Баймағамбетова Айгуль Сайлауовна – докторант, Казахский Национальный Педагогический университет имени Абая, Республика Казахстан, 050010, г. Алматы, ул. Достык, 13, +77012271353, e-mail: aigul_bs@mail.ru.

Yessimkhanova Kuttykyz Kanyshkyzy * – PhD student, Abai Kazakh National Pedagogical University, Republic of Kazakhstan, 050010, Almaty, 13 Dostyk Str., tel.: +77784562594, e-mail: kuttykyz.yesimkhanova@mail.ru.
Uzakova Assem Bakytzhanovna – PhD, Senior Lecturer, Abai Kazakh National Pedagogical University, Republic of Kazakhstan, 050010, Almaty, 13 Dostyk Str., tel.: +77772585588, e-mail: a7_uzakova@mail.ru.
Baimagambetova Aigul Sailauovna – PhD student, Abai Kazakh National Pedagogical University, Republic of Kazakhstan, 050010, Almaty, 13 Dostyk Str., tel.: +77012271353, e-mail: aigul_bs@mail.ru.

THE ROLE OF ARTIFICIAL INTELLIGENCE (AI) IN TEACHING DRAMATIC READING: OPPORTUNITIES AND CHALLENGES

Zhangaliyeva D.A. * – Master, Lecturer, Shakarim University, Semey, Republic of Kazakhstan.
Rakhmatulina D.K. – Master, Lecturer, Shakarim University, Semey, Republic of Kazakhstan.
Abdykhanova B.A. – PhD, Head of the Department of foreign languages, Shakarim University, Semey, Republic of Kazakhstan.

The article examines the integration of artificial intelligence (AI) in education, specifically in teaching dramatic reading. As AI-driven tools become increasingly prevalent, understanding their impact on pedagogy is essential. This study explores how AI influences learning outcomes, creativity, and the role of educators. The study aims to determine whether AI can replace human teachers in dramatic reading, assess its effects on learning efficiency, and evaluate its role in fostering or diminishing creativity. Additionally, it seeks to capture student perceptions of AI in education and emphasize the necessity of a balanced approach to AI integration. The study employs an empirical research design, surveying 51 undergraduate students specializing in foreign language (two foreign languages). Using a five-point Likert scale, participants provided insights into their attitudes toward AI's role in dramatic reading. Findings reveal that 51% of respondents do not believe AI can fully replace teachers, while 82% acknowledge its potential to enhance learning efficiency. Additionally, 41.2% feel AI reduces creativity, whereas 39.2% believe it can contribute to creative development. This research provides valuable contributions to the field of AI in education by offering empirical insights into its adoption. It highlights the importance of strategic AI implementation, ensuring that AI serves as a supportive tool rather than a substitute for human instruction. The findings serve as a guide for educators and policymakers in designing AI-assisted teaching strategies that balance technological advancements with creativity and critical thinking in education.
Key words: *Artificial Intelligence (AI), education, dramatic reading, creativity, pedagogical technologies.*

КӨРКЕМ ОҚУДЫ ҮЙРЕТУДЕГІ ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ (AI) РӨЛІ: МҮМКІНДІКТЕР МЕН ҚИЫНДЫҚТАРЫ

Жанғалиева Д.А. * – магистр, оқытушы, Шәкәрім университеті, Семей қ., Қазақстан Республикасы.
Рахматулина Д.К. – магистр, оқытушы, Шәкәрім университеті, Семей қ., Қазақстан Республикасы.
Абдыханова Б.А. – PhD, шет тілдер кафедрасының меңгерушісі, Шәкәрім университеті, Семей қ., Қазақстан Республикасы.

