# Artificial Intelligence in the Foreign Language Competence Development of Future Seafarers

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Abstract: The maritime industry is a global field where effective communication plays a crucial role. In maritime universities, developing communication skills in English is essential for cadets who are preparing to work on international vessels. Not only traditional teaching methods are used, but also innovative approaches are actively employed in order to enhance the learning experience. The integration of artificial intelligence (AI) holds the potential to transform the learning process, providing additional support and resources more with under the expert role performed by a professional person it is able to be effective. This article examines the pedagogical aspects of using AI in education, using the example of developing foreign language competences to future navigators and ship engineers. Having analyzed noticed potential risks and solutions the prospects for integrating AI into education is discussed. The authors emphasize the importance of a responsible and serious approach to the use of AI by all participants in the educational process, point out the importance of human's leading role as AI is far from perfect performance in narrow specific fields. They emphasize the subjective role of both teachers and cadets which is linked with developing professional self-organization.

## 1 INTRODUCTION

Maritime universities are oriented to prepare highly professional, responsible and skilled personnel able to work internationally and understanding their vital role in performance. The development of foreign language competences in accordance with the requirements set at the international and national levels, as outlined in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW, 2006), and the State Educational Standards, is the main goal of the Department of Foreign Languages at the Maritime University. The professional activity of a seafarer, in international waters and/or mixed crews, requires active practice of developed communicative competence. These crew skills are closely linked to their safety and security (Avanesova, 2021). Professional training and opportunity to practice motivates cadets to reach higher quality levels in the field of foreign language communication in the process of improving knowledge, honing skills, and improving professional competencies (Filonenko, 2023). Interdisciplinary interaction is particularly evident in lessons conducted in a foreign language (Botnaryuk, 2023) and a wide range of professional vocabulary and skills to apply it in the course of effective teamwork is required, where mutual understanding and responsibility directly depend on these competencies. The competitive environment promotes intensification and stimulates the activity of all business entities. Here, at the university, self-processes are actualized, cadets realize a subjective position in the course of professional self-organization and self-development and the created

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conditions contribute to its strengthening (Tenishcheva, 2021).

Modern world encourages people to finding increasingly effective methods, tools and forms to meet demands of today's challenges. Online forms are more popular and sometimes unchangeable. (Wang, 2024). The maritime industry is well known to be deeply involved into world's economy staying vital and sometimes dangerous. Its effectiveness depends on personnel working both on ships and land to say nothing about political and economic environment. Responding both to the requests of future specialists and to the challenges of the modern world, the Maritime University applies a wide range of technical and technological capabilities, innovative methods, simulator training (2023), interactive learning tools, distance learning. All means of intensification and innovation do not take out the main ones, but they have found their lasting application during the training of cadets and provide a flexible training schedule in the conditions of organizing practice and various forms of education (2023).

The modern world is gripped by new opportunities and rapidly developing technologies. Artificial intelligence (AI) is actively entering the practice of application in education at this stage and opens up new opportunities for collaboration: AI can be used to create a dynamic, personalized learning process. By analyzing student responses, AI can identify strengths and weaknesses, adapt follow-up learning activities, and provide targeted feedback. This personalized approach ensures that students will solve problems and receive support at their own pace, creating a more attractive and effective learning environment. In the conditions of a maritime university, with a developed system of remote facilities and proven methods of electronic provision of cadets with necessary materials in the course of professional self-development, and when cadets get a risk to be late for the beginning of some terms, since a flexible practice schedule on international ships, the demand in using AI is increasing and ideally this instrument becomes not only possible, but also necessary. Practical perspectives are in progress nowadays.

# 2 MATERIALS AND METHODS

Researching the opened opportunity to implement AI into learning practice a variety of research methodologies have been employed. These methods include a theoretical analysis of existing literature related to the study topic, which provides a foundational understanding of current practices and challenges in maritime education. Additionally, questionnaires have been utilized to gather insights directly from students and faculty, allowing for a comprehensive assessment of their experiences and perceptions regarding educational effectiveness. This quantitative data is complemented by analyses, rankings, and comparisons that help identify best practices and areas needing improvement.

Discussions and interviews with stakeholders—such as educators, industry professionals, and cadets provided qualitative insights into the practical implications of educational strategies. The collection of statistical data is also crucial, as it enables researchers to evaluate trends and measure outcomes related to teaching methods and student performance.

