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## GENERATIVE ARTIFICIAL INTELLIGENCE AS A TOOL FOR PSYCHOLOGICAL AND MOTIVATIONAL SUPPORT IN FOREIGN LANGUAGE LEARNING

ГЕНЕРАТИВНИЙ ШТУЧНИЙ ІНТЕЛЕКТ ЯК ІНСТРУМЕНТ ПСИХОЛОГІЧНОЇ ТА  
МОТИВАЦІЙНОЇ ПІДТРИМКИ У ВИВЧЕННІ ІНОЗЕМНИХ МОВ

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### ABSTRACT

**Introduction.** The rapid integration of generative artificial intelligence (AI) into education has transformed approaches to foreign language teaching and learning. Generative AI systems such as ChatGPT, Claude, Gemini and DeepSeek function not only as tools for linguistic practice but also

**Вступ.** Стрімка інтеграція генеративного штучного інтелекту (ШІ) в освіту трансформувала підходи до викладання та вивчення іноземних мов. Генеративні системи ШІ, такі як ChatGPT, Claude, Gemini та DeepSeek, функціонують не лише як інструменти мовної практики, а й як

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as instruments of psychological and motivational support, creating emotionally safe and adaptive learning environments.

**Purpose.** The purpose of this article is to examine the psychological and motivational effects of generative AI on foreign language learners and to identify the benefits and challenges of its pedagogical implementation.

**Methodology.** The study is based on a systematic review and qualitative analysis of recent scholarly sources (2020–2025) that explore the role of generative AI in education. Comparative and analytical methods were applied to examine empirical data and theoretical perspectives concerning students' motivation, emotional well-being, and learning outcomes when using AI-driven tools.

**Results.** The analysis of recent studies demonstrates that the use of generative AI significantly enhances students' engagement, intrinsic motivation, and communicative confidence while reducing language anxiety. Adaptive feedback and personalized interaction foster self-regulation, autonomy, and a growth-oriented mindset. Empirical data confirm that AI-supported learning environments satisfy learners' psychological needs for competence, autonomy, and social connection, contributing to sustainable motivation and improved learning outcomes.

**Discussion.** Despite its advantages, the use of AI-based tools poses several challenges, including overreliance on technology, diminished critical thinking, potential inaccuracies in generated content, and privacy concerns. To ensure the ethical and effective integration of AI into language education, it is essential to maintain pedagogical balance, promote digital literacy, and view AI as a supportive rather than substitutive element of the learning process.

**Conclusion.** Generative AI can serve as a powerful pedagogical resource that fosters emotional well-being, motivation, and learner autonomy when implemented within a human-centered and ethically responsible framework.

**Keywords:** generative AI, motivation, psychological support, foreign language learning, student engagement, AI in education, digital pedagogy.

засоби психологічної та мотиваційної підтримки, створюючи емоційно безпечне й адаптивне навчальне середовище.

**Мета.** Метою цієї статті є дослідження психологічного та мотиваційного впливу генеративного ШІ на осіб, які вивчають іноземні мови, а також виявлення переваг і викликів його педагогічного застосування.

**Методологія.** Дослідження ґрунтується на систематичному огляді та якісному аналізі сучасних наукових джерел (2020–2025), присвячених ролі генеративного ШІ в освіті. Для вивчення емпіричних даних і теоретичних підходів, що стосуються мотивації студентів, їхнього емоційного добробуту та результатів навчання із використанням інструментів ШІ, було застосовано порівняльний і аналітичний методи.

**Результати.** Аналіз сучасних досліджень показує, що використання генеративного ШІ суттєво підвищує залученість студентів, внутрішню мотивацію та комунікативну впевненість, водночас знижуючи рівень мовної тривожності. Адаптивний зворотний зв'язок і персоналізована взаємодія сприяють розвитку саморегуляції, автономності та орієнтації на зростання. Емпіричні дані підтверджують, що навчальні середовища, підтримувані ШІ, задовольняють психологічні потреби здобувачів у компетентності, автономії та соціальній взаємодії, що сприяє сталому розвитку мотивації та поліпшенню навчальних результатів.

**Дискусія.** Попри численні переваги, використання інструментів на основі ШІ формує низку викликів, зокрема надмірну технологічну залежність, зниження рівня критичного мислення, можливі неточності в згенерованому контенті та ризики для конфіденційності. Для забезпечення етичної та ефективної інтеграції ШІ в мовну освіту необхідно зберігати педагогічний баланс, розвивати цифрову грамотність і розглядати ШІ як допоміжний елемент навчального процесу, а не як заміну традиційних педагогічних підходів.

