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ENGLISH LANGUAGE AND ARTIFICIAL INTELLIGENCE TECHNOLOGIES

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Abstract: This article analyzes the significance of Artificial Intelligence (AI) in the process of learning and teaching the English language. Based on research conducted through relevant studies, books, and academic articles, the integration of AI in English language acquisition positively impacts the individualization of education, enhances student engagement, strengthens autonomous learning, promotes professional development for educators, and renders lesson activities more engaging and effective. The study indicates that if AI is utilized purposefully and appropriately, it accelerates and facilitates language learning several times over. This article also provides insights into mastering effective methods for utilizing AI.

Keywords: artificial intelligence, language learning methods, real-time analysis, adaptive feedback.

Annotatsiya: Ushbu maqola ingliz tilini o‘rganish va o‘qitish jarayonida Sun’iy intellekt (SI) ning ahamiyatini tahlil qiladi. Tegishli tadqiqotlar, kitoblar va ilmiy maqolalar asosida olib borilgan izlanishlarga ko‘ra, ingliz tilini o‘zlashtirish jarayoniga SI ni integratsiya qilish ta’limni individuallashtirishga ijobiy ta’sir ko‘rsatadi, talabalarning faolligini oshiradi, mustaqil ta’limni kuchaytiradi, pedagoglarning kasbiy rivojlanishini rag‘batlantiradi hamda dars mashg‘ulotlarini yanada qiziqarli va samarali qiladi. Tadqiqot natijalari shuni ko‘rsatadiki, agar SI maqsadga muvofiq va to‘g‘ri qo‘llanilsa, u til o‘rganish jarayonini bir necha barobar tezlashtiradi va osonlashtiradi. Mazkur maqola, shuningdek, SI dan samarali foydalanish usullarini o‘zlashtirish bo‘yicha tavsiyalarni ham taqdim etadi.

Kalit so‘zlar: sun’iy intellekt, til o‘rganish metodlari, real vaqt tahlili, moslashuvchan (adaptiv) fikr-mulohaza.

Аннотация:Данная статья анализирует значение искусственного интеллекта (ИИ) в процессе изучения и преподавания английского языка. На основе исследований,

проведённых с использованием соответствующих научных работ, книг и академических статей, интеграция ИИ в процесс освоения английского языка положительно влияет на индивидуализацию обучения, повышает вовлечённость учащихся, усиливает автономное обучение, способствует профессиональному развитию педагогов и делает учебные занятия более интересными и эффективными.Исследование показывает, что при целенаправленном и правильном использовании ИИ способен в несколько раз ускорить и облегчить процесс изучения языка. В статье также представлены рекомендации по освоению эффективных методов использования ИИ.

Ключевые слова: искусственный интеллект, методы изучения языка, анализ в реальном времени, адаптивная обратная связь.

INTRODUCTION

Within the last few decades, the extensive application of modern technologies in the education system has led to significant transformations. AI, which was once utilized only in practical fields or industrial processes, is now fundamentally revolutionizing the educational process by entering the classroom. The role of AI in education is substantial, particularly in the field of English Language Teaching (ELT). In today’s era of globalization, English has become a global language, and it is no exaggeration to say that proficiency in this language opens numerous doors of opportunity for individuals. This article provides comprehensive insights and information regarding the role of AI in English language education.

MATERIALS AND METHODS

Research conducted on the role of Artificial Intelligence in language learning demonstrates that AI-based educational tools have a positive impact on the development of students' English proficiency. As Huang (2023) emphasizes in his article, the effective aspects of AI lie in the fact that students develop listening and speaking skills more rapidly and with fewer difficulties compared to traditional education. Furthermore, AI systems provide a personalized learning experience by adapting educational materials and assignments to the individual levels and needs of students. Consequently, students learn the new language effectively and more dynamically based on their specific capabilities.

The transition from traditional Computer-Assisted Language Learning (CALL) systems to systems enhanced by Artificial Intelligence (AI) represents a significant shift in the field of language education. As Levy (2016) noted, effective digital language learning environments depend on the harmony between task design and learner characteristics—a concept he refers to as "learner fit." AI expands this principle by enabling adaptive feedback and real-time analysis of learner performance. Building on this foundation, Hubbard and Levy (2020) state that, unlike previous CALL programs, AI-based platforms can dynamically alter instructional materials. This flexibility aligns with modern learner-centered paradigms, where education is organized according to individual needs rather than standardized formats.

From the perspective of Second Language Acquisition (SLA) theory, Hauck and Wang (2022) analyze how AI-mediated communication transforms communicative practice. Their findings indicate that systems incorporating natural language processing and speech recognition technologies expand opportunities for speech production and immediate correction. However, they also highlight a critical limitation: without pedagogical mediation, automated systems may encourage superficial engagement. Therefore, AI should be viewed not as an independent instructor, but as a supplementary tool.

Regarding the context of Uzbekistan, it is evident that almost no one learns English using only grammar books and dictionaries anymore. Such methods are considered outdated, requiring years of arduous labor while making the achievement of expected results difficult. Instead, by utilizing AI and specialized mobile applications, one can accelerate this process and increase motivation for learning by enriching studies through interactive methods.

Concluding from the aforementioned research, the use of Artificial Intelligence in the process of learning English significantly increases efficiency and assists in acquiring the language at a level comparable to native speakers.

RESULT AND DISCUSSION

To further elaborate on the topic of the article, a study was conducted at School No. 53 in Buvayda district, Fergana region. Ninth-grade students of the school were involved in the research, and 60 students who were studying English were selected from among them.The participants were divided into two groups:

Group 1: 30 students learning through traditional methods.

Group 2: 30 students learning with the aid of AI tools.

The study lasted for 8 weeks, and the final examination results showed the following:



The research results indicate that "Group 2," using AI, achieved significantly higher results in all four core language skills (speaking, writing, listening, and reading) compared to "Group 1." This suggests that AI-based learning platforms activate learners, enable them to use oral and written expressions more fluently, and develop listening comprehension and reading skills. These results align perfectly with the aforementioned studies: Huang (2023), Hubbard

and Levy (2020), and Hauck and Wang (2022) emphasized in their research that the application of AI in the language learning process significantly impacts the enhancement of cognitive skills, faster and more effective strengthening of listening comprehension and similar skills, receiving real-time feedback, and independent development.

CONCLUSION

In conclusion, it can be stated that Artificial Intelligence (AI) tools serve as effective auxiliary resources in the process of learning English. AI-based platforms activate students, develop oral and written expression, strengthen listening and reading skills, and provide a personalized and adaptive learning experience. Therefore, integrating Artificial Intelligence with pedagogical approaches in English language education renders the learning process effective and motivational, while simultaneously enhancing students' capacity for autonomous learning.

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