Бұл мақалада жасанды интеллекттің (AI) білім беру жүйесіне, атап айтқанда, көркем оқу процесіне енгізілуі қарастырылады. AI құралдарының кең таралуына байланысты олардың педагогикаға әсерін түсіну маңызды. Бұл зерттеу AI-дың оқу нәтижелеріне, шығармашылыққа және оқытушылардың рөліне ықпалын зерттеуге бағытталған. Зерттеудің мақсаты – AI көркем оқуды үйретуде мұғалімдерді алмастыра ала ма, оның оқу тиімділігіне әсері қандай және шығармашылықты дамытудағы немесе шектеудегі рөлі қандай екенін анықтау. Сонымен қатар, зерттеу студенттердің AI-ды білім беру жүйесінде қабылдауын бағалауды және AI технологияларын теңгерімді

қолданудың маңыздылығын көрсетуді мақсат етеді. Зерттеу эмпирикалық әдіске негізделген және "Шетел тілі: екі шетел тілі" мамандығы бойынша оқитын 51 студентке сауалнама жүргізуді қамтиды. Бес балдық Ликерт шкаласы негізінде қатысушылар AI-дың көркем оқуға ықпалы туралы пікірлерімен бөлісті. Нәтижелер бойынша, 51% студент AI мұғалімді толығымен алмастыра алмайды деп санайды, ал 82% оның оқу тиімділігін арттыруға қабілетті екенін мойындайды. Сонымен қатар, 41.2% AI шығармашылықты төмендетеді деп есептесе, 39.2% оны дамытуға көмектесуі мүмкін деп санайды. Бұл зерттеу AI-дың білім беру саласына енгізілуіне қатысты құнды эмпирикалық деректер ұсынады. AI технологияларын тиімді қолдану қажеттілігі атап өтіледі, яғни AI мұғалімді толық алмастырмай, көмекші құрал ретінде қолданылуы тиіс. Нәтижелер білім беру саласының мамандары мен саясаткерлерге AI-мен оқытудың теңгерімді стратегияларын жасауға көмектеседі, бұл ретте технологиялық жетістіктер мен шығармашылық пен сыни ойлауды дамыту арасында тепе-теңдік сақталуы қажет.

Түйінді сөздер: *Жасанды интеллект (AI), білім беру, көркем оқу, шығармашылық, педагогикалық технологиялар.*

РОЛЬ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА (AI) В ПРЕПОДАВАНИИ ВЫРАЗИТЕЛЬНОГО ЧТЕНИЯ: ВОЗМОЖНОСТИ И ТРУДНОСТИ

Жангалиева Д.А.* – магистр, преподаватель, Университет имени Шакарима, г. Семей, Республика Казахстан.

Рахматулина Д.К. – магистр, преподаватель, Университет имени Шакарима, г. Семей, Республика Казахстан.

Абдыханова Б.А. – PhD, заведующая кафедрой иностранных языков, Университет имени Шакарима, г. Семей, Республика Казахстан.

В статье рассматривается интеграция искусственного интеллекта (ИИ) в образование, в частности в процесс обучения выразительному чтению. Поскольку инструменты на основе ИИ становятся все более распространенными, понимание их влияния на педагогику становится необходимым. В этом исследовании изучается, как ИИ влияет на результаты обучения, креативность и роль педагогов. Цель исследования – определить, может ли ИИ заменить преподавателей в процессе обучения выразительному чтению, оценить его влияние на эффективность обучения и оценить его роль в развитии или снижении креативности. Кроме того, исследование стремится охватить вопрос восприятия студентами ИИ в образовании и подчеркнуть необходимость сбалансированного подхода к интеграции ИИ. В статье используется эмпирический исследовательский подход, в рамках которого опрашивается 51 студент бакалавриата специальности «Иностранный язык: два иностранных языка». Используя пятибалльную шкалу Лайкерта, участники предоставили информацию о своем отношении к роли ИИ в выразительном чтении. Результаты показывают, что 51% респондентов не верят, что ИИ может полностью заменить учителей, в то время как 82% признают его потенциал в повышении эффективности обучения. Кроме того, 41,2% считают, что ИИ снижает креативность, тогда как 39,2% считают, что он может способствовать творческому развитию. Это исследование вносит значимый вклад в область изучения роли искусственного интеллекта в образовании, предоставляя эмпирические данные о его принятии. Оно подчеркивает важность стратегической реализации ИИ, гарантируя, что ИИ будет служить вспомогательным инструментом, а не заменой традиционной формы обучения с преподавателем. Результаты служат руководством для педагогов и политиков при разработке стратегий обучения с использованием ИИ, сочетающих технологические инновации с развитием креативности и критического мышления.

