

ДИДАКТИЧЕСКИЕ МОДЕЛИ НА ОСНОВЕ ИИ ДЛЯ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация. В статье рассматриваются теоретические основания интеграции искусственного интеллекта (ИИ) в процесс формирования межкультурной коммуникативной компетенции (МКК) в мультилингвальных классах. Анализируется дидактический потенциал ИИ-инструментов для моделирования аутентичных межкультурных сценариев и преодоления ограничений традиционных методик. Предлагается авторская типология ИИ-драйвен дидактических моделей, ориентированных на когнитивный, эмоциональный и поведенческий компоненты МКК. Особое внимание уделяется теоретическому обоснованию перехода от статичных учебных материалов к динамичным, персонализированным и контекстно-обусловленным средам изучения языка.

Ключевые слова: искусственный интеллект, межкультурная компетенция, дидактическая модель, мультилингвальное образование, лингводидактика, EFL, персонализация обучения

AI-DRIVEN DIDACTIC MODELS FOR INTERCULTURAL COMPETENCE IN EFL

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Abstract. The article examines the theoretical foundations of integrating artificial intelligence (AI) into the process of developing intercultural communicative competence (ICC) in multilingual classrooms. The didactic potential of AI tools for modeling authentic intercultural scenarios and overcoming the limitations of traditional methodologies is analyzed. An original typology of AI-driven didactic models targeting the cognitive, affective, and behavioral components of ICC is proposed. Special attention is paid to the theoretical justification of the transition from static learning materials to dynamic, personalized, and contextually determined language learning environments.

Keywords: artificial intelligence, intercultural competence, didactic model, multilingual education, linguodidactics, EFL, personalized learning

Introduction

In the context of globalization, modern foreign language education faces a clear challenge. Teachers must develop not just linguistic skills but also a complex intercultural communicative

competence (ICC). According to M. Byram's model, ICC includes linguistic, sociolinguistic, discursive, and intercultural components. This model requires learners to act as "intercultural speakers" [6, p. 311]. Traditional methods often rely on textbook texts and static role-plays. These approaches fail to simulate the complexity and unpredictability of real intercultural communication.

This article has a clear aim. It seeks to theoretically substantiate the application of artificial intelligence as a driver of new didactic models. These models are intended to develop ICC in multilingual EFL classrooms. The objectives are threefold: to analyze the linguodidactic potential of AI, to develop a typology of models, and to describe their theoretical foundations. This research is relevant because it addresses the need to rethink methodological tools in the era of digital transformation.

The didactic potential of AI in ICC development is significant. It extends far beyond automating routine tasks like grading or content delivery. We identify three key properties of AI that are relevant to fostering ICC. These are adaptability, generativity, and interactivity. Adaptability means tailoring content to the learner's level and cultural background. Generativity refers to creating new, contextually appropriate content on demand. Interactivity involves providing real-time, context-sensitive feedback. Together, these properties help overcome a major drawback of traditional methodologies. That drawback is the "sterility" of educational communication. In traditional settings, learners engage primarily with scripted dialogues and textbook representations of culture. These interactions bear limited resemblance to authentic intercultural encounters.

To appreciate the transformative potential of AI, we must examine how its core properties address the complexities of multilingual EFL classrooms. A multilingual classroom is different from a homogeneous one. In a homogeneous environment, students typically share a common first language and cultural background. In a multilingual classroom, however, learners bring diverse linguistic repertoires, cultural schemata, communication styles, and worldviews to the same space [2, p. 141]. This diversity is pedagogically valuable. It serves as a resource for cross-cultural exchange. However, it also complicates the task of fostering ICC. The target culture interacts in unpredictable ways with the multiple cultures present in the room [8, p. 33]. A teacher cannot possibly anticipate all these cultural intersections. This creates a clear need for instructional tools that can respond to complexity in real time.

AI's adaptive capacity is particularly valuable here. Intelligent systems can dynamically adjust content presentation and task complexity. They do so based on individual learner profiles. These systems consider language proficiency, cultural background, prior intercultural experiences, and learning preferences. Let us consider a concrete example. A teacher wants to introduce face-saving strategies in East Asian business communication. An AI tutor can present different examples to different learners. For a learner from a low-context culture like Germany, the AI might begin by explicitly explaining the rationale behind indirect communication. For a learner from a high-context culture like an Arab or Latin American context, the AI might draw analogies to familiar practices of preserving social harmony. This differentiated approach scaffolds understanding through culturally relevant entry points. It avoids imposing a one-size-fits-all framework that may not resonate equally with everyone [4, p. 738].

The generative property of AI also opens new possibilities. It allows teachers to create authentic, context-rich learning materials. These materials reflect the nuanced reality of intercultural encounters. Traditional textbooks have clear limitations. They are constrained by page limits and publication cycles. As a result, they often present static and stereotypical representations of cultures.

They reduce complex societies to lists of dos and don'ts or simplified holiday customs [5]. AI-powered generative systems work differently. They can produce an infinite variety of culturally situated texts, dialogues, and scenarios. These materials reflect the internal diversity, contradictions, and dynamic evolution of contemporary cultures. For example, consider a learner preparing for professional engagement in Brazil. An AI system could generate case studies depicting business negotiations in São Paulo's fast-paced financial sector. It could also generate case studies about community development projects in the Amazon region. Through these examples, the learner encounters the striking regional, economic, and social variation that characterizes any living culture. This capacity also enables what we might call "counterfactual cultural exploration." The AI can systematically vary cultural parameters within a scenario. This helps learners see how different factors affect communicative outcomes. In this way, learners develop a more nuanced understanding of how cultural dimensions shape interactions [3, p. 52].

