This study is dedicated to the application of artificial intelligence tools (in particular, ChatGPT) in English language teaching. As artificial intelligence is becoming an indispensable part of a lot of spheres in our life, it seems crucial to consider its usage within the realm of English language teaching.

The paper investigates the evolution of artificial intelligence, going through the most important steps in its development studied in the work by De Spiegeleire, S., Maas, M., & Sweijs, T. [6]. Concerning the implementation of AI into the foreign language teaching, its history can be traced to the second half of the 20th century. In that time, a separate field called CALI-AI (computer-assisted language instruction incorporating artificial intelligence techniques) evolved. According to the article by Bailin A., CALI-AI was aimed at modelling the cognitive behaviour of a person taking into consideration their social role as a language teacher [5].

Later on, the current work investigates some specific characteristics and features of the current model of ChatGPT presented by the developers of ChatGPT in “*Introducing ChatGPT”*  as well as the opportunities to utilise this artificial intelligence tool for diverse educational purposes [8].

The research critically assesses the advantages and possible problems that one might encounter when using ChatGPT. In terms of advantages of utilising ChatGPT, the work focuses on adaptive learning models (Luchscheva L., 2020), developing interdisciplinary skills (Rakitov A., 2018), and opportunities for various visualization techniques (Kathanova et al., 2019) [2] [4] [1]. Concerning the possible disadvantages and problems that might occur, the paper investigates the danger for mental health (Pavlyuk, 2020), the “hallucination” problem, as well as the inability of ChatGPT to adjust the language of the output to a particular language level [3]. The work also analyses the common mistakes that might result in incorrect outputs and provides an outline to writing appropriate queries.

The work incorporates literature review, survey, and experimental research methods as well as analysis of the text suggested by ChatGPT according to the Flesh-Kincaid Reading Ease Score [7].

Overall, the work contributes to the discourse of artificial intelligence application in education by offering a step-by-step instruction on the most efficient ways of working with ChatGPT in English language teaching.

Bibliography:

1. Катханова Ю., Аветисян Д., Левашова Е. Искусственный интеллект в образовательном пространстве // Facebook. – 2019. – 15.12. – URL: https://www.facebook.com/notes/russkimir/искусственный-интеллект-в-образовательном-прост- ранстве/2510234482577767/ (дата обращения 14.09.2023).
2. Лучшева Л.В. Социальные проблемы использования искусственного интеллекта в высшем образовании: задачи и перспективы // Научный Татарстан. – 2020. – No 4. – С. 84–89. – URL: https://elibrary.ru/item.asp?id=44240126
3. Павлюк Е.С. Анализ зарубежного опыта влияния искусственного интеллекта на образовательный процесс в выс- шем учебном заведении // Современное педагогическое образование. – 2020. – No 1. – С. 65–72. – URL: https://cyber leninka.ru/article/n/analiz-zarubezhnogo-opyta-vliyaniya-iskusstvennogo-intellekta-na-obrazovatelnyy-protsess-v-vysshem- uchebnom-zavedenii (дата обращения 14.09.2023).
4. Ракитов Анатолий Ильич Высшее образование и искусственный интеллект: эйфория и алармизм // Высшее образование в России. 2018. №6. URL: https://cyberleninka.ru/article/n/vysshee-obrazovanie-i-iskusstvennyy-intellekt-eyforiya-i-alarmizm (дата обращения: 14.09.2023).
5. Bailin, A. (1988). Artificial Intelligence and Computer-Assisted Language Instruction: A Perspective. *CALICO Journal*, *5*(3), 25–45. <http://www.jstor.org/stable/24147434>
6. De Spiegeleire, S., Maas, M., & Sweijs, T. (2017). WHAT IS ARTIFICIAL INTELLIGENCE? In *ARTIFICIAL INTELLIGENCE AND THE FUTURE OF DEFENSE: STRATEGIC IMPLICATIONS FOR SMALL- AND MEDIUM-SIZED FORCE PROVIDERS* (pp. 25–42). Hague Centre for Strategic Studies. <http://www.jstor.org/stable/resrep12564.7>
7. Flesch Kincaid Calculator - Flesch Reading Ease Calculator. (n.d.). https://charactercalculator.com/flesch-reading-ease/
8. Introducing ChatGPT. (n.d.). <https://openai.com/blog/chatgpt>