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## THE USE OF CHAT GPT IN EDUCATIONAL PROCESS

Artificial intelligence is one of the rapidly developing technologies of our era. Artificial intelligence is used in all areas of our lives and this article is aimed to make an attempt to analyze the use of Chat GPT in the educational process. A lot of works are devoted to the use of artificial intelligence; in this study, a review of theoretical literature on the use of ChatGPT in the educational process has been carried out and there have been developed recommendations on how to use ChatGPT in the educational process. The aim of this study is to analyze the use of Chat GPT in educational process. Research shows how actively ChatGPT is used by students in educational institutions. Quantitative and qualitative methods of investigation were used in this study. This paper presents the results of a survey of 46 first- and second-year graduates of the educational program "Foreign Language: Two Foreign Languages" on the use of ChatGPT. As ChatGPT allows students to communicate in real time and can give feedback, it can be used by students in their independent work. ChatGPT provides further deepening of the acquired knowledge and promotes the development of all four skills: speaking, listening, writing and reading. GPT Chat can be used by teachers in making lesson plans.

**Key words:** artificial intelligence, Chat GPT, education.

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### ГPT чатын оқу үдерісінде қолдану

Жасанды интеллект – қарқынды дамып келе жатқан технологияларының бірі. Жасанды интеллект біздің өміріміздің барлық салаларына енуде және осыған байланысты осы мақалада GPT чатын білім беру саласында пайдалану мүмкіндіктері қарастырылады. Зерттеудің мақсаты: білім беру үдерісінде GPT чатын қолдану мүмкіндіктерін талдау. Жасанды интеллект көптеген жұмыстарда зерттелген. Бұл зерттеуде GPT чатын оқу үдерісінде қолдану бойынша теориялық әдебиеттерге шолу жасалды және GPT чатын оқу үдерісінде қолдану бойынша ұсыныстар берілді. Зерттеулер GPT чатын білім беру ұйымдарында студенттердің қаншалықты белсенді қолданатынын көрсетеді. Жұмыста сандық және сапалық зерттеу әдіснамалары қолданылған. Мақалада «Шетел тілі: екі шет тілі» білім беру бағдарламасының бірінші және екінші курс 46 магистранттары арасында GPT чатын қолдану бойынша сауалнаманың нәтижелері берілген. Білім беруде GPT чатын пайдалану мүмкіндіктері ұсынды. Студенттер GPT чатын өз бетімен сабаққа дайындалу кезінде пайдалана алады. GPT чаты студенттерге шетел тілінде әңгімелесуге мүмкіндік береді және студенттердің тіл дайындығын бағалай алады. GPT чатын қолдану барлық төрт дағдының дамуына ықпал етеді: сөйлеу, тыңдау, жазу және оқу. GPT чатын мұғалімдер сабақ жоспарларын жасау кезінде де пайдалана алады.

**Түйін сөздер:** жасанды интеллект, GPT чаты, білім беру.

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### Использование чата GPT в образовательном процессе

Искусственный интеллект является одним из стремительно развивающихся технологий нашей эры. Искусственный интеллект пронизывает все области нашей жизни и в этой связи хотелось бы обратить внимание на использование чатаGPT в образовании. Цель исследования: анализ использования ЧатаGPT в образовательном процессе. Очень много работ посвящено использованию искусственного интеллекта, в данном исследовании проведен обзор теоретической литературы по применению ЧатаGPT в процессе образования и даны рекомендации как можно

использовать ChatGPT в учебном процессе. Исследования показывают как активно используется ChatGPT студентами учебных заведений. В данном исследовании использованы количественный и качественный методы. В работе даны результаты опроса 46 магистрантов первого и второго курсов образовательной программы «Иностранный язык: два иностранных языка» по использованию ЧатаGPT. Разработаны рекомендации относительно использования чатаGPT в образовательном процессе. ChatGPT может быть применен учащимися при самостоятельной подготовке к занятиям, так как ChatGPT позволяет учащимся принимать участие в разговоре в реальном времени, может давать оценку языковой подготовке студентов. ChatGPT способствует развитию всех четырех навыков: речи, аудирования, письма и чтения. ChatGPT может быть использован учителями при разработке планов уроков.

