

UDC 373.3.091.3:811.111:004.8

ENHANCING PRIMARY SCHOOL STUDENTS ENGLISH LEARNING THROUGH ARTIFICIAL INTELLIGENCE TOOLS

Nurbaeva Balnur Erlanovna

Student, Faculty of Foreign Languages, Karaganda National Research University named after Academician Ye. A. Buketov, Karaganda, Kazakhstan

Scientific Supervisor: Karimova Zere Nurtayqyzy

Lecturer at the Department of Translation Theory and Practice, Faculty of Foreign Languages, Master of Philology
Karaganda National Research University named after Academician Ye. A. Buketov, Karaganda, Kazakhstan

This article examines the effectiveness of using artificial intelligence (AI) tools in teaching English to primary school students, as well as teachers' perspectives on these tools. The purpose of the study is to identify practices of applying AI in preparing English lessons for primary school, evaluate its effectiveness, and clarify the difficulties encountered when using such technologies. The study employed a survey method involving primary school teachers working in educational institutions. The results demonstrate the convenience of using AI for preparing teaching materials, saving time, and increasing students' interest in the learning process, while also identifying the challenges teachers face when applying these tools.

Keywords: artificial intelligence, digital tools, learning process, interactive platforms, quality of education.

At present, the education system is undergoing many changes due to the rapid development of information technologies, which plays an important role in improving the quality of the learning process. In particular, artificial intelligence (AI) tools are beginning to be widely used in education and make it possible to organize the teaching process in a new format.

English functions as a global language in today's world: it strengthens communication between countries, opens the way to international business, expands educational opportunities, and promotes cultural exchange. This is highlighted in the work of M.B.Khudainazarova.[1]

In connection with this, the need to start teaching English at an early age is increasing. In general, the period when students' language skills begin to form corresponds to the primary school stage, which is why choosing effective methods for teaching English at this stage is especially important. At this age, students perceive information quickly and freely, but their attention is unstable and their interest can

change quickly. Therefore, it is important to organize the learning process in an accessible and interesting way.

Traditional teaching methods do not always ensure students' participation in the learning process, and the need to use new approaches arises. In this respect, artificial intelligence tools provide opportunities to organize the teaching process in a modern way.

Artificial intelligence tools create conditions for offering adaptive tasks that take into account students' individual characteristics, organizing the learning process in an interactive format, and increasing their interest in learning activities. Recent studies confirm the effectiveness of artificial intelligence in the field of education. For example, the study by Zh.A. Tutbayeva and S.Kh. Yusimbayeva shows that AI has a positive influence on the development of language skills, on providing personalized learning experience, and on increasing student's learning motivation in foreign language teaching.[2]

This study is aimed at assessing the effectiveness of artificial intelligence (AI) tools in teaching English to primary school students. The purpose of the study is to investigate primary school teachers' attitudes towards the use of AI tools in preparing English lessons, and to determine ways of their practical application.

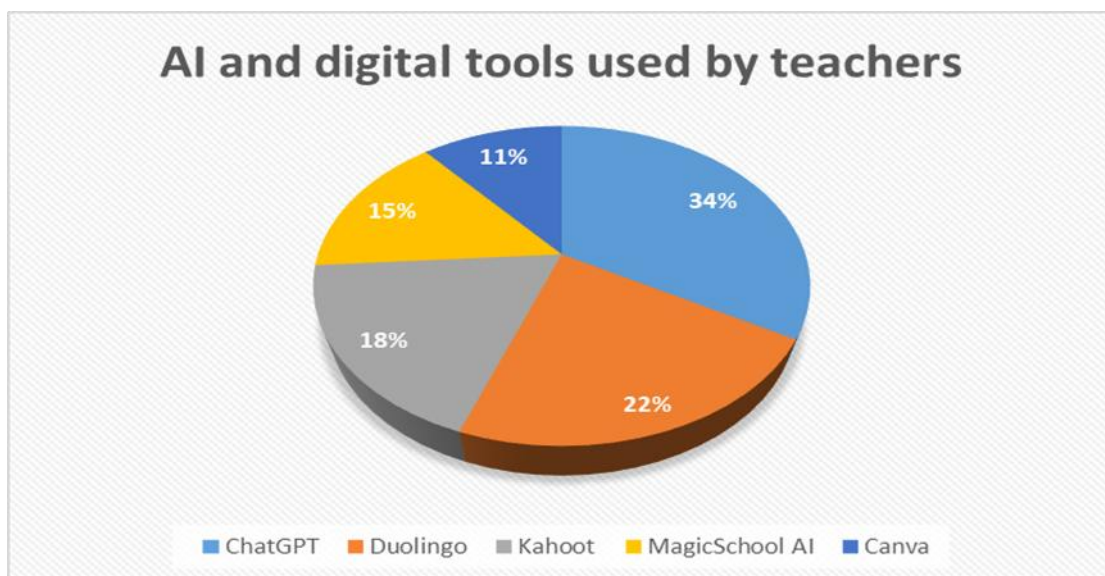


Fig.1

The survey method was used in the study. The questionnaire was conducted in an online format via the Google Forms platform. Primary school teachers took part in the study. The respondents consisted of teachers working in educational institutions.

