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**ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE
TEACHING: A COMPARATIVE STUDY OF TECHNICAL AND
HUMANITIES TEACHERS' APPROACHES**

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Abstract. The introduction of artificial intelligence (AI) into the educational process has also impacted foreign language teaching. New opportunities have opened up for personalizing the learning process and developing new professional skills. It is notable that teachers' attitudes toward AI integration may vary depending on the specific specialty they teach. Therefore, we aimed to compare the views of English language teachers from several different universities on the integration of AI into the educational process. The study assessed teachers' awareness, indicating the frequency and form of AI use in teaching practice. The benefits and risks associated with AI implementation were also identified. The data allowed for quantitative analysis using SPSS 26 statistical software and hypothesis testing. Qualitative analysis was conducted based on responses to open-ended questions (Google Forms questionnaire). A total of 58 English teachers from M. Auezov South Kazakhstan Research University, and Central Asian Innovative University in Shymkent, participated in the study. The results showed that English teachers majoring in the humanities value AI as creative and linguistic support. They recognize AI as an assistant in communication and the development of intercultural competence. Teachers majoring in engineering view AI as a structured mechanism for knowledge optimization, automation, and an emphasis on an individualized approach to learning. While both groups of respondents differed in their approach to using AI, their opinions converged on other aspects: interactivity, timesaving, and personalization. This study contributed to a deeper understanding of how teaching specific student groups reveals teachers' attitudes toward AI integration. Findings highlight the need for professional development programs, ethical principles, and methodological frameworks to ensure the effective and responsible AI usage. The practical implications of the study provide valuable insights for curriculum developers and teacher educators regarding AI-based innovations in language teaching.

Keywords: Artificial Intelligence, foreign language teaching, higher education, digital literacy, personalized learning, professional development, professionally-oriented teaching, Likert scale

Introduction

Foreign language teaching methods are changing due to the rapid development of artificial intelligence (AI) and the overall digitalization of education. Modern AI tools such as ChatGPT, automatic translators, and text or speech generators [1] open new possibilities for the individualization of learning, motivation enhancement, and the development of professional competencies. Despite these promising opportunities, teachers' approaches to AI implementation may differ depending on their academic field — technical and humanities disciplines often pursue distinct goals, contexts, and professional language requirements [2].

Traditional methods can no longer satisfy the demand for personalized and interactive learning; therefore, AI provides effective instruments for modeling learner behavior and optimizing instructional processes [3]. For example, an experimental study [4] demonstrated that presenting the speaker's visible speech improved comprehension and memory retention in foreign language learning, highlighting the potential of multimodal and AI-supported teaching environments.

Teachers and intelligent systems require a collaborative approach to building “smart” classrooms [5]. In this relationship, AI serves as an assistant, not a substitute, for the teacher's primary educational role. Only with the support of universities, teachers, and students can a favorable environment be created in the rapidly developing educational space.

There is still limited research on the long-term implementation of AI in the educational process. This trend is only gaining momentum, and its advantages and disadvantages remain to be explored. However convenient AI may be, there is a fine line between technological progress and pedagogical effectiveness, along with the ethical implications of the process [6].

This trend drives the modernization of curricula, particularly in foreign language teaching for specific purposes (LSP). Within the LSP framework, three components are central: the linguistic component (the general communicative basis), the professional component (domain-specific terminology and conceptual knowledge), and the practical component (business-oriented communication skills). The balance among these components may vary depending on the professional context and can be optimized according to the needs of learners and employers [7]. This optimization can integrate AI into foreign language teaching through individual learning environments and the development of professional learning scenarios for future specialization in student work.

Teachers' attitudes toward AI integration may be influenced by their academic culture. In higher education research, technical and humanities disciplines often differ in their educational standards and professional contexts [2]. Humanities education focuses on communication, interpretation, and the development of intercultural and creative skills. Technical education focuses on structure, rigor, and problem-solving approaches. Such disciplinary differences

can shape the perception and implementation of AI tools in foreign language teaching. Teachers in technical disciplines may see it as a tool for optimizing learning processes.

Within this theoretical framework, disciplinary background is viewed as an important factor shaping teachers' perceptions of technology integration in education. This study adopts this disciplinary perspective as its theoretical framework and uses it to interpret differences in teachers' attitudes and practices across academic fields.

