

References

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THE USE OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE CLASSES IN BELARUS AND THE DEVELOPED COUNTRIES

Introduction. The age of digitalization and globalization requires educational systems to use new technologies. Artificial intelligence (AI) is becoming an important tool in teaching, making it possible to improve the quality of education and make it more accessible. Artificial Intelligence is an area of study concerned with making computers copy intelligent human behaviour according to the Oxford dictionary [1].

Main part. There is a contradiction between the demands of students who represent generations Alpha and Z and the influence of traditional teaching methods which neglect the education value of AI. "Z Generation" is for those who were born between 1990 and 2010. The "Alpha Generation" belongs to the group born after 2010. Technology has been a part of the everyday lives of the Z generation and Alpha generation. Usage of gadgets have also dominated the lives of children which helped sharpen their brain and improve the medium of language skills and learning. Generation Z feels more comfortable interacting online with their peers rather than face to face. The technology has impacted the generation in such a way that the students no longer find information through the traditional methods rather require instant information through search engines. These generation students need technologically advanced teaching methods as they can access information quickly and multitask very well. Generation Alpha kids are highly dynamic and tech-savvy and thus it calls for the urgent need to change the conventional teaching methods with much faster and technologically oriented one [2].

The necessity of researching the indicated subject is determined by the fact to upgrade teaching strategies by means of incorporation of teaching experience abroad. The purpose of this research is to analyze and compare methods and approaches to the use of artificial intelligence in teaching foreign languages in Belarus and developed countries.

This study was conducted in several countries among foreign language teachers. The respondents of the survey included 20 teachers from developed countries and 20 teachers from Belarus. The survey was done by means of Internet technology. It was hypothesized that student-oriented approach is used more frequently in the developed countries. The research methods include literature analysis, a survey of Belarusian teachers and teachers from developed countries.

The present research was organized in two stages. The goal of the first stage was to make a list of questions for the survey. The questions and obtained answers are presented in Table 1.

Table 1 — The use of AI in foreign language classes in Belarus and developed countries

Question (Answer option)	Answers					
	Belarus			Developed countries		
	Number of respondents	Number of answers	Percentage	Number of respondents	Number of answers	Percentage
How often do you use AI in teaching?						
Often	20	7	35 %	20	10	50 %
Not often		8	40 %		9	45 %
Never		5	25 %		1	5 %
Does AI help you diversify teaching and learning?						
Completely replaces traditional methods	20	1	5 %	20	2	10 %
Complements traditional methods		14	70 %		17	85 %
I don't see the benefit		5	25 %		1	5 %
How do you assess the impact of AI on student motivation?						
Positive	20	5	25 %	20	11	55 %
Negative		3	15 %		0	0 %
Both		10	50 %		8	40 %
None		2	10 %		1	5 %
Do you think AI technologies will replace traditional teaching methods?						
Yes, completely	20	1	5 %	20	2	10 %
Partially		14	70 %		16	80 %
No, never		5	25 %		2	10 %

The goal of the second stage is to find similarities and differences in the use of AI in Belarus and developed countries. Based on the data on the use of AI in foreign language classes in Belarus and developed countries, we can conclude:

Similarities:

In both Belarus and developed countries, the majority of educators believe that AI complements traditional teaching methods rather than completely replacing them.

Differences:

1. Frequency of AI Use: There is a notable difference in how frequently AI is utilized in teaching. In developed countries, 50 % of educators use AI often, compared to only 35 % in Belarus.

2. Assessment of AI's Impact on Student Motivation: The perception of AI's impact on student motivation differs significantly. In developed countries, 55 % view the impact as positive, whereas only 25 % of Belarusian educators share this sentiment. Additionally, no educators in developed countries reported a negative impact, while 15 % in Belarus did.

3. Belief in AI's Future Role: There is a slightly higher belief among educators in developed countries that AI will partially replace traditional teaching methods (80 %) compared to those in Belarus (70 %). However, the percentage of educators who believe that AI will never replace traditional methods is higher in Belarus (25 %) than in developed countries (10 %).

The empirical data obtained on the use of AI-based applications, as well as the technical problems faced by teachers, are presented in Table 2.

After analyzing the data, we can note that in both Belarus and developed countries, ChatGPT is the most popular AI-based application. This indicates a higher reliance on ChatGPT among educators in developed countries. The percentage of educators who do not use any AI tools is higher in Belarus (12.5 %) compared to developed countries (5 %). This suggests that AI integration in Belarusian classes is less pervasive.

Both groups primarily use AI for designing exercises, but the percentage is slightly higher in developed countries than in Belarus.

Challenges Faced When Using AI: both groups report similar rates of technical problems, indicating that technical issues are a common challenge regardless of the region.