Ключевые слова: *Искусственный интеллект (AI), образование, выразительное чтение, креативность, педагогические технологии*

Introduction. This study addresses a specific research gap: while AI has been explored in various fields of education, there is limited empirical evidence regarding its influence on dramatic reading instruction, which combines emotional, creative, and interpretive dimensions that remain difficult for AI systems to emulate. This defines the main research problem and highlights the need for balanced AI integration in artistic and linguistic pedagogy.

In addition, the integration of artificial intelligence (AI) into education represents a significant shift in teaching and learning paradigms. In recent years, AI technologies have been increasingly adopted across educational contexts, ranging from personalized learning systems to administrative task automation. The impact of AI on higher education is highlighted, who emphasize the potential of AI-driven systems to improve learning outcomes, particularly through personalized approaches [1, p. 51]. Similarly, Zheng and Badarch examine various AI applications in education, focusing on their role in enhancing student engagement and teaching effectiveness [2, pp 72-79]. This influx of AI tools is reshaping not only the methods educators use

but also the learning experiences of students, enabling greater flexibility and accessibility in educational contexts.

However, the integration of AI in education raises important ethical considerations. The ethical implications were discussed that using AI-driven mobile applications in educational settings, including concerns related to data privacy, equity, and algorithmic bias [3, p.10]. These considerations are crucial as educational institutions strive to balance the benefits of AI with the protection of student rights. Furthermore, the introduction of effective AI tools necessitates a reevaluation of curricula, pedagogical strategies, and assessment methods, as noted by Zhu in their discussion of AI's role in fostering educational reform and innovation [4, pp.67-71].

Against this backdrop, it becomes evident that AI is not merely a technological adjunct; rather, it is a transformative force that can redefine educational practices. While the operational benefits of AI, such as increased productivity and personalized learning experiences, are compelling [5, pp.2151-2160], the strategic integration of these technologies also presents challenges that require careful consideration. Fan and Liang articulate that AI applications in educational environments can enhance creativity and learning outcomes, especially in fields such as arts education, where innovative methodologies are essential [6, pp.146-160].

The transformative potential of artificial intelligence (AI) within the realm of higher education is increasingly gaining scholarly attention. As educational institutions strive to adapt to the demands of a technologically driven world, AI technologies have emerged as pivotal tools that can facilitate personalized learning experiences, enhance administrative efficiencies, and foster innovative pedagogical approaches. AI can augment educational practices by analyzing student performance data, thereby enabling tailored instructional strategies that meet individual learning needs [7, p.122]. This personalized approach not only empowers students to learn at their own pace but also encourages deeper engagement with course materials, as recent studies illustrate that customized learning paths correlate with improved academic outcomes [8, pp.152-157].

In the evolving educational landscape, AI's role extends beyond mere personalization to include support for educators in administrative tasks. The implementation of AI systems for grading assignments, managing schedules, and assessing student engagement significantly reduces the administrative burden on instructors, allowing them to devote more time to teaching and mentoring. AI-based systems can automate routine evaluations, thereby enhancing the fairness and speed of feedback that students receive [9, p.53]. This optimization of administrative processes is particularly crucial in large institutions where faculty members often manage high volumes of students, often collaborating to ensure consistent educational quality.