Modern educational methods in maritime training emphasize the integration of digital technologies, which have revolutionized how knowledge is imparted. For instance, the use of simulators and virtual reality tools allows students to engage in immersive learning experiences that closely mimic real-world scenarios. This not only enhances practical skills but also prepares students for the technological advancements they will encounter in their careers. Furthermore, there is a growing emphasis on collaborative learning environments that encourage teamwork and communication among students. This approach mirrors industry practices, where effective collaboration is essential for success in maritime operations. The incorporation of flexible learning options, such as online courses and blended learning models, caters to diverse learning styles and schedules, making education more accessible. This adaptability is particularly important in today's fast-paced world, where students must balance academic commitments with other responsibilities.

## 2.1 AI Prospects in Education

The ability of AI systems to self-development gives us the chance to recognize its perspectives to play a subjective role in education. AI can promote natural and spontaneous cooperation between all subjects of education (lecturers, tutors and cadets, first of all), becoming an active subject itself, ready not only for passive application, but also for analyzing the feedback received and self-improvement to increase its efficiency.

It is widely discussed the AI ability to create a real competition to teachers in future (FTC, 2024). Although nowadays it begins provide invaluable support, it is important to remember that teachers play

a key role in the teaching process. Their expertise, teaching skills and ability to communicate with students are indispensable. AI should be seen as an addition to teaching, expanding its capabilities and allowing it to focus on a more individualized approach to learning and mentoring. Particular in the narrow specifications and professional areas, like Maritime industry, we notice increased necessity not only prompt for using but select and justify offered information, but correct it carefully. So, there is no opportunity to rely on AI in the almost all questions, but effectively use it staying experts in your field.

### 2.1.1 Potential Risks and Challenges

Despite the great prospects for AI, there are good reasons to be cautious. In 2021, UNESCO issued a guide on "Artificial Intelligence technologies in education", which provides recommendations for the most effective use of AI capabilities and at the same time leveling the risks associated with the use of AI technologies in education. The modern world is relentlessly developing AI technologies despite warnings from scientists and calls for a more responsible assessment of potential risks.

There are many risks, widely discussed are the following: AI algorithms may reflect the bias present in the data on which they are trained. This can lead to unfair or discriminatory results. Another type of concern is that the inner workings of complex artificial intelligence algorithms may be opaque, making it difficult to understand how they come to their conclusions or identify and correct errors. Lack of transparency can undermine the credibility of the system. The increasing dependence on AI is a great danger, as it can lead to a decrease in the level of human interaction, not to mention the impending prospect for many – to lose their jobs. Automation of some educational tasks may lead to a change in the work of teachers, which will raise concerns about their future role and the overall impact on the teaching profession.

The use of AI in education raises concerns about the collection, storage and use of student data. It is extremely important to ensure the protection of student information and its ethical use. Many lawsuits allege that AI companies use copyrighted material without permission. Also claims can arise when AI systems provide incorrect information that leads individuals to make poor decisions.

Generalizing mentioned here and other challenges we'd like to point out at the outstanding one: considering AI activity people put them at the object position. It is really the frightening thing. It comes from our inside. We remember how people of the 20th century all over the world were inspired with the idea that if not all, the most things were in their hands and if one person was not able to solve a problem being gathered they were able to overcome any difficulty. And they did it. The increasing temp of mankind development is amazing.

### 2.1.2 Developing Perspectives

It is important to remember that technology is a tool in people's hands, and we are responsible for using it wisely and ethically to create a better perspective not for education itself but for our future generations. Artificial intelligence offers great prospects for improving education, but its successful implementation requires careful consideration of ethical and social consequences. By addressing issues related to bias, transparency, and job loss, as well as prioritizing human-centered approaches, we can ensure that artificial intelligence empowers us and creates a more equitable and engaging experience for all.

People must keep their subject position in working with AI. It is like a mirror reflects our own intelligence nowadays. It is believed that the use of diverse and representative data sets for training artificial intelligence models, objectivity auditing and bias detection tools to identify and eliminate potential distortions could help in solving some of the risks, however, the existing stream of unresolved contradictions does not contribute to this. Solving another designated set of risks, it is necessary to define the role of AI as an auxiliary in education, where this tool complements and improves human teachers, improves the learning process, without replacing interaction with humans.

Professional development and retraining programs for teachers should teach them the skills of effective integration and use of artificial intelligence. This ensures that they will be able to adapt to the growing role of technology in education, and the established clear ethical principles and norms for the use of artificial intelligence in education will partially solve the issues of data privacy, security and accountability.

