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APPLICATION OF ChatGPT AND OTHER AI TOOLS IN STUDYING ENGLISH FOR SPECIFIC PURPOSES

Abstract. The article explores the possibilities of using ChatGPT and other artificial intelligence tools in the process of learning professional English. The main areas of application of the ChatGPT language model in the formation of students' language competences are considered, in particular, in the development of oral and written communication skills, mastering professional terminology, as well as in interactive communication practice in a professional context. The didactic advantages of AI tools are substantiated, among which personalisation of learning, adaptability, interactivity, instant feedback, and overcoming spatial and temporal barriers are highlighted.

At the same time, potential challenges and risks associated with the ethical aspects of AI use are analysed, in particular regarding content authenticity, authorship issues, excessive dependence on technology, and data confidentiality. Particular attention is paid to the role of the teacher as the leader of the digital educational environment, responsible for shaping academic integrity, developing students' digital competence, and providing quality pedagogical support.

The conclusion is made about the need to combine AI tools with traditional teaching methods, as well as the need for further research aimed at developing effective models for integrating AI into the educational process, taking into account pedagogical, regulatory and ethical factors.

The obtained results can be used by foreign language teachers to improve the methodology of teaching English for specific purposes.

In addition, the study emphasizes the importance of developing students' responsible and critical attitudes towards the use of artificial intelligence tools in the learning process.

Keywords: artificial intelligence, ChatGPT, professional English, digital competence, didactic advantages, academic integrity, ethical risks.

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ЗАСТОСУВАННЯ ChatGPT ТА ІНШИХ AI-ІНСТРУМЕНТІВ У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Анотація. У статті досліджено можливості застосування ChatGPT та інших інструментів штучного інтелекту у процесі вивчення англійської мови професійного спрямування. Розглянуто основні напрями використання мовної моделі ChatGPT у формуванні мовних компетентностей студентів — зокрема, у розвитку навичок усного й писемного мовлення, оволодінні фаховою термінологією, а також в інтерактивній практиці комунікації в професійному контексті. Обґрунтовано дидактичні переваги AI-інструментів, серед яких виокремлено персоналізацію навчання, адаптивність, інтерактивність, миттєвий зворотний зв'язок та подолання просторово-часових бар'єрів. Водночас проаналізовано потенційні виклики та ризики, пов'язані з етичними аспектами використання ШІ, зокрема щодо достовірності контенту, питань авторства, надмірної залежності від технологій та конфіденційності даних. Особливу увагу приділено ролі викладача як керівника цифрового освітнього середовища, відповідального за формування академічної доброчесності, розвиток цифрової компетентності студентів і забезпечення якісної педагогічної підтримки. Зроблено висновок про необхідність поєднання AI-інструментів із традиційними методами навчання, а також про потребу в подальших дослідженнях, спрямованих на розробку ефективних моделей інтеграції ШІ в освітній процес з урахуванням педагогічних, нормативних та етичних чинників. Отримані результати можуть бути використані викладачами іноземних мов для вдосконалення методики викладання професійно орієнтованої англійської мови. Крім того, дослідження підкреслює важливість формування в студентів відповідального та критичного ставлення до використання інструментів штучного інтелекту в навчанні.

Ключові слова: штучний інтелект, ChatGPT, англійська мова професійного спрямування, цифрова компетентність, дидактичні переваги, академічна доброчесність, етичні ризики.

Formulation of the problem. The modern education system in Ukraine is undergoing profound transformations due to the integration of digital technologies and artificial intelligence (AI) into the learning process. In 2024, the Ministry of Education and Science of Ukraine, in collaboration with the Ministry of Digital Transformation, developed official recommendations for the responsible use of AI in higher education institutions. These recommendations are intended to help teachers, students, higher education administrators and researchers to effectively and ethically implement artificial intelligence in teaching and research activities (Artificial Intelligence in Higher Education Institutions: Recommendations for Teachers, Students and Employees of Higher Education Institutions).

The recommendations, in particular, indicate how to compose high-quality queries to AI, develop tasks, and select appropriate tools. For example:



– *for teachers*: generating and checking tests, creating presentations, analysing student academic achievements, selecting authentic materials for their field of study;
– *for students*: searching for relevant information for research papers, preparing for exams, generating ideas for presentations and essays, receiving feedback on scientific texts, learning foreign languages with the use of AI support (Artificial Intelligence in Higher Education Institutions: Recommendations for Teachers, Students and Employees of Higher Education Institutions).

Teaching English for Specific Purposes (ESP) requires special attention, as traditional methods, which are mainly based on general language textbooks and template tasks, often do not provide a sufficient level of adaptation to the specific professional context of students [7]. With the growing interdisciplinary requirements for specialists, there is a need to create dynamic, authentic and functionally relevant teaching materials that correspond to the modern communicative realities of various fields: medicine, law, psychology, economics, IT, etc [8].

