autonomous involvement among Pre-Service English Teachers engaged in Foreign Language acquisition, thereby shedding light on innovative pedagogical strategies. The study aims to develop a theoretical basis for employing the AI-enhanced project method in arranging autonomous work of the 2nd-year students at the University and determining the efficacy of technology during the educational process. The research methods used were literature review, experimental research, qualitative and quantitative research, and action research. The scientific novelty is that incorporating project-based activities using AI-based tools cultivates self-directed learning tendencies among students, empowering them to assume responsibility for their language acquisition journey. This methodology augments language competency and nurtures essential 21st-century skills, such as critical thinking, digital and problem-solving skills, and collaborative proficiencies necessary for navigating the complexities of our interconnected global landscape. The theoretical and practical significances of the research reside in its probated justification of utilizing the AI-enhanced project method activities and techniques. The results show the development of competencies in autonomous work, reflective thinking, and self-evaluation during Foreign Language learning during the spring semester. In addition, the material may be helpful for students of the speciality "Foreign language: two foreign languages" and secondary school teachers.

Keywords: AI-enhanced project method, foreign language teaching, intercultural communication, learner autonomy, pre-service English teachers, autonomous learning, self-directed learning, digital tools in education

Introduction

Nowadays, encouraging students to learn autonomously and seek knowledge has emerged as an essential aim. This shift represents the importance of allowing students to be responsible for managing their own educational experiences, raising critical thinking skills, and being able to delegate. These

activities are vital in implementing contemporary methods of learning, as they ensure long-term retention, improve accuracy and provide a better understanding of previously learned materials.

Self-directed learning plays a pivotal role across disciplines, with particular significance in the realm of foreign language acquisition. This mode of learning stands as a cornerstone aiding not only in navigating academic milestones but also in long-term retention and application [1, p.7]. Activities undertaken autonomously tend to be more deeply ingrained in one's memory and are recurrently utilized.

Furthermore, independent engagement serves as a valuable complement to formal instruction, facilitating a symbiotic relationship with educators. By undertaking tasks without direct guidance, learners are poised to identify errors, deficiencies, and gaps, a process further enhanced in collaborative settings. This collective endeavor enables comprehensive analysis of outcomes, thereby illuminating both strengths and weaknesses inherent to specific subjects and contexts.

It is crucial to comprehend and be aware of the distinctive characteristics of learner-autonomous work, its execution, and the potential drawbacks of these methods of instruction. Selecting an appropriate AI-enhanced project method for an assignment enhances the probability of students comprehending and mastering the language material as the content and format of the material are equally important in the multifaceted learning process.

The term "learner autonomy" has been explained and described by several scholars from various scientific points of view. In the field of pedagogy, this term gained recognition in the late 18th century when K. D. Ushinsky prioritized learner autonomy in his pedagogical system and advocated for an educational philosophy that emphasized the demands, hobbies, and preferences of students. Now it is related to learning which promotes students' intellectual and moral advancement in addition to being primarily concerned without imparting information from teacher to learner [2, p.22].

Vygotsky's sociocultural framework views learning as a social event involving people and the environment. The Zone of Proximal Development theory (ZPD) emphasizes learner autonomy, highlighting the gap between individual accomplishments and support from competent individuals [3, p.121]. Vygotsky emphasized language and self-management as key to developing autonomy, noting that while social interactions facilitate learning, autonomous activities and independent research play a crucial role in cognitive growth and long-term information retention.

However, despite the wide range of definitions and theoretical views, there remains no consensus on how learner autonomy can be operationalized effectively in higher education - particularly when integrating digital and AI-based tools. This research gap is central to the present study.

Scholars highlight overlapping aspects of learner autonomy, emphasizing independence, self-regulation, and self-determination. Doblinger stresses the ability to act without reliance on external support [4, p.71], while Johnson associates autonomy with self-initiated, self-directed projects free from external pressures [5, p.50]. Code highlights voluntary, self-controlled actions that reflect personal agency and decision-making [6, p.123]. Zimnyaya views autonomous work as the outcome of purposeful lesson planning that cultivates motivation, self-reflection, and responsibility [7, p.132]. Similarly, Diller links self-regulated practices such as goal-setting and monitoring to improved academic achievement and lifelong learning habits [8, p.93]. Together, these perspectives frame autonomy as a goal-oriented, self-managed process that fosters responsibility, critical thinking, and sustained educational engagement.

