

В случае с китайским языком важно включать задания на распознавание иероглифов и правильное произнесение с учётом тональности.

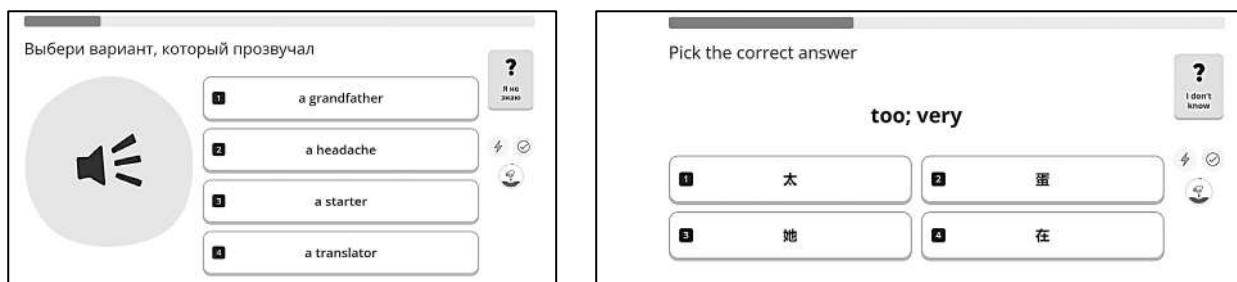


Рисунок 4 — Примеры видов тестов на платформе “Memrise”

Б. Повторение и закрепление.

“Memrise” использует алгоритмы «системы интервальных повторений» (SRS — spaced repetition system), которые помогают обучающимся регулярно возвращаться к усвоенному материалу. Это способствует закреплению новых слов в долговременной памяти независимо от сложности языка.

Для изучающих китайский язык интервал повторения может быть особенно полезен из-за сложности написания иероглифов. Регулярное возвращение к уже изученным иероглифам и их произнесению помогает также преодолеть внутриязыковую интерференцию, которая может являться основной причиной отсутствия дифференциации похожих по звучанию слов.

Заключение. Перечисленные выше возможности использования SRS-платформы “Memrise” на этапе введения иноязычной лексики в значительной степени повышают эффективность обучения как английскому, так и китайскому языку. Благодаря графическим и звуковым формам представления информации, контекстуальным примерам и разнообразным приёмам контроля понимания, обучающиеся получают возможность глубже усвоить новый материал, преподаватели — обогатить изучение лексики новыми методическими инструментами, а также сделать образовательный процесс более интерактивным и увлекательным вне зависимости от сложности усваиваемого языка. На следующем этапе проводимого исследования будет проанализирован потенциал SRS-платформы “Memrise” как средства для создания тренировочных упражнений.

Список цитируемых источников

1. Memrise : [site]. — URL: <https://www.memrise.com/> (date of access: 09.09.2024).

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LINGUISTIC ASPECTS OF AI-GENERATED TEXTS

Introduction. In recent years, there has been an increasingly noticeable surge in the use of artificial intelligence (AI) technology across various industries. This exponential growth in the popularity of AI can be attributed to its fascinating capabilities, which have proven to revolutionize numerous aspects of our daily lives.

Alongside this the communicative branch of linguistics is actively developing. This branch focuses on the study of language as a means of communication, examining how language is used to convey meaning, establish logical connections and shape utterances. With the rise of AI this communicative perspective has taken on a new significance. Therefore, the particular relevance is given to the need for an in-depth study of AI language and text generation techniques.

Taking into consideration the fact that AI is a machine that works according to specific algorithms, it has become quite interesting to comprehensively study AI-generated texts. That’s why we have drawn attention to this problem and carried out a comprehensive analysis of the texts generated by AI to develop and improving students’ English oral and written speech skills.

As a result of the human-machine collaboration 10 texts were generated. All of them are united by the protagonist — a Belarusian boy named Vasilyok. Additionally, a prompt was made to formulate titles for those texts.