Moreover, the ethical implications of AI in education warrant thorough examination. The integration of AI technologies raises critical questions regarding equity, bias, and data privacy. Studies have shown that algorithms can inadvertently perpetuate existing biases in educational settings, especially when they rely on historical data that reflect societal inequalities [10, pp.210-218]. Therefore, it is imperative that educational stakeholders–administrators, educators, and policymakers–engage in ongoing dialogues to develop ethical frameworks that govern the use of AI. These discussions should be informed by interdisciplinary perspectives, including insights from ethics, technology, data science, and education [11, pp.26-33]. Empirical research conducted by Knox et al. (2021) elucidates the necessity for establishing guidelines that ensure AI tools are deployed equitably and transparently in educational contexts [12, pp.].

As AI continues to evolve, its potential to support not only participation in academic discourse but also critical inquiry and creative problem-solving becomes increasingly evident. AI can facilitate organizational changes in curricula that encourage interdisciplinary studies and foster creativity among students [1, p.51]. For instance, innovative AI tools like natural language processing can assist students in research methodologies, allowing for collaborative projects that span diverse fields–from the arts to the sciences– thereby enriching the educational experience.

In light of these multifaceted implications, the present article aims to explore the diverse applications of AI in higher education, its contributions towards improved learning outcomes, enhanced teaching practices, and the ethical dimensions that accompany its adoption. By offering a comprehensive examination of both the opportunities and challenges posed by AI technologies, this discourse will provide valuable insights into the pathways for future educational reforms. Through a critical lens, the nuances of AI's integration will be dissected as researchers and practitioners alike navigate this rapidly evolving terrain.

Research purpose: The purpose of this research is to investigate the role of artificial intelligence (AI) in teaching dramatic reading, specifically analyzing its potential to replace human teachers, its impact on learning efficiency, and its influence on student creativity. Additionally, the study aims to explore student perceptions of AI in education and highlight the importance of a balanced approach to AI integration.

Research objectives:
1. To determine whether AI can fully replace human teachers in dramatic reading instruction.
2. To assess the impact of AI on learning efficiency in dramatic reading.
3. To evaluate AI's role in fostering or diminishing student creativity.
4. To analyze student perceptions of AI-based tools in dramatic reading education.

5. To emphasize the need for a strategic and balanced approach to AI integration in education.

Research hypothesis: It is hypothesized that while AI can enhance learning efficiency in dramatic reading, it cannot replicate the emotional and creative aspects inherent to human instruction. Therefore, AI should function as a supportive tool rather than a substitute for teachers.

Materials and research methods

The study was conducted in the Abay region, city of Semey, at Shakarim University from September 2024 to February 2025 (Figure 1). A total of 51 undergraduate students took part in the research through an online questionnaire designed using the Google Forms platform. The respondents were first-year students enrolled in the program *"Foreign Language: Two Foreign Languages"* and represented five academic groups. The participants' age ranged from 17 to 23 years, with the majority falling into the 17–18 age category. Both male and female students were included, ensuring representation across the program.
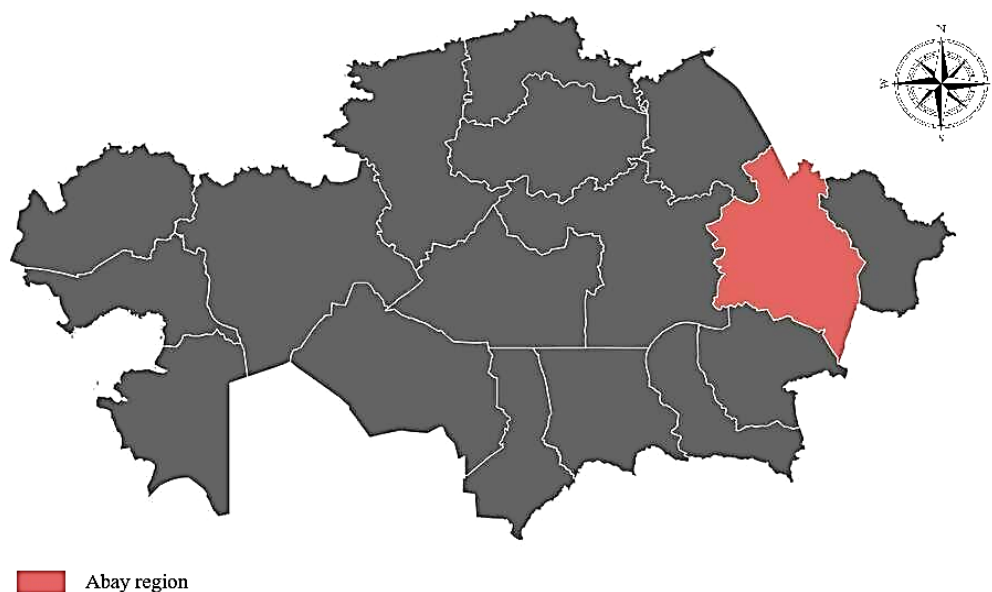