Kolb's experiential learning model frames education as a cyclical process of active exploration, reflection, and application, in which learners consolidate knowledge more effectively when they engage in independent tasks [9, p.36]. Such autonomous activities foster deeper understanding and sustained interest, as students actively test hypotheses and apply concepts in practice. Complementing this, Bandura's self-efficacy theory stresses that learners' beliefs in their own abilities strongly influence performance and persistence [10, p.201]. When students feel capable of completing self-directed tasks, they gain confidence, motivation, and resilience in overcoming academic challenges, whereas low self-efficacy can hinder autonomy and learning outcomes. This relationship is schematically illustrated in Figure 1, which depicts the core components of Bandura's self-efficacy framework. Together, these theories provide a conceptual foundation for this study, suggesting that AI-enhanced project work can both facilitate experiential learning and strengthen self-efficacy, thereby promoting learner autonomy.

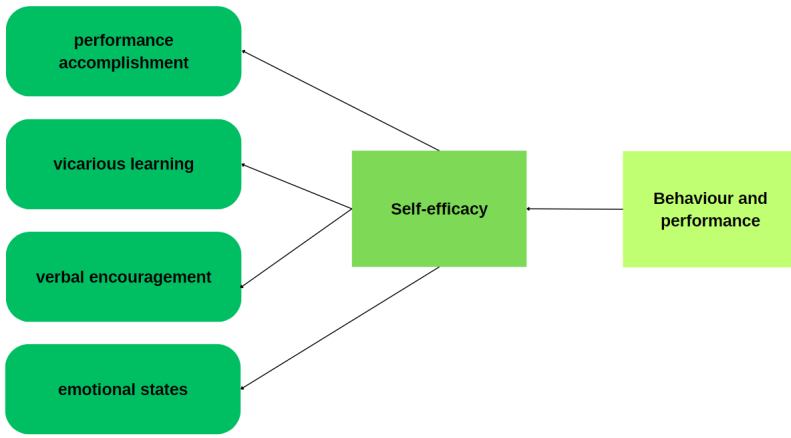

Figure 1 – Bandura's self-efficacy theory

Teachers play a crucial role in fostering autonomy by designing tasks that are both challenging and achievable. With modern technologies, educators can create dynamic AI-based activities that adapt to different proficiency levels and promote active participation [11, p.501]. AI tools such as speech recognition, chatbots, and writing assistants provide immediate feedback, helping students identify and correct mistakes, thereby boosting confidence and independence [12, p.6]. Beyond language skills, such activities also develop broader professional competencies - teamwork, leadership, creativity, and critical thinking - which are increasingly important for students' personal success and societal contribution.

Dewey first introduced the project method as purposeful, interest-driven, and practically oriented learning, later expanded by Kilpatrick, who classified projects into constructive, aesthetic, problematic, and drill types [13, p.330]. More recently, Jaitapova and Kartabaeva emphasized its role in applying new knowledge through self-directed learning and socio-cultural interaction, highlighting how project work fosters both autonomy and cognitive development [14, p.3].

Lee and Lin classify learner autonomy by key characteristics - such as task type, level of difficulty, goals, form of presentation, and timeframe - each further divided into subcategories, providing a structured view of how independent work can be organized (Table 1) [15, p.458].

