The use of artificial intelligence for positive pedagogical purposes in teaching french as a foreign language to students of international law and international economic relations

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Abstract: Drawing on contemporary research in applied linguistics, digital pedagogy, and educational technology, the article analyzes the role of artificial intelligence in personalized learning, formative assessment, academic writing, translation training, and terminology acquisition. Particular attention is paid to ethical considerations, critical thinking development, and the responsible use of AI as a pedagogical assistant rather than a replacement for the teacher. The findings demonstrate that when integrated thoughtfully and ethically, artificial intelligence enhances learner autonomy, motivation, and professional language competence, contributing to higher educational quality in specialized university contexts.

Keywords: artificial intelligence in education, French as a foreign language (FLE), digital pedagogy, legal French, economic French, higher education, personalized learning, educational technology

In recent years, artificial intelligence has become an integral part of higher education, influencing teaching methodologies, learning environments, and assessment practices. In the context of foreign language education, AI technologies offer new opportunities for personalization, adaptive learning, and professional orientation. This is particularly relevant for students of International Law and International Economic Relations, whose professional activities require advanced linguistic competence, specialized terminology, and intercultural communication skills.

The University of World Economy and Diplomacy places strong emphasis on multilingual education and professional language training. In this framework, the use of artificial intelligence in teaching French as a foreign language can serve not only as a technological innovation but also as a strategic pedagogical tool aimed at developing communicative, analytical, and professional competencies aligned with international standards.

Artificial intelligence in education is commonly defined as the use of computer systems capable of performing tasks that normally require human intelligence, such as language processing, pattern recognition, and adaptive feedback [1]. According to UNESCO, AI technologies can contribute to inclusive, equitable, and personalized learning when applied responsibly [2].

From a pedagogical perspective, AI supports learner-centered approaches by enabling individualized learning trajectories, immediate feedback, and data-driven assessment [3]. In language education, AI tools are increasingly used for speech recognition, automated writing evaluation, vocabulary acquisition, and translation support [4].

Teaching French to students of International Law and International Economic Relations differs significantly from general language instruction. These learners require:

➢ mastery of professional terminology (legal and economic);
➢ competence in academic and institutional discourse;
➢ ability to analyze authentic legal and economic documents;
➢ skills in formal written and oral communication.

The Common European Framework of Reference for Languages (CEFR) emphasizes the importance of task-based and professionally oriented language use, especially at B2-C1 levels [5]. Artificial intelligence can support this approach by providing access to authentic resources, simulations, and adaptive exercises tailored to professional contexts.

AI-powered platforms allow teachers to adapt learning materials to students' proficiency levels, learning pace, and professional specialization. For example, AI-based language models can generate customized reading texts on international law or economic diplomacy, adjusting lexical complexity and grammatical structures.

Such personalization enhances learner motivation and supports autonomous learning, which is a key objective in higher education [6].

Artificial intelligence tools can assist students in developing academic writing skills, particularly in structuring legal arguments, drafting formal correspondence, and producing analytical reports in French. Automated feedback on grammar, coherence, and register helps students refine their writing while maintaining the teacher's role as the primary evaluator.

Importantly, AI should be used as a *supportive tool*, encouraging revision and reflection rather than producing final texts for submission [7].

For law and economics students, terminology acquisition is crucial. AI-based glossaries, concordancers, and translation tools enable learners to compare terms across languages, analyze contextual usage, and understand conceptual differences between legal systems.

This approach aligns with modern translation pedagogy, which emphasizes critical evaluation of machine-generated output and the development of professional judgment [8].

Despite its advantages, the use of artificial intelligence in education raises important ethical issues, including academic integrity, data privacy, and overreliance on technology. OECD and UNESCO stress the necessity of establishing clear guidelines for ethical AI use in educational contexts [2; 9].

In teaching French at university level, AI should be positioned as a *pedagogical assistant*, not as a substitute for human interaction, critical thinking, or cultural interpretation. Teachers play a key role in guiding students toward responsible and reflective use of AI tools.

The integration of artificial intelligence into the teaching of French as a foreign language for students of International Law and International Economic Relations offers significant pedagogical benefits. When used ethically and strategically, AI enhances personalization, supports professional language development, and fosters learner autonomy.

The experience of the UWED demonstrates that artificial intelligence can be effectively employed to align language education with professional and international standards. Future research may focus on empirical evaluation of AI-assisted learning outcomes and the development of institutional guidelines for responsible AI use in higher education.

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