According to Uygun et al. [8], teachers' proficiency in AI tools does not differ between young teachers and PhD candidates. Therefore, continuous professional development policies aimed at enhancing digital competence and AI are necessary and should be supported.

Having survived the COVID-19 lockdown and educational restrictions, the introduction and use of a new tool like AI offers opportunities to improve the educational process. All positive changes do not change the fact that teacher training (educational programs), pedagogy, and ethics can create a number of problems for the integration of AI.

Recent research [9] suggests that AI-based educational tools (programs and services) are changing the established classroom routine. Students' engagement in learning is now increasing. The key is for teachers to consciously understand and correctly apply AI in language education.

This study focused on analyzing and comparing the perceptions of foreign language teachers from technical and humanities fields regarding the use of artificial intelligence in their teaching.

The aim of the study was to compare the views of English language teachers of different specialties on the integration of artificial intelligence into the educational process.

Research objectives:

To determine teachers' awareness levels of AI capabilities;

To examine the frequency and forms of AI tools applied in teaching practice;

To compare perceived benefits and risks of AI integration across different professional domains.

Hypothesis: It is hypothesized that teachers of humanities disciplines tend to perceive AI as a creative and language-supportive tool, whereas teachers of technical fields primarily view AI as a means of optimization and individualization of the learning process.

Materials and methods

This study employed a mixed-method descriptive survey design [10] aimed at analyzing the perceptions of foreign language teachers toward the integration of Artificial Intelligence in teaching, as well as identifying differences between

educators of technical and humanities specialties. The approach allowed for collecting comparable quantitative data from a relatively large sample and conducting statistical analysis of teachers' opinions regarding AI use, teaching practices, and professional orientation, while qualitative analysis of open-ended responses provided deeper insight into their attitudes and reflections.

The sample consisted of 58 university foreign language teachers working at two higher education institutions in Shymkent, Kazakhstan: M. Auezov South Kazakhstan University, and Central Asian Innovative University.

Of the total participants, 30 respondents (51.7%) taught in technical disciplines (such as Automation and Control, Electric Power Supply, Cadastre, and related fields), while 28 respondents (48.3%) represented humanities programs (including Professional Training, Kazakh Language and Literature, Pedagogy and Psychology, among others) (Figure 1).

The respondents' teaching experience varied: 10.3% had up to 5 years of experience, 41.4% had between 5 and 10 years, and 48.3% had over 10 years of teaching experience.

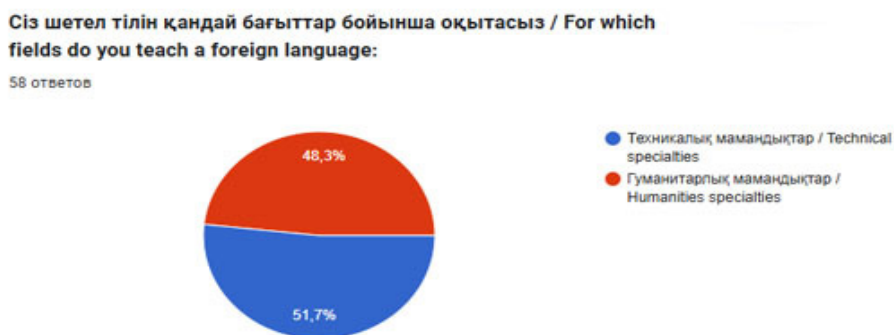


Figure 1 – Distribution of respondents by teaching field (technical vs. humanities specialties)

Such diversity of experience and academic background ensured the reliability of the data and allowed comparisons across teaching contexts.

Data were collected through a structured online questionnaire consisting of four main sections:

1. General Information – demographic and professional background (teaching experience, university, specialization field).

2. Teaching Practice and Approaches – questions evaluating the extent to which teachers integrate professionally oriented content and methods such as project-based or case-study approaches (5 questions).

3. Use of Artificial Intelligence – items assessing familiarity with AI tools (e.g., ChatGPT, translators, text generators), frequency of use, and perceptions of AI's pedagogical potential (6 questions).

4. Professionally-Oriented Teaching with AI – statements about how AI contributes to mastering professional terminology, developing communication skills, and improving the quality of professionally oriented teaching (5 questions).