Table 1 - The classification

№	Main characteristics of independent work	Types of independent works
1.	Types of tasks	1. Theoretical assignments are tasks centered on text analysis, theoretical comprehension, and concept assimilation from educational resources. 2. Practical assignments encompass activities necessitating the application of acquired knowledge in real-world scenarios, problem-solving, and hands-on exercises.
2.	Level of difficulty	1. Foundational tasks are desired to solidify fundamental principles and rudimentary skills. 2. Intermediate tasks are intended to foster a deeper comprehension of the subject matter and the chance of its application. 3. Advanced assignments are tasks which intricate analytical challenges, research works, or the inception and execution of innovative projects
3.	Goals and objectives	1. Independent study of material is geared towards autonomous acquisition of novel insights and proficiencies with minimal intervention of instructors. 2. Fostering analytical and critical thinking skill tasks are crafted to cultivate analytical abilities, critical evaluation skills, and the articulation of cogent arguments. 3. Preparatory activities for Olympiads and competitions are tasks aimed at advancing student preparedness for participation in scholastic Olympiads, contests, and cognitively demanding competitions.

4.	Form of presentation of results	1. Essays or reports are used to facilitate the presentation of findings through written discourse, substantiated by logical conclusions and cogent reasoning. 2. Multimedia presentations utilize visual aids, graphical representations, and multimedia elements to enhance the communicative efficacy of the message conveyed. 3. Creative projects encourage the conceptualization and execution of original projects, stimulating creative ideas and problem-solving skills.
5.	Timeframe	1. Short-term tasks are completed within a short period of time, usually within one class or as homework. 2. Long-term tasks require a longer period for completion, such as research projects or preparation for competitions.

Autonomous tasks can take many forms—such as essays, research projects, presentations, case studies, or creative work—but all require learners to take primary responsibility for their progress. Through such activities, students develop knowledge, skills, and personal attributes, making autonomy a key element of both academic growth and holistic development. However, despite extensive theoretical work on learner autonomy, little empirical research has examined how AI-enhanced project methods can foster autonomy in pre-service English teacher education, particularly in the Kazakhstani context.

Although autonomy is widely theorized across psychology and pedagogy, much of this work remains descriptive, lacking empirical validation of how these concepts translate into effective classroom practice. This contradiction between theoretical richness and practical scarcity frames the need for the present study.

Accordingly, this study investigates whether integrating AI-based tools into project-based learning can enhance learner autonomy among pre-service English teachers by strengthening their independence, reflective capacity, and self-efficacy in foreign language learning.

Materials and methods

The study involved 25 second-year pre-service English teachers (12 in the experimental group “21E” and 13 in the control group “21C”) enrolled in the course “Development of Presentation Techniques” at a national university. Participants were aged 19–21 years and enrolled in the same academic program. All participants came from the same institutional context; therefore, cultural diversity was not a factor in this study. Inclusion criteria were enrollment in the course and voluntary participation; students with incomplete pre- or post-test data were excluded from the analysis.

The experimental group “21E” (n = 12) and control group “21C” (n = 13) were pre-existing subgroups within the same cohort of second-year pre-service English teachers at a national university. No random assignment was applied, but the groups were comparable in academic performance and demographic characteristics.

Instruments

To prove the effectiveness of using the AI-enhanced project method as an activator of learner autonomy in the experimental group students prepare a project work for two weeks with minimal teachers' assistance, while students in the control group receive assignments according to the Syllabus.

Firstly, a pre-test was taken from students of both subgroups to determine their attitudes towards independent work. The questionnaire was adapted from validated instruments on learner autonomy and further refined by the researchers. Its content validity was confirmed through expert review. The instrument contained 17 items measured on a Likert scale ranging from "strongly agree" to "strongly disagree".

The questionnaire assesses important skills needed to work independently, such as information gathering, time management, delegation, creativity, stress management, etc. Students were given 10 minutes to complete the questionnaire, ensuring sufficient time for thoughtful responses. In the allotted time, students tick one answer in each question that they feel best describes them. Finally, each student's answers are counted and divided into three types. The prevalence of a particular type of answer shows a student's disposition towards project work.

Based on the received responses, we conclude that the experimental group has a more positive attitude towards independent work and has some skills in working with it. The highest scores on this scale are 14 and 15 responses out of 17 in the "strongly agree/rather agree" column. Only one student out of 12 exhibits lower motivation and a more than neutral attitude towards independent work.