**Висновки.** Генеративний ШІ може бути потужним педагогічним ресурсом, що сприяє емоційному добробуту, мотивації та автономності студентів, за умови його впровадження в межах людиноцентричного й етично відповідального підходу.

**Ключові слова:** генеративний ШІ, мотивація, психологічна підтримка, вивчення іноземних мов, залученість студентів, ШІ в освіті, цифрова педагогіка.

## INTRODUCTION

At the present stage of global development, the world is undergoing a period of active globalization and social transformation. These processes, including the integration of different cultures and societies, as well as social upheavals such as pandemics and military conflicts, are profoundly reshaping all aspects of human life. One of the key demands of the modern world is the need for specialists who possess a high level of foreign language proficiency. Such professionals are able to compete effectively in the international labor market, access diverse sources of knowledge, enhance their qualifications globally, and actively contribute to the development of their country and science.

However, these global transformations also create certain challenges for the educational system as a whole and for students in particular. The fast pace of modern life and the high demands of learning often result in a noticeable lack of time and motivation for study, including foreign language learning. Moreover, factors such as personal difficulties, distance learning, large study groups, and high academic expectations contribute to emotional fatigue, language anxiety, and reduced self-confidence among students.

Therefore, there is a growing need not only to update teaching methods and tools but also to reconsider the very role of the educational process – as one that should ensure not only the acquisition of knowledge but also the support of students' psychological well-being. In this context, it is especially important to search for innovative approaches and technologies that can combine effective learning with emotional and motivational support, contributing to the development of individualized educational trajectories.

Within the framework of modern educational transformation, advanced digital technologies play a crucial role. They not only optimize the organizational aspects of learning and provide access to vast amounts of information but also often remain impersonal and technocratic. Hence, there is an increasing demand for technological solutions that combine efficiency with human-centeredness, fostering not only knowledge acquisition but also the psychological comfort of learners. Among such innovations, generative artificial intelligence occupies a prominent place, as it is capable of providing a personalized approach, positive feedback, and a safe learning environment that supports the cognitive, emotional, and motivational development of students in the process of foreign language acquisition.

In this article, the term *generative artificial intelligence* refers to AI systems based on large language models (LLMs) capable of generating coherent, contextually appropriate text and simulating natural communication. The focus of this study is on generative AI chatbots such as *ChatGPT*, *Claude*, *Gemini*, *DeepSeek*, and *Grok*, which serve as interactive tools for personalized language practice and psychological support in the learning process. These platforms were selected because they are widely accessible, offer free or freemium versions, and feature intuitive, user-friendly interfaces, making them particularly suitable for integration into educational contexts and independent language learning.

Thus, the relevance of this topic is determined by the necessity to find effective ways to improve the quality of foreign language education under the conditions of modern challenges that require not only the digital transformation of learning but also attention to students' psychological well-being. In this regard, the integration of artificial intelligence technologies, particularly generative ones, becomes especially significant, as they open new opportunities for personalized, emotionally supportive, and motivation-oriented foreign language instruction.

The **purpose** of the study is to analyze a range of scientific, methodological, and practical sources regarding the role of generative artificial intelligence in providing psychological and motivational support in the process of foreign language learning.

## **METHODOLOGY**

The article presents a systematic review of a range of scientific and methodological sources aimed at analyzing the use of generative artificial intelligence (AI) in the field of foreign language education, particularly in the context of motivation, student engagement, and emotional support.

For this purpose, a number of scientific and methodological studies were examined, including publications indexed in authoritative scientometric databases such as *Scopus*, *Web of Science*, and *DOAJ*, published over the past several years. The search focused on research devoted to the application of generative AI in the educational process, as well as studies related to motivational aspects, student engagement, and emotional support.

The analysis of the selected articles was conducted using the thematic synthesis method, which made it possible to identify recurring themes, including increased student motivation through interactivity and creative AI-based tasks, enhanced engagement through personalized and adaptive learning, and the role of AI in reducing anxiety and creating a safe environment for practice.

In addition to the literature review, the authors' own experience with the use of generative AI tools in working with students was also taken into account. This included the use of tools such as *ChatGPT*, *Gemini*, *Claude*, and *DeepSeek* to design adaptive tasks, simulations, and interactive exercises that helped reduce learning barriers and improve student engagement.