Responses were measured on a 6-point Likert scale ranging from *Strongly Disagree* (1) to *Strongly Agree* (6). For the purposes of the chi-square analysis, the response options were consolidated into three broader categories to prevent low cell frequencies in the contingency tables. It meets the statistical assumptions of the test. Responses 1 and 2 were combined to represent disagreement, responses 3 and 4 – moderate agreement, and responses 5 and 6 – strong agreement. As a result, the original six response options were reduced to three categories and produced contingency tables with three columns ($df = 2$). Pearson's chi-square test was used after recoding the response distribution in SPSS.

Internal consistency of the 16-item scale was assessed using Cronbach's alpha. Reliability analysis indicated excellent internal consistency ($\alpha = .92$; standardized $\alpha = .92$), supporting the use of composite indices.

An online survey was designed for the research purpose and conducted in October 2025. Before the survey, participants were informed about the purpose of data collection and that their responses were anonymous. IBM SPSS Statistics 26 was used to process and analyze the data. This allowed the identification of associations between the field of specialization (technical vs. humanities) and teachers' perceptions of AI in foreign language teaching. The results revealed several statistically significant associations between specialization type and teachers' attitudes toward AI integration, with the strongest differences observed in items addressing methodological alignment and AI adoption (Q3, Q4, Q5, Q6, Q11, Q14).

Participation in the study was voluntary and anonymous. Respondents gave informed consent before completing the questionnaire. The study did not involve any personal or sensitive data collection and complied with standard ethical research principles.

Results

To identify differences between teachers of technical and humanities disciplines regarding the use of Artificial Intelligence (AI) in foreign language instruction, cross-tabulation analysis was conducted using Pearson's chi-square test. The obtained results allowed for determining both the statistical significance of differences and the effect size (Cramer's V).

The analysis revealed that the differences between teacher groups were unevenly distributed across various aspects of professional and methodological activity (Table 1). The most pronounced distinctions were observed in items related to methodological alignment and AI adoption (Q3, Q4, Q5, Q6, Q11, Q14), where the chi-square values were statistically significant ($p < .01$) and

the effect sizes were large (Cramer’s $V \approx 0.54–0.61$). This indicates substantial divergence in perceptions and practices of AI implementation between educators from different academic domains.

For items concerning AI awareness and practical use (Q7, Q8, Q12, Q13, Q16), statistically significant differences were identified with medium to medium-large effect sizes (Cramer’s $V \approx 0.42–0.48$). This suggests that technical teachers more frequently apply AI tools in their practice (e.g., translators, text generators, ChatGPT), whereas humanities teachers tend to emphasize AI’s potential for fostering linguistic creativity and students’ communicative competence.

Some items addressing general attitudes and value orientations (Q2, Q9, Q15) displayed only marginal trends ($p \approx .06–.08$) with medium effect sizes, indicating partial differences in how AI is perceived as a tool for motivation and learning individualization, though these did not reach statistical significance. No significant difference was found for the first item (Q1) ($p > .05$), suggesting a consensus between both groups on the importance of considering students’ professional specifics in language teaching.

Overall, the results confirm the initial hypothesis regarding disciplinary differences in perception: humanities teachers are more inclined to view AI as a means of creative and linguistic support, promoting speech and intercultural competence, while technical teachers tend to perceive it as a tool for optimization, personalization, and increased efficiency in instruction. In both cases, a generally positive attitude toward AI was observed, indicating a growing interest and readiness for its integration into the educational process.

Table 1. Chi-square test results comparing teachers’ responses by specialization

<i>Survey item</i>	χ^2 Pearson	<i>df</i>	<i>p</i> (2-tailed)	<i>Cramer’s V</i>	<i>Interpretation</i>
Q1 Considering students’ future professional specifics is important in teaching a foreign language	3.527	2	0.171	0.247	Differences are not significant ($p > .05$); small-to-moderate effect. Humanities teachers tend to select “strongly agree” more often.
Q2 Modern students need professionally oriented content more than general language practice	6.900	2	0.075	0.345	Marginally non-significant ($p \approx .08$); medium effect size. A tendency toward stronger agreement among humanities teachers.
Q3 My current teaching methodology adequately reflects the professional specifics of students’ specialty	20.979	2	0.000	0.601	Statistically significant ($p < .001$); large effect size. Substantial differences between the two groups.

