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ORGANIZING COLLABORATIVE COMMUNICATIVE PRACTICES IN FOREIGN LANGUAGE PROFESSIONAL LEARNING THROUGH AI FACILITATION

The article examines the potential of artificial intelligence (AI) as a facilitative tool for organizing collective communicative practices in foreign language professional education. The study aims to analyze the role of AI in supporting collaborative communication and to identify pedagogical conditions that ensure effective and professionally oriented interaction in AI-supported learning environments. Based on the analysis of contemporary theoretical and empirical studies, the article highlights the facilitative functions of AI in coordinating group activities, supporting communication, promoting learner participation, and enhancing collaborative knowledge construction. The findings suggest that AI can effectively support collective communicative practices when used as a pedagogically guided tool. Effective implementation requires purposeful task design, learner autonomy, active participation, authentic professional contexts, and continuous instructor guidance.

***Keywords:** artificial intelligence, collective communicative practices, foreign language education, collaborative learning, communicative competence, professional education.*

Statement of the problem. Recent advances in artificial intelligence (AI) have expanded the range of digital instruments available for supporting interaction in educational environments. This tendency is especially noticeable in foreign language professional training, where learning outcomes largely depend on learners' ability to participate in collaborative communication and jointly develop shared understanding. As AI-powered systems increasingly become part of classroom practice, attention is gradually shifting from the technological capabilities of these tools to their pedagogical role in coordinating and sustaining collective communicative activity. Consequently, the question arises as to how AI facilitation may influence the organization of group interaction and the quality of communicative engagement within the educational process.

Collective communicative practices occupy a central position in professional foreign language education because they create conditions for negotiation, cooperation, and the exchange of professionally relevant knowledge. The emergence of intelligent educational technologies introduces additional opportunities for facilitating such practices and supporting learners throughout collaborative tasks. Through AI-generated prompts, adaptive recommendations, and real-time communicative support, participants may receive guidance that helps maintain interaction and encourages more balanced involvement in group work. Under these circumstances, communication extends beyond the function of language practice and becomes a means of coordinating shared activity and constructing common understanding. Therefore, it may be argued that the pedagogically informed use of AI has the potential to strengthen collaborative participation, improve interactional dynamics, and enrich professional discourse in foreign language learning contexts.

Analysis of research and publications. Contemporary research on artificial intelligence in education increasingly demonstrates a shift from studying individual learning support toward examining how AI mediates interaction among learners. Within foreign language professional education, this tendency appears particularly significant, as communicative competence is developed not only through individual language production but also through participation in collaborative meaning-making processes. Consequently, researchers are paying growing attention to the ways AI can facilitate collective communicative practices, support group coordination, and enhance collaborative knowledge construction.

The theoretical foundations of this research area can be traced to studies on collaborative learning and computer-supported collaborative learning (CSCL). Dillenbourg defines collaborative learning as a situation in which two or more individuals learn together through shared engagement in a common task, emphasizing interaction rather than simple task distribution [3]. Subsequent CSCL research further highlighted that technological environments can structure communication, support joint problem-solving, and promote the co-construction of knowledge among participants [16]. These studies established the conceptual basis for understanding digital technologies not merely as instructional tools but as mediators of collective learning processes.

Recent studies increasingly explore the integration of artificial intelligence into collaborative learning environments. A systematic review of AI agents in CSCL demonstrates that intelligent systems can perform a variety of mediational functions, including discussion facilitation, task coordination, feedback provision, and support for social interaction within learning groups [1]. The authors report positive effects across cognitive, behavioral, and social dimensions of collaborative learning, while emphasizing the importance of pedagogically informed implementation.

Particularly relevant to foreign language education are studies examining technology-enhanced collaborative language learning. A systematic review by Liu, Thurston, and Ye indicates that digitally supported cooperative learning contributes not only to language proficiency but also to social engagement, learner self-concept, and collaborative behavior [12]. The review suggests that technology-mediated interaction creates favorable conditions for sustained communicative participation and collective language practice.

The emergence of generative AI has introduced new possibilities for organizing communicative activities in language classrooms. Research investigating AI-assisted foreign language education reports that conversational AI tools can facilitate interaction, provide adaptive communicative support, and encourage learner participation in collaborative tasks [10]. Similarly, Poláková and Klimova found that chatbot-based communication environments offer learners additional opportunities for language practice and interactive engagement, extending traditional forms of classroom interaction [13].

At the same time, researchers caution against uncritical reliance on AI-mediated communication. Studies indicate that generative AI may sometimes produce linguistically or pragmatically inappropriate responses and may not fully replicate the social and cultural dimensions of authentic communication [7]. Moreover, concerns remain regarding transparency, learner dependence, and the potential reduction of genuine peer interaction when AI assumes excessive communicative functions.