Main part. At first glance, the texts turned out to be quite engaging and informative. Difficulties arose with those texts where knowledge of facts was fundamental. Factual mistakes are a problem with AI-generated texts. Such a text as *The Spirit of Belarus* is extremely disappointing, as only one of the four traditions described in the text is peculiar to the Belarusian people.

The text *Vasilyok and the Magical Land of Belarus* was difficult to generate, as to write the text the neural network uses all available on the Internet materials, neglecting their relevance to reality. So, the text may contain fictitious places, strange geographical objects, etc.

In the course of the research all 10 texts were analysed in order to understand the quality of the AI generation in terms of the English language.

While studying the theoretical material, the types of analyses accepted in linguistics were scrutinised. But based on the peculiarities of the origin of the texts, taking into account the fact that a deeper, more detailed analysis was required, the following algorithm of analysis, which can be characterised as complex or comprehensive, including the elements of systemic, structural and linguistic analysis, was developed.

The results of the analysis of the AI-generated texts for spelling, punctuation and grammatical mistakes showed that, despite the fact that the language of AI training is English, 10 out of 10 texts contain punctuation mistakes. In this case, the mistakes were related to highlighting circumstantial or adverbial clauses at the beginning of each paragraph.

Searching for some information in open sources on the Internet we discovered that there is a common opinion that AI tries to convey the intonation features of the text using commas to separate secondary parts of sentences from main ones.

Also 10 out of 10 texts contain grammatical mistakes. In one of the texts there is a repeated error in the use of the definite article with geographical names, namely, with the names of the regions of Belarus. Other mistakes are the inappropriate use of the possessive case, the absence of *was/were* when using Past Continuous, the replacement of Past Continuous with Past Simple. In addition, the texts contained unfamiliar expressions the correctness of which had to be studied through various dictionaries. For example, *crispy on the outside, and soft on the inside* or *walking through the streets*.

No spelling mistakes were found in the AI-generated texts.

The data obtained from the analysis can be used both in linguistic and non-linguistic fields of science, such as computer science, cybernetics, neurobiology, psychology and others for studying the functioning, correction of algorithms, training and development of AI.

It should be noted that during the research, a parallel analysis of the AI-generated texts was conducted to ensure their compliance with the requirements set by the English language curriculum for the 6th grade (advanced level). This analysis was carried out because the thematic content of the generated texts corresponds to the topics and the communicative tasks related to the socio-cognitive sphere covered in that year of education.

The research showed that AI-generated texts are far from perfect. However, after adaptation by humans, they can be effectively used for educational purposes to develop or improve oral and written skills. Since these texts are quite patterned (they have a specific structure) that can be fine-tuned by adjusting input parameters, training data or post-generation editing it is possible to work out a specific algorithm that students can use to structure their monological utterances or write their own stories.

The algorithm for composing an oral or written story was tested on a group of students of the 6th “B” class of the SEI “Gymnasium № 5, Baranovichi”. From January to May 2023 students studied texts generated by the ChatGPT Telegram bot, but adapted by a teacher, in their English lessons.

While working on the texts, pupils’ attention was drawn to the analysis of the text structure, ways of connection of logical parts in the text, the use of conjunctions, adverbial phrases, prepositions, introductory words and constructions, and the variety of linguistic means.

Also, during the approbation a survey on the complexity and interest of these texts was held among the 6-graders. It is quite predictable that the level of difficulty and the number of unfamiliar words in these texts almost coincided. The survey also showed that the level of difficulty does not affect the level of interest of these texts.

Additionally, a brochure was developed. That is a set of stories *Inspiring Belarus: Vasilyok’s Tales* generated by AI and adapted by a human. It includes 10 texts with the tasks aimed at developing reading literacy. The brochure can be recommended for use in the 6th grade English lessons in the section of “Cultural Corner” and in elective “Reading Practice” classes.

According to the results of our research, it can be concluded that text generation using neural networks has both advantages and disadvantages. The advantages include a high speed of text generation, creativity and novelty, unlimited content, learning and inspiration, efficiency and accessibility. This saves time and provides instant results.