Q4 I regularly use project-based, practice-oriented, or case-study methods in teaching	17.819	2	0.000	0.554	Significant difference ($p < .001$); large effect. Humanities teachers more frequently report project-based approaches.
Q5 Existing textbooks and teaching materials do not sufficiently reflect the professional specifics of students' training areas	21.267	2	0.001	0.606	Significant difference ($p < .01$); large effect. Both groups acknowledge the issue, but emphasis varies.
Q6 I am familiar with the possibilities of AI for teaching foreign languages	18.011	2	0.001	0.557	Significant ($p < .01$); large effect. Humanities teachers report higher awareness of AI potential.
Q7 I already use AI tools (ChatGPT, AI translators, text generators, etc.) in my practice	10.465	2	0.015	0.425	Significant ($p < .05$); medium-to-large effect. Technical teachers use AI tools more actively.
Q8 The use of AI contributes to the individualization of student learning	13.520	2	0.004	0.483	Significant ($p < .01$); medium-to-large effect. Both groups recognize AI's role in personalized learning.
Q9 AI helps increase students' motivation to learn a foreign language	8.696	2	0.069	0.387	Marginal trend ($p \approx .07$); medium effect. Humanities teachers slightly more positive.
Q10 AI facilitates the preparation and assessment of teaching materials	8.545	2	0.014	0.384	Significant ($p < .05$); medium effect. Technical teachers emphasize efficiency gains.
Q11 The potential of AI in teaching foreign languages is high	17.499	2	0.002	0.549	Significant ($p < .01$); large effect. High overall agreement, stronger among humanities teachers.
Q12 AI helps students master professional terminology more quickly	10.443	2	0.034	0.424	Significant ($p < .05$); medium-to-large effect. Both groups recognize AI's benefits for terminology learning.
Q13 AI contributes to the development of professional communication skills (business correspondence, presentations, etc.)	11.466	2	0.009	0.445	Significant ($p < .01$); medium-to-large effect. Humanities teachers more frequently acknowledge communicative benefits.
Q14 The use of AI improves the quality of professionally oriented teaching	17.065	2	0.002	0.542	Significant ($p < .01$); large effect. AI perceived as enhancing teaching quality.

Q15 In the future, AI will become an integral part of foreign language teaching methodology	9.114	2	0.058	0.396	Marginal ($p \approx .06$); medium effect. Both groups generally optimistic about AI integration.
Q16 Increasing teachers' digital literacy is necessary for the effective implementation of AI	13.398	2	0.006	0.462	Significant ($p < .01$); medium-to-large effect. Both groups emphasize digital competence as a prerequisite.

Chi-square analysis and descriptive statistics were calculated to compare overall attitude levels between groups. Humanities teachers demonstrated a higher mean score ($M = 5.33$, $SD = 0.56$) than technical teachers ($M = 4.88$, $SD = 0.45$), indicating generally stronger agreement with statements about AI integration. Median values showed a similar pattern (5.44 vs. 4.94), suggesting a consistently more positive perception of AI among humanities instructors.

Descriptive statistics calculated for each questionnaire item revealed a consistent pattern across most statements (Table 2). Humanities teachers demonstrated higher mean scores on most items, particularly those related to methodological alignment (Q3, Q4), perceived AI potential (Q11), and professional integration (Q14). Technical teachers showed comparatively high scores on items related to practical AI use (Q7) and efficiency-related aspects (Q10). Overall, mean values in both groups exceeded 4.5 on the 6-point scale, indicating generally positive attitudes toward AI integration.

