

THE ROLE OF ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING AND TEACHING

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Annotation: This article describes the opportunities and barriers of integrating Artificial Intelligence (AI) into foreign language learning and teaching. It explores how AI tools such as translation programs, writing checkers, and chatbots can help students to learn in a more personalized and better way. One of the things that it was explained is that many current programs are still simple and can not completely adapt to learners' needs. So, it also shows two ways that try to make language tasks smarter and more useful. In conclusion, the paper suggests that in the future AI will be a main part of classrooms, however, the demand for teachers will always remain.

Annotatsiya: Ushbu maqola chet tilinni o'rganish va o'qitishda sun'iy intellekt (AI) ning qo'shishi mumkin bo'lgan imkoniyatlarini va unda duch keladigan muammolarni tasvirlaydi. Maqolada yana tarjimaga oid dasturlar, yozuvni tekshiruvchi va chatbotlar yordamida ham ta'limni shaxsiylashtirish va uni yaxshiroq yo'sinda talabalarga yordam bera olishi ko'rsatilgan. Keng qamrovga olingan narsalardan yana biri shuki, ko'pgina hozirgi dasturlar hali ham oddiy va to'la to'kis o'rganuvchilarning ehtiyojini qondira olmaydi. Shuning uchun, maqola til mashqlarini aqilliroq va samaraliroq qilinishiga harakat qilingan ikkita dasturni ham o'z ichiga oladi. Xulosa qismida esa, AI kelajakda muhim rol o'ynashi, ammo baribir o'qituvchilar zarur bo'lib qolishi ta'kidlanadi.

Аннотация: В этой статье описываются возможности и препятствия интеграции искусственного интеллекта (ИИ) в процесс обучения и преподавания иностранных языков. В ней рассматривается, как инструменты ИИ, такие как программы-переводчики, программы проверки письменных работ и чат-боты, могут помочь учащимся сделать обучение более персонализированным и эффективным. В частности, было отмечено, что многие существующие программы по-прежнему просты и не могут полностью адаптироваться к потребностям учащихся. В статье также представлены два способа сделать языковые задания более интеллектуальными и полезными. В заключение авторы статьи предполагают, что в будущем ИИ станет неотъемлемой частью учебных занятий, однако спрос на учителей останется неизменным.

Key words: Artificial Intelligence (AI), foreign language learning, foreign language teaching, machine translation, AI writing tools, chatbots, feedback and assessment, digital education, task-based language learning.

Kalit so'zlar: Sun'iy intellekt, xorijiy tilni o'rganish, xorijiy tilni o'rgatish, tarjima dasturi, sun'iy intellekt yozuv vositalari, chatbots, maslahat va baholash, raqamlin ta'lim, vazifaga asoslangan til o'rganish.

Ключевые слова: Искусственный интеллект, изучение иностранных языков, преподавание иностранных языков, программное обеспечение для перевода, инструменты письма на основе искусственного интеллекта, чат-боты, консультации и оценка, цифровое обучение, обучение языку на основе задач.

INTRODUCTION.

Nowadays, learning or teaching foreign languages is one of the most important levels to achieve successful life in any areas. And, this is being done through various ways, it is also essential to pay attention to practice and forms in learning language. However, what would be like if all students could gain conditions that possible to learn language, clever, flexible, through exercises which are suitable for their level, interest and motivation?

In recent days, digital technologies have been central theme in teaching English language (ELT) sphere. Some see it like a great opportunity, others considerate its dangers. Undoubtedly, technology is having a major impact on educational processes, and many countries are allocating funds for technological support for the education system.

AI is broadly defined as a set of technologies that perform a variety of tasks without human intervention. In this area, narrow AI – systems that do only one thing well (such as Siri or smart vacuum cleaners) – is also entering education. They analyze large amounts of data in real time and allow for optimization of the learning process. Personalized learning, formative assessment, and collaborative learning opportunities can be made more effective through AI. However, the creation of adaptive language learning environments based on AI is still in its infancy. Current programs often return simple “right-wrong” answers or offer the same method for everyone. Therefore, linguists, educationalists, psychologists, and IT specialists need to work together.

