

Olha Krichker
*Candidate of Historical Sciences,
Lecturer of Language Training Department
National University of Civil Protection of Ukraine, Cherkasy, Ukraine*

Nataliia Yeremeieva
*Candidate of Philological Sciences, Associate Professor,
Associate Professor of Language Training Department
National University of Civil Protection of Ukraine, Cherkasy, Ukraine*

AI INSTRUMENTS FOR DEVELOPING THE PROFESSIONAL COMPETENCE OF ENGLISH LANGUAGE TEACHER

Nowadays, pedagogues have many opportunities for self-development thanks to the abundance of materials and courses available on the Internet. There is no more gap between rural and city teachers in Ukraine now, as all of them have access to various online platforms and AI instruments and tools to enhance their professional competence.

The internet enables the leveraging of artificial intelligence in the language classroom, as its tools are numerous and can cater to the diverse needs of both teachers and learners. When discussing the professional competence of an English language teacher, we focus on their profound pedagogical, linguistic, technological, and reflective competence.

AI tools suggest for lesson planning to make activities more personalized and adapted to the learners' goals to meet both the curriculum and professional demands of students. They also help to tackle one of the biggest difficulties a teacher faces in their work – mixed-level or mixed-ability groups.

For example, GPT chat can be used to make differentiated tasks for students with different levels of English, ensuring all of them are practicing and learning new vocabulary or grammar construction. AI tool are also great at sustaining the motivation and interest of students. Such AI-powered platforms as Kahoot, Wordwall, Quizlet and other apps. offer different interactive activities that keep students focused and excited

while learning English. Those who are open to diving deeper may use Busuu, Duolingo or Talkpal platforms to have additional practice and discussions in the classroom. Integrating these tools in the classroom is a step to build rapport and get closer to the current digitalized generation of learners.

The sky is the limit, i.e., a teacher should never stop working on their language skills (listening, speaking, reading, writing). Many AI instruments are helping to build up vocabulary, boost oral comprehension, and practice critical reading and academic writing. Take, for example, Grammarly, an application helping not only to correct mistakes in grammar, spelling and punctuation but also make a text coherent, choose more suitable attribute or interjection, substitute a regular verb by a phrasal one, or even shorten the clause to make it sound more natural: An English language teacher should try and learn to integrate the novelties of AI instruments into their daily work to develop their professional competence (original text); An English language teacher should learn to integrate AI tools into their daily work to enhance their professional skills (rewritten with AI); An English teacher should integrate AI tools into their work to improve competence (shorted by AI).

Technological competence is a subject of research for many modern pedagogues. According to them, technological competence is a multifaceted notion that can be described as “the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another” [1] or “the competencies (knowledge, skills, and attitudes) all teacher educators need in order to support teacher candidates as they prepare to become technology-using teachers” [2].

The US researchers offered the TPACK Framework, differentiating between technological knowledge (TK) and technological pedagogical knowledge (TPK) where TK is an understanding of how AI-powered technology works in the educational context, and TPK is an understanding of how to apply it for effective teaching [1].

Thus, digital literacy and TK do not necessarily mean a teacher’s technological competence. In order to integrate AI tools into the educational process one must not only explore the new sphere but also adapt these tools and instrument to students’ needs. To

develop technological competence, a teacher should search for new technologies, collaborate with colleagues, and attend seminars and webinars on the topic. However, theory is dead without practice, that's why the most crucial part of this lifelong learning is to integrate the obtained knowledge into the educational process, trying AI tools in class not for its own sake but to support the learning goals of their learners.

Finally, reflective competence as an ability of a teacher to analyze their teaching practice can also be enhanced via using different AI tools that can help improve skills in providing personalized feedback. Evaluating teaching with the help of AI platforms, such as TeachFX, Elicit, Replica for educators and others, helps transform simple reflection on the lesson into data-informed professional growth.

Thus, using AI instruments is crucial for developing the professional competence of an English language teacher and must become part of their lifelong learning process.

References

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