**Ключевые слова:** искусственный интеллект, чат GPT, образование.

## Introduction

Over the past century, there has been a dramatic increase in the development of inventions. Technology is rapidly changing and developing, what seemed to be impossible yesterday is reality today and it is the sign of our entry in to a new era. In the new global economy, Artificial Intelligence has become a central issue for people. The term ‘Artificial intelligence’ (AI) had appeared last century and the term “Chat GPT” has appeared recently in our society, however, they became very popular and continue to win minds of people. People rely on artificial intelligence and hope to solve problems applying it in real life and to give relief. There is no doubt, that the future will offer new technological opportunities, but today we have artificial intelligence and Chat GPT. Artificial intelligence and Chat GPT have been investigated in many studies and are used by majority of people in various fields. Chat GPT is being discussed in academia. The role of the use of artificial intelligence in society is rapidly rising. Moreover, artificial intelligence is used in educational process and influences on it. Artificial intelligence is presented in all fields of our life and the purpose of this study is to analyze the utilization of Chat GPT in academia. Research shows how actively Chat GPT is used by students in educational institutions. The problems why and how Chat GPT is used by students is being discussed now by many scientists. This study analyzes information about the application of the use of Chat GPT in academia and gives recommendations related to its utilization. Technologies are usually created to be useful for people and to support economics of countries. There is an impact of Artificial intelligence on society, the development of robots, for example, makes life of people easier, in spite of the threat that robots can replace workers. As for Chat GPT, that is being considered in this article, so it is a new tool, used not only by students, but also by all people. Chat GPT

was presented and developed by OpenAI in 2022 and according to Hao Yu (2023:1) “was considered an unprecedented technological revolution”. It is obvious that Chat GPT is a first chatbot that has different functions and even can communicate with people, trying to find information to any requirements. Chat GPT has sparked interest of people from different sectors and is a focus of different investigations in various fields.

## Materials and methods

The research question is the use of Chat GPT in educational process. The hypothesis of study is: Chat GPT integration in education can enhance student engagement and accessibility by providing different learning styles and needs. A mixed methods approach is employed in this research. The study uses qualitative and quantitative analysis in order to gain insights into the use of Chat GPT in educational process. The investigation phases included theoretical review, participation in seminars, workshops, survey. The study was undertaken in November 2023 – April 2024. 46 masters students participated in the survey. The survey was conducted with the use of Google forms. Results of the research showed that only 1% of participants of the survey know Chat GPT. The application of Chat GPT has been analyzed in this study. Chat GPT can be used as a tool for communication to master the language skills and as a tool that can generate a lesson plan.

## Literature review

There are different ways of the use of AI, for instance, Chat GPT can be used by students and by teachers. Kalbit R. et.al. (2024) compare artificial intelligence with human. According to Kalbit R. et.al. (2024:931), artificial intelligence is created to “simulate human language processing capabilities”. Scientist emphasize the ability of artificial intelli-

gence to process a big data using various techniques and sources. Artificial intelligence in comparison with people can work with big data and it is reasonable to use artificial intelligence to solve problem, to find best solution that contributes the development of society. Chat GPT can generate any information collecting data from different sources. About the significance of the use of generative AI is written in the work of Sören Moritz et al. (2023:3). The scientists compare the emergence of this tool with the replacement of horses with cars.

Teachers can use it to create lesson plans, as Chat GPT can give prompts how to manage the classroom. It is obvious that Chat GPT can not give the entire information if you want to get it. However, many students prefer to use it without thinking about any challenges, they can face while using it. There is a growing body of literature that recognises the importance of Artificial intelligence. Artificial intelligence collects information from the environment and uses it to solve “calculations or complex problems” and Artificial intelligence is important for the economic development (Tubella, 2024:12). There are challenges with the assessments of students’ works, according to Chiu (2024:4) many universities have developed their rules related to the application of Chat GPT. Chiu (2024:4) investigated ‘learning outcomes’, ‘pedagogies’, and ‘assessments’. Despite the importance of Artificial Intelligence and Chat GPT, there remains a paucity of evidence on benefits and drawbacks.