The disadvantages of the generated texts include the following:

- 1) incorrect writing language: strange grammatical structures, similar sentences;
- 2) monotony of texts (logical, semantic, content and other repetitions);
- 3) unnaturalness and primitiveness of content;
- 4) the text has no depth, does not contribute to the development of critical thinking;

- 5) presence of serious factual, grammatical and punctuation mistakes in the text;
- 6) necessarily requires human proofreading.

Conclusion. Thus, today AI is one of the most intriguing and rapidly evolving fields of science. Its capabilities in text generation astound the imagination and open up new horizons for various areas of activity. AI-generated text can be a very useful tool in many fields, including education.

Also it is important to find a balance between human creativity, critical thinking and ethical considerations to ensure that AI serves as a tool that enhances rather than replaces the art of storytelling.

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CULTURAL AWARENESS DEVELOPMENT BY MEANS OF A FOREIGN LANGUAGE

Introduction. In the modern multicultural world, intercultural communication is given much focus on in business and education. Moreover, we are witnessing unprecedented human mobility: these are numerous tourists, participants of business meetings, scientific conferences and diplomatic missions, entrepreneurs, students, employees, workers, leading specialists, contractors, refugees, and migrants. Researchers state that the term "intercultural communication" represents broad ideas that are difficult to express in just one way. Thus, we like several of the following working definitions as starting points for exploring this topic: (a) intercultural communication refers to the communication between people from two different cultures; (b) intercultural communication is a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings; (c) intercultural communication refers to the effects on communication behaviour, when different cultures interact together. Hence, one way of viewing intercultural communication is as communication that unfolds in symbolic intercultural spaces [1, p. 25].

English as a language of intercultural communication is aimed today to help the above mentioned groups of people to interact successfully. Today, the linguists and pedagogues bring intercultural competence to the fore, and in language teaching and learning intercultural competence emphasizes the interdependence of language and culture, and the importance of intercultural understanding as an objective of language education. It is the competence that contributes to the English learners' readiness for life in a multicultural world. In the foreign language classroom, cultural learning is seen as the process of acquiring the required cultural knowledge, skills and abilities for effective communication and interaction with people from other cultures. So, intercultural competence training includes raising critical cultural awareness, cultural worldview and behaviour, as well as appropriate skills and attitudes to the otherness in order to become a full-fledged participant in the intercultural arena. The aim of this article is to present a model of raising university students' — pre-service foreign language teachers' — cultural awareness in the context of intercultural competence development.

Main part. Culture is a complex phenomenon, a system of concepts, attitudes, values, beliefs, conventions, behaviour, practices and rituals. It is the way of life of people who make up a cultural group, as well as the artifacts they produce, and the institutions they create. Language and culture are not separate units, they are comprehended simultaneously, supporting and developing each other [2, p. 235]. These relationships were reflected back in 1989, when the American anthropologist P. Friedrich introduced the term linguoculture into English-language academic discourse. In 2006, Karen Rizager, a Danish linguist and teacher, emphasized the variability of verbal communication, both among different native speakers of a given language, and when communicating native speakers and those for whom this language is a foreign language [3].

The concept of intercultural communicative competence has reoriented the purpose of language education and has been integrated into language learning in Belarus a few decades ago. The use of the term "intercultural" reflects the opinion that foreign language learners should get a clear idea of both their cultural values and external culture. So, intercultural communication competence refers to the ability to provide a common understanding of people of different social identities and the ability to interact with complex multiple identities [4, p. 10]. This competence emphasizes mediation between differences in different cultures, the ability to look at oneself from an "external" point of view, analyze and adapt one's behaviour, values and beliefs. Thus, the student demonstrates a number of behavioral and cognitive abilities, namely:

- a) relationships: recognition of the personality of others; respect and tolerance for others; empathy;
- b) behaviour: flexibility; communicative awareness;
- c) cognitive abilities: knowledge; interpretation and translation; cultural awareness.