Abay region

Figure 1 – Map of the Abay region

Prior to data collection, students were informed about the purpose of the research, and participation was strictly voluntary. Anonymity and confidentiality were guaranteed, as no identifying information was requested in the survey. Ethical standards were observed in accordance with the internal regulations of Shakarim University on conducting social and educational research. The study design and procedures received approval from the university's academic ethics committee. These measures ensured that respondents could freely express their opinions without risk of disclosure or negative consequences.

Access to the questionnaire was provided through a secure Google Forms link distributed via the university's internal communication channels. On average, the completion of the survey took 10–15 minutes, and participants were able to fill it out at their convenience using personal computers or mobile devices.

The survey instrument consisted of structured statements aimed at identifying students' attitudes and perceptions toward the role of artificial intelligence (AI) in teaching dramatic reading. Each participant was asked to evaluate the statements based on their personal opinion using a five-point Likert scale, where 1 indicated "strongly disagree", 2 – "disagree", 3 – "neutral", 4 – "agree", and 5 – "strongly agree". The Likert scale was chosen because of its wide applicability in educational research and its ability to capture nuanced levels of agreement across student groups.

The collected data were automatically stored in the Google Forms system, minimizing the risk of manual entry errors and ensuring reliability. For further analysis, responses were exported to Microsoft Excel. Descriptive statistical methods, including frequency distributions and percentage ratios, were applied to evaluate students' responses. Visual representations of the results (bar charts, pie charts, and tables) were also used to provide clarity and facilitate interpretation.

By combining careful sampling, standardized instruments, adherence to ethical standards, and systematic statistical analysis, this research design ensured reliability and academic rigor in exploring the role of AI in teaching dramatic reading in higher education.

Research results: The survey was conducted among 51 undergraduate students aged between 17 and 23 years, with the highest representation in the 17–18 age group (Figure 2). This ensured that the results reflect the perceptions of first-year students who are at the beginning of their university education and are actively adapting to new learning technologies. Both male and female students were included, which provided a balanced overview of opinions.
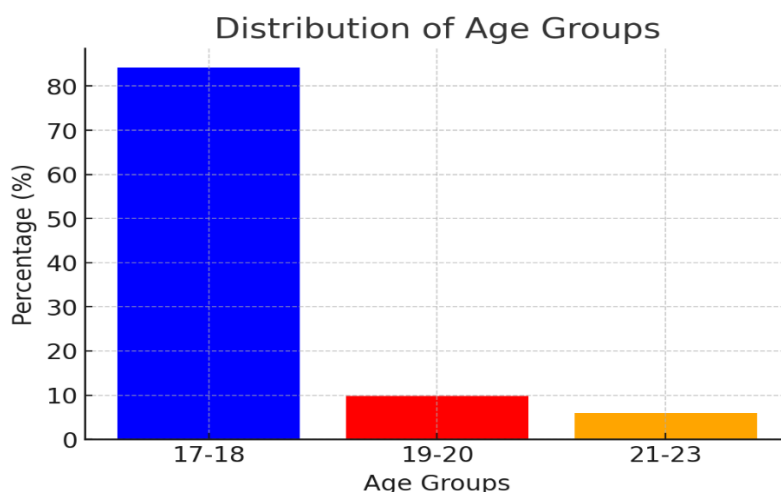
Figure 2 – Percentage ratio of age categories of study participants