The interactive dimension of AI systems adds another layer of value. This is especially true when these systems are powered by large language models. They enable forms of communicative practice that approximate the unpredictability and richness of genuine intercultural interaction. Programmed chatbots with rigid response trees have clear limits. They quickly exhaust their utility. Contemporary conversational AI is different. It can engage learners in sustained, context-sensitive dialogue. This dialogue requires authentic negotiation of meaning. Learners must repair misunderstandings, clarify intentions, and adapt communication strategies in real time. They also manage the affective dimensions of interaction [5]. This matters profoundly for ICC development. Intercultural competence is fundamentally performative. Learners cannot fully acquire it through declarative knowledge about cultures. They must exercise and refine it through repeated practice in situations with genuine communicative stakes [7, p. 72].

A learner navigates a simulated disagreement with an AI interlocutor. This AI embodies different conflict-resolution norms. Alternatively, a learner must adjust their level of directness when requesting assistance from a digital persona. That persona represents a hierarchical culture. In these situations, learners are not merely practicing language forms. They are developing strategic competence, pragmatic awareness, and cognitive flexibility. These are the skills that underlie effective intercultural communication [9, p. 215]. These interactions also generate rich data. Recordings or transcripts become available. Learners and teachers can later analyze them. They can identify patterns, discuss alternative strategies, and recognize instances of pragmatic failure. In this way, they develop the critical cultural awareness that Byram places at the heart of ICC [6, p. 312].

Taken together, these three properties suggest that AI offers more than a more efficient delivery mechanism for existing content. It offers a fundamentally different modality for experiencing and learning about intercultural communication. By creating responsive, generative, and interactive learning environments, AI technologies can simulate the complexity of intercultural encounters. They do so while maintaining the safety and scaffolding necessary for pedagogical progression. This technological affordance aligns with contemporary views of intercultural learning. That view sees it as an experiential, reflective, and transformative process. It requires engagement with authentic complexity, structured opportunities for practice, and guided reflection on experience. It is not a simple transfer of cultural information from teacher to learner [10, p. 105].

Based on a theoretical analysis of works in linguodidactics, intercultural communication studies, and computer-mediated language learning, we propose a classification of AI-driven didactic models. Each model targets specific aspects of ICC. This typology aims to provide a systematic

framework for integrating AI tools into the design of learning activities. The goal is to ensure that technological affordances are leveraged in pedagogically sound ways that align with established theories of intercultural learning.

Table 1. Typology of AI-Driven Didactic Models for ICC Development

Didactic Model	Role of AI	Targeted ICC Component
1. «Digital Interlocutor»	Simulacrum of a cultural linguistic personality	Behavioral, sociolinguistic
2. «Cultural Navigator»	Adaptive guide to cultural artifacts	Cognitive, affective
3. «Scenario Simulator»	Generator of intercultural problem situations	Discursive, strategic
4. «Reflective Analyst»	Analyzer of culturally marked speech	Reflective, critical

These models are not mutually exclusive. Their integrated use within a single didactic cycle simulates the process of «immersion» in another culture. The «Cultural Navigator» prepares the ground at the cognitive stage. The «Digital Interlocutor» enables practical application at the behavioral stage. The «Reflective Analyst» facilitates reflection on the acquired experience. A key methodological requirement is the presence of a pedagogical script. In this script, AI serves as a tool. It does not substitute for the teacher.

The effectiveness of these models hinges on the teacher's ability to orchestrate them within a coherent framework. Let us consider a real classroom case. A university in Moscow introduced an AI-enhanced module for English learners preparing for internships in Japan. The teacher began with the «Cultural Navigator.» She used AI-generated examples to introduce students to high-context communication styles. Students explored how Japanese professionals use indirect feedback and rely on shared context. Next, the teacher activated this knowledge in the «Digital Interlocutor.» Learners practiced navigating simulated conversations with AI avatars representing Japanese business partners. The AI provided immediate feedback on tone, indirectness, and formality. The true depth of learning emerged in the debriefing phase. Here, the teacher guided the discussion. Students compared their experiences. They discussed misunderstandings that arose during the simulation. One student noted how her direct refusal, acceptable in her native culture, led the AI avatar to respond with prolonged silence. The class collaboratively strategized alternatives. Finally, the teacher employed the «Reflective Analyst.» She used it post-task to analyze student output for instances of pragmatic transfer. This analysis fostered the critical cultural awareness that Byram emphasizes [6, p. 311]. This synergy creates a dynamic environment. Adaptive AI tools provide practice and data. Human expertise facilitates meta-cognitive reflection. Together, they allow intercultural competence to be both experientially cultivated and critically examined.

Conclusion

The theoretical analysis leads to a clear conclusion. Integrating AI into foreign language teaching opens qualitatively new opportunities for developing ICC. The proposed typology of AI-driven didactic models enables a systematic approach to designing the learning process. It addresses various components of ICC's complex structure.

The integration of AI into foreign language pedagogy represents a paradigm shift. It changes how we cultivate intercultural communicative competence in multilingual classrooms. The four proposed models offer a theoretically grounded framework. They move beyond the limitations of traditional methods. They do so by leveraging AI's adaptability, generativity, and interactivity. However, successful implementation depends on one key factor. That factor is the pedagogical expertise of the educator. Teachers must thoughtfully design learning trajectories. They must combine

technological tools with guided reflection and collaborative meaning-making. As AI continues to evolve, its role in language education will likely expand. But its value will remain contingent on two things. First, it must align with sound didactic principles. Second, it must support the cultivation of learners' critical awareness.

Prospects for further research are clear. We need to develop methodological algorithms for applying these models. These algorithms should account for different language proficiency levels. They should also consider the specifics of the target culture. In addition, we need empirical testing. Researchers must evaluate the effectiveness of these models in real educational settings. Only then can we fully understand their potential and limitations.

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