A full-fledged open and responsible analysis of the process and intermediate results of such activities will help to find a more reasonable application of existing technologies, where business entities have access to a wide range of existing AI resources. However, fears, reasonable and far-fetched risks, should also not remain outside the field of active control. So, we need open discussions with teachers

and cadets about the potential advantages and disadvantages of artificial intelligence in education, where clear information is provided about how data is collected and used, AI is used as a tool that expands human capabilities, and does not replace human teachers. The active provision of individual support and mechanisms for regularly evaluating the effectiveness of systems and making adjustments based on feedback from stakeholders also contributes to the qualitative formation of the environment.

# 3 RESULTS

Developing the foreign language competence of future specialists to work at sea, the Department of Foreign Languages actively applies modern information technologies, simulator training, develops and explores innovative approaches, contributes to the formation of professional self-organization.

An important role in this process is played by disciplines in which the cadet focuses not on learning the language as such, but on disciplines far from linguistics, but taught in English, the international and working language of the maritime industry. Thus, foreign language communication naturally becomes a tool for cognition and communication, discussion and the search for effective interaction in a team.

A huge responsibility falls on the shoulders of the teacher, who must take into account the level of language training of the cadet, to ensure high-quality assimilation of the material by everyone. In these conditions, the individualization of learning is facilitated by the use of parallel access both to classes in lecture halls and linguistic laboratories and simulators, and through remote forms, where direct access to the materials of listened lectures and practical tasks helps everyone not to lose sight of important material. All practical lessons of these disciplines are arranged in the specially equipped language laboratory with special soft, Linco, providing with a wide range of teaching tools and controlling.

Each cadet can develop and improve knowledge and skills at his own pace and with the required degree of study of materials. The educational environment of the university allows not only to form an individual approach, where through the system each cadet is under control, and active self-control with provided feedback from the teacher, but also the courses themselves become the object of control and can be adjusted in time if necessary. At the same time, the entire course is divided into stages, and each stage involves individual testing (tasks are selected by the system from a bank of questions developed on this topic). Only after passing the test qualitatively under the conditions established in accordance with the requirements and the factors taken into account, the cadet gets access to the next part of the course.

The development of courses and all work on educational and methodological complexes of disciplines did not initially involve the use of AI. However, in modern conditions, the possibilities have significantly expanded and opened up new prospects for improving disciplines.

### 2.2.1 Illustrative Examples

Here are some illustrative examples of how AI is used in practical classes on the course "Fundamentals of communication in the ship's crew" for 2nd year cadets of the Deck Faculty with an emphasis on mastering English. Here we consider the conditions for the use of language in the course of onboard interaction as well as ship-to-ship and ship-to-shore conversations, both in normal and emergency situations. There are quite wide possibilities for simulating a dialogue using AI. For example, a well-known scenario: "A new crew member should ask for directions on the ship" acquires new capabilities when integrated with AI. Using a chatbot to learn a language (for example, Gliglish, Duolingo or Babbel) to simulate a conversation with a crew member who is a native English speaker. The AI can answer the chimes' questions in real time, adjusting the difficulty level depending on their progress. Cadets learn to ask for directions, seek help, and communicate basic needs in English. AI provides feedback on pronunciation, grammar, and vocabulary usage. At the same time, vocabulary is actively used, which is studied in parallel in other courses on the topics: "Internal and external parts of the vessel", "Types of vessels", "Living quarters and cargo compartments", etc.

As practice shows, in such exercises, where special, marine, vocabulary is not always correctly applied by AI, cadets act as experts, correcting the work of AI, which convinces them of the importance of professionalism and responsibility. It is impossible to do in such lessons without working on vocabulary and used AI is very helpful, especially because such a process must be qualitatively individualized. "Learning standard phrases for communication at sea" or "Flag signals". Cadets are encouraged to use AI-based flashcards or vocabulary learning apps to introduce new nautical words and phrases. AI can adapt the pace of learning depending on student performance using interval repetition and

personalized learning methods. Cadets practice using new vocabulary in sentences, creating short dialogues, or performing exercises related to specific maritime tasks.