The integration of artificial intelligence tools into the ESP learning process, such as ChatGPT, Bing Copilot, DeepL Translator, Grammarly, QuillBot, or Writefull, not only optimises preparation for classes but also significantly changes approaches to language competence development [7; 1]. Thanks to the ability of AI tools to adapt content to professional topics, students can work with terminologically rich texts, simulate role-playing situations based on professional scenarios (e.g., "doctor-patient", "lawyer-client", "HR-candidate"), receive individual explanations of grammatical structures and clarification of the meanings of terms in a specific context.

In addition, the use of AI contributes to the development of 21st century skills such as digital literacy, critical thinking and autonomy in learning [8; 1]. The personalised approach provided by AI services allows each student to work at their own pace, focus on their professional interests, and receive constant feedback — which is especially important in preparing future professionals for communication in a globalised professional environment [7].

Analysis of the latest research. This issue has attracted the attention of many domestic and foreign researchers who are considering the use of artificial intelligence tools, in particular ChatGPT, in the process of teaching English for specific purposes (ESP). Their work covers various aspects, from improving language competence to testing, methodological support for teachers, and ethical challenges.

Waly M. and Zakiyyah A. [7] investigated the impact of artificial intelligence tools on the development of communicative competence among students of ESP programmes in Indonesia. They found that students generally view the use of AI positively for improving speech, public speaking, and business communication, but expressed concerns about the reliability of AI, data privacy, and a possible decline in creativity.

Ukrainian researchers O. Zhyhadlo and I. Zaiarna [8] focused on the use of ChatGPT to create vocabulary test tasks in the context of EFL/ESP. The authors showed that such tests can be relevant and interactive, but noted problems with the



reliability of responses and the importance of human control in the task generation process. They also offered a number of methodological tips for the effective use of ChatGPT in testing.

Dziubata Z. [1] explored the use of AI in teaching English at agricultural universities. In her work, she highlighted both the potential of ChatGPT in personalising and professionally adapting teaching materials and the risks associated with academic integrity, ethics, and technological inequality. The author emphasises the need to increase teachers' readiness to implement AI in the teaching process.

Serman L., Suleimanova I., et al. [5] analysed the advantages and disadvantages of integrating the GPT chatbot into the English language learning process. They noted that GPT promotes personalised learning, the development of digital skills, increased motivation and the convenience of distance learning. At the same time, they emphasise the risks associated with reduced social interaction, technical failures, and potential dependence on technology. The authors stress the importance of a balanced approach and continuous learning for the effective use of AI in education.

It is also worth noting the work of Lund B., et al. [4], who analyse the ethical aspects of using ChatGPT in the scientific field. The authors raise issues of academic integrity, authorship and critical evaluation of texts generated by large language models, and call for the cautious and conscious introduction of AI into scientific practices.

Thus, current research indicates the significant potential of ChatGPT in the field of ESP teaching — from the development of teaching materials to the formation of language competences. At the same time, the need for methodological support, ethical restrictions and a critical attitude towards the results of AI systems is emphasised.

The purpose of our study is to explore the possibilities of using ChatGPT and other AI tools in the study of professional English. Their didactic advantages, as well as potential challenges and ethical risks, will be analysed. Particular attention will be paid to the role of the teacher in managing digital educational resources, shaping academic integrity and developing the digital competence of learners.

Presenting the main material. In today's world of globalisation and digitalisation of education, artificial intelligence (AI) tools are opening up new opportunities for learning foreign languages, especially professional English. One of the leading examples of these technologies is the ChatGPT language model, developed by OpenAI, which demonstrates significant cognitive and communication abilities.

The use of ChatGPT in the learning process involves several key areas that contribute to the comprehensive development of language skills in professional contexts.

First, ChatGPT can act as an interactive language assistant, providing practice in communication skills in specific areas. For example, students studying business English can simulate business negotiations or telephone conversations, approaching real-life communication conditions. At the same time, they receive corrections of mistakes and recommendations for improving their phraseology and style.



Secondly, the AI model helps improve writing skills by assisting in the creation of professional texts — emails, reports, resumes, or presentations. Users can seek advice on polite wording and tone that complies with business etiquette, thereby improving the quality of their written communication.

Thirdly, AI-based platforms offer automated learning support through personalised exercises, and explanations of grammatical, lexical, and stylistic features. In particular, thematic vocabulary exercises are created for technical, legal, or other specialised vocabulary, which contributes to the individualisation of the learning process and increases student motivation.

It is worth highlighting the integration of ChatGPT with speech recognition systems, which opens up additional opportunities for practising spoken language. Students can engage in dialogue with AI through voice commands, receiving immediate feedback on pronunciation, intonation, and other phonetic aspects, which is especially important in professional fields such as medicine, engineering, or law.

In addition to ChatGPT, other AI tools are also widely used in the educational process. For example, Grammarly provides automatic grammar, spelling, and style checking, while DeepL offers high-quality translation, which greatly facilitates working with complex professional texts. The combined use of such technologies creates a multidimensional educational environment aimed at developing professional communication skills.

Thus, using ChatGPT for teaching a foreign language is a new and unique approach to learning that can help students improve their language skills. With its help, you can communicate in a foreign language, create content, solve problems, automatically translate text, and learn idioms and slang [3].