Table 1 – survey the use of artificial intelligence (AI) in teaching dramatic reading

Questions lists	1	2	3	4	5
	Percent (%)	Percent (%)	Percent (%)	Percent (%)	Percent (%)
Artificial intelligence is capable of fully replacing a teacher in teaching dramatic reading.	27.5	51	7.6	3.9	0
The use of AI in education makes the learning process more effective.	2	7.8	43.1	39.2	7.8
The use of AI in artistic reading reduces the role of human creativity.	2	27.5	29.4	31.4	9.8
Artificial intelligence is capable of analyzing a literary work as deeply as a human.	9.8	39.2	21.6	21.6	7.8
In the future, AI will become the primary tool in teaching dramatic reading.	5.9	37.3	37.3	17.6	2
Artificial intelligence will be able to teach artistic reading at the level of professional actors.	13.7	41.2	31.4	11.8	2
AI technologies will help uncover new meanings in classical literature.	2	17.6	37.3	39.2	3.9
In the coming years, AI will be able to independently create literary works on par with the best authors.	3.9	39.2	31.4	21.6	3.9
The use of AI in education should be balanced with the human element to preserve the creative component of the learning process.	2	3.9	27.5	41.2	25.5

The responses revealed an overall skeptical attitude toward the complete replacement of teachers by AI in dramatic reading. More than half of the respondents (51%) disagreed with the statement that AI is capable of fully replacing a teacher, while 27.5% strongly disagreed, and only a small fraction expressed neutrality (7.6%) or partial agreement (3.9%). This demonstrates that students continue to view human teachers as irreplaceable, especially in disciplines where interpretation, emotion, and creativity are crucial.

At the same time, the survey showed a strong belief in the effectiveness of AI in supporting education. Over 82% of participants agreed or strongly agreed that AI makes the learning process more effective, with only 10% expressing disagreement. This finding highlights that students recognize AI as a powerful auxiliary tool capable of facilitating learning efficiency, providing quick feedback, and streamlining the educational process.

The role of AI in creativity evoked mixed responses. While 41.2% of students believed that AI reduces the creative aspects of dramatic reading, 39.2% thought the opposite–that AI may actually foster creativity by offering new perspectives and uncovering alternative interpretations of literary texts. Nearly 30% of respondents remained neutral, which indicates a high level of uncertainty and ambivalence in this area.

A significant proportion of respondents expressed doubt about AI's ability to perform deep literary analysis comparable to humans. Approximately 49% either disagreed or strongly disagreed with this

statement, whereas 29.4% recognized the possibility of AI achieving this level of analysis. These results suggest that students are cautious about attributing advanced cognitive or interpretive abilities to technology.

When asked whether AI could become the primary tool in teaching dramatic reading in the future, opinions were more evenly distributed: 37.3% disagreed, 37.3% remained neutral, and 19.6% agreed. This distribution indicates uncertainty about the long-term role of AI in education, with students adopting a "wait-and-see" stance.

Skepticism was particularly strong in relation to artistic and emotional performance. More than half of the students (54.9%) did not believe that AI could teach dramatic reading at the level of professional actors, while only 13.7% expressed agreement. Similarly, the ability of AI to independently create literary works on par with the best authors was doubted by 43.1% of respondents, though 25.5% considered such a possibility feasible.

Despite these doubts, students showed openness to innovative applications of AI. About 43.1% of respondents acknowledged that AI technologies may help uncover new meanings in classical literature, demonstrating that they are receptive to using AI as an analytical and exploratory tool.

The most important and consistent finding concerns the need for a balanced approach. Two-thirds of respondents (66.7%) emphasized that AI should be integrated into education in a way that complements human teachers rather than replaces them. This position reflects an understanding of the dual nature of AI: as a tool that can significantly enhance efficiency and broaden learning opportunities, but which must not undermine creativity, emotional interaction, and the pedagogical role of educators (Table 1).

