THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING
A FOREIGN LANGUAGE

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Abstract: The article explores the application of artificial intelligence (AI) in the process of foreign language learning. The methods and approaches through which AI contributes to optimizing the educational process are examined, along with its advantages and drawbacks. Specific examples of AI usage in foreign language education are highlighted. In conclusion, the article underscores the significance of a balanced approach to integrating AI into the educational process, taking into account its benefits and limitations.

Keywords: artificial intelligence, neural networks, modern technologies, foreign languages, education.

The purpose of the research is to study the application of artificial intelligence (AI) in the field of teaching a foreign language. The article highlights the reasons for the ambiguous attitude of university teachers towards artificial intelligence, the advantages of its use in educational technologies, accessibility and prevalence of its use. The author also provides examples of developing students' skills in the field of vocabulary and grammar through practices such as conversation modeling, vocabulary development and grammatical structures using AI.

The methodological basis of the research consists of observation, analysis and synthesis, description and comparison, and a systematic approach. Examples of AI-based tasks are given; the author of the article describes his own experience of using AI in English classes for students of a Financial University.

The results of the study. At the present stage, the introduction of tasks created using AI into the educational process is not subject to dispute. The role of a foreign language teacher is being transformed, acquiring new functions – from a translator of knowledge to a facilitator, tutor, and then a developer of educational trajectories. Digital competence is becoming one of the main requirements for higher school teachers.

The research prospects are related to the management of the educational process in a digital environment, the use of digital tools and online resources, the introduction of programs with embedded artificial intelligence in foreign language teaching.

Introduction.

Computer technology has long been an integral part of education, ICT is included in all educational programs, and links to web resources are contained in university work programs of courses and disciplines.

In the second half of the twentieth century, computers began to be widely used in education, and computer centers began to form at universities. The first applications of new technologies were not widespread among humanities scholars, which include teachers of foreign languages, since the interfaces were not intuitive to users who did not have special knowledge. In the 90s of the twentieth century, with the development of computer technologies and the convenience of their use, they became much more in demand. At that time, the number of automated learning systems increased. Students began to use computer technology in the learning process.

The role of artificial intelligence (AI) in the modern world continues to grow, covering an increasingly wide range of areas of human activity. AI has already established itself in medicine, manufacturing, marketing, creativity, and many other fields, including education.

Technological progress and the constant development of artificial intelligence open up opportunities for us to create more individual and adaptive learning approaches that take into account the individual characteristics of each student. Thus, it can be assumed that in the near future, Ai-related technologies will become an integral part of the education sector.

At the end of the twentieth century, multimedia technologies, various devices for interpersonal communication and information transmission, intelligent software, "smart" robots and systems appeared. Digital technologies could not but affect people's lives, and in all areas – marketing technologies based on the creation of individual offers to people interested in a product or service have spread, a new way of life has emerged, the so-called "life in body space", when distance education became accessible and practical for students, many companies transferred their employees to work from home, buying goods online has become one of the Personalized and computerized medical care has emerged in the fastest-growing areas.

However, it should be noted that interactive technologies have been gradually applied in the field of education. Students were the first to use them when searching for information on the Internet, using various applications and programs to translate from a foreign language into their native language and vice versa, create educational websites, etc.

Nevertheless, at the present stage, with the penetration of digital technologies into every area of our lives, it is impossible to imagine the educational sphere without them. In the era of digitalization, artificial intelligence attracts the most attention.

Materials and methods of research.

The author bases his research on the study of the use of digital technologies, especially artificial intelligence (AI), in Uzbek universities, and selects one of the Tashkent universities for analysis. The author examines, analyzes and summarizes the experience of using ICT and AI in the educational process of teaching a foreign language in a non-linguistic university.

First of all, it is necessary to understand the concept of AI. The author of the term "artificial intelligence" is John McCarthy, who first used it in 1956. McCarthy gave the following definition: "It is the science and technology of creating intelligent machines, especially intelligent computer programs." He clarified that "artificial intelligence is related to

the task of using computers to understand the work of human intelligence, but is not limited to using methods observed in biology" [6].

According to the explanatory dictionary on artificial intelligence, AI is "a scientific field within which the tasks of hardware or software modeling of those types of human activity that are traditionally considered intellectual are set and solved" [1].

The basic tasks that AI solves include speech recognition, computer (technical) vision, translation between natural languages, and other comparisons involving any input data [7]. At the moment, there are many separate areas in the study of AI that solve various problems, including in the field of education.

The introduction of AI in the field of education has a large number of advantages, among which, first, the individualization of education can be highlighted. Modern AI-based technologies are able to adapt the educational process to the needs of each student, taking into account the pace of learning, the degree of understanding and the level of knowledge.

It is important to note that AI is able to analyze large amounts of data, which allows it to identify trends and patterns in learning, identify effective teaching methods, and even predict potential difficulties that students may face.

A great advantage for many teachers is the opportunity to use and create their own educational solutions that not only make the process of learning new materials interactive, but also save a significant amount of time.

Regarding the lack of time, it is worth noting that artificial intelligence can take on part of the workload, including a detailed review of students' work, followed by detailed reports on each student's progress and identification of their weaknesses. In the future, this will allow educators to develop more accurate and effective learning strategies.