The teacher can actively and variously use AI to develop other exercises (For example, Trinka, Twee, Gamma), including visualization and illustration (For example, Ideogram). An important element of the cadet's activity control is pronunciation correction using AI. For example, in the scenario "Improving English pronunciation for clearer communication". We sometimes can offer cadets to use AI-based speech recognition software (for example, Gliglish, Google Assistant or Amazon Alexa) to analyze speech and identify areas for improvement in their independent work. Many who took advantage of this advice, practicing reading aloud marine documents or scripts, received feedback on their pronunciation and intonation in real time. AI can identify errors and suggest ways to fix them.

Role-playing games with AI-based scenarios are especially popular. However, we couldn’t discover a chatbot well-trained in maritime communication models to simulate a realistic scenario on the bridge. Therefore, it is necessary to use AI in such scenarios with extreme caution, as well as when learning the c language to ensure safety and perform emergency procedures. To work on such tasks, it is important not only to form a correct, high-quality prompt and train cadets to do it properly, but also to include authentic materials on maritime communication in lessons, such as logbooks, announcements from the ship and radiograms, to link language learning with real maritime situations such as ship management, cargo handling or emergency response. In addition, cultural differences in communication styles need to be taken into account in order to improve mutual understanding and promote effective intercultural communication.

In general, the integration of AI tools into the lessons on Ship's Crew Communication helps to create exciting and personalized training programs that help develop the English language skills necessary for safe and effective communication in an international maritime environment.

Another example of how AI is used in the lessons of the discipline "Social and labor relations in the ship's crew", which is taught in the 4th year of the Deck faculty in English, the working language of the marine industry. Scenarios of role-playing games using AI have been developed. For example, "A crew member feels that he is overworked and is being treated unfairly." Integration with AI takes place through the use of an AI-based chatbot (for example, Perplexity, Character) so that it acts as a crew member, realistically and taking into account all the nuances of answering questions and actions of the cadet. The AI can be programmed to take specific actions based on the different characters of the crew members and the types of conflicts.

AI is a great help in simulating legal disputes and negotiations. So, during the study of this discipline, the scenario is used: "A crew member files a complaint about wages or working conditions", where a legal AI chatbot (for example, ChatGPT, Perplexity) provides information about relevant maritime labor laws and precedents. AI can also simulate the role of a lawyer or mediator in a negotiation scenario. Cadets act out the roles of the ship's captain or crew representative, using legal information and negotiation strategies to resolve the dispute fairly and lawfully. There are AI tools that can assist with role-playing conflict resolution scenarios and have the capability to "speak" or simulate conversations. Taskade's AI Conflict Resolution Trainer is designed to help users manage disputes effectively by simulating various conflict scenarios. It provides a safe environment for practicing communication skills and offers personalized feedback based on user interactions. While it primarily functions through text, it can be integrated into platforms that support voice interaction, potentially allowing for spoken role-play scenarios.

Conflict Coach by Yeschat tool simulates interpersonal conflict scenarios to help users improve their conflict resolution skills. It engages users in realistic dialogues, allowing them to practice mediation and negotiation techniques. While the primary interaction is text-based, there may be options for voice integration depending on the platform's capabilities.

Qinect AI-Driven Role Play Simulation platform offers interactive role-playing scenarios focused on conflict resolution in various settings, including workplaces. It encourages empathy and negotiation skills through dynamic simulations. Although it emphasizes text-based interactions, it could potentially be adapted for voice-based role-playing.

AI Employee Role-Playing Scenario Generator generates unique role-playing scenarios for employees to enhance their communication and conflict resolution skills. While it focuses on creating detailed text scenarios, it can be integrated into training programs that utilize voice technology for real-time interaction.

During the business game, the cadet plays the role of a ship's officer, using his knowledge of maritime

labor laws, ship protocols and conflict resolution strategies to effectively deal with the situation. AI can provide feedback on students' communication skills, problem solving methods and the effectiveness of their actions, can correct speech (written and oral), give comments and direct the independent activity of cadets to improve not only the issues that the discipline is aimed at directly, but also to form foreign language competence.

The integration of information technology in language education has become a subject of great interest for linguists in recent times. It addresses the increasing interest in AI-driven educational technologies and their potential to revolutionize language instruction (Wei, 2023). Certainly, learning a foreign language with the AI assistance for the development of communication skills becomes not only a significant practical task, but logically and harmoniously fits into the context of real scenarios of future professional activities. Here is another example of the scenario "Making a clear and concise announcement on board the ship." It uses a language learning tool (e.g. Duolingo, Gliglish, Twee, Speechling) to improve vocabulary and grammar, as well as a text analysis tool (e.g. Grammarly) to identify errors and make suggestions for improvement. Cadets write an announcement on board the ship regarding safety issues, schedule changes, or work-related policies. They receive feedback from the AI about the clarity, brevity, and effectiveness of their message.