Hao Yu (2023:1) highlights that there can be negative backwash of its use on interpersonal relationship and the application of Chat GPT can lead to “dishonesty and cheating behavior”. According to Hao Yu (2023:1), it is crucial to accept that Chat GPT can be beneficial for education, and there are also risks related to “over-reliance” on Chat GPT. According to Amin (2023:2) one of the crucial functions of AI and Chat GPT is potential to practice “real time language” as AI and Chat GPT provides “mirroring real-world language use”. The scientist emphasizes that “AI-powered chatbots” allow students to communicate practicing their speaking skills. It impacts the development of speaking skills. Furthermore, AI and Chat GPT facilitate the work of a teacher in planning the lessons. Amin (2023) also considers AI and Chat GPT as a tool for evaluation of students. The problem of assessment always has been arousing public opinion as it is a two-way process. Classroom assessment is about what and how well the students are learning. According to Thomas & Cross (1988) there are different types of assess-

ment: learner centered, teacher directed, mutually beneficial, formative, context-specific, and ongoing. Teacher directed means the teacher decides how to assess the students and evaluates students depending on the teacher’s skills, experience, professional knowledge, and insight. Mutually beneficial characteristics of classroom assessment include students’ participation in their evaluation. Classroom assessment is a challenging process and became the subject of increasing scrutiny. As for the formative assessment, it gives the students possibility to improve their achievements. Faculty can use different strategies and techniques of assessment in educational process. One of the ways of assessment is collaboration with colleagues and involving students in classroom assessment that can enhance learning and personal satisfaction. Moreover, Thomas & Cross (1988) offer the idea that students need to learn to assess their learning and to receive appropriate and focused feedback early and often. We also should take into account the importance of instructional goals as identifying and clarifying teaching goals are the first stage in classroom assessment. “In recent years, technology, particularly artificial intelligence (AI), has played a significant role in transforming examination techniques” (Amin, 2023:3). The utilization of ‘examination techniques’ through artificial intelligence allows to assess students “fairer, more efficient” (Amin, 2023:3). Taking into account the benefits of assessment with artificial intelligence Amin (2023) emphasizes that there is a necessity to maintain a ratio between the use of artificial intelligence and teacher’s work in assessment.

Farhi et al. (2023) write about the adjustment of Chat GPT among higher education institutes. According to Farhi et al. (2023:3) there are debates about the use of Chat GPT and about the “ethics”, indicating that there are different points of view to the application of Chat GPT, on one hand is opinion about the impact of Chat GPT on academic performance of learners, on the other hand “concerns about the ethical considerations surrounding Chat GPT” and “negative impact on assessment practices”. They analyzed the investigation of Appleby (2023) about students’ attitude towards the use of Chat GPT. In accordance with the outcomes of their study, more than half of college learners “considered using Chat GPT to complete assignments and exams as cheating” (Farhi, 2023:2). There is also opinion that Chat GPT influences on development of critical thinking skills and not only digital literacy must be taught, there must be developed critical thinking, problem solving skills of learners (Alaiat, 2023).

The use of Chat GPT can give students only restricted information about different issues. Students should work independently with literature and not rely on Chat GPT, as Chat GPT can not analyze all the materials according to the topic and also Chat GPT can be wrong giving information. Sometimes it is possible to use Chat GPT if you want to improve your listening, speaking, writing and reading skills. Chat GPT finds answers if you ask something and it also does all your requirements. It can create different texts and for example, if you do not know what to choose as a present you may ask Chat GPT and it will give you prompts what to choose. Further, it is obvious that Chat GPT can not replace a real teacher. Chat GPT can respond, ask questions and communicate like a human, you even can hear its voice. However, communication with Chat GPT can be used only to work on language skills.

Baskara (2023:95) investigated the implementation of Chat GPT in “self-determined learning” in higher education. He emphasized the need in collaboration between educators, scientists and technology experts, which will lead to interdisciplinary approach in the use of Chat GPT.

