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ChatGPT ЯК ІНСТРУМЕНТ ВИКЛАДАННЯ АНГЛІСЬКОЇ МОВИ У ВИЩІЙ ШКОЛІ

У роботі досліджуються основні можливості чату GPT, які можуть бути використані під час навчання іноземній мові. Застосування штучного інтелекту в процесі викладання пов'язане з тенденцією діджиталізації суспільства, коли цифрові технології диктують майбутні пріоритети сфери освіти.

Метою дослідження є визначення ролі штучного інтелекту в освітньому процесі, а саме у вивченні англійської мови у вищій школі.

Чат-бот підтримує кілька мов, зокрема англійську, іспанську, італійську, китайську, німецьку, українську, французьку та японську. Цими мовами алгоритм може відповідати на запитання, генерувати текст на задану тему та виконувати інші завдання.

У дослідженні охарактеризовано способи застосування можливостей чату під час навчання англійській мові студентів вищих навчальних закладів. Виявлено особливості навчання лексики, граматики, а також обумовлено основні тенденції цифрової програми, що можуть допомогти викладачеві у підготовці до занять. У роботі проаналізовано основні переваги роботи з GPT чатом, а також його недоліки.

Використання ChatGPT для викладання іноземної мови – це новий унікальний підхід до навчання, який може допомогти студентам покращити свої мовні навички. З його допомогою можна спілкуватися іноземною мовою, створювати контент, вирішувати завдання, автоматично перекладати текст, вивчати ідіоми та сленг.

Наукова новизна роботи визначена тим, що в ній уперше визначені основні аспекти цифрового навчання не лише з позицій зручності для студентів, але й стосовно тих аспектів, що можуть допомогти вчителю підготуватись до занять та ефективно використати свій час.

Основною гіпотезою роботи стало положення про те, що використання цифрових технологій в освітньому процесі є необхідністю в умовах діджиталізації суспільства. Але попри величезні переваги цифрового навчання, штучний інтелект не може повністю замінити вчителя.

Ключові слова: штучний інтелект, освітній процес, GPTchat, діджиталізація, цифрові технології.

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ChatGPT AS A TOOL FOR ENGLISH TEACHING IN HIGHER SCHOOL

The paper explores the main features of the GPT chatbot that can be used in foreign language teaching. The application of the artificial intelligence in the teaching process is related to the trend of the society digitalisation, when the digital technologies dictate the future priorities of the education area.

The aim of the study is to determine the role of the artificial intelligence in the educational process, namely in the study of English in higher education.

The chatbot supports multiple languages, including English, Spanish, Italian, Chinese, German, Spanish, Ukrainian, French, and Japanese. In these languages, the algorithm can answer questions, generate text on a given topic, and perform other tasks.

The study characterises the ways of applying the possibilities of the chat in teaching English to the students of higher educational institutions. The peculiarities of teaching vocabulary and grammar are revealed. The main tendencies of the programme, which can help the teacher in preparing for classes, are also determined. The work reveals the main advantages of working with the chat, as well as analyses its main disadvantages.

Using ChatGPT to teach a foreign language is a new and unique approach to learning that can help the students improve their language skills. It can be used to communicate in a foreign language, create content, solve problems, automatically translate text and learn idioms and slang.

The scientific novelty of the work is determined by the fact that it is the first to analyse the aspects of digital teaching not only from the perspective of convenience for the students, but also to identify the main points that can help the teachers prepare for classes and use their time effectively.

ChatGPT is modernising school curriculum and policy, influencing workflows and has already become a household name.

The main hypothesis of the study is that the use of the digital technologies in the educational process is a necessity in the context of the society digitalisation. However despite the huge benefits of digital learning, the artificial intelligence cannot completely replace the teacher.

Key words: artificial intelligence, educational process, GPTchat, digitalisation, digital technologies.

Statement and substantiation of the problem relevance. Chat of Generative Pre-trained Transformer is an abbreviation of the term ChatGPT. It is an advanced artificial intelligence system trained to talk to people naturally and informally, like a human being. ChatGPT has a range of features and the tools that allow the students to learn English. What's best of all is that the artificial intelligence provides personalised learning, different courses to the unique requirements and goals.

The modernisation of the higher education system involves the active introduction of the innovative approaches to the organisation of the educational process [5, p. 7]. The main trends in the development of the higher education in Ukraine create new challenges for the system preparing people for life.

The rapid changes taking place in society and technology require specialists to have both professional and general competencies, including the ability to learn, think critically and systematically, program, work in conditions of uncertainty, creativity, and multiculturalism [3].