The responses of the control group conclude that most of the class is eager to develop learner autonomy, and as the experimental group, they also evince a more positive attitude towards autonomous work. The highest scores on this scale are 15 and 12 responses out of 17 in the "strongly agree/rather agree" column. Only two students out of 13 are less likely to be motivated and have a neutral attitude towards independent work.

Table 2 compares the pre-test scores of the two subgroups showing only a small difference between them.

Table 2 - Pre-test results in comparison

	Strongly agree/ Rather agree	Partially agree/ Difficult to answer	Rather disagree/ Strongly disagree
21E	117	67	20
22C	131	75	15

The data presented in this Table indicates that the control group exhibits a more positive attitude towards learner-autonomous work. The control group

provided a total of 131 responses while the experimental group provided 117 responses representing a 14-response difference between the two groups. The objective of this experiment is to utilize the AI-based project method to alter these figures in a positive direction and to facilitate the development of students' autonomous work.

Following the preliminary test taken from both classes, the work starts with comprising students from the experimental group.

They complete the AI-based project work on their own which involves 8 major stages:

1. Familiarisation with the topic of the project;
2. Dividing into groups;
3. Creation of the backbone of the project;
4. Search for material using AI-based tools;
5. Selection and arrangement of the material, correct prompting;
6. Designing a presentation using AI-based tools;
7. Project multimodal presentation;
8. Feedback.

The project was allocated a two-week period and completed as part of students' independent homework assignments. Final projects were evaluated according to requirements provided in advance. The selected AI tools - Mentimeter, MagicSchool, Gimkit, Quizalize, Edpuzzle, Descript, Diffit, ChatGPT, QuillBot, and various visual or presentation generators - were chosen for their capacity to support independent information search, critical evaluation, creative design, and multimodal presentation, thereby fostering learner autonomy.

First, students were initially offered a choice between two project topics:

1. Technological invention of our time;
2. My favourite production in the world of filmmaking and animation.

Following a vote, the second topic was selected. Assessment was conducted using a rubric provided in advance, which included the following criteria: (1) content accuracy and depth, (2) creativity and originality, (3) effective use of AI tools, (4) organization and clarity of presentation, and (5) ability to respond to peer questions. The project was completed individually, with students free to use AI-based tools such as Mentimeter, MagicSchool, Gimkit, Quizalize, Edpuzzle, Descript, Diffit, ChatGPT, QuillBot, as well as visual and presentation generators to create presentations or posters and to practice collaborative tasks.

Each student worked individually, selecting from the AI-based tools listed to support the design and delivery of their project. After the main project parameters were established, a structured brainstorming task was implemented to generate the backbone of the project. Students were required to complete a five-minute written planning exercise independently before any group discussion took place. This procedure ensured that all participants contributed original ideas. Suggestions were subsequently collected, anonymized, and evaluated for

relevance, thereby minimizing potential discomfort if individual contributions were not selected.

The backbone of a project consists of 5 main steps:

1. Tell about the film itself: author, plot, idea.
2. Why do you like it?
3. Who is your favourite character and why?
4. Do you have favourite moment or quote?
5. Would you recommend others to watch it?

The next phase involved gathering data and preparing informational materials to serve as the foundation for the projects. Students were encouraged to consult articles, documentaries, and AI tools, with particular emphasis on accurate prompting and the critical evaluation of sources.

The selection of information was a critical component of the project, as it directly influenced its overall validity and quality. Equally important was the way in which this information was organized within the project structure. To guide this process, students were encouraged to reflect on whether all of the text intended for oral delivery should appear in the presentation. For scientific projects addressing complex concepts, the inclusion of more detailed text was considered appropriate to facilitate comprehension, with accurate prompting in AI tools playing a key role in information retrieval. For simpler projects, however, text functioned primarily as a supportive element for the presenter rather than material to be read verbatim from the slides.

A key component of the final phase of project development was the design of a multimodal presentation, incorporating visual, audio, and video elements alongside text. Presentations were required to maintain stylistic consistency, with clear and legible fonts to ensure readability for the audience. Text was properly aligned when presented in paragraph form, and each presentation included both a title slide and a concluding slide to provide structural completeness.