Ukrainian scholars have also increasingly contributed to the discussion on the pedagogical use of artificial intelligence in foreign language education. In particular, Rudnik investigates the application of AI-powered chatbots as an innovative interactive technology for foreign language instruction and argues that chatbot-mediated communication can enhance learner engagement, support autonomous practice, and provide additional opportunities for language interaction beyond the classroom [15]. Similarly, Zaiarna, Zhyhadlo, and Dunaievskya explore foreign language instructors' experiences with ChatGPT in language teaching and assessment, reporting that educators perceive generative AI as a valuable resource for supporting language practice, feedback provision, and instructional design, while simultaneously emphasizing the importance of critical evaluation of AI-generated content [17]. Furthermore, Holub, Kovalenko, Zhyzhytova, and Kotkovets examine the role of artificial intelligence in foreign language learning within higher education and conclude that AI-supported educational environments can enhance language

acquisition, diversify learning activities, and strengthen communicative engagement when implemented through pedagogically grounded approaches [8]. In a broader educational context, Dushchenko reviews contemporary approaches to the integration of artificial intelligence technologies in education and emphasizes that their effective implementation requires the development of digital literacy, critical evaluation skills, and responsible participation in technology-mediated learning and communication [5]. To summarize, these studies indicate a growing interest among researchers in the capacity of AI technologies to support communicative, collaborative, and professionally oriented foreign language learning. The reviewed literature suggests that AI possesses considerable potential for facilitating collective communicative practices in foreign language professional education. Nevertheless, the effectiveness of such facilitation depends on thoughtful pedagogical design, the preservation of meaningful learner-to-learner interaction, and the integration of AI as a collaborative mediator rather than a substitute for human communication.

Despite the growing recognition of the educational potential of artificial intelligence, its integration into collaborative learning environments raises a number of pedagogical questions that require careful consideration. AI technologies create new opportunities for coordinating group activities, supporting interaction, and facilitating collaborative knowledge construction. However, concerns remain regarding the preservation of authentic learner-to-learner communication, the balance of participation in communication, and the risk of excessive reliance on technological mediation. These considerations highlight the need for a deeper understanding of how AI can be effectively incorporated into collective communicative practices without diminishing the educational value of human collaboration. Therefore, the purpose of the article is, based on contemporary theoretical and empirical research, to analyze the potential of artificial intelligence as a facilitative tool in organizing collective communicative practices within foreign language professional education, as well as to identify pedagogical conditions that contribute to effective, collaborative, and professionally oriented language interaction in AI-supported learning environments.

Presentation of the main material. Collective communicative practices in foreign language professional education can be understood as socially organized forms of interaction through which learners jointly construct knowledge, negotiate meaning, and accomplish communicative tasks. Unlike individual language activities, such practices require continuous coordination of communicative efforts and mutual regulation of participation. Roschelle and Teasley argue that collaboration involves the construction of a shared understanding that emerges through coordinated activity rather than through the simple exchange of information [14]. From this perspective, communication becomes a mechanism of collective cognition, where learning results from the joint development of meanings and solutions. In foreign language professional education, this characteristic is particularly important because learners must simultaneously manage linguistic, cognitive, and professional challenges while interacting with others.

The effectiveness of collective communicative practices largely depends on the quality of interactional organization. Dillenbourg and Jermann introduce the concept of orchestration, emphasizing that collaborative learning environments require purposeful coordination of activities, resources, and communication processes [4]. Traditionally, such coordination has been performed by instructors. However, contemporary AI technologies provide additional opportunities for facilitating these processes through automated monitoring of participation, generation of communicative prompts, and support for task management. In our opinion, AI should not be perceived as replacing pedagogical guidance but rather as extending the instructor's capacity to maintain productive communication within learning groups.

Recent research increasingly highlights the importance of socially shared regulation in collaborative learning. According to Järvelä and Hadwin, successful group learning depends on participants' ability to collectively regulate goals, monitor progress, and adapt strategies in response to emerging challenges [9]. These processes are particularly relevant in foreign language communication, where learners frequently encounter linguistic uncertainty and communicative difficulties. AI-supported environments may contribute to such regulation by providing real-time feedback on group progress, identifying communication gaps, and

encouraging reflective discussion. As a result, technology becomes involved in communication itself as well as in the management of collaborative processes.

Another important consideration concerns knowledge building within communicative interaction. Fischer et al. note that productive collaboration requires learners to externalize ideas, challenge assumptions, and integrate diverse perspectives into shared understanding [6]. AI-facilitated communication may strengthen these processes by generating alternative viewpoints, prompting elaboration, and encouraging deeper exploration of professional topics. Such support appears particularly valuable in foreign language professional education, where communication frequently serves as a means for disciplinary learning rather than simply language practice.

The role of AI in supporting collective communication can also be interpreted from the perspective of knowledge integration theory. Linn argues that meaningful learning occurs when learners connect new information with existing knowledge structures and reconcile competing ideas [11]. Collaborative communicative activities naturally create opportunities for such integration because learners are exposed to multiple viewpoints and approaches. AI technologies can support this process by summarizing discussion outcomes, highlighting connections among ideas, and directing attention toward unresolved issues. Consequently, collective communication becomes more focused and intellectually productive.