Table 2. Descriptive statistics for individual items by specialization

Item	Humanities <i>M (SD)</i>	Technical <i>M (SD)</i>
Q1	5.39 (0.63)	5.10 (0.61)
Q2	5.14 (0.85)	5.03 (0.49)
Q3	5.50 (0.64)	4.73 (0.52)
Q4	5.43 (0.63)	4.70 (0.60)
Q5	5.29 (0.85)	4.53 (0.97)
Q6	5.39 (0.83)	4.80 (0.81)
Q7	5.32 (0.90)	5.07 (0.64)
Q8	5.39 (0.74)	4.80 (0.76)
Q9	5.29 (0.81)	4.80 (0.85)
Q10	5.43 (0.74)	4.97 (0.67)
Q11	5.46 (0.88)	4.83 (0.70)
Q12	5.21 (1.07)	5.00 (0.64)
Q13	5.32 (0.82)	4.87 (0.63)
Q14	5.18 (1.19)	4.87 (0.63)
Q15	5.04 (1.17)	4.90 (0.66)
Q16	5.50 (0.84)	5.07 (0.64)

Qualitative analysis of open-ended responses (Question 17: “*Your suggestions or comments on the integration of AI into teaching*”) revealed a generally positive and open climate toward AI integration, accompanied by thoughtful reflections on ethical and pedagogical considerations.

Teachers in both fields of training future specialists are convinced that AI should serve as a pedagogical assistant. It should not replace teachers in any way; the importance of human interaction, creativity, and critical thinking must be preserved. According to one respondent, “*AI should support teachers, not replace their professional judgment without fostering creativity.*” Another added, “*Artificial intelligence cannot replace teachers, so personal interaction remains very important.*”

Many teachers advocated for a gradual and subject-specific implementation of AI. Only through professional development and the development of methodological recommendations this goal can be achieved. Several respondents emphasized the need for employer support: “*Courses and seminars should be organized to train senior teachers in the use of AI,*” and “*We need more free courses and platforms for teaching practical applications of AI.*”

All teachers associated AI with pedagogical benefits such as personalization, interactive and multimodal learning, timesaving. For example, teachers wrote, “*Using AI saves a lot of time*” and “*AI can make lessons more engaging and interesting, especially for visual and auditory learners.*”

There were also some critical respondents. Some fear that the use of AI will become addictive and will become bogged down in ethical questions. Typical comments included: “*AI performs tasks quickly but may reduce students’ independent thinking,*” and “*Ethical issues such as plagiarism and data privacy must be clearly addressed.*”

Overall, the responses demonstrate a balanced, professional, and reflective stance toward AI integration, where enthusiasm for innovation is combined with awareness of pedagogical responsibility and ethics.

To summarize the qualitative responses, teachers’ comments were categorized into three attitude types: positive/supportive, neutral/suggestive, and cautionary/critical. As shown in Table 3, both humanities and technical instructors expressed predominantly positive attitudes toward AI integration ($\approx 55\%$), while about one-third offered neutral, constructive suggestions, and fewer than one-fifth voiced cautionary remarks.

Table 3. Distribution of teacher responses by attitude type and specialization

<i>Attitude type</i>	<i>Humanities</i>	<i>Technical</i>	<i>Total</i>
<i>Positive / Supportive</i>	~10 responses ($\approx 56\%$)	~10 responses ($\approx 53\%$)	$\approx 55\%$
<i>Neutral / Suggestive</i>	~8 responses ($\approx 28\%$)	~7 responses ($\approx 30\%$)	$\approx 29\%$
<i>Cautionary / Critical</i>	~4 responses ($\approx 16\%$)	~3 responses ($\approx 17\%$)	$\approx 16\%$

To visualize the distribution of teachers’ qualitative responses regarding AI integration, a comparative chart was constructed (Figure 2). As shown, both humanities and technical teachers expressed predominantly positive or supportive attitudes toward the use of AI in teaching. Neutral or suggestive comments, emphasizing gradual implementation and teacher training, represented roughly one-third of all responses. Cautionary or critical remarks, mostly related to ethical concerns and students’ overreliance on AI, accounted for less than one-fifth of total responses. The overall pattern indicates a balanced yet optimistic perception of AI as a supportive pedagogical tool rather than a replacement for the human teacher.