The questionnaire questions were designed in the following directions:

- teachers' experience in using AI tools;
- their opinions about the effectiveness of AI tools;
- difficulties and barriers encountered when using them.

The questionnaire consisted of three main sections:

- 1.General information about teachers (*teaching experience, type of school, location, etc.*);
- 2.Questions related to the experience of using AI tools (*which tools are used, frequency of use, and the way of integrating them into lessons*);
- 3.Questions on their impact on the learning process and the difficulties encountered (*technological infrastructure, teachers' digital readiness, data security, students' level of interest, etc.*).

The collected data were processed using descriptive statistical analysis. The results were analyzed mainly on the basis of percentage indicators, which made it possible to consider teachers' opinions and to form the main conclusions. The data of using AI tools in teaching English at the primary school level and to evaluate their effectiveness.

The results of the study show that primary school teachers actively use AI and digital tools in teaching English. According to the collected data, the majority of teachers widely use platforms such as Duolingo, Kahoot, Quizlet, and ChatGPT.

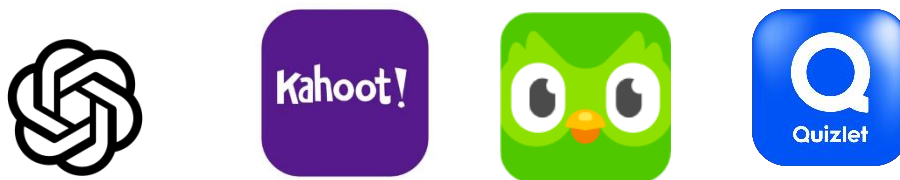


Fig.2

These platforms provide opportunities for organizing the learning process in an interactive format, increasing students' interest, and developing their language skills. According to the graphical results, Duolingo and Kahoot are among the most frequently used tools, while ChatGPT is mainly used to prepare learning materials and design tasks.

In addition, it was found in the study that teachers are not limited only to the tools mentioned above. They also use other platforms containing AI elements during their lessons. However, the tools listed above are distinguished as the most frequently used, which indicates their accessibility and effectiveness.

The survey results show that using AI tools has a positive impact on students' learning activity. In the teachers' opinion, such tools make it possible to personalize the learning process and to offer tasks corresponding to each student's pace and level. As a result, the quality of mastering learning materials increases and students' independent work skills are formed.

At the same time, some teachers noted that a number of difficulties arise when using AI tools. In particular, the absence of stable access to the Internet, the occurrence of technical failures, and the functional limitations of some platforms were pointed out. In addition, it was emphasized that in order to use AI tools, teachers' digital competence must be at a sufficient level.

On the whole, the obtained results show that AI-based tools have high effectiveness in teaching English to primary school students. These technologies not only update the learning process, but also make it possible to organize instruction in accordance with modern educational requirements and, at the same time, increase students' cognitive activity and learning motivation.

The use of artificial intelligence tools in students' free time from classes is very important, since they help students form the skills of independent learning, increase their interest in learning the language, and in attending classes. For example, chatbots on mobile devices help students communicate in English and memorize new words, while voice systems improve their speaking skills. Generative artificial intelligence technologies influence students to participate actively in the learning process and adapt learning materials to the needs and level of each student, thereby improving education and increasing its effectiveness. The impact of artificial intelligence technologies on the educational process is also considered in the works of Kazakhstani scholars. For example, E.A. Abdykerimova and A.M. Duisenova note that AI-based platforms make it possible to differentiate the learning process and to increase students' motivation and activity.[3]

However, there are a number of difficulties and limitations in the use of artificial intelligence tools. First, in some schools the technological infrastructure is insufficient, which creates obstacles to the full-scale use of these tools. Second, teachers' digital skills are at different levels, and therefore, specialized training is required to introduce AI tools effectively. Third, the issue of data security is also relevant, since the protection of students' personal information is important. In addition, AI cannot fully replace human interaction, because the level of cultural context and emotional interaction is limited.