Since the new ChatGPT hit the market, the users have been trying all the sorts of things they can do with the artificial intelligence – from writing papers to coding them. While the chatbots and similar artificial intelligence tools may not replace our jobs anytime soon, they can still help us.

However, the caution should be exercised when using AI tools as some applications may be susceptible to misinformation. Some companies do not have formal rules on the use of Chat GPT for their employees [4, p. 12].

ChatGPT, in addition, constantly received the feedback from a human trainer. The trainer fulfilled the dual roles of the speakers and artificial intelligence assistant – initiating conversations and improving the chatbot's answers. That is why ChatGPT receives instructions from a human, which help it generate answers in natural language.

In simple words, ChatGPT is a specially designed bot to mimic real conversations. It is capable to explain and remember what you said earlier in the conversation; to generate ideas when asked; to apologise when it has done something wrong [2, p. 233].

Although ChatGPT can be inaccurate on some questions, it can analyse millions of websites to find the answer to your question. It also gets smarter the more people use it.

Students have found that using ChatGPT when writing essays can be very helpful. Although some teachers discourage this approach, some of their students insist on using this chatbot [10].

The relevance of the study stems from the fact that the use of the digital technology in the learning process has become a necessity. The processes of the

society digitalisation have covered all the areas of our life.

Analysis of current research. In the world theory and practice, the aspects of using artificial intelligence in the educational process have been studied (J. Belda-Medina, E. Wu, S. Furrer, S. Tegos, K. Zhang, A. Aslan, N. Kim, etc.). The scientific works substantiate the methodological approaches and strategies for the development of the professional training of future teachers/lecturers of foreign languages (L. Ananieva, O. Bihych, N. Borisko, L. Haidukova, L. Zenia, T. Koval, S. Nikolaieva, O. Tarnopolskyi, V. Chernysh, etc.).

The range of the issues raised by the above authors is very wide, but the practical application of GPT in the language training by the teachers is still unresolved. The teachers should be aware of the capabilities of GPT to implement its tools, to improve the learning process in the classes, as they believe that the chat is a valuable model for improving students' language training and it is ensuring the individualised and accessible learning process at the university.

The purpose. Therefore, the purpose of the article is to investigate the potential and peculiarities of using GPTchat in the practical language training. To achieve this goal, the following tasks should be performed:

- to analyse the previous research on AI chatbots in the educational process;
- to characterise the features of GPTchat, its functioning and advantages;
- to identify the ways to implement this tool in teaching process, in particular in the methodology of developing the language and speech communicative competences in the context of distance learning.

The main material of the study. Learning a foreign language can be a difficult and time-consuming process that requires a lot of time and effort. However, with the invention of the new technologies and software tools, the process of learning the foreign language has become more efficient and accessible. In this article, we will look at how using ChatGPT, a large language model developed by OpenAI, can help in learning a foreign language.

Firstly, we can talk about using ChatGPT to learn a foreign language – it's about creating the content in the foreign language. The students can use AI to generate articles, recipes, song lyrics and other content in a foreign language. This will help the students improve their writing and speaking skills, as well as learn new words and phrases [9].

ChatGPT can also be used to automatically translate the text into a foreign language. You can copy and paste the text in one language into ChatGPT and get the automatic translation into another language. It can be useful for reading and understanding the materials in the foreign language, which can be helpful when learning the language.

AI can also be used to learn idioms and slang. The students can ask questions about what idioms and slang expressions are used in everyday speech in a foreign language. It can help them understand and use these expressions in their speech better [6].

Among the main types of the vocabulary work with the artificial intelligence there are the following:

- the preparation of a wordlist by language levels based on text or video;
- the selection of the definitions for the words in English and examples of their translations into Ukrainian (then the ready list can be inserted, for example, into Quizlet and the cards);
- the creation of the exercise with missing words;
- generating the text based on the list of words;
- the selection of synonyms and antonyms for the words from the list [8, p. 4755].

ChatGPT can be a great resource for learning English vocabulary. It provides the access to many words and phrases that can be used in practice. The teacher can start by asking the list of the typical English words or phrases. And the students can use these words in their sentences or discussions.

GPT analyses the suggested text and creates the list of words according to the language levels. The same thing can be done with the video, just by pasting a link to it.

For each word in the list, the chat is able to find the definitions from the given source. It is interesting that it determines the part of speech and selects the definition based on it, although, of course, it can not understand the meaning and offers the wrong definitions. So the teacher has to look carefully, but in general, for the vast majority of the words, the chat selects the right definitions and examples.