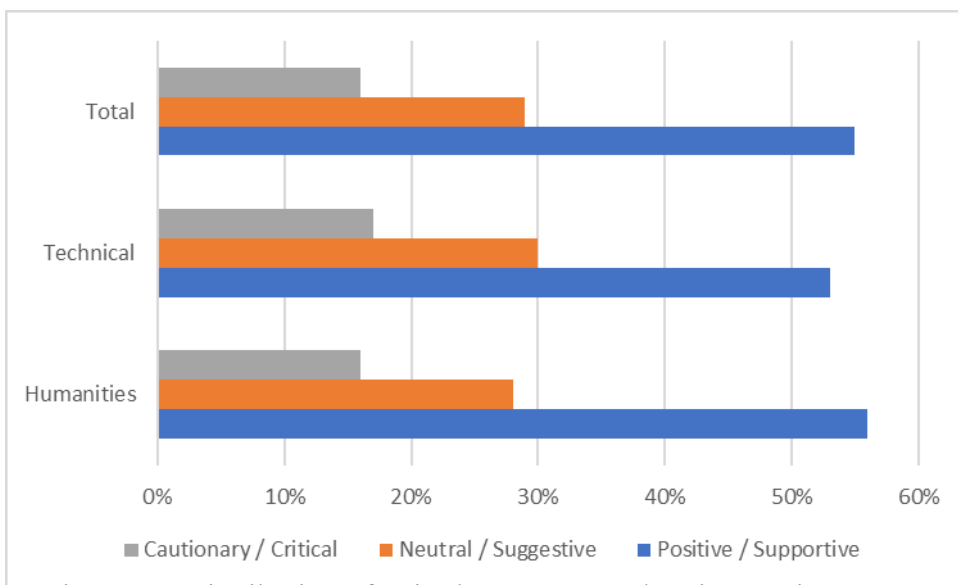


Figure 2 – Distribution of attitude types toward AI integration among humanities and technical teachers.

Discussion

The research aim of comparing the perspectives of English language teachers from technical and humanities disciplines regarding the integration of Artificial Intelligence in education was successfully achieved. Quantitative analysis (cross-tabulations, χ^2 tests, reliability statistics) demonstrated consistent and statistically significant group differences in AI awareness, use, and perception patterns.

Teachers who taught English to students majoring in the humanities highlight AI as an aid in developing language skills and even creativity. Teachers of English for technical majors highlight AI’s effectiveness and personalized approach.

Humanities teachers more often emphasized the role of AI as a means of developing creative and linguistic abilities, while technical teachers perceived it as a tool for optimizing and personalizing learning. Therefore, the results confirm the hypothesis put forward at the outset of the study.

Significant chi-square effects for items related to methodological alignment and AI adoption (Q3, Q4, Q5, Q6, Q11, Q14) indicate that disciplinary background influences not only awareness but also the pedagogical framing of AI use. The stronger positive responses among humanities teachers suggest a view of AI as a tool for language enrichment and student engagement, whereas technical educators approached AI as a system for data-driven feedback and instructional optimization. This distinction reflects broader disciplinary cultures—creative-humanistic versus procedural-technological—observed in higher education research [6, 8, 9].

Nevertheless, both teacher groups exhibited high overall agreement regarding AI's potential to enhance teaching quality, personalize learning, and streamline assessment processes. Such convergence aligns with earlier studies [3, 5, 6], which emphasize that the success of AI integration depends not only on technological readiness but also on pedagogical alignment and teacher training. The need for advanced training programs in digital literacy and artificial intelligence is critical. Research shows this is especially true for experienced teachers less familiar with new technologies.

Qualitative analysis complements the above findings. Most respondents described AI as a pedagogical assistant, not a teacher replacement. Nothing replaces the importance of teacher-student interaction, creativity, empathy, and critical thinking. Teachers praised the benefits of AI in terms of timesaving, personalized feedback, and multimodal learning. Among the most common concerns were the use of ideas not their own (plagiarism), data privacy, and decreased student autonomy. All of this aligns with global discussions about the responsible use of AI in education [1, 6].

Moreover, teachers called for gradual, discipline-specific integration of AI, supported by methodological guidance and institutional policies. Continuing teacher training in AI is essential for modern education. Particular attention should be paid to older teachers, as they are the ones who find new educational technologies difficult to master.

The study results provide data on the integration of AI into language teaching. The academic fields we examined (humanities and engineering) differ in their approaches to AI integration. According to humanities teachers, developing creativity and communicative potential is fundamental. Engineering teachers prioritize functionality and efficiency.

Practical recommendations are based on professional development in the field of technology integration. Differences between disciplines should be considered. For humanities instructors, training might focus on communicative competence, creative writing, and critical evaluation of produced texts. For technical instructors, emphasis might be placed on terminology support, structured feedback, task automation, and productivity-enhancing applications.