The benefits of the utilization of Artificial intelligence are given in the study of Chury et al. (2022). Artificial intelligence can support students any time they need help. Faculty also can use Artificial intelligence to check homework and written works related to grammar, punctuation, according to Chury et al. (2022) there are no tools to check creative works. The scientists also emphasize that there are pros and cons in the application of the Artificial intelligence, for instance, “optimists” consider that “it is a step towards fantastic growth and progress” and “pessimists” think that “machines can go out of control” (Chury, 2022:14). Artificial intelligence can ease the work of teachers and one of the advantages of its use is work on mistakes, some students are afraid to make mistakes in class. From our experience we can stress that when students make mistakes and are corrected by peers or a faculty so it is not always a pleasant procedure for them and they are ashamed and do not feel confident. The use of Artificial intelligence in correcting errors by students gives them confidence and it is more convenient for learners to work on their weak points independently. Artificial intelligence also can provide virtual tours to different countries giving students information about history, culture. Chury et al. (2022) use the term “immersive learning” that gives the learners feeling of virtual reality. Virtual reality is actually becoming an indispensable part of our life. There is no need

to go abroad to study a foreign language, culture of another country or to get an education. Virtual reality allows communicating in a real situation and in real time for people who are learning the language or culture of another country.

As for the drawbacks of Chat GPT application so Endro Dwi Hatmanto and Mariska Intan Sari (2023) emphasize that the use of Chat GPT can lead to challenges with capabilities of students to think critically and to solve problems. Students should not use Chat GPT any time they are preparing tasks. When the task is connected with the solving of problem, students should think and find ways out without requesting the solution from Chat GPT. The teachers should give learners clear instructions and prevent them from the use of Chat GPT all the time, as it can lead to misunderstanding of educational goals.

Maboloc, Christopher Ryan (2024:152) in his work states that the use of information from ChatGPT to answer at the exam is plagiarism. There are worries that the overuse of Chat GPT can influence on the ability of people to create. According to the opinion of Maboloc (2024), it is crucial to rule the application of Chat GPT and AI. “The primary concern right now is the need for an ethical framework that can guide users of AI tools” (Maboloc, 2024:152). There are also instructions about the ways how to apply ChatGPT and the role of ChatGPT in science (Kalla, 2023).

## Results and discussion

In this article, we tried to shed light on some aspects of the use of Chat GPT in education. Chat GPT is “Generative Pre-trained Transformer” from Open AI. We have showed examples of the use of Chat GPT. The data collection instruments included questionnaires. First and second year masters students of educational program “Foreign Language: two Foreign Languages” participated in survey. The participants had different background; they have graduated from various educational programs: “Chemistry”, “Translation Studies”, “Foreign Philology”, “Foreign Language: two Foreign Languages”. There following variables in this study: A – 1<sup>st</sup> year masters students, B – 2<sup>nd</sup> year masters students. C – Total there were 46 masters students. Surprisingly, only a minority of respondents wrote that they are familiar with Chat GPT. One informant reported that he knows Chat GPT, it is only 4% of students. As for the first year master students also only one participant commented that he is familiar with the Chat GPT, it is 4 %. The outcomes of the survey showed that the vast majority of masters

students do not use Chat GPT. Overall, these results indicate that there is a need to form digital competencies of learners and teachers. It should be stated that the situation might change every day as technology is developing rapidly and students and teachers can use them independently.

### Illustrations

The examples of the use of ChatGPT:

1. For example, ChatGPT can be used to practice English and it is possible to talk with ChatGPT to various topics. In this example there is a conversation about books:

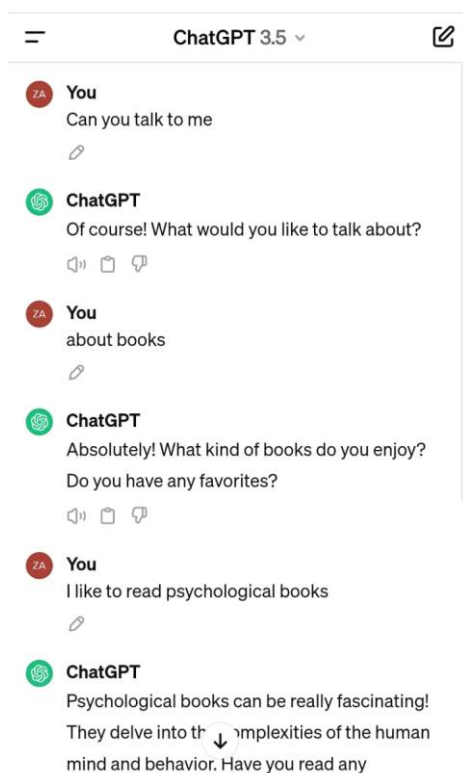


Illustration 1 – The dialogue about books;