The teacher can set the necessary formatting, such as using certain signs or deleting parts of speech in brackets. The chat knows how to replace one sign with another, but in some cases you need to insert the Ukrainian translation for it. The formatting works better when the teacher writes all the conditions not at once, but iteratively [7, p. 35].

For grammar work, GPTchat can create examples of some grammatical structure. Among the main tasks to work on grammar acquisition there are the following: generating the examples of the grammatical structure; giving the bracketing exercises; creating a series of exercises [1, p. 80].

The chat is very convenient for the instructor as it can be used to: check the homework; analyse written work (e.g. essays); generate discussion questions; make a lesson plan or a series of lessons; format the materials using the GPTchat friendly neural network DALL-E; find answers to the students' questions [1, p. 81].

The chat is able to check the sentences and text for the errors and give the detailed feedback, and it does it politely, with a balance of positives and negatives, like a professional teacher. If the students are typing a text, the teacher can quickly check it

with the chat and then supplement it with the explanations if it is needed.

In addition, the chatroom is able to roughly grade the text according to the IELTS criteria, and its assessment seems quite plausible, albeit a bit harsh. Of course, we cannot rely on it completely, but it helps a lot point out the flaws in the work, quickly assess its quality and save time typing the feedback. Interestingly, it even understands the main idea of the text and writes that it was effectively communicated [3, p. 35].

The main pros of working with GPTchat are that it is free, requires no prior training and potentially saves a lot of time.

The main downside is that it is sometimes hard to explain to the chatbot exactly what you want to get (especially in terms of formatting), and it often responds differently to the same request.

The chat is not a full-fledged language teacher and can not notice all the mistakes.

ChatGPT may generate incorrect or invalid text, which can lead to the errors in the language learning.

Conclusions and prospects for further researches of directions. ChatGPT is an artificial intelligence based on the neural network that is trained to generate text in any language using huge amounts of data. It can answer questions, ask its own questions and generate the texts based on given parameters.

One of the most effective ways to learn a foreign language is to communicate in it with native speakers. So ChatGPT can be used to learn a foreign language because it can emulate the native speaker. The students can ask ChatGPT the questions and receive the answers in the foreign language, and then use those answers to improve the language skills.

Using ChatGPT to learn a foreign language is a new and unique approach that can help the students improve their language skills. It can be used to communicate in a foreign language, create content, solve problems, automatically translate text and learn idioms and slang.

Despite some limitations, using ChatGPT can be very useful for the students who want to learn a foreign language quickly and effectively.

The further research on the use of GPT chat in the English language teaching is related to the analysis of the artificial intelligence features that will be added in the process of its improvement and development.

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ФОРМУВАННЯ НАУКОВОГО СВІТОГЛЯДУ ЯК СКЛАДОВОЇ ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ЛІКАРІВ

Вимоги до спеціаліста медичного профілю постійно зростають. Лікар змушений працювати умовах підвищеної конкуренції та бурхливого розвитку технологій.

Завдання сучасного лікаря є не лише на основі причинно-наслідкових зв'язків через симптоми і синдроми встановлювати діагноз, дотримуватися в лікуванні встановленої концепції, а й важливим є врахування багатофакторності процесів, що оточують пацієнта.

Світогляд є ядром структури особистості та являє собою орієнтир у професійній діяльності, що спрямовує процес сприйняття дійсності. Тому вкрай необхідно формувати його саме у процесі підготовки майбутнього лікаря.

Розуміння сучасної фізичної картини світу в найширшому розумінні є основою наукового світогляду. Історична, наукова та освітня ситуація, що змінилася за останні роки в Україні вимагає переосмислення проблеми формування наукового світогляду в навчальному процесі.

Мета статті полягає в теоретичному обґрунтуванні методологічного напрямку формування наукового світогляду як компоненту дослідницької компетентності у майбутніх лікарів на матеріалі історії фізики.

У статті подано методологічний напрям формування наукового світогляду майбутнього лікаря, що є системою принципів і засобів організації, побудови теоретичної і практичної діяльності на прикладі теорії Максвелла.

В процесі формування наукового світогляду майбутнього лікаря на матеріалі історії фізики слід мати на увазі те, що є матеріал, який безпосередньо несе світоглядний потенціал, матеріал, який за певних умов стає світоглядним (біографії вчених-фізиків) і матеріал, який не має світоглядного потенціалу.

Подальшого потребують розробки системи таких матеріалів, а також розробка інших напрямів формування наукового світогляду на матеріалі фізики та інших природничих дисциплін у медичному закладі вищої освіти.

Ключові слова: історія фізики, методологічний напрямок, науковий світогляд, майбутній лікар, дослідницька компетентність.

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