Universities can thus develop differentiated curricula that reflect the teaching priorities of various disciplines while maintaining common standards of digital competence and academic integrity.

Limitations of the study

The sample size (58 faculty members from two universities located in the same city) for the study was limited. The results cannot be automatically generalized to other universities or regions.

Data were collected through self-report questionnaires (faculty members' perceptions and assessments of their practice). This is a second limitation. Such responses may be influenced by personal beliefs, current educational trends, or a desire to focus only on positive thoughts. The study did not include classroom observations or independent verification of AI use.

Another important limitation concerns the absence of statistical control for potentially influential variables. Age, level of digital competence, and prior knowledge of AI tools were not included as control variables in the analysis. These factors may independently shape attitudes toward AI and could partly account for the differences observed between humanities and technical teachers.

Further research could expand the sample, include institutions from different regions, and consider additional variables.

Conclusion

This study examined and compared the perceptions of English language teachers about AI in their humanities and engineering classes. Through quantitative and qualitative analysis, it became clear that teachers have different understandings of the integration of AI into education. Humanities teachers viewed AI as a tool for supporting creativity and communication, while engineering teachers emphasized the potential of AI for optimized learning. The results support the hypothesis that teachers have different experiences in shaping their teaching trajectories regarding AI.

The positive educational potential of AI united all participants in the experiment. Teacher groups recognized its ability to improve the quality of foreign language teaching. Personalized learning and increased efficiency in lesson preparation and assessment were also noted. Teachers emphasized the need for ethical principles, institutional policies, and professional development. These notions provide integration without replacing human participation in learning.

Strategies for integrating AI into universities, taking into account the specifics of foreign language training and teaching, can be considered an important priority following this study. Recommendations for future research include increasing the number of respondents and incorporating the views of students, not just teachers.

In summary, AI is defined as an effective system for teaching foreign languages if it is guided by pedagogical goals, critical thinking, and focused on learning through teacher-student-AI interactions.

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ШЕТЕЛ ТІЛІН ОҚЫТУДАҒЫ ЖАСАНДЫ ИНТЕЛЛЕКТ: ТЕХНИКАЛЫҚ ЖӘНЕ ГУМАНИТАРЛЫҚ МАМАНДЫҚТАР ОҚЫТУШЫЛАРЫНЫҢ КӨЗҚАРАСТАРЫН САЛЫСТЫРМАЛЫ ТАЛДАУ

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Аңдатпа. Білім берудің цифрлануы мен жасанды интеллекттің (ЖИ) жедел дамуы шетел тілін оқыту тәсілдерін едәуір өзгертті. Бұл үрдіс оқытуды дараландыруға, студенттердің уәждемесін арттыруға және кәсіби қарым-қатынас дағдыларын дамытуға жаңа мүмкіндіктер ашады. Алайда ЖИ-ды білім беру үдерісіне енгізуге деген көзқарас пәндік бағыттарға байланысты әртүрлі болуы мүмкін. Осы зерттеудің мақсаты – техникалық және гуманитарлық бағыттардағы ағылшын тілі оқытушыларының ЖИ-ды оқу үдерісіне енгізу жөніндегі көзқарастарын салыстыру. Зерттеу оқытушылардың ЖИ туралы хабардар болу деңгейін, оны сабақта қолдану жиілігі мен түрлерін, сондай-ақ ЖИ-дың артықшылықтары мен тәуекелдерін қабылдау ерекшеліктерін анықтауға бағытталған. Зерттеу барысында аралас әдіс қолданылды: сандық талдау (кросс-табуляция, χ^2 Пирсон критерийі, сенімділік талдауы – SPSS 26 бағдарламасы) және ашық жауаптардың сапалық талдауы. Үлгіге техникалық және гуманитарлық бағыттардағы 58 жоғары оқу орнының оқытушылары кірді. Нәтижелер екі топ арасында статистикалық тұрғыдан маңызды айырмашылықтардың бар екенін көрсетті. Гуманитарлық пәндердің оқытушылары ЖИ-ды шығармашылық және тілдік

қолдау құралы ретінде қарастырады, ол коммуникация мен мәдениетаралық құзыреттілікті дамытуға ықпал етеді. Ал техникалық бағыттағы оқытушылар ЖИ-ды оқу үдерісін оңтайландыру, автоматтандыру және дараландыру тетігі ретінде көреді. Соған қарамастан, екі топ та ЖИ-дың педагогикалық әлеуетін жоғары бағалап, оның интерактивтілік, уақыт үнемдеу және жеке тәсілді қамтамасыз ету артықшылықтарын атап өтті. Зерттеу ЖИ-ды тілдік білім беруге енгізу бойынша пәндік айырмашылықтардың әсерін түсінуге үлес қосады. Нәтижелер оқытушылардың цифрлық және кәсіби құзыреттілігін арттыруға, сондай-ақ ЖИ-ды тиімді және жауапты қолдануға арналған әдістемелік және этикалық негіздерді әзірлеу қажеттілігін көрсетеді. Зерттеудің практикалық маңызы – оқу бағдарламаларын әзірлеушілерге, оқытушылар мен білім беру саласындағы саясаткерлерге ЖИ-ға негізделген инновацияларды іске асыру бойынша ұсынымдар беру. Авторлық тәсіл адамға бағдарланған және пәндік ерекшеліктерді ескеретін интеллектуалды, бейімделгіш және этикалық тұрғыдан орнықты білім беру ортасын қалыптастыруға ықпал етеді.

Тірек сөздер: жасанды интеллект, шетел тілін оқыту, жоғары білім, цифрлық сауаттылық, дербестендірілген оқу, кәсіби даму, кәсіби бағытталған оқыту, Лайкерт шкаласы

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ: СРАВНЕНИЕ ПОДХОДОВ ПРЕПОДАВАТЕЛЕЙ ТЕХНИЧЕСКИХ И ГУМАНИТАРНЫХ СПЕЦИАЛЬНОСТЕЙ

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Аннотация. Быстрая цифровизация образования и развитие искусственного интеллекта (ИИ) значительно трансформируют подходы к обучению иностранным языкам, открывая новые возможности для персонализации обучения, повышения мотивации и формирования профессиональных коммуникативных навыков. Однако отношение преподавателей к интеграции ИИ может различаться в зависимости от академической дисциплины. Цель данного исследования — сравнить взгляды преподавателей английского языка технических и гуманитарных специальностей на интеграцию ИИ в образовательный процесс. Исследование направлено на определение уровня осведомлённости преподавателей, анализ частоты и форм использования ИИ в учебной практике, а также оценку восприятия преимуществ и рисков, связанных

с внедрением ИИ. В работе использован смешанный метод исследования, сочетающий количественный анализ (кросс-табуляции, критерий χ^2 Пирсона, анализ надёжности в SPSS 26) и качественный анализ открытых ответов. В выборку вошли 58 преподавателей университетов, представляющих как технические, так и гуманитарные направления. Результаты показали статистически значимые различия между двумя группами. Преподаватели гуманитарных специальностей чаще рассматривают ИИ как инструмент творческой и языковой поддержки, способствующий развитию коммуникации и межкультурной компетенции, тогда как преподаватели технических направлений — как средство оптимизации, автоматизации и индивидуализации обучения. Несмотря на эти различия, обе группы продемонстрировали положительное отношение к ИИ и отметили его педагогические преимущества, включая интерактивность, экономию времени и персонализированный подход. Исследование способствует пониманию влияния дисциплинарных различий на готовность преподавателей интегрировать ИИ в процесс обучения языкам. Его результаты подчеркивают необходимость программ профессионального развития, этических стандартов и методических рамок для эффективного и ответственного применения ИИ в высшем образовании. Практическая значимость исследования заключается в предоставлении рекомендаций для разработчиков учебных программ, преподавателей и управленцев в сфере образования, заинтересованных во внедрении инноваций, основанных на ИИ. Человекоцентричный и дисциплинарно-чувствительный подход, предложенный в работе, способствует формированию интеллектуальной, адаптивной и этически устойчивой образовательной среды.

Ключевые слова: искусственный интеллект, обучение иностранным языкам, высшее образование, цифровая грамотность, персонализированное обучение, профессиональное развитие, профессионально-ориентированное обучение, шкала Лайкерта

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