Despite the many advantages, the introduction of artificial intelligence in the field of education is also associated with certain disadvantages and challenges, which are expressed in the lack of human qualities. Morality, motivation, empathy, and individual understanding are excluded when students interact directly with AI. This can not only create significant difficulties for students in the process of learning the material, but also provoke various psychological problems.

The lack of human qualities in AI creates other problems. Creativity and critical thinking are important components of the learning process. AI algorithms can provide students with new information, but at the same time limit the development of their creative and analytical abilities. It is important not only to impart new knowledge to students, but also to develop their ability to think creatively.

The ethical aspects of using AI also raise many questions. The introduction of AI in education can raise many questions about the confidentiality of teachers and students' data, as well as the extent to which technology can be used to evaluate and monitor them.

The threat of job losses is also an important topic for reflection. Today, specialists in various professions fear for their future and are already advocating for regulating the use of AI

[4]. The further spread of the use of AI in education may raise concerns about the replacement of teaching activities by machines. Based on existing developments in the field of AI and the forecasts of researchers at the Oxford Martin School center, who predicted in 2013 the automation of 47% of all jobs in the next 20 years [5, p. 40], it is safe to say that AI will indeed be able to independently perform some routine work tasks. But it is important to note that such technology cannot do without the supervision of a specialist and the direction that he can set.

Despite the shortcomings, it should be considered as a promising technology that can significantly improve the approach not only to learning foreign languages, but also to education in general.

Today, there are a large number of solutions that already allow teachers and students to use AI in learning foreign languages.

First of all, it is necessary to identify mobile applications and other platforms for learning foreign languages that use AI.

One of the most popular applications is "Duolingo". Here, AI is used to personalize each user's learning and offers a playful approach to language learning. An analog of the application, which also uses AI for personalization, is the Babbel application, which also offers educational courses at various levels and has a large database of words and phrases. Linguist is a solution that uses AI to identify user weaknesses and offer exercises that will help improve certain skills. A similar function is performed by Memories, a distinctive feature of which is the personalization of exercises based on user interests. It also offers the opportunity to learn a language through video and audio materials. In conclusion, I would like to mention the Rosetta stone application, which allows the creation of personalized learning programs based on the level of language proficiency. The app also offers the opportunity to learn a language through interactive exercises and games.

In addition to applications and educational platforms, there are chat-bots for learning a foreign language, which are an interesting and effective tool that combines technology and education. They are messenger programs or chats that use artificial intelligence to interact with users in a dialog format, resembling communicating with a real interlocutor in a foreign language.

The leading position among such solutions is occupied by the chat-bot Replica, which, during the conversation, begins to adapt to the interlocutor, further adopting his manner of communication. The main advantages of a chat-bot are a high degree of personalization and the possibility of informal conversation. Another solution is the chat-bot "Andy", which can not only support a conversation, but also give the user certain tasks, and then check their completion. Another solution, Mondly, allows you not only to communicate, but also to rehearse certain speech situations. The chat-bot also has a large number of colloquial phrases and figures of speech. The EF Hello application combines all of the above functions, which can also analyze the user's voice messages, providing the opportunity to work on pronunciation. The solution for elementary school students or preschoolers is "My Buddy AI", which is a virtual cartoon tutor that helps children develop their vocabulary in a playful way by repeating and memorizing words.

However, it is important to remember that chat-bots are not a substitute for full-fledged communication with native speakers, but they can be an excellent addition to traditional teaching methods.

It is important to note that only a number of solutions and scenarios are listed above that make it possible to introduce AI into the process of learning foreign languages. In recent years, more and more new solutions have been introduced into the educational process of universities. Among them are domestic developments that do not differ in quality and functionality from their foreign counterparts.

Thus, the study of the role and application of artificial intelligence in the field of teaching foreign languages highlights the importance of technological development in the modern field of education. The use of artificial intelligence in this field brings with it many promising opportunities, such as an individualized approach to learning, more flexible and accessible learning methods, as well as more accurate monitoring and evaluation of student success.

In the long term, the integration of artificial intelligence into foreign language teaching has the potential to transform educational practice. As algorithms improve and AI capabilities expand, we can expect more effective, accessible, and individualized methods of learning foreign languages for all learners.

Conclusion.

As a result of the conducted research, the following conclusions can be reached regarding the use of artificial intelligence in education. Like any other phenomenon, AI has two sides – positive and negative. The following factors can be attributed to the risks of using AI:

1) academic insufficiency of databases used by neural networks;

2) the algorithms used for training are unclear;

3) high cybersecurity risks, because artificial intelligence, of course, does not know the laws.

The positive aspects include:

1) the ability to tirelessly perform routine work, which so often leads to "burnout" of teachers;

2) adaptive learning – personalization of the educational process, the ability to pay attention to specific students;

3) Content generation.

To avoid the thoughtless use of artificial intelligence in learning, it is necessary to develop new formats, for example, a startup as a diploma, or a thesis (final qualification) as a business project. These forms are poorly calculated by artificial intelligence. Teachers should study various types of AI, their capabilities, and methods of adapting to their subject, i.e. they should accept the challenges of modernity and turn them to their advantage. Understanding the basic principles of AI and its limitations will help to find ways to use it in teaching a foreign

language, promote professional growth and self-development of teachers, and create more interesting and high-quality teaching materials for universities.

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