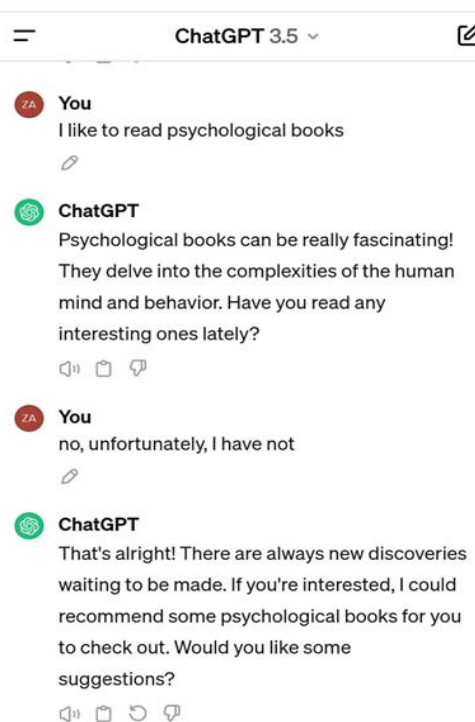


Illustration 2 – Psychological books

The illustrations show how Chat GPT responds and how it is ready to communicate. First conversation was about books. We have only asked Chat GPT to talk about books and it started asking questions and commenting. As we have noticed it is easy way to talk in a foreign language with Chat GPT. In our perspective, it is convenient for learners to practice their speaking skills any time they want, they can talk with Chat GPT every time they want, they must not ask somebody to talk, they must not wait for somebody. They can improve their language skills independently and it is possible to develop not only speaking skills. However, learners can

listen to the speech of Chat GPT, it means they improve listening comprehension, they also read and write. Therefore, all four language skills – writing, reading, listening and speaking can be enhanced with Chat GPT.

As we have mentioned above teachers can use Chat GPT for creating lesson plans. To compare the difference between the use of Chat GPT in Kazakh and English languages we asked Chat GPT to create a lesson plan. The example of a lesson plan in Kazakh is in the next illustration:

a) Chat GPT (chatgpt.com) was asked to create a lesson plan to topic ‘Spring’ in the Kazakh language.

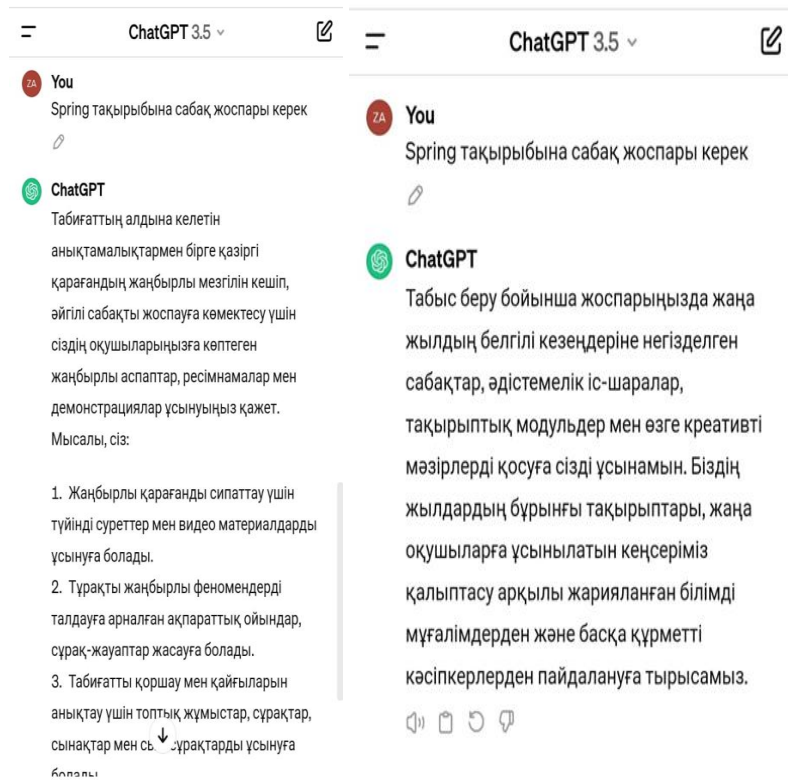


Illustration 3 – Plan of the lesson a; Illustration 4 – Plan of the lesson b

b) ChatGPT was asked to create a lesson plan to topic ‘Spring’ in the English language.