However, in order to effectively use the capabilities of AI, it is necessary to ensure that AI tools are used responsibly and ethically, protecting the privacy of students. An important role is assigned to the teacher, who helps the cadets understand complex issues of social and labor relations and provides a real context.

An important stage of any training scenario is the subsequent analysis of the process and results of such activities. It is necessary to encourage the critical thinking of cadets, their ability to analyze the limitations and potential disadvantages of AI systems and critically evaluate the information provided. It is necessary to emphasize the expert role and responsibility of a person when interacting with AI, not to mention the application of the information received. However, it is not unimportant that the responsible role of a person in providing feedback is emphasized, which contributes to the further improvement of a flexible self-learning system, which is AI.

By creatively integrating AI into lessons on social and labor relations, we can create an exciting and interactive learning process that will give future marine professionals the knowledge, skills and awareness to create a more harmonious and productive working environment on board ships.

# 3 DISCUSSION

126 people took part in the survey in 2024 year. The most participants were cadets/ seafarers of full-time and extramural departments of Maritime University. The vast majority of respondents were men of 18-27 years old. After theoretical research and interviews we chose the commonly noticed and mentioned advantages and disadvantages of using AI in practice of working in class and at home. The scores were taken in percentage and ranged in accordance with their repeatability.

Table 1: Revealed Perspectives of AI Technologies

| + | - |
|---|---|
| 1+ Personalized experience | 1- Dependence on technology for learning |
| 2+Real-time feedback on language use | 2-Potential data privacy risks |
| 3+Enhanced engagement through gamification | 3-Increased scope and temp of education |
| 4+Access to diverse learning resources | 4-Necessity to be alert thinking critically when using AI |
| 5+ Autonomous learning opportunities | 5-Useless of AI in narrow professional questions |
| 6+Immediate assistance for language queries | 6-Elevated costs of AI tools and maintenance |
| 7+ Ability to look through bigger scope of information | 7-Inaccessibility of all desired AI (due to technical and other restrictions) |
| 8+ Increased temp of interest satisfaction | 8-Spent time for improvement of Prompt for AI |

Analyze of taken results reveal the due attention of cadets to any of these responses. However some of offered advantages where mentioned more often than others. They were “Ability to look through bigger scope of information” (17%) and “Increased temp of interest satisfaction” (13%) Three outstanding negative notions were: “Necessity to be alert thinking critically when using AI” (14%). Cadets explain it

through many errors noticed in the taken answers, “Increased scope and temp of education” (12.3%). “Inaccessibility of all desired AI (due to technical and other restrictions)” – (8.7%). All other answers were almost equally distributed excepting “Spent time for improvement of Prompt for AI” (1,4%)

Summing up, there wasn’t revealed big difference in the results of different stages of learning. The most of the respondents (about 54%) point out positive perspectives associated with AI Technologies in education, however, negative or undesired perspectives were mentioned by about 46% of respondents.

Another questionnaire was offered to cadets before learning courses with attributing to the AI and after them. We asked cadets to assess their effectiveness in using AI in learning, asked them about popular used by them AI resources and requested to prepare prompt for working with AI, performing a task for visual AI. All cadets went through the procedure twice and results show that AI inevitably enters the educational space, training courses and chat rooms are becoming more popular, but that effectiveness of used in education process significantly increase if lecturers share their experience of using AI in teaching practice, the availability and capabilities of certain resources. According to surveys conducted among cadets, the popularity of AI in the practice of doing independent work on assignments in English increased by 54-86% in different groups. The main increase in the use of AI (80% of cases) is noted in groups where its application is updated by the teacher.

According to practice, efficiency increases significantly when using real marine situations and examples of leadership and crew interaction, including from the experience of cadets themselves, who, as by their fourth-fifth year of training, the most of them have already spent 6-12 months at sea, in practice. Cadets are able to critically evaluate the scenario proposed by AI, and to fully justify and demonstrate their expert position on many issues. This makes the lessons more relevant and exciting.