Taken together, the results highlight a nuanced student perspective. While AI is welcomed as a valuable addition to the educational process, it is not considered a substitute for teachers, particularly in areas that require emotional depth, interpretive skills, and creative engagement.

Discussion. In the context of using artificial intelligence (AI) in teaching dramatic reading, there are significant, multifaceted perspectives and challenges that merit discussion. The integration of AI into educational settings can offer varied potential benefits, but it also raises critical concerns regarding its impact on cognitive engagement and teacher practices.

One prominent avenue of exploration is how AI can enhance teaching methodologies for dramatic reading. AI technologies, including speech recognition and predictive text systems, provide interactive platforms that may support students in developing their reading fluency and comprehension. Specifically, tools like Google's AI-powered Read Along have been shown to assist learners in pronunciation and reading practices, thereby fostering independent learning habits [13, pp.146-156]. Furthermore, it was emphasized that AI's ability to facilitate personalized learning experiences that cater to individual student needs and improve overall academic achievement in diverse learning areas, including dramatic reading [14, pp.895]. While direct evidence about improved student understanding through AI may not align specifically with dramatic reading, it supports the broader claim of enhanced engagement through personalized feedback mechanisms [15, p.12801-12809].

However, the reliance on AI tools raises concerns about the potential for diminished critical reading skills among students, it was argued that while AI can offer immediate comprehension aids, it risks fostering a passive reading approach, where students may prioritize convenience over deeper analysis and critical evaluation skills [16, pp.152-157]. This observation is reinforced and underlined that over-dependence on generative AI in educational contexts can destabilize traditional pedagogic approaches and promote super-ficial learning experiences [17, p.2965]. Thus, while AI can serve as an effective teaching aid, educators must be cautious about balancing its use to avoid hindering the development of critical thinking and analytical skills in reading.

Moreover, the implementation of AI in reading education necessitates thoughtful teacher training and curricular integration is highlighted that the importance of robust teacher development programs that enhance educators' comfort and competence in employing AI tools in the classroom [18]. This is crucial, as research indicates a direct correlation between teacher preparedness in AI education and improved student outcomes [19, pp.159-180]. Additionally, it was suggested that integrating educational AI frameworks into curricula must involve a systematic approach that fosters both innovation and practical teaching strategies [20, pp.1003-1008].

Moreover, the perception of AI as a secondary tool rather than a primary teaching instrument may stem from students' recognition of its analytical yet emotionally limited nature. Dramatic reading requires empathy, tone control, and personal interpretation–qualities that AI currently lacks. Thus, a hybrid model combining AI feedback and teacher mentorship appears to be the most effective strategy.

Conclusion. The results of the conducted research demonstrate that students' perceptions of artificial intelligence (AI) in teaching dramatic reading are characterized by both optimism and caution. On the one hand, most respondents acknowledged the positive impact of AI on the efficiency of the educational process, highlighting its potential to facilitate learning, provide quick feedback, and uncover new perspectives in literary analysis. On the other hand, a considerable share of participants expressed doubts about AI's ability to fully replace teachers, particularly in areas requiring emotional depth, creativity, and individual mentoring.

These findings confirm that while AI can be a valuable auxiliary tool, it cannot substitute the unique pedagogical role of a human teacher.

Practical Recommendations:

1. Incorporate AI-powered pronunciation and reading tools (e.g., Read Along, AI voice analysis) to improve fluency.

2. Organize teacher training on ethical and creative AI applications.

3. Combine AI analytical feedback with human emotional coaching.

4. Ensure institutional policies promote transparency and creativity in AI-assisted education.

The study also underscores the importance of maintaining a balanced integration of AI into education. Respondents emphasized that technology should complement, rather than dominate, the learning process in order to preserve creativity and critical thinking. Such a balance is particularly relevant in disciplines like dramatic reading, where the interpretive and artistic dimensions of learning remain central. This conclusion resonates with current global discussions on the ethical implications of AI use in education, especially regarding fairness, transparency, and data privacy.