One of the limitations of this study is the lack of a significant number of experimental studies demonstrating the long-term effectiveness of generative AI in supporting student motivation. It should also be noted that, at present, there are no studies that compare the effects of generative AI with those of traditional teaching methods.

This approach makes it possible to assess the role of generative AI as a tool for enhancing student motivation and engagement, as well as for providing emotional support in the learning process – particularly in the context of foreign language acquisition, including during independent learning.

## **REVIEW OF LITERATURE**

At present, an active scholarly discussion is underway in the field of education regarding the use of *artificial intelligence* (AI), particularly in the context of foreign language instruction. Both Ukrainian and international researchers have been exploring the integration of AI into the educational process, focusing on its impact at various stages of foreign language learning.

Among Ukrainian scholars who emphasize the implementation of AI in educational settings, it is worth mentioning Bubnov (2025), Palamar and Naumenko (2024), Moskaliuk, Moskaliuk, and Len (2023), Kutsak (2025), and Panukhnyk (2023). Their works address the advantages and potential risks of AI integration in education, as well as issues related to ethics and academic integrity.

Foreign researchers such as Kamalov, Santandreu Calonge, and Gurrib (2023), Chiu, Xia, Zhou, Chai, and Cheng (2023), and Akgun and Greenhow (2022) also actively

examine the influence of AI on the educational process, offering new perspectives on its application.

Particular attention has been given to the practical use of AI in language training. This topic has been explored by Ukrainian scholars such as Chetveryk and Veretiuk (2025), Chetveryk (2025), Bozhko (2025), Gulich (2025), Kostikova, Holubnycha, Besarab, Moshynska, Moroz, and Shamaieva (2024), and Zhukevych and Spiricheva (2024), as well as Brotman and Naumchuk (2023). International researchers contributing to this field include Son, Ružić, and Philpott (2025), Mananay (2024), and Pack and Maloney (2024), among others.

The issue of motivation and psychological support in foreign language learning has gained significant scholarly attention over the past decades. Iwaniec and Khaled (2024), drawing on motivational systems theory, emphasize the importance of motivation and student engagement as the key factors driving effective language learning. They also propose strategies to enhance motivation through a supportive instructional context.

Several publications are dedicated to the role of instructors in fostering a psychologically comfortable learning environment. For example, Li, Zhang, Duan, and Yu (2024) analyze the effect of teacher support on students' anxiety levels and academic engagement in online learning environments. Their findings indicate that instructor support significantly reduces anxiety and improves student engagement.

Additionally, Du and Alm (2024) investigate the influence of ChatGPT on students' psychological needs, particularly how the use of such tools affects autonomy, competence, and social interaction among modern learners. The researchers highlight that this tool promotes student autonomy by providing personalized feedback and creating a safe environment for language practice.

Overall, recent studies indicate an increasing impact of AI on foreign language learning, especially in the domains of student motivation and psychological support. The findings underscore the necessity and importance of establishing a psychologically comfortable learning environment to enhance motivation, engagement, and overall educational outcomes. At the same time, maintaining a balance between the benefits of AI use and the ethical and academic challenges it poses remains an essential concern in the modern educational landscape.

## RESULTS

In the context of the research topic and objectives, the analysis of a range of scientific and methodological sources has revealed several key positive factors associated with the use of generative artificial intelligence (AI) in the educational process. In particular, it contributes to enhancing both the psychological comfort of modern learners and their levels of motivation and engagement in the process of foreign language acquisition.

In a study conducted by Khoso, Honggang, and Darazi (2025), the impact of generative AI – specifically ChatGPT – on students' psychological and motivational support in foreign language learning was examined. The results indicate that the use of tools such as ChatGPT significantly increases students' engagement in the learning process, which serves as a crucial factor in maintaining their motivation. Students who actively utilize ChatGPT demonstrate higher levels of behavioral, emotional, and cognitive engagement, which, in turn, enhance their interaction with linguistic material and improve learning outcomes.

The authors emphasize that increased engagement not only stimulates the learning process but also substantially enhances students' creativity. The study showed that the more involved students are in language learning, the greater their creative potential becomes when solving linguistic tasks. This finding confirms that generative AI tools, by providing opportunities for personalized and adaptive feedback, create conditions conducive to the development of innovative language strategies.

