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## **METHODS OF USING ARTIFICIAL INTELLIGENCE IN THE TEACHING OF PHILOLOGICAL DISCIPLINES IN HIGHER EDUCATIONAL INSTITUTIONS**

The use of artificial intelligence in the teaching of philological disciplines in a higher educational institution increases the quality of education, promotes innovations in teaching methods and research, and also makes the educational process more accessible and effective for all participants.

The integration of AI into the educational process can improve the quality of education, make it more accessible and effective. Modern educational space requires individualization of approaches to learning. AI makes it possible to adapt educational content to the specific needs and interests of students, which contributes to better assimilation of the material [2]. Also, with the help of AI, it is possible to create universal educational resources that will be accessible to students from different countries, cultures and languages. This promotes knowledge sharing and cultural diversity.

Philological disciplines are constantly evolving, taking into account modern technologies, media and communication platforms. The use of AI allows us to update educational content and teaching methods in response to current trends.

Let's consider the main effective ways to introduce elements of artificial intelligence into the teaching of philological disciplines.

Individualised education.

Personalised learning in the context of artificial intelligence plays a key role in the creation of teaching materials in philology disciplines that individually meet the needs of each student.

1. Adapting the level of difficulty. AI can analyse a student's progress in completing tasks and automatically adapt the level of difficulty of the learning material. For example, if a student is easily solving grammar exercises, the system can offer more difficult tasks or provide additional challenges in other aspects of the language, such as vocabulary or style.

2. Interactivity and feedback. AI systems can create interactive exercises that respond to the learner's answers, providing instant feedback. For example, when an incorrect form of a word is entered, the system can automatically explain the error and provide the correct variant.

3. Personalised recommendations. Based on the analysis of data on student interaction with learning materials, AI can provide individualised recommendations. For example, the system can offer additional resources for studying a specific topic or literary period that proved difficult for the student.

4. Flexibility of learning pace. AI can adapt the pace of learning to the individual needs of the student. For example, if a student learns the material quickly, the system can offer an accelerated course, allowing them to move on to more complex topics faster.

5. Motivation support. AI can use a variety of techniques to keep students

motivated, such as reward systems or difficulty levels that encourage better results and progress in learning.

Thus, personalised learning with the help of artificial intelligence allows you to create a unique learning experience for each student, taking into account their individual needs, learning style and pace of development.

Virtual assistants.

The use of virtual assistants in philological disciplines through artificial intelligence is a powerful tool for improving the learning and research process.

1. Support in language learning. Virtual assistants that use artificial intelligence can provide students with the opportunity to practice pronunciation, grammar, and vocabulary of different languages. For example, programs that analyse students' voice commands and correct their mistakes to help improve pronunciation.

2. Assistance in literary research. Virtual assistants can analyse large volumes of texts using machine learning algorithms to identify literary features, thematic elements, or stylistic devices. For example, the systems can automatically identify metaphors, alliteration, or other literary devices in texts.

3. Automatic review and correction: Virtual assistants can assist students or teachers in reviewing and editing academic papers, essays, or other texts. For example, programs can automatically detect grammatical, stylistic, or structural errors in texts and suggest appropriate corrections [3].

4. Research support: Virtual assistants can answer questions about research methodology, help with literature searches, analyse the material, or provide recommendations for empirical research.

5. Interactivity and student engagement. Virtual assistants can create interactive scenarios to engage students in the learning process by creating virtual dialogues, games, or simulations that help them learn the material.

In general, AI-based virtual assistants in philological disciplines can serve as an indispensable tool for students and teachers, providing support in learning, research and development of linguistic skills.

Text analysis.

AI can be used to analyse large volumes of text, identify stylistic features, perform lexical analyses, and study the evolution of language. An AI system can analyse the stylistic features of texts by different authors, helping to identify their unique characteristics. For example, the systems can recognise peculiarities of vocabulary, syntax, or rhetorical devices in the works of writers.

Virtual laboratories and simulations.

Artificial intelligence programs can create virtual environments where students can experiment with language, create their own texts, conduct research, etc.

1. Interactive virtual archives. Creating virtual archives of literary works that allow students to export different stages of creation and editing of works by famous writers. Students can study manuscripts, corrective notes, and traces of the creative process.

2. Language simulators. Development of virtual simulators for learning different languages. Students can study grammar, phonetics, vocabulary and other

aspects of language in depth through interactive tasks, dialogues and virtual communication situations.

3. Literary virtual games. Creating virtual game environments where students can interact with characters from classic literary works by solving puzzles, completing tasks, or creating their own alternative scenarios.

4. Phonetic and accent simulators. Virtual laboratories where students can analyse and reproduce different speech accents, sounds, or intonations. This helps to study the phonetic features of different languages and dialects in depth.

5. Cultural virtual tours. Create virtual tours of historical sites associated with philological heritage, such as the homes of famous writers, literary museums or archives. Students can visit these places virtually, gaining access to historical sources, commentaries and interactive tasks.

6. Lexicographic virtual resources. The use of virtual tools to create and analyse lexicographic resources such as electronic dictionaries, thesauri or corpora. Students can explore lexical relationships, word etymology, or changes in the meaning of terms over time.

These examples show how virtual laboratories and simulations can be used in philological disciplines to enhance the study of language, literature, cultural heritage and other aspects of the humanities.

The use of artificial intelligence in teaching philological disciplines opens up many opportunities to improve the quality of education, making it more accessible, effective and interactive [1]. However, it is important to ensure the ethical use and privacy of students when implementing these technologies.

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