At the same time, the implementation of AI facilitation requires careful pedagogical consideration. Baker emphasizes that educational technologies should be designed to enhance human learning processes rather than automate them completely [2]. Applied to collective communicative practices, this principle suggests that AI should support interaction without diminishing learner autonomy or reducing opportunities for authentic collaboration. Therefore, the educational value of AI depends not on the sophistication of technological systems alone but on the extent to which they encourage active participation, shared responsibility, and authentic communication among learners.

Conclusions and prospects for further research. The conducted analysis of contemporary theoretical and empirical studies indicates that artificial intelligence possesses considerable potential as a facilitative tool for organizing collective communicative practices in foreign language professional education. Unlike approaches that primarily emphasize individualized learning support, AI-facilitated environments create additional opportunities for coordinating interaction, supporting collaborative knowledge construction, and enhancing learner participation in professionally oriented communication. In this context, artificial intelligence should be viewed not as a substitute for human interaction but as a pedagogical instrument that can strengthen collaborative processes and contribute to more effective communication within learning groups.

The findings suggest that AI can support collective communicative practices through several interconnected functions, including the facilitation of group discussions, the coordination of collaborative activities, the provision of communicative support, and the promotion of balanced participation among participants. Furthermore, AI technologies enable the creation of authentic professional communication scenarios, thereby increasing the relevance of language-learning activities to future professional contexts. As a result, learners are provided with opportunities to develop foreign language communicative competence as well as collaboration, problem-solving, and professional interaction skills.

At the same time, the effectiveness of AI-supported collective communication depends largely on pedagogical design. The analysis has demonstrated that substantial learning outcomes are more likely to be achieved when AI is employed to support, rather than control, communicative processes. Among the key pedagogical conditions identified are the purposeful design of collaborative tasks, the preservation of learner autonomy, the promotion of active participation and shared responsibility, the integration of authentic professional contexts, and continuous instructor guidance in technology-mediated interaction. These conditions help ensure that artificial intelligence functions as a facilitator of communication while maintaining the educational value of human collaboration.

Therefore, the successful integration of AI into foreign language professional education requires a balanced pedagogical approach that combines technological innovation with learner-centered collaborative practices. Under such conditions, artificial intelligence can effectively contribute to the organization of collective communicative activities and support

the development of professionally relevant communicative competence in increasingly digitalized educational environments.

Future research may focus on the empirical investigation of AI-facilitated collective communicative practices in diverse foreign language professional education contexts. Particular attention could be devoted to examining the impact of different AI facilitation strategies on learner participation, collaborative knowledge construction, communicative competence development, and professional communication skills. Further studies may also explore discipline-specific models of AI-supported collaboration and evaluate their effectiveness across various educational contexts and learner groups.

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**ОРГАНІЗАЦІЯ КОЛЕКТИВНИХ КОМУНІКАТИВНИХ ПРАКТИК
В ІНШОМОВНОМУ ПРОФЕСІЙНОМУ ОСВІТНЬОМУ ПРОЦЕСІ
ІЗ ФАСИЛІТАЦІЄЮ ШІ**

Relevance of the study. The growing integration of artificial intelligence (AI) into educational environments and the increasing importance of collaborative communication in the development of professional and linguistic competencies necessitate a deeper examination of AI-supported collective communicative practices in foreign language professional education.

Purpose of the study The article aims to analyze the potential of artificial intelligence as a facilitative tool for organizing collective communicative practices in foreign language professional education and to identify pedagogical conditions that contribute to effective, collaborative, and professionally oriented language interaction in AI-supported learning environments.

Methodology. The study is based on the analysis, comparison, and synthesis of contemporary theoretical and empirical studies on collaborative learning, computer-supported collaborative learning, socially shared regulation of learning, and educational applications of artificial intelligence. The research focuses on the facilitative functions of AI in coordinating collaborative activities, supporting communication, promoting learner participation, and enhancing collaborative knowledge construction.

Results and conclusions. The analysis indicates that artificial intelligence can effectively support collective communicative practices when employed as a pedagogically guided tool rather than a substitute for human interaction. AI-supported environments contribute to the coordination of group activities, the provision of communicative support, the promotion of active participation, and the development of collaborative learning processes. The effectiveness of AI-supported communication depends on several pedagogical conditions, including the purposeful design of collaborative tasks, the preservation of learner autonomy, the promotion of shared responsibility, the integration of authentic professional contexts, and continuous instructor guidance. It is concluded that a balanced combination of technological innovation and learner-centered collaborative learning can enhance communicative, collaborative, and professional competencies in foreign language professional education.

Practical significance. The findings may be used by educators and instructional designers to develop AI-supported collaborative learning activities, improve the organization of collective communicative practices, and enhance professionally oriented foreign language instruction in higher education.

Keywords: artificial intelligence, collective communicative practices, foreign language education, professional education, collaborative learning, communicative competence.

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