Nevertheless, the research has several limitations. The sample was restricted to one institution and one academic program, which may limit the generalizability of the results. The reliance on self-reported data also leaves room for subjective bias. Future studies should broaden the participant pool, include diverse academic contexts, and apply mixed-method approaches (e.g., combining surveys with interviews or classroom observations) to provide a more comprehensive view. Comparative research across universities and regions would further enrich the understanding of AI's potential and risks in education.

In conclusion, the study highlights that the integration of AI in higher education must be approached strategically, with careful attention to both technological possibilities and ethical considerations. By doing so, institutions can ensure that AI strengthens the teaching–learning process while preserving the irreplaceable human elements of pedagogy, creativity, and critical inquiry.

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Information about the authors:

Zhangaliyeva Dina Agibayevna* – Master, Lecturer, Shakarim University, Republic of Kazakhstan, 071411, Semey, 53 Turksibskaya Str., tel.:+77478549294, e-mail: dina_zhangalieva@mail.ru.

Rakhmatulina Dariga Kaliyevna – Master, Lecturer of Shakarim University, Republic of Kazakhstan, 071411, Semey, 9 Mukur Str., tel.: +77071271016, e-mail: dariga_isagulova@mail.ru.

Abdykhanova Baktygul Aidapkelovna – PhD, Head of the Department of foreign languages, Shakarim University, Republic of Kazakhstan, 071411, Semey, 51 Galeto, tel.: +77783157671, e-mail: foreign_lang_dept@shakarim.kz.

Жанғалиева Дина Ағыбайқызы* – магистр, оқытушы, Шәкәрім университеті, Қазақстан Республикасы, 071411, Семей қ., Түрксіб көш, 53, тел.: +77478549294, e-mail: dina_zhangalieva@mail.ru.

Рахматулина Дариға Қалийқызы – магистр, оқытушы, Шәкәрім университеті, Семей қ., Қазақстан Республикасы, 071411, Мұқұр көш, 9, тел.: +77071271016, e-mail: dariga_isagulova@mail.ru.

Абдыханова Бактыгуль Айдапкелевна – PhD, шет тілдер кафедрасының меңгерушісі, Шәкәрім университеті, Семей қ., Қазақстан Республикасы, F19C7E9, Галето 51, +7778315767, foreign_lang_dept@shakarim.kz.

Жангалиева Дина Агибаевна* – магистр, преподаватель, Университет имени Шакарима, Республика Казахстан, 071411, г. Семей, ул. Тюрксибская, 53, тел.: +77478549294, e-mail: dina_zhangalieva@mail.ru.

Рахматулина Дарига Калиевна – магистр, преподаватель, Университет имени Шакарима, Республика Казахстан, 071411, г. Семей, ул. Мукур, 9, тел.: +77071271016, e-mail: dariga_isagulova@ mail.ru.

Абдыханова Бактыгуль Айдапкеловна – PhD, заведующая кафедрой иностранных языков, Университет имени Шакарима, Республика Казахстан, 071411, г. Семей, Галето 51, +77783157671, e-mail: foreign_lang_dept@shakarim.kz.

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ И БУДУЩЕЕ ПРОФЕССИЙ: ОСОБЕННОСТИ ПРОФОРИЕНТАЦИОННОЙ РАБОТЫ СО ШКОЛЬНИКАМИ

Жубакова С.С. – кандидат педагогических наук, старший преподаватель, кафедра педагогики, Евразийский Национальный университет имени Л.Гумилева, Астана, Республика Казахстан.

Статья направлена на анализ трансформации рынка труда под воздействием технологий искусственного интеллекта и рассмотрение специфики профориентационной работы со школьниками в данных условиях. Актуальность исследования определяется возрастающей потребностью в подготовке молодого поколения к динамично изменяющимся профессиональным требо-