Despite the multitasking nature of such courses, where not only a wide range of new knowledge is studied, but foreign language competence is developed, one should not forget, but emphasize the importance of communication, empathy, active listening and conflict resolution skills as essential elements of effective leadership in a multicultural marine environment. Despite the fact that almost all procedures provided with AI request more or less corrections and master prompting from the user point of view, AI improve the learning process and provide personalized feedback, it is possible to help future maritime leaders master the language skills, develop leadership skills and cultural awareness necessary to create strong and cooperative teams on board ships. With all its evidently watched usefulness the narrow professional questions can’t be provided by AI. Some inquiries are stay out of AI ability and it refused in solving them. Another problem is with special terminology and maritime language which are far from common words and AI cannot operate it properly. So it is the task through training aims and implementation of AI into education process to increase effectiveness.

# 4 CONCLUSIONS

Thus, based on the experience we have already gained in using AI, we have identified some conditions and drawn conclusions. AI, like any tool, can be effectively used in an educational environment and the advantages of this are undeniable. It provides ample opportunities for systematic processing of set goals at any stage of training and for different levels of education. At the same time, as with any tool, AI requires a serious approach, a comprehensive study of available opportunities, including availability and limitations of resources. However, first and foremost, there is the role of the expert user, who should not rely on AI but skillfully request it, then critically monitor, constantly adjust, filter and rank raw material obtained using AI. Thus, it is necessary to apply only those materials that meet the requirements defined in the standards at the learning stage and are logically integrated into the educational system.

Like any tool, artificial intelligence (AI) can be very effective if used correctly and can go unnoticed, or even be actively criticized, if a person is not prepared to use it and does not want to study the "complex instructions" carefully. Therefore, the issues of professional, moral, ethical, as well as technical, and technological training for the user - the teacher - come to the forefront. It is not enough to simply have an interest in AI, a creative approach to your activities, and a developed pedagogical flair. You need not just access to available resources, an understanding of the limitations of opportunities (shareware AI), vigilance, and awareness of immense responsibility, as well as expert critical thinking when applying AI. In today's rapidly evolving world of computer technology, the amount of information available to users, including artificial intelligence (AI), is overwhelming. This vast amount of data and resources can be difficult for teachers to keep up with, especially when it comes to teaching new skills and techniques. To stay competitive and effective in their

roles, teachers need access to advanced training programs and resources that help them navigate the ever-changing landscape of education.

At first glance, using AI may seem like a quick fix for reducing the amount of time spent on methodological training. However, in reality, it often takes longer to process the vast amount of material that AI provides. While the process may not save time, it does expand the horizons of teachers' creativity, ideas and critical thinking. The use of AI allows teachers to access a wealth of resources and ideas that can help them develop new approaches to teaching.

As practice shows, the fulfillment of a number of pedagogical conditions can contribute to the effective use of AI in the development of communicative competence at Maritime University. A clear definition of specific language learning goals for different stages of learning, disciplines, and specialties helps increase efficiency in instrumental use of AI. High-quality teacher training is necessary to effectively integrate AI into practice. It is important to take into account issues of confidentiality and a responsible attitude towards the use of AI tools. Developing reliable mechanisms for monitoring and information exchange between users - subjects of educational activity is also important. It is necessary to ensure access to high-quality content and resources created using AI.. Regular monitoring and making necessary adjustments at all stages of educational activity contributes to strengthening the subjective position not only of teachers, but also of cadets in the process of developing their professional self-organization. This is also associated with adapting the learning process to individual needs. Work on improving professional language skills cannot be considered without active interdisciplinary integration, where AI promotes the development of interdisciplinary skills and practical application of English communication skills. All participants in the educational process, including teachers and cadets, need to be open to new knowledge, technical capabilities, and regularly monitor the latest advances and explore new areas for their application. It is also important to implement robust security measures to protect student data and ensure responsible use of AI.

As experience shows, we are only approaching the practice of widespread use of AI in education and, most likely, this tool will take an important place in the learning process. It is already clear today that there are many issues on this path, the solution of which lies in the responsible and reasonable attitude of all subjects of education to the use of such a powerful tool of cognition. It is important to see the boundaries beyond which subjects can become objects and leave an expert position for a person in all matters and at all stages of self-improvement, including through the use of AI, to develop the professionalism and self-processes of future specialists. In the practice of developing foreign language competence, we can see that AI has a wide potential. However, at this stage, in many issues of using highly specialized marine vocabulary, AI is far from perfect and the responsible attitude of all users also requires providing high-quality feedback. Such an approach, through cooperation and responsible interest of all participants in the educational process, will contribute to improving education and solving professional tasks of different quality and level.

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