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*Yahorava N. A.,
Minsk, Republic of Belarus
University of the National Academy of Sciences of Belarus
egorov1977@yandex.ru*

LANGUAGE ASSESSMENT PRACTICES IN SCIENCE EDUCATION THROUGH AI INTEGRATION

Abstract. *This article explores integration of artificial intelligence technologies into the assessment of foreign language proficiency among graduate students at the University of the National Academy of Sciences. The study shows how AI tools enhance the precision, adaptability, and pedagogical relevance of evaluation methods. Special attention is paid platforms such as DeepSeek and GPT-based apps, which support critical thinking, self-assessment, and academic writing skills. The paper also discusses advantages of AI-assisted assessment in multilingual and interdisciplinary educational contexts. It concludes that AI not only improves assessment efficiency but also fosters a deeper learning experience.*

Key words: *AI in education, language assessment, academic communication, graduate students, multilingual education, GPT tools*

Егорова Н. А.,
Минск, Республика Беларусь
Университет Национальной академии наук Беларуси
egorov1977@yandex.ru

ОПЫТ ИСПОЛЬЗОВАНИЯ ИИ В ОЦЕНКЕ ЯЗЫКОВЫХ НАВЫКОВ В НАУЧНОМ ОБРАЗОВАНИИ

Аннотация. *В статье рассматривается внедрение технологий искусственного интеллекта в систему оценки уровня владения иностранным языком у магистрантов Национальной академии наук. Отмечается, что использование ИИ-инструментов повышает точность, гибкость и педагогическую обоснованность методов контроля. Особое внимание уделяется таким платформам, как DeepSeek и приложениям на базе GPT, способствующим развитию критического мышления, навыков самооценки и академического письма. Анализируются преимущества применения ИИ в многоязычной и междисциплинарной образовательной среде. Делается вывод о том, что ИИ не только оптимизирует оценочные процедуры, но и углубляет учебный процесс.*

Ключевые слова: *искусственный интеллект, оценка знаний, академическое общение, магистранты, многоязычное образование, GPT-инструменты*

The educational settings at the University of National Academy of Sciences of Belarus, where graduate students are expected to master complex English-language scientific discourse, require new methods for evaluating and monitoring language competences. Traditional testing methods are not always apt to embrace the nuances of language acquisition among postgraduate students participating in research programs. These limitations are especially apparent when evaluating interpretation skills, academic writing, and scientific communication on the whole [Yahorava 2025, 205]. With the increasing presence of international students,

particularly from China, the need for more flexible, accurate, and culturally sensitive evaluation systems becomes even more urgent.

Recent advances in Artificial Intelligence (AI) have allowed novel avenues for personalized assessment and knowledge control in the foreign language classroom [Johnson 2018, 13]. Tools such as DeepSeek and GPT-Chat provide powerful support in designing, automating, and enhancing foreign language assessment procedures. These platforms serve as dynamic evaluators, keeping track of student performance and progress, offering regular feedback, and helping instructors adjust teaching strategies in accordance with the received data.

Within the university program, AI tools can be employed to: 1) analyze student-produced texts for syntactical, lexical, and stylistic accuracy; 2) evaluate students' ability to interpret culturally embedded meanings; 3) generate adaptive tasks for language practice and knowledge assessment; 4) provide immediate feedback in conformity with academic and scientific standards [Smith 2021, 26].

When it comes to Chinese researchers, AI-based assessment systems render help concerning linguistic and cultural barriers, offering tailored feedback that provides better understanding of English academic texts [Yahorava 2025, 204]. For Belarusian graduate students, AI tools are important for the acquisition of discipline-specific terminology, contributing to their competence in scientific English (a vital requirement for publishing and collaboration on a global scope).

DeepSeek, for example, can be made use of in terms of knowledge control systems to assess how precisely a student grasps the lexical and stylistic features of scientific English. While (and after) processing academic texts and student responses, it can suggest corrections, highlight stylistic inconsistencies, and reinforce appropriate use.

AI systems are effective for longitudinal tracking of student performance, identifying individual learning patterns and adjusting testing difficulty accordingly. This assessment method ensures that young scientists at different proficiency levels encounter academic challenges and support, contributing to a

more equitable environment at university [Smith 2021, 74]. In this regard, AI and neural networks are not just supplementary tools but essential components in redefining foreign language knowledge assessment and control for graduate students. They contribute to making the process more individualized, dynamic, and aligned with scientific standards of academic communication.

To illustrate how AI and neural networks can be strategically integrated into both instruction and assessment, let's consider a practical scenario from a postgraduate foreign language course with a focus on academic text analysis and interpretation. In this class students are assigned a complex scientific article in English. The task includes identifying the central thesis, analyzing academic terminology, and interpreting key cultural and conceptual references. While traditional approaches rely heavily on manual reading and instructor feedback, the AI-enhanced environment transforms this into a data-rich, feedback-driven process.

