

ЗБІРНИК НАУКОВИХ ПРАЦЬ

З МАТЕРІАЛАМИ ІХ МІЖНАРОДНОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ

10 КВІТНЯ 2026 РІК

М. ІВАНО-ФРАНКІВСЬК, УКРАЇНА

**«РОЗВИТОК НАУКОВОЇ ДУМКИ ПОСТІНДУСТРІАЛЬНОГО
СУСПІЛЬСТВА: СУЧАСНИЙ ДИСКУРС»**



Організація, від імені якої випущено видання:

ГО «Міжнародний центр наукових досліджень»

Номер запису організації в Єдиному реєстрі громадських об'єднань: 1499141.

Голова оргкомітету: Сотник С.Г.

Верстка: Білоус Т.В.

Дизайн: Бондаренко І.В.

Рекомендовано до видання Вченою Радою Інституту науково-технічної інтеграції та співпраці. Протокол № 13 від 09.04.2026 року.



Конференцію зареєстровано Державною науковою установою у сфері управління Міністерства освіти і науки «Український інститут науково-технічної експертизи та інформації» в базі даних науково-технічних заходів України на поточний рік та бюлетені «План проведення наукових, науково-технічних заходів в Україні» (**Посвідчення № 156 від 26.01.2026**).

Збірник наукових праць з матеріалами конференції видано офіційно суб'єктом видавничої справи зі **Свідцтвом ДК № 7860 від 22.06.2023**.

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Р 64 **Розвиток наукової думки постіндустріального суспільства: сучасний дискурс:** збірник наукових праць з матеріалами IX Міжнародної наукової конференції, м. Івано-Франківськ, 10 квітня, 2026 р. / Міжнародний центр наукових досліджень. — Вінниця: ТОВ «УКРЛОГОС Груп, 2026. — 194 с.

ISBN 978-617-8582-34-0

DOI 10.62731/mcnd-10.04.2026

Викладено матеріали учасників IX Міжнародної наукової конференції «Розвиток наукової думки постіндустріального суспільства: сучасний дискурс», яка відбулася 10 квітня 2026 року у місті Івано-Франківськ.

УДК 082:001

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ISBN 978-617-8582-34-0

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ENHANCING ENGLISH LANGUAGE INSTRUCTION THROUGH NOTEBOOKLM: OPPORTUNITIES, PEDAGOGICAL APPLICATIONS, AND CHALLENGES

Feshchuk A.

lecturer

Department of English for Engineering № 2

National Technical University of Ukraine

"Igor Sikorsky Kyiv Polytechnic Institute", Ukraine

Halatsyn K.

Candidate of Pedagogical Sciences, Associate Professor

Department of English for Engineering № 2

National Technical University of Ukraine

"Igor Sikorsky Kyiv Polytechnic Institute", Ukraine

The rapid integration of artificial intelligence (AI) into educational contexts has significantly transformed teaching and learning processes, particularly in language education. Among emerging AI-powered tools, NotebookLM has gained attention as a dynamic platform that supports content organization, synthesis, and interactive learning. This paper explores the pedagogical potential of NotebookLM in English language classrooms, focusing on its role in enhancing reading comprehension, writing development, critical thinking, and learner autonomy. Drawing on contemporary educational theories and digital pedagogy frameworks, the study examines how NotebookLM can be effectively integrated into English instruction across various proficiency levels.

NotebookLM operates as an AI-assisted research and note-taking environment that allows users to upload, analyze, and interact with multiple sources of information. In English classes, this functionality offers unique opportunities for both teachers and students. Learners can engage with authentic texts, summarize content, generate questions, and receive structured feedback, thereby promoting deeper comprehension and active learning.

Teachers, in turn, can curate materials, design scaffolded tasks, and personalize instruction more efficiently. Such affordances align with constructivist approaches to learning, which emphasize active knowledge construction and learner engagement (Vygotsky, 1978).

One of the key advantages of NotebookLM in English language teaching lies in its ability to support reading comprehension. Traditional reading activities often rely on static texts and predetermined questions, which may limit student engagement and critical analysis. By contrast, NotebookLM enables learners to interact dynamically with texts, ask questions, and generate summaries. This process supports deeper cognitive processing and aligns with research suggesting that interactive digital tools enhance comprehension and retention (Mayer, 2009). Students can explore vocabulary in context, identify main ideas, and analyze textual structures with greater autonomy. Additionally, the tool can facilitate differentiated instruction by adapting to individual learners' needs and proficiency levels.

Writing development is another area where NotebookLM demonstrates significant potential. Writing in a second language is a complex process that requires planning, drafting, revising, and editing. NotebookLM can support each stage of this process by helping students organize their ideas, generate outlines, and refine their arguments. The tool's ability to synthesize information from multiple sources encourages learners to develop coherent and well-supported texts. Furthermore, students can receive immediate feedback on their writing, which fosters iterative improvement and self-regulated learning. This aligns with process-oriented approaches to writing instruction, emphasizing revision and reflection rather than product-focused assessment (Hyland, 2019).

In addition to reading and writing, NotebookLM promotes the development of critical thinking skills. English language education increasingly emphasizes not only linguistic competence but also the ability to analyze, evaluate, and synthesize information. By engaging with diverse sources and generating their own interpretations, students develop higher-order thinking skills. NotebookLM supports this process by enabling learners to compare perspectives, identify biases, and construct arguments. Such activities are particularly relevant in academic English contexts, where critical engagement with texts is essential.

Another important dimension of NotebookLM's application is its role in fostering learner autonomy. Autonomous learners take responsibility for their

learning, set goals, and monitor their progress. NotebookLM empowers students to explore topics independently, manage their learning materials, and engage in self-directed inquiry. This is especially valuable in higher education and advanced language courses, where independent research and critical analysis are key learning outcomes. By providing tools for organization and reflection, NotebookLM encourages students to become active participants in their learning process.

Despite its advantages, the integration of NotebookLM in English classes also presents challenges. One concern is the potential overreliance on AI-generated content, which may hinder the development of original thinking and writing skills. Students might be tempted to accept AI-generated summaries or responses without critical evaluation. Therefore, it is essential for educators to guide students in using the tool responsibly and critically. Another challenge is the need for digital literacy skills. Both teachers and students must be trained to use NotebookLM effectively, which requires time and institutional support.

Furthermore, issues related to data privacy and ethical use of AI must be considered. As NotebookLM involves uploading and processing user-generated content, it is important to ensure that data is handled securely and in compliance with relevant regulations. Educators should also address ethical considerations, such as plagiarism and academic integrity, when integrating AI tools into their teaching practices.

The successful implementation of NotebookLM in English language instruction depends on thoughtful pedagogical design. Teachers should integrate the tool into well-structured learning activities that align with course objectives. For example, NotebookLM can be used for project-based learning, where students research a topic, analyze sources, and present their findings. It can also support collaborative learning by enabling students to share and discuss their notes and insights. In such contexts, the tool serves not as a replacement for traditional teaching methods but as a complementary resource that enhances learning outcomes.

In conclusion, NotebookLM represents a promising innovation in English language education. Its capabilities in content analysis, organization, and interaction offer valuable support for reading, writing, critical thinking, and learner autonomy. However, its effective use requires careful consideration of pedagogical, ethical, and technological factors. By integrating NotebookLM thoughtfully into English classes, educators can create more engaging, interactive, and learner-centered environments. Future research should

further investigate the long-term impact of AI tools like NotebookLM on language acquisition and educational practices, as well as explore strategies for their optimal implementation in diverse learning contexts.

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