Methodology.

Analyzing the opportunities and challenges of language learning programs created using AI is one of the main goals and the tools of AI are divided into three categories:

a) The tool that centered to students:

This tool like “duolingo”, “babel” encourages learners to do tasks and can give immediate feedback on it.

b) The tool that centered to teachers:

It includes automatic test checkers, helping to assessment and simplifies management.

c) The tool that centered to the system:

This system explores big problems for schools and universities. If practical examples are seen, machine translation (DeepL, Google Translate) help to translate texts faster and learn new words for students. On the other hand, it has been noticed that excessive use can reduce independent thinking. Next point is writing programs (Grammarly) Next point is writing programs (Grammarly): The advantage of it that student can think immediately but sometimes cultural or contextual subtlety is not taken into account.

Chatbots and virtual agents (Duolingo, Mondly) — strengthen communication skills by simulating a conversational environment. Their advantage is that the learner can practice without fear of making mistakes. At the same time, there are technological limitations and privacy issues. Intelligent Practice The concept of “intelligent practice” was studied separately within the

methodology. Such exercises: adapt to the individual level of the learner; provide real communicative tasks; analyze errors and provide personalized feedback; develop independent thinking and self-assessment skills. Research projects Two projects were analyzed to test the methodology in practice: Dynamic Difficulty Adaptation — automatically adjust the difficulty of exercises based on the learner's results. Interact4School (FeedBook platform) — a system based on NLP that provides 188 individual feedback options for written exercises. This project was piloted in German schools and had a positive impact on student performance.

Findings and Discussion:

The findings of this study indicate that Artificial Intelligence (AI) holds significant potential in the field of foreign language learning and teaching. One of the most important outcomes is the possibility of personalized learning. In traditional classrooms, all learners are often given the same tasks, which does not always meet their individual needs. AI-based systems, however, can analyze a learner's level and adapt exercises accordingly. For instance, beginners may be offered simple sentence-building tasks, while advanced learners may work with complex text analysis or creative writing activities.

Another key result is the opportunity to provide instant and individualized feedback. In large classes, teachers cannot always offer detailed comments to every student. AI-powered systems such as Grammarly or FeedBook can instantly analyze a learner's written work and point out grammatical, spelling, or stylistic mistakes. This enables learners to recognize their errors immediately and correct them on the spot, which is highly beneficial for the learning process.

The findings also show that AI tools can effectively support the development of communicative skills. Chatbots and virtual agents allow learners to practice speaking in a safe environment. Since mistakes are not judged harshly, students feel less anxious and become more motivated to participate in conversations. Nevertheless, such systems are not without limitations: they may fail to answer complex questions properly, and semantic inaccuracies may occur.

Moreover, AI applications can significantly reduce the teacher's workload. Automatic assessment systems are capable of checking tests quickly, summarizing results, and providing teachers with detailed reports on each learner's progress. As a result, teachers can dedicate more time to creative teaching tasks and individual guidance.

Despite these advantages, several challenges were also identified. Many current AI systems still rely on simplistic right-or-wrong responses, which are insufficient for deeper language learning. Overreliance on technology may also lead to learner dependency. Furthermore, issues of privacy and ethics must be addressed, as student data is often processed and stored by AI platforms.

The discussion highlights that AI should not be seen as a replacement for teachers. Instead, it functions best as a supportive tool. Real education requires human interaction, emotional engagement, and cultural understanding, which AI cannot fully replicate. Therefore, the role of AI is to complement and enhance the teacher's work rather than substitute it.

Looking ahead, the future of AI in language education seems promising. Intelligent Tutoring Systems are expected to become more advanced and adaptive, offering dynamic adjustment of task difficulty, detecting learners