Furthermore, the research highlights the importance of psychological factors, particularly creative self-efficacy. It was found that students who believe in their creative abilities demonstrate significantly higher learning performance. This psychological factor plays a critical role in amplifying the positive effect of engagement on creativity, making the integration of generative AI tools not only beneficial but also essential for fostering students' self-confidence.

Overall, the authors conclude that generative AI can serve as a powerful tool not only for motivational support but also for the development of creative linguistic abilities. Its impact on student engagement establishes optimal learning conditions, where psychological support and positive self-perception form the foundation for achieving high outcomes in foreign language learning.

An analysis of empirical studies demonstrates that the use of generative chatbots in the process of foreign language learning exerts a significant positive effect on students' motivational indicators. In particular, a consistent increase in learning motivation and a reduction in language anxiety have been observed (Çakmak, 2022; Xiao et al., 2024; Ding & Yusof, 2025).

A key mechanism underlying this effectiveness is the ability of generative systems to create an emotionally safe learning environment free from evaluation and social judgment. Unlike traditional interactions with teachers or peers, communication with a chatbot takes place in conditions where there is no fear of negative assessment, thereby fostering a psychologically comfortable atmosphere (Xiao et al., 2024). This is particularly relevant for students with high levels of language insecurity, who tend to avoid active participation in classroom discussions due to fear of making mistakes.

From a functional perspective, systems based on large language models (e.g., ChatGPT, Claude, Gemini, DeepSeek, etc.) perform a dual role: they serve both as tools for language practice and as instruments for the development of emotional self-regulation. Students perceive artificial intelligence as a "neutral partner": a tool that provides instant corrective feedback in a supportive, non-directive manner, free from the social and emotional risks typically associated with human interaction (Xiao et al., 2024).

According to Çakmak (2022), systematic interaction with generative AI contributes to the gradual reduction of error-related anxiety and the enhancement of communicative confidence. An important psychological outcome of such practice is the development of a growth mindset, in which mistakes are reinterpreted as a constructive component of the learning process rather than as evidence of incompetence (Ding & Yusof, 2025). This cognitive transformation fosters intrinsic motivation: students demonstrate greater willingness to experiment with linguistic structures, take the initiative in dialogues, and exhibit higher levels of academic autonomy.

Comprehensive analytical reviews (Deng et al., 2024) indicate that interaction with large language model-based tools satisfies students' basic psychological needs: the need for competence (through continuous feedback), autonomy (through flexible learning scenarios), and relatedness (through simulated dialogic communication). This results in

an integrated motivational structure that unites the cognitive, emotional, and behavioral components of learning activity.

Thus, systematic empirical evidence confirms the bimodal function of generative chatbots in language education: they simultaneously act as instruments for enhancing academic effectiveness and as tools for emotional and psychological support. These systems help foster communicative confidence, reduce anxiety levels, and sustain positive motivation for foreign language learning (Deng et al., 2024; Xiao et al., 2025).

Additionally, generative chatbots provide a high level of personalization in the learning process and offer students immediate feedback, which is critically important for effective foreign language acquisition and increased engagement in the educational process. Modern generative artificial intelligence tools analyze user responses in real time and adapt the learning material according to the student's individual needs and proficiency level (Zhukevych & Spiricheva, 2024). Such systems offer exercises in listening, reading, and speaking, simulating interactions with "virtual native speakers" who adjust to the learner's current level of linguistic competence. This creates optimal conditions for practicing pronunciation, intonation, and fluency in a low-stress environment, where students can experiment with new language structures without fear of making mistakes (Zhukevych & Spiricheva, 2024; Ding & Yusof, 2025).

At the same time, generative chatbots simulate real communication with a linguistically competent interlocutor, providing immediate feedback on grammar, vocabulary, and stylistic accuracy (Xiao et al., 2024). This interactivity allows students to correct their errors instantly, thereby increasing the efficiency of independent practice and fostering self-awareness and control over their progress in language proficiency. As a result, learning with a generative chatbot becomes more structured, adaptive, and psychologically comfortable, directly contributing to the development of sustained motivation and learner confidence in using a foreign language (Zhukevych & Spiricheva, 2024).

According to Alvarado and Andrade (2025), chatbots such as ChatGPT create a dynamic and supportive environment that encourages active participation in the learning process and fosters a positive attitude toward language study. Students reported that the opportunity to receive immediate feedback, personalized tasks, and a wide range of communicative practice activities enhances their interest and proactivity in learning.