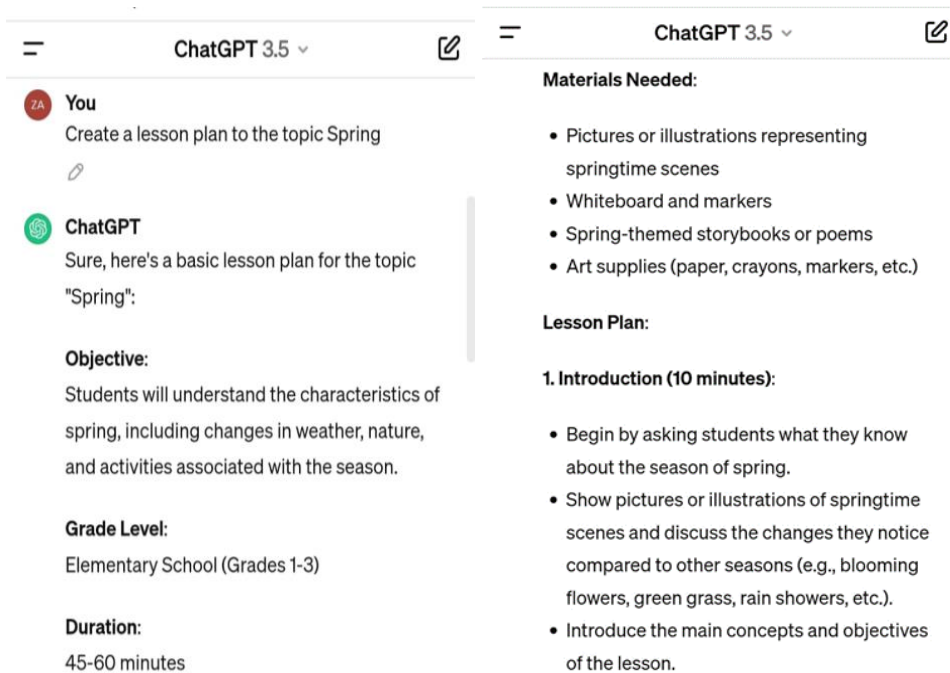


Illustration 5 – Spring;

Illustration 6 – Introduction;

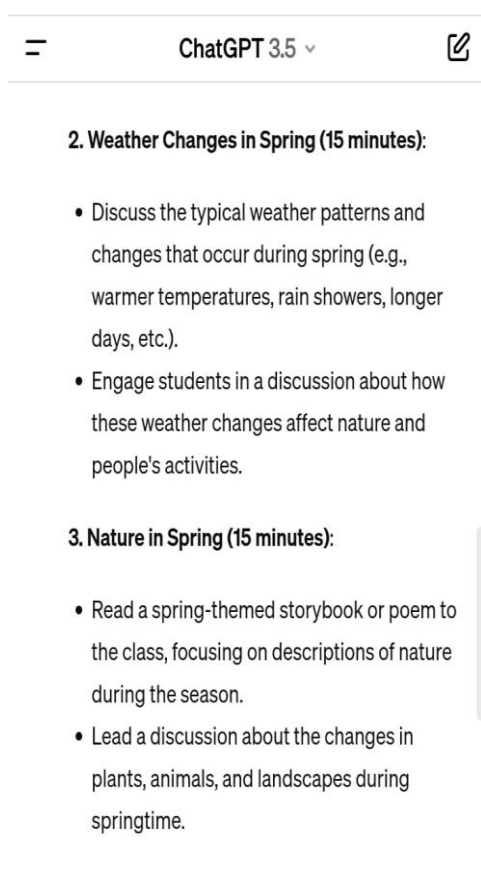


Illustration 7 – Weather changes;