Modern artificial intelligence tools, in particular ChatGPT, open up new didactic opportunities for learning professional English. Their main advantages are high adaptability, interactivity, and the ability to personalise the learning process according to the needs of each student.

One of the most significant features of such technologies is the ability to provide instant and individual feedback, which allows for quick correction of errors in grammar, vocabulary, style, and business etiquette. This contributes not only to more effective learning but also to the development of independence in learning.

Another advantage is overcoming time and space constraints: AI tools provide access to learning at any time and from anywhere, which is especially important for those who combine work with study or live in remote areas.

At the same time, digital literacy is developed — a key competence in today's educational environment.

Despite its significant advantages, the use of AI in foreign language teaching also has certain challenges and risks. In particular, AI models can sometimes provide inaccurate, outdated or simplified information, which can distort students' perceptions of professional vocabulary or language standards. This requires constant pedagogical support and careful verification of the content created.



There is also a risk of students becoming overly dependent on AI, which can negatively affect the development of critical thinking and the ability to perform language tasks independently. In addition, it is important to consider issues of confidentiality and personal data protection, especially when integrating AI into digital educational platforms.

Among the ethical aspects, the issue of authorship should be highlighted: content generated by AI cannot be considered the result of human creative activity, and the user is always responsible for its use. In addition, models may be biased or reproduce undesirable patterns, which also affects the quality of the learning material.

AI does not replace teachers, but only expands their capabilities. Therefore, maintaining a balance between the use of digital tools and traditional teaching methods is a prerequisite for an effective and ethical educational process.

Thus, ChatGPT and similar AI systems have significant didactic potential in professionally oriented English language teaching. However, their full integration requires a conscious approach that takes into account challenges, risks, and moral and ethical norms.

With the rapid development of digital technologies and the widespread introduction of artificial intelligence into the educational process, the role of the teacher is undergoing significant changes. Today's educators are increasingly acting not only as a source of knowledge, but above all as coordinators, facilitators and managers of digital resources used to develop students' professional and language skills.

Managing digital educational tools involves not only selecting and implementing innovative solutions, such as ChatGPT and other AI systems, but also monitoring their quality, reliability and compliance with academic and professional standards. An important task for teachers is to combine traditional and digital methods in a flexible educational environment that encourages active participation by students and supports their professional growth.

Along with the opportunities provided by artificial intelligence, there is a growing need to adhere to ethical principles in its use. In today's academic environment, the issue of ensuring integrity is becoming particularly relevant. In response to this, conferences, seminars, training sessions and other events are being actively held to foster a culture of responsible and ethical use of digital tools in education.

One key aspect is transparent acknowledgement of AI use. AI cannot be listed as a co-author in publications because it cannot be held responsible for the content; responsibility for any material, even if created with the help of AI, always lies with a human being. At the same time, users must be aware of the potential risks associated with the use of AI, including bias, inaccuracies or distortions of information that may be caused by the characteristics of algorithms or training data [2].

In the digital age, fostering academic integrity is becoming one of the central tasks of teachers. This involves creating a learning environment that promotes a responsible attitude towards education and prevents plagiarism, the use of unauthorised



sources and unethical practices, particularly in the context of AI tools. It is necessary to formulate clear rules of academic conduct, systematically conduct explanatory work, use means of verifying originality, and create space for ethical writing.

An equally important aspect is the development of students' digital competence — the ability to use digital technologies effectively, responsibly, and safely for learning, professional activities, and self-development. This includes critical thinking skills regarding information, working with various platforms and tools, and understanding the ethical aspects of the digital environment. The task of the teacher is not only to teach the use of specific tools, but also to develop students' ability to independently assess their capabilities and limitations.

In order to foster a sustainable digital culture, it is also important to integrate ethical issues surrounding the use of AI into educational programmes. Students should be explained the purpose of learning tasks and encouraged to develop independent ethical writing skills. Teachers should receive appropriate training covering the formation of learning outcomes, activity planning and the development of assessment strategies taking into account AI tools. At the institutional and national levels, it is recommended to develop or update policies on the use of AI, with a clear definition of the limits of permitted use, procedures for recognising AI in work, and responsible communication to all participants in the educational process [2].

Thus, the role of the teacher in the digital environment is complex and strategically important. The successful integration of AI into education, the formation of academic integrity and digital literacy among students — as key prerequisites for their professional realisation in the modern labour market — depend on the teacher's professional competence, pedagogical sensitivity and ethical responsibility.

Conclusions. Artificial intelligence, in particular ChatGPT and similar tools, opens up new opportunities for learning professional English, promoting personalisation, interactivity and the development of key language competences. At the same time, the effective use of AI in education requires an active role for the teacher, who acts not only as a moderator of the digital environment, but also as a guarantor of academic integrity and a shaper of students' digital competence. The successful integration of such technologies is only possible if ethical principles are observed, content is critically evaluated, and a balance is maintained between innovation and traditional approaches to learning.

Prospects for further research lie in the development of pedagogically sound models for integrating AI tools into the educational process, taking into account ethical, didactic and regulatory aspects.

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