The final stage of the AI-based project work involved a public defense followed by structured feedback. Each learner was allocated five minutes to present on their chosen film or animation, making use of AI-based tools to support their delivery. At the conclusion of the presentation, classmates posed questions and provided feedback in accordance with the assessment criteria distributed in advance.

During the defense, most students demonstrated a high level of confidence in both verbal delivery and visual communication. Learners reported that the ease of presenting with AI-based tools was primarily due to two factors: the extended preparation time devoted to their projects and their prior familiarity with the tools emphasized in the assessment criteria. Thus, students attributed their success to a combination of thorough preparation and existing competence in using AI technologies.

At the conclusion of the public presentations, students received feedback

on their work, with particular attention to the use of AI-based tools. The feedback revealed that the greatest challenges were related to formulating effective prompts, selecting appropriate images for the topic, adapting AI-generated outputs to presentation requirements, and locating relevant information.

Results

The next stage is conducting the post-test of the given experiment. It is done in both experimental and control subgroups to determine the increase or decrease in the level of students' interest in the AI-enhanced Project method to develop learner autonomy in Pre-Service English Teachers. The post-test questions are the same as the pre-test questions and the number of questions remains the same 17 questions. Participants select one answer from the gradual options ranging from "strongly agree" to "strongly disagree" in response to each statement.

Table 3 depicts the post-test results of "21E" which is an experimental subgroup and how many times each option was chosen.

Table 3 - Post-test results of the experimental group

	Strongly agree/ Rather agree	Partially agree/ Difficult to answer	Rather disagree/ Strongly disagree
Student 1	13	4	0
Student 2	12	4	1
Student 3	11	5	1
Student 4	14	2	1
Student 5	10	5	2
Student 6	11	5	1
Student 7	14	2	1
Student 8	11	6	0
Student 9	9	4	4
Student 10	11	6	0
Student 11	15	2	0
Student 12	10	5	2

Based on the received responses from the post-test, we can notice that after carrying out the experiment some students gain a more positive attitude towards autonomous work. The highest score of responses on this scale was reached by four students: 15 responses by one student, 14 responses by two students, and 13 responses out of 17 by one student. Student 12 who has a more neutral attitude towards independent work during pre-pest scored 10 responses in the "strongly agree/rather agree" column and gained up to 6 responses which signifies the positive effect of project work on students' interest in individual work.

Table 4 depicts the post-test results of the "21C" subgroup which is the control group and how many times each option is chosen.

Table 4 - Post-test results of the control group

	Strongly agree/ Rather agree	Partially agree/ Difficult to answer	Rather disagree/ Strongly disagree
Student 1	12	4	1
Student 2	13	3	1
Student 3	10	6	1
Student 4	14	3	0
Student 5	8	8	1
Student 6	7	10	0
Student 7	10	6	1
Student 8	10	7	0
Student 9	6	9	2
Student 10	12	5	0
Student 11	12	5	0
Student 12	11	6	0
Student 13	15	1	1

Responses of the control group changed slightly, still, most of the class was eager to complete learner autonomy, and as the experimental group they also showed a more positive attitude towards independent work. The highest scores on this scale are 15 and 14 responses out of 17 in the "strongly agree/rather agree" column. Only two students out of 13 are less likely motivated and one student has a neutral attitude toward independent work.

Table 5 compares the post-test scores of the two subgroups showing only a small difference between the two subgroups.

Table 5 - Post-test results in comparison

	Strongly agree/ Rather agree	Partially agree/ Difficult to answer	Rather disagree/ Strongly disagree
21E	141	50	13
21C	140	73	8

The data presented in this table indicates that the experimental group displays almost the same attitude towards autonomous work as the control group. Also, it should be taken into consideration that the control group has one more student which gives a 17-response difference. The control group provides

a total of 140 responses, while the experimental group provides 141 responses, representing a 1-response difference between the two groups.

Discussion

Following the administration of the pre-test, experiment, and post-test, it is necessary to conclude the conducted experiment. To do so, the results of the pre-and post-test of the experimental group are analysed to ascertain whether a result is identified.