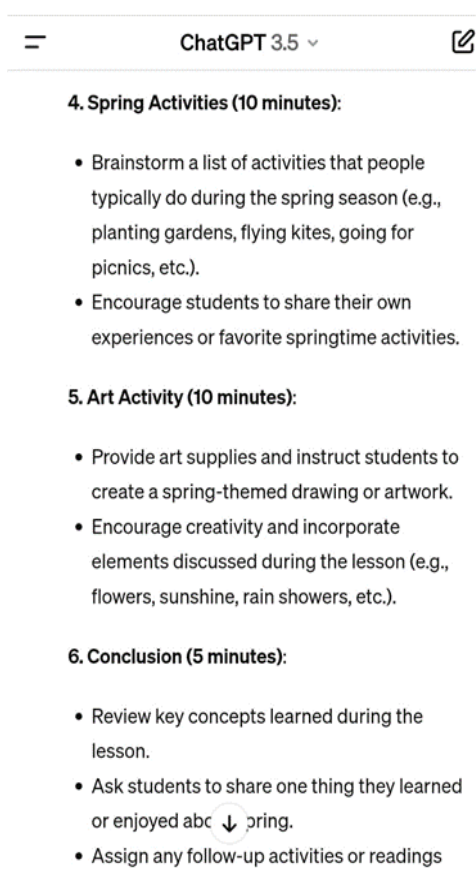


Illustration 8 –Activities

As it can be seen from illustrations the lesson plan to topic ‘Spring’ that was created in the Kazakh language has only recommendations in comparison to the plan in English that includes several stages of the lesson. Firstly, in the English language Chat GPT had defined objective of the lesson, grade level, duration, materials needed. Secondly, Chat GPT provided lesson plan that consists of introduction, discussion, reading, brainstorming, and assessment. Comparing the two results, it can be seen that Chat GPT generated detailed lesson plan in English rather than in Kazakh. It has been out intention to point out, through explanations and illustrations that Chat GPT can be used by students and teachers with different purposes. As a partner to talk to improve language skills, as an advisor in creating a lesson plan. Teachers can apply Chat GPT to get insights to make a lesson plan. After Chat GPT generates a lesson plan teachers can modify it and use it as a prompt. Chat GPT can be used as a prompt for teacher.

## Conclusion

The main goal of the current study was to determine the use of Chat GPT in education. Despite the fact that artificial intelligence has entered the lives of many people and a large number of students use it in everyday life, it is necessary to pay special attention to the fact that we cannot completely rely on it. The information that is generated by ChatGPT is not reliable, for example, if a student wants to write a report to a certain topic and asks ChatGPT to generate a text, ChatGPT will write a report related to the topic, and there will not be references in the text, the information will be written in simply way. It should be noted that there is a platform that can check and define whether a student wrote or asked ChatGPT to write the text. One of the more significant findings to emerge from this study is that Chat GPT allows students to monitor their comprehension of a foreign language; encourages students to ask clarifying questions; improves

reading, writing, speaking and listening comprehension, as it is more convenient to learn language and not be afraid to make mistakes. This investigation offers following recommendations according to the use of Gen AI in the context of education: Taking into account rapidly changing technologies our study offers to pay attention to new technologies and to explain students the benefits and drawbacks of their use. Teachers, lecturers should be aware and prepared to distinguish and to apply new technologies if there is a need to use them. Chat GPT can be used by students in their independent work, in their work on improvement of language skills, including listening, speaking, writing and reading skills. Chat GPT allows communication in real time; gives feedback; evaluates and Chat GPT is helpful to practice language skills in preparing to exams. It is convenient for student to work independently and develop all four skills, for instance to correct pronunciation, to be able to respond, to

speak accurately, without grammar errors. Chat GPT can revise and summarize a text if it is asked to do it. If people ask for prompts it can generate an advice. Chat GPT can not write about some topics that are not investigated. It provides only general information and sometimes can be wrong.

In conclusion, we would like to emphasize that there are not only benefits of the use of Chat GPT. However, there are also drawbacks, that can lead to challenges; for example, if students cheat using Chat GPT they can be not evaluated and there are already tools that define the use of Chat GPT in written works of students. Chat GPT cannot replace the real communication with people, friends and relatives. It is only a digital tool, chatbot, that generates respond and collect information from internet and it is biased. Students and teachers should be aware of this technology and should be able to define to use or not to use Chat GPT. Chat GPT is a new tool and it must be investigated.

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