For example, tools like DeepSeek can assist in: 1) breaking down scientific jargon into accessible equivalents; 2) suggesting context-appropriate synonyms and terminological clarifications; 3) detecting rhetorical structures and highlighting areas that may call for additional attention from the learner.

What makes this process assessment-driven is the layered diagnostic feedback the AI provides during the implementation of the task. Instead of waiting for final evaluation, the students receive continuous, formative feedback that showcases imperfections, such as misunderstanding of passive constructions or improper use of conditional clauses, and proposes real-time corrections.

In group discussions, the AI tool acts as an intelligent observer, analyzing students' oral performance. It analyzes academic vocabulary usage, grammatical accuracy, and even discourse features in spoken language. For students struggling with fluency or precision, the system may offer prompts, paraphrasing support, or pronunciation feedback, thus creating a non-invasive, supportive environment for

oral skill honing. These data are logged and used later for cumulative assessment, forming part of the researcher's overall language profile.

Following the discussion, students compose a written academic summary. Here, AI-driven writing assistants contribute to automated yet nuanced assessment a lot. The system evaluates grammatical accuracy, academic tone and coherence, lexical appropriateness, citation style and logical flow.

By contrast to offering general reviews and comments, the AI gives scored breakdowns of the writing, such as clarity of thesis statement, transition quality, and syntactical variety. For example, it may recommend replacing vague adjectives like “good” or “important” with domain-specific terms like “methodologically sound” or “statistically significant”, thus guiding students toward discipline-appropriate academic expression.

The final assessment stage comprises AI-generated feedback in combination with instructor evaluation. The neural network, trained on thousands of academic texts, produces a preliminary score reflecting linguistic accuracy, argument coherence, and academic compliance. While human instructors retain final authority over grades, the AI-powered diagnostic tool stands out as an intelligent filter, enabling more efficient and objective grading. Such integration of AI into assessment not only relieves some of the teacher's workload but also establishes transparent, data-informed criteria for knowledge control. Students benefit from timely, personalized feedback that empowers them to self-correct and evolve within the learning process, rather than being passively judged after giving in.

Group discussion on research trends may serve as an example of assessment methods. In small groups, students prepare and conduct a discussion. Each student presents a viewpoint and responds to peers. AI tool monitors the discussion for use of scientific terminology, grammar accuracy, participation balance, provides a transcript and performance analytics. The instructor uses AI report and personal

observation for scoring: argument structure and coherence (30%), vocabulary richness (20%), interaction quality (30%), pronunciation and fluency (20%).

As students write a 400-word essay on a topic like “AI pros and cons in modern scientific community” AI involves writing assistants (like Grammarly Pro + GPT) checking grammar, syntax, style, logical flow, academic tone. AI also comes up with suggestions and allows multiple drafts. The instructor checks both: final draft, AI feedback logs, evaluation criteria: structure and clarity (30%), lexical sophistication (20%), integration of AI feedback (15%), originality and critical thinking (35%).

The introduction of AI-driven tools into the assessment framework for graduate students’ foreign language proficiency at the University of the National Academy of Sciences signifies a strategic evolution in education methodology. Moving beyond conventional testing methods, AI-enhanced platforms offer refined, context-sensitive evaluation that goes well with pedagogical goals. Through the application of intelligent systems in assignments such as critical text analysis, academic writing, and peer feedback, assessment becomes not just a measurement tool, but a learning process in itself. These technologies promote autonomous learning, critical reflection, and communication precision, while also helping students to internalize academic expectations. Tools like DeepSeek and GPT-powered assistants foster more meaningful interaction with content and support individualized learning paths, especially within linguistically diverse academic environments. In doing so, they assist educators in balancing uniform standards with personalized guiding — a key challenge in contemporary language education.

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Ерш А.И.

Минск, Республика Беларусь

Белорусский государственный экономический университет

sadly773@gmail.com

МЕТАНАРРАТИВНЫЙ УРОВЕНЬ КОММУНИКАТИВНОЙ
СИТУАЦИИ В ДИАЛОГИЧЕСКОЙ РЕЧИ КАК ЧАСТЬ
ТРАДИЦИОННОЙ РЕЧЕВОЙ ПРАКТИКИ СТУДЕНТОВ ВЫСШЕГО
УЧЕБНОГО ЗАВЕДЕНИЯ

Аннотация. *Статья посвящена исследованию метанарративного уровня диалогической речи как языкового явления, выходящего за рамки простого обмена словами и отражающего отношение слушателей к сюжету. Рассматриваются когнитивные процессы восприятия и создания вымышленного мира, в котором студенты выражают свои языковые мысли. В статье также приведены стратегии исследования метанарратива, которые помогают научить студентов эффективно ориентироваться в различных коммуникативных контекстах.*

Ключевые слова: *метанарратив, диалогическая речь, языковой обмен, экстралингвистические факторы, вымышленный мир, ситуационность, студенческое вовлечение, стратегии.*

Ersh A.I.

Minsk, Republic of Belarus

Belarus State Economic University (BSEU)

sadly773@gmail.com