Table 6 compares the pre-test and post-test scores of the experimental group, showing a significant change in the results.

Table 6 - Pre-test and post-test results in comparison

	Strongly agree / Rather agree	Partially agree/ Difficult to answer	Rather disagree/ Strongly disagree
Pre-test	117	67	20
Post-test	141	50	13

According to the results of the experiment, positive attitude towards independent work in the experimental group increased by 24 responses (from 117 to 141), representing approximately a 20% improvement, while neutral responses decreased by 17 (from 67 to 50) and negative responses decreased by 7 (from 20 to 13). These results suggest that the AI-enhanced project method may foster learner autonomy among pre-service English teachers.

Thus, it is noted that the results of the post-test changed significantly in comparison to the pre-test, and we can infer that the AI-enhanced project method demonstrates the development of learner autonomy in pre-service English teachers as can be seen from Table 6. That positive result shows that the experimental group increased towards carrying out autonomous work by 30% with a score gain of 25 responses. However, it should also be noted that the control group exhibited minor gains, indicating that factors other than the intervention (such as natural progression or general course activities) may have contributed to improvements in both groups.

However, several limitations must be acknowledged. First, the study was conducted with a small sample (n = 25) drawn from a single national university, which restricts generalizability. Second, the groups were pre-existing rather than randomly assigned, which may have introduced bias. Third, the experiment lasted only two weeks, limiting the ability to assess long-term effects. Finally, some participants were already familiar with AI tools, which may have influenced their performance.

Therefore, the findings should be regarded as preliminary evidence rather than definitive proof of effectiveness. Nonetheless, the positive trend observed

in the experimental group aligns with earlier research on project-based and technology-supported learning as facilitators of autonomy and critical thinking [9].

Future research should expand the sample size, include multiple institutions, and extend the intervention period to validate and generalize these findings.

Conclusion

Learner autonomy is one of the most crucial aspects of human learning, development, and well-being. This study provides preliminary empirical evidence that AI-enhanced project work can measurably strengthen autonomy among pre-service English teachers. The experimental group demonstrated a 30% increase in positive responses toward independent work (from 117 to 141 responses), accompanied by decreases in neutral and negative responses, highlighting the impact of structured AI-supported tasks.

The main contribution of this research is that it demonstrates how AI tools can operationalize the project method in teacher education, advancing knowledge by showing that digital technologies can serve not only as instructional aids but also as autonomy-building mechanisms. With clear guidelines and facilitation, students were able to plan, organize, and defend projects more independently, while teachers acted primarily as facilitators.

At the same time, the study revealed challenges: some students struggled with creativity, information selection, and effective prompting when using AI tools, which limited the quality of their work. These findings underline the need for better scaffolding and training in AI literacy as part of teacher education.

Practical recommendations include integrating AI tools into structured project assignments to support scaffolding, encourage critical reflection, and facilitate multimodal learning outcomes. Teacher education programs should incorporate explicit training on AI literacy and responsible prompting practices to ensure that students can use these tools effectively and creatively.

Future research should employ randomized group designs, include larger and more diverse samples across multiple institutions, and extend the intervention period to assess long-term effects. Moreover, mixed-method approaches could provide richer insights into how AI tools shape learner autonomy, creativity, and critical thinking.

In sum, while the study demonstrates the potential of AI-enhanced project work, its findings should be regarded as preliminary evidence rather than definitive proof. Nevertheless, the results contribute to a growing body of scholarship on digital innovation in language teacher education and provide a foundation for further exploration of AI's role in fostering learner autonomy.