Table 2 — AI-based applications and the technical problems faced by teachers

Question (Answer option)	Answers			
	Belarus		Developed countries	
	Number of respondents	Percentage	Number of respondents	Percentage
What AI-based apps/chatbots do you use?				
ChatGPT	20	25 %	20	45 %
Deepseek		15 %		0 %
Twee		12,5 %		15 %
GigaChat		10 %		0 %
Gamma		5 %		0 %
Deepai. Org		2,5 %		0 %
Writetone. Com		2,5 %		0 %
Queen		2,5 %		0 %
Mijorney		2,5 %		0 %
Perplexity		2,5 %		0 %
Vevox		2,5 %		0 %
Quizziz		2,5 %		0 %
MagicSchool		2,5 %		5 %
Merlin		0 %		5 %
Gemini		0 %		5 %
Brisk Teaching		0 %		10 %
Consensus		0 %		5 %
Copilot	0 %	5 %		
I don't use		12,5 %		5 %
What do you use AI for?				
To design exercises	20	34 %	20	40 %
To search for the information input		32 %		25 %
To make lesson plans		12 %		17 %
Presentations		4 %		15 %
To create images		4 %		0 %
I don't use				14 %
What difficulties did you face when using AI in teaching?				
Technical problems	20	25 %	20	25 %
Limited AI capabilities		25 %		20 %
Lack of training materials		10 %		15 %
Too many AI technologies		10 %		0 %
There were no problems				30 %

Conclusion. The research underscores the critical role of artificial intelligence (AI) in transforming educational practices, particularly in the context of foreign language teaching. In an era characterized by digitalization and globalization, it is evident that educational systems must adapt to meet the evolving needs of students from generations Alpha and Z, who demand more innovative and engaging learning experiences. This study has revealed both similarities and differences in the use of AI among foreign language educators in Belarus and developed countries. While there is a shared belief that AI serves as a complement to traditional teaching methods. Educators in developed countries demonstrate a higher frequency of AI usage (50 % compared to 35 % in Belarus) and a more favorable view of its influence on student engagement. In conclusion, educational stakeholders in Belarus should more fully embrace AI technologies by learning from successful strategies in developed countries. This shift can enhance teaching methods and student motivation, ensuring education remains relevant in the digital age. Future efforts should focus on professional development and addressing specific challenges within the Belarusian context.

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BELARUSIAN, BRITISH AND JAPANESE STUDENT SUBCULTURES

Introduction. Politeness is a fundamental aspect of human interaction that helps maintain harmonious relationships. In intercultural communication, especially in educational settings, understanding politeness conventions is crucial to foster positive interactions. With increasing globalization and student exchange programs between different countries and online communications, recognizing cultural differences in politeness is able to enhance cross-cultural understanding among students and educators, prevent conflicts arising from different interpretations of behaviour, strengthen the national identity by highlighting cultural uniqueness while promoting mutual respect.

This research is particularly relevant as the politeness norms of Belarusian, British and Japanese students in school settings have not been thoroughly compared in existing studies. Some aspects, such as how cultural values influence students' use of positive and negative politeness strategies, remain unclear.

The objectives of the study are: (1) to analyse the concept of politeness and reveal positive and negative politeness strategies; (2) to compare politeness strategies in Belarusian, British, and Japanese school environments; (3) to identify cultural differences in the ways students interact with peers and teachers. In this study, we used literature review, survey and content analysis as research methods.

Main part. The concept of positive face refers to the inherent desire of every speaker to have their needs recognized and valued by others during verbal interactions. Positive politeness, which is based on approach strategies, enhances the addressee's face by signaling the speaker's approval of the hearer's desires. As noted by Brown and Levinson, positive politeness serves as a corrective measure aimed at the addressee's positive face, reflecting their enduring wish for their wants to be regarded as worthy. This is underscored by the idea that “positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of as desirable. The strategies of positive politeness involve three broad mechanisms: claiming common ground, conveying that the speaker and hearer are cooperators, and fulfilling the hearer's wants for some underlying goals like requests, questions, etc. [1]. Conversely, the theoretical concept of negative face pertains to the desire of every competent speaker to act without interference from others. Negative politeness, which is fundamentally avoidance-oriented, involves recognizing and respecting the addressee's negative face desires, ensuring that the speaker does not infringe upon the hearer's autonomy. Some of the ways we use negative politeness are: avoiding presumptions, by hedging, that is making your intention ambiguous; minimizing the imposition; showing deference; showing that you don't want to impinge on people; impersonalising yourself and your listener by avoiding any mention of either, etc. In other words, negative politeness is avoiding face-threatening behaviour (dogmatism, direct orders), expressing regret, apologizing for face-threatening behaviour (correction, contradiction, prohibitions), using hedges, etc. [2, p. 51].

In this study we hypothesized that: (a) Japanese students will use negative politeness strategies (formal appeals, indirect requests, avoiding direct refusals) more frequently; (b) British students will demonstrate a balance of positive and negative politeness by using formal constructions in formal situations and friendly formulas in informal ones; (c) Belarusians will apply both strategies, but with the predominance of positive politeness in communication with peers (direct requests, emotional reactions), preserving negative politeness in communication with teachers.