In this connection, it is important to observe ethical and pedagogical requirements when using artificial intelligence. As emphasized in the article by Chuna Nazgul, excessive dependence on ready-made answers, violation of academic integrity principles, and the possible reduction in learners' independent thinking skills may arise. Therefore, artificial intelligence technologies should be considered not as a tool that replaces the teacher, but as a supporting and supplementary resource of the learning process.[4]

Generally, the correct and effective use of artificial intelligence tools in teaching English at the primary school level makes it possible to update the learning process and improve the quality of education. Continuing scientific research in this direction and expanding the integration of technologies into the education system will help develop students' language and cognitive skills and improve their ability to acquire knowledge independently. At the same time, providing teachers and parents with methodological guidelines on the correct use of AI tools will help ensure that students have a safe and effective learning experience.

REFERENCES:

- 1.Khudainazarova, M.B. (2025). «The Importance of Learning English as a Global Language». Diversity Research: Journal of Analysis and Trends.
- 2.Tutbayeva, Zh.A., & Yusimbayeva, S.Kh. (2025). The role of Artificial Intelligence in Teaching Foreign Languages. Yessenov Science Journal. Almaty.
- 3.Abdykerimova, E.A., & Duisenova, A.M. (2024). Innovative teaching methods on the AI-based Magic School platform and their effectiveness. Yessenov Science Journal, No. 4 (49), pp. 117-124
- 4.Chuna, N. (2024). The Role and Limitations of Artificial Intelligence in Education. Bilimger.kz.

**УЛУЧШЕНИЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА УЧАЩИМИСЯ
НАЧАЛЬНОЙ ШКОЛЫ С ПОМОЩЬЮ ИНСТРУМЕНТОВ
ИСКУССТВЕННОГО ИНТЕЛЛЕКТА**

Нурбаева Балнур Ерлановна

В данной статье исследуется эффективность использования средств искусственного интеллекта (ИИ) при обучении английскому языку учащихся начальной школы, а также изучаются взгляды учителей на эти инструменты. Цель исследования заключается в выявлении практики применения ИИ при подготовке уроков английского языка в начальной школе, оценке его эффективности и уточнении трудностей, возникающих при использовании подобных технологий. В ходе исследования применялся метод анкетирования, в котором приняли участие учителя начальных классов, работающие в образовательных организациях. Результаты показывают, насколько удобно использовать ИИ для подготовки учебных материалов, экономии времени и повышения интереса учащихся к учебному процессу, а также выявляют сложности, с которыми сталкиваются педагоги при применении данных инструментов.

Ключевые слова: искусственный интеллект, цифровые инструменты, учебный процесс, интерактивные платформы, качество образования.

**ЖАСАНДЫ ИНТЕЛЛЕКТ ҚҰРАЛДАРЫ АРҚЫЛЫ БАСТАУЫШ
МЕКТЕП ОҚУШЫЛАРЫНЫҢ АҒЫЛШЫН ТІЛІН ОҚУЫН
ЖАҚСARTY**

Нурбаева Балнур Ерлановна

Бұл мақалада бастауыш сынып оқушыларына ағылшын тілін оқытуда жасанды интеллект(ЖИ) құралдарын қолдану тиімділігі және мұғалімдердің

осы құралдарға қатысты көзқарастары зерттеледі. Зерттеудің мақсаты – бастауыш сыныпта ағылшын тілі сабақтарын дайындауда ЖИ -ті қолдану практикасын анықтау, оның тиімділігін бағалау және қолдану барысында кездесетін қиындықтарды айқындау болып табылады. Зерттеу барысында сауалнама әдісі қолданылып, білім беру ұйымдарында жұмыс істейтін бастауыш сынып мұғалімдері қатысты. Нәтижелер ЖИ-тің сабақ құралдарын дайындауға, уақытты үнемдеуге және оқу процесін қызықты етуге қаншалықты қолайлы екендігін және мұғалімдердің қолдану барысында кездесетін қиындықтары көрсетіледі.

Кілт сөздер: жасанды интеллект, цифрлық құралдар, оқу процесі, интерактивті платформалар, білім сапасы.

Пайдаланылған әдебиеттер:

1. Худайназарова, М.Б. (2025). «Ағылшын тілінің жаһандық тіл ретінде оқудың маңызы». Diversity Research: Journal of Analysis and Trends.
2. Тұтбаева, Ж.А., және Юсимбаева, С.Х. (2025). Шет тілдерін оқытуда жасанды интеллекттің рөлі. Yessenov Science Journal. Алматы.
3. Абдыкерімова, Е.А., және Дүйсенова, А.М. (2024). Жасанды интеллект негізіндегі Magic School платформасындағы инновациялық оқыту әдістері және олардың тиімділігі. Yessenov Science Journal, № 4 (49), 117-124 бб.
4. Чуна, Н. (2024). Білім беру саласындағы жасанды интеллекттің рөлі мен шектеулері. Bilimger.kz.