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ЖАСАНДЫ ИНТЕЛЛЕКТТІ ҚОЛДАНУ АРҚЫЛЫ БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ ӨЗДІГІНЕН ОҚУ ДАҒДЫСЫН ЖЕТІЛДІРУ ЖОБАСЫНЫҢ ӘДІСІ

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Аңдатпа. Зерттеу ағылшын тілін шет тілі ретінде меңгеру барысында болашақ мұғалімдердің автономдық қатысуын дамытудағы жобалық әдістің тиімділігін зерттеп, инновациялық педагогикалық стратегияларды айқындайды. Зерттеудің мақсаты — университеттің 2-курс студенттерінің автономдық жұмысын ұйымдастыру барысында жасанды интеллект элементтері бар жобалық әдісті қолданудың теориялық негізін әзірлеу және технологияның оқу процесіндегі тиімділігін анықтау. Зерттеу әдістері ретінде әдебиеттерді шолу, эксперименттік зерттеулер, сапалық және сандық зерттеулер, сондай-ақ әрекеттік зерттеу қолданылды. Ғылыми жаңашылдығы – жасанды интеллект негізіндегі құралдарды қолдана отырып, жобалық әрекеттерді енгізу студенттер арасында өз бетімен оқуға бейімділікті дамытады, бұл олардың тіл меңгеру жолындағы жауапкершілікті өз мойнына алуына мүмкіндік береді. Бұл әдіс тек тілдік құзыреттілікті арттырып қана қоймай, сонымен бірге 21-ғасырдың сыни ойлау, цифрлық және мәселелерді шешу дағдылары, сондай-ақ жаһандық байланыстардың күрделілігін игеруге қажетті ынтымақтастық қабілеттері сияқты маңызды дағдыларды қалыптастырады. Зерттеудің теориялық және практикалық маңыздылығы – жасанды интеллект элементтері бар жобалық әдісті қолданудың негізділігін дәлелдеуінде. Нәтижелер шет тілін оқу барысында көктемгі семестрде автономдық жұмыс, рефлексивті ойлау және өзін-өзі бағалау қабілеттерінің дамығанын көрсетеді. Сонымен қатар, материал «Шетел тілі: екі шет тілі» мамандығының студенттеріне және орта мектеп мұғалімдеріне пайдалы болуы мүмкін.

Тірек сөздер: жасанды интеллект элементтері бар жобалық әдіс, ағылшын тілін шет тілі ретінде оқыту, мәдениетаралық коммуникация, оқушының автономиясы, болашақ ағылшын тілі мұғалімдері, автономдық оқыту, өзіндік басқарылатын оқу, білім берудегі цифрлық құралдар

ПРОЕКТНЫЙ МЕТОД С ИСПОЛЬЗОВАНИЕМ ИИ ДЛЯ РАЗВИТИЯ АВТОНОМНОСТИ ОБУЧАЮЩИХСЯ У БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Исследование изучает эффективность метода проектов в формировании автономного участия будущих преподавателей английского языка, обучающихся английскому языку как иностранному, что позволяет выявить инновационные педагогические стратегии. Цель исследования — разработать теоретическую основу для использования метода проектов с элементами искусственного интеллекта в организации автономной работы студентов второго курса в университете, а также определить эффективность технологии в образовательном процессе. Методы исследования были использованы как обзор литературы, экспериментальное исследование, качественное и количественное исследование и исследование действий. Научная новизна заключается в том, что включение проектной деятельности с использованием инструментов на основе искусственного интеллекта способствует формированию у студентов тенденций к самостоятельному обучению, позволяя им брать на себя ответственность за процесс овладения языком. Эта методология не только повышает языковую компетентность, но и развивает важные навыки 21-го века, такие как критическое мышление, цифровые и аналитические способности, а также навыки сотрудничества, которые необходимы для успешной адаптации к сложностям взаимосвязанного глобального мира. Теоретическая и практическая значимость исследования заключается в обоснованной аргументации использования проектного метода с элементами искусственного интеллекта и его техник. Результаты показывают развитие компетенций в самостоятельной работе, рефлексивном мышлении и самооценке в ходе изучения иностранного языка в весеннем семестре. Кроме того, материал может быть полезен для студентов специальности «Иностранный язык: два иностранных языка» и учителей средней школы.

Ключевые слова: метод проектов с элементами ИИ, преподавание английского языка как иностранного, межкультурная коммуникация, автономия учащихся, будущие преподаватели английского языка, автономное обучение, самостоятельное обучение, цифровые инструменты в образовании

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