In addition, the authors note that generative artificial intelligence (AI) supports the development of self-regulation and self-efficacy. Among students who worked with generative chatbots, an increase was observed in their perceived ability to engage in independent learning, as well as in the formation of digital self-authenticity and a more coherent learning identity. Personalized recommendations and goal-setting support help students monitor their progress and actively adjust their learning activities, thereby enhancing cognitive engagement and improving learning outcomes (Alvarado & Andrade, 2025).

However, it is also essential to emphasize the importance of maintaining a balanced integration of generative AI into the educational process. Although AI tools positively influence motivation, psychological well-being, and academic performance, their excessive use may lead to a decrease in critical thinking, real-world communication skills, and, in some cases, motivation for interpersonal interaction.

The study by Yan, Wu, Tan, and Dai (2025) demonstrates that AI-based personalized foreign language learning has a significant impact on students' psychological and motivational support in higher education contexts. The use of adaptive AI systems, including generative

tools, contributes to the formation of positive emotions, increases motivation, and enhances engagement in the learning process. Students report that the opportunity to work in a dynamic, responsive, and non-judgmental environment increases their satisfaction with learning and stimulates active participation in language practice.

The personalization of the learning context and the possibility of organizing adaptive educational trajectories provided by generative AI tools also reduce language anxiety and promote students' psychological comfort, creating conditions for the confident use of a foreign language in various educational contexts. High levels of self-efficacy further reinforce these effects, fostering independence, autonomy, and proactivity in the learning process.

It is also important to note that most of the reviewed studies emphasize the necessity of a balanced integration of AI tools into the learning process. These tools should serve as assistive instruments, combining adaptive feedback and personalized support with traditional teaching methods. Such an approach allows educators and learners to fully harness the potential of generative AI for enhancing motivation, psychological comfort, and learning effectiveness, while simultaneously preventing overdependence on technology.

Thus, the conducted analysis of scholarly sources made it possible to identify a range of psychological and motivational factors that generative artificial intelligence positively influences in the process of foreign language learning. As a result of data systematization, the key components of this impact, the mechanisms of its realization, and the corresponding empirical evidence were determined and are summarized in *Table 1* below.

**Table 1**

*The Impact of generative artificial intelligence on psychological and motivational factors in foreign language learning*

Psychological / Motivational Factor	Impact of Generative AI	Mechanism of Influence	Source
Student engagement	Increase in behavioral, emotional, and cognitive engagement	Personalized feedback	Khoso et al., 2025
Foreign language anxiety,	Reduction of fear of making mistakes	Emotionally safe learning environment	Çakmak, 2022; Xiao et al., 2024
Creativity	Development of creative potential	Adaptive responses and innovative learning strategies	Khoso et al., 2025
Self-efficacy	Growth of confidence in personal abilities	Formation of positive emotional self-perception	Khoso et al., 2025
Intrinsic motivation	Enhancement of willingness to experiment	Development of a growth mindset and learner autonomy	Ding & Yusof, 2025

Autonomy	Strengthening of independent learning skills	Flexible learning scenarios	Deng et al., 2024
Communicative confidence	Increased participation in dialogues	Instant corrective feedback	Çakmak, 2022
Proactivity in learning	Stimulation of active participation	Immediate feedback, individualized tasks, and extensive speaking practice	Alvarado & Andrade, 2025
Self-regulation	Development of autonomous learning skills	Personalized recommendations, goal setting support, and progress tracking	Alvarado & Andrade, 2025
Digital self-authenticity	Formation of a coherent learning identity	Support for developing digital identity through interactive engagement	Alvarado & Andrade, 2025

In summary, the analyzed studies consistently demonstrate that generative artificial intelligence tools have a multifaceted positive influence on learners’ motivation, engagement, and emotional well-being in the context of foreign language acquisition. The reviewed evidence highlights that chatbots based on large language models not only enhance students’ linguistic performance but also foster psychological comfort, creativity, and autonomy. The integration of such tools contributes to the formation of a supportive learning environment that encourages experimentation and sustained interest in language study. At the same time, the identified effects confirm the interconnection between emotional support and academic outcomes, emphasizing that motivation and well-being serve as key mediators of learning success. These findings provide a foundation for further discussion of the pedagogical and ethical implications of implementing generative AI in education.

