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## THE IMPACT OF ARTIFICIAL INTELLIGENCE ON INTERCULTURAL COMMUNICATION COMPETENCE: INSIGHTS FROM GLOBAL MONITORING AND STUDENT PERSPECTIVES

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**Abstract:** The article discusses the growing influence of Artificial Intelligence (AI) in shaping intercultural communication competence among students of foreign languages. It summarises findings from international monitoring reports and academic research while reflecting on students' own experiences of learning with AI tools. The analysis demonstrates that properly guided use of digital assistants and learning platforms can strengthen global awareness and communicative confidence, though ethical control and teacher mediation remain essential.

**Keywords:** Artificial Intelligence, intercultural competence, foreign language education, digital literacy, global communication.

### INTRODUCTION

Global education has entered an era in which technology mediates nearly every form of human interaction. Foreign language learning is no exception. Students no longer depend only on teachers and textbooks; they now communicate with automated partners, translation bots, and AI tutors. These changes raise new expectations for what it means to be an interculturally competent language user [1]. Intercultural communication competence (ICC) traditionally included three dimensions – knowledge, skills, and attitudes [2]. In the AI-supported classroom, this triad is extended by a fourth element: **digital awareness**. Students must not only understand other cultures but also interpret how digital systems represent them. This article analyses recent global data and expresses a student's viewpoint on how AI can both support and distort intercultural learning.

#### **Global monitoring and recent research**

According to the *UNESCO Global Education Monitoring Report (2024)*, over sixty percent of universities worldwide have introduced AI-based modules in foreign language education [3]. Many of them use virtual assistants to simulate intercultural dialogues or to create multilingual learning environments. The *OECD Insights Series (2023)* adds that institutions observe faster vocabulary retention and higher motivation when students communicate with AI interlocutors [4].

At the same time, researchers such as Kramsch [5] and Holliday [6] warn that cultural authenticity can be lost when digital tools simplify social diversity. Machine responses often generalise behaviour, reducing culture to stereotypes. Therefore, monitoring results insist that human supervision remains decisive: teachers must help learners evaluate AI-generated content critically.

### AI Tools and Their Educational Potential

Artificial Intelligence technologies provide many opportunities for intercultural learning.

**Chat-based platforms** (e.g., ChatGPT or TalkPal) allow students to practise dialogues with simulated speakers from different backgrounds. They can rehearse situations such as booking a hotel abroad or discussing traditions.

**Voice generators** (VoiceMaker, Narakeet) expose learners to varied pronunciation and accent patterns, improving listening comprehension.

**Translators and summarisers** help to read authentic foreign sources faster, broadening cultural horizons.

A comparative overview is shown the table below.

AI Tool	Educational Function	Intercultural Value
ChatGPT / TalkPal	Conversation simulation	Practice of politeness and cross-cultural scenarios
VoiceMaker / Narakeet	Accent and intonation training	Recognition of cultural speech rhythms
Duolingo AI	Adaptive grammar and vocabulary	Contextual use of phrases in real situations
DeepL / Google Translate	Translation and editing	Awareness of semantic differences between languages

Such technologies can personalise learning, allowing each student to progress at an individual rhythm. For instance, learners with limited speaking confidence can rehearse freely with a chatbot before real communication. Yet, the same flexibility may lead to isolation if digital practice is never balanced by real conversation.

### Challenges and Ethical Concerns

The benefits of AI are evident, but so are its dangers. Monitoring data show that more than forty percent of students treat AI outputs as reliable cultural information [7]. Without verification, this trust produces superficial understanding.

Another issue is **algorithmic bias**: AI systems reflect the cultural values of the data on which they were trained. If that data set mainly contains Western perspectives, other worldviews remain under-represented [8]. Ethical awareness, therefore, becomes part of intercultural competence itself. Teachers should train students to question every digital source and to compare AI statements with human experiences.

### Pedagogical Recommendations

To combine efficiency with authenticity, several strategies are recommended:

1. **Integrate reflection tasks.** After using AI, students should summarise what cultural information they learned and how reliable it is.
2. **Encourage peer discussion.** Comparing interpretations among classmates from different regions supports critical thinking.

3. **Develop digital literacy modules.** Learners need explicit instruction on identifying bias and misinformation.
4. **Maintain teacher guidance.** AI should supplement, not replace, intercultural dialogue led by educators.

Such practices correspond with UNESCO's 2024 policy framework that links digital innovation with inclusive global citizenship [3].

### **Personal Observations**

As a language student, I observe that AI tools save time and expand opportunities to practise speaking. They allow me to encounter different cultural expressions without leaving the classroom. Nevertheless, emotional nuance is often missing. A computer can explain etiquette but cannot feel empathy. Real intercultural communication still requires human presence.

In my experience, the most productive lessons are those where AI serves only as preparation for live dialogue. Technology builds confidence; teachers and peers build understanding.

### **Conclusion**

Artificial Intelligence transforms foreign language education by offering new paths to intercultural competence. When applied responsibly, it encourages curiosity, tolerance, and openness toward other cultures. Yet, its misuse may create illusions of understanding without genuine contact. The future of global communication depends on keeping technology human-centred — a tool for connection, not substitution.

Developing intercultural awareness in the digital era demands balance: students must learn to listen to machines critically and to people empathetically. Only this dual skill will define the competent communicator of tomorrow.

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