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DEVELOPING PROFESSIONAL FOREIGN LANGUAGE COMMUNICATION SKILLS OF INFORMATION SYSTEMS AND TECHNOLOGIES STUDENTS THROUGH AI-ASSISTED LEARNING

Introduction. Foreign language instruction in non-philological higher education is constrained by limited contact hours (e.g., one class per week or three classes per two weeks for first- and second-year Information Systems and Technologies students) [4]. This restricts systematic practice of professional communication, which future IT specialists need when discussing requirements, communicating with clients, and participating in project meetings [1]. Generative AI has the potential to extend communicative practice beyond the classroom, provided students use it as a communicative partner rather than an automated text generator [3].

Aim. The study aimed to develop and implement an AI-assisted methodological approach to the development of professional foreign language communication skills of first- and second-year Information Systems and Technologies students.

Methods. The approach was implemented on a large scale among approximately 400 higher education students. It is based on the AI-Assisted Professional Communication Cycle (AI-PCC), which integrates five sequential stages:

1. *Authentic professional scenario immersion;*
2. *AI-mediated interaction*, where AI simulates the role of a client, colleague, project manager, or user;
3. *Feedback and language analysis* (evaluating vocabulary, grammar, clarity, appropriateness, and interaction strategies);
4. *Critical reflection*, where students analyze, modify, or reject AI sugestions;
5. *Independent performance of an analogous task* without AI assistance.

First-year scenarios included self-introduction as an IT specialist, describing an information system, explaining terminology to a non-specialist, and professional email correspondence. Second-year scenarios included discussing project requirements, troubleshooting, communicating with a client, participating in project meetings, presenting IT solutions, and negotiating software project changes.

Results. The implementation demonstrated the efficacy of AI-mediated interaction in expanding students' individual communicative practice beyond classroom time and providing simulated professional situations. Positive dynamics were observed in students' ability to use professional vocabulary in context, explain technical information in English, respond to communicative prompts, and adapt their language to different professional roles and audiences.

An important methodological effect was students' increased attention to the quality and appropriateness of their own language output: instead of passively accepting AI-generated answers, they analyzed, verified, and modified AI suggestions. Limitations include uneven feedback quality and the risk of over-reliance on AI, which the final independent performance stage counteracts.

Conclusions. The AI-PCC model proves that AI can compensate for the lack of regular speaking practice under limited contact hours without replacing the instructor.

The mandatory independent performance stage ensures that the focus remains on developing students' own communicative competence rather than generating better texts with AI [2]. Further research should focus on measured comparative analysis of learning outcomes.

References

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