**DISCUSSION**

The obtained results allow for several generalizations regarding the potential and limitations of using generative artificial intelligence in the process of foreign language learning. The analysis of contemporary research indicates that AI technologies significantly affect learners’ psychological comfort, motivation, and engagement in the learning process, opening new opportunities for personalized language instruction.

The integration of chatbots and generative platforms into educational practice contributes to the fulfillment of learners’ basic psychological needs: autonomy, competence, and social interaction. This, in turn, enhances intrinsic motivation, reduces language anxiety, and fosters a more comfortable and supportive learning environment. Owing to the opportunity to receive instant feedback and individualized recommendations, students demonstrate higher levels of activity, engagement, and interest in language learning. Therefore, generative AI can be regarded as an effective tool for creating a human-centered and interactive educational space.

At the same time, excessive reliance on technological support may decrease learners’ independence, critical thinking, and cognitive flexibility. Frequent dependence on AI

tools for completing learning tasks can foster a habit of seeking quick solutions, thereby limiting deep processing and understanding of linguistic material.

An additional challenge concerns the accuracy and reliability of generated content. As noted by Law (2024), generative systems may occasionally produce inaccurate or fabricated information, which can negatively affect the quality of learning and students' trust in such technologies.

Data privacy and security also pose significant concerns. Since AI-based educational systems collect information about users, their progress, and learning behaviors, it is essential to ensure an appropriate level of confidentiality, data protection, and algorithmic transparency.

Moreover, the quality of language instruction directly depends on the training data used to build generative models. Insufficiently representative or culturally limited datasets may lead to bias and distortions in the generated educational content.

For generative AI to effectively serve as a tool for psychological and motivational support, its integration into the learning process should be gradual and guided by clearly defined pedagogical and ethical principles. The technology should not replace the teacher but rather support them by performing routine, adaptive, and diagnostic tasks while providing an emotionally safe and responsive learning environment.

Thus, despite the evident advantages of integrating generative artificial intelligence into foreign language education, its implementation is accompanied by several challenges that require careful consideration. Researchers emphasize that the effectiveness of AI depends on the balance between technological capabilities and pedagogical principles, as well as on users' awareness and digital literacy. To provide a more comprehensive understanding of this balance, the key advantages and potential risks of using generative AI in foreign language learning are summarized in **Table 2** below.

**Table 2**

*Key advantages and potential risks of using AI in educational practice*

<b>Advantages</b>	<b>Potential Risks</b>
Reduction of learning anxiety	Overdependence on technology
Enhancement of student autonomy	Decrease in critical thinking skills
Individualized learning pathways	Inaccuracy of generated content
Fast and personalized feedback	Data privacy and security concerns
Increased engagement and motivation	Cultural and linguistic bias in AI models

Therefore, the discussion surrounding the use of generative artificial intelligence in the field of foreign language education should be grounded in the principles of humanization and ethical responsibility. The potential of these technologies is considerable; however, only through rational and pedagogically justified implementation can they become a genuine resource for psychological support and the sustainable development of learner motivation.

Overall, the findings underscore that the educational value of generative artificial intelligence lies not merely in its technological sophistication but in its thoughtful pedagogical integration. Its role should be viewed as supportive and complementary to

human interaction, ensuring that technology enhances – rather than replaces – meaningful and personally engaging learning experience.

## CONCLUSIONS

In summary, the results of the conducted review indicate that generative artificial intelligence is gradually becoming a significant factor in the transformation of foreign language education. Its potential lies not only in the creation of personalized learning environments but also in providing psychological support, fostering positive motivation, and enhancing student engagement in the educational process.

The use of generative AI-based tools promotes the development of autonomy, confidence, and cognitive activity among learners, reduces learning anxiety, and stimulates intrinsic motivation. Due to their ability to adapt to individual learners' needs, such systems create conditions for a more humanized, comfortable, and effective learning environment.

At the same time, research has identified several potential risks, including overreliance on technology, diminished critical thinking, the generation of inaccurate content, and data privacy concerns. These challenges necessitate the development of clear ethical standards, the enhancement of digital literacy, and a critical approach to the implementation of AI technologies in education.

Therefore, the effective use of generative artificial intelligence in foreign language learning is possible only through pedagogically justified integration focused on the development of students' personalities, the support of emotional well-being, and the formation of sustainable motivational strategies.

Future research should aim to explore practical mechanisms for implementing such approaches, as well as to assess the long-term impact of AI on students' psychological well-being and academic achievement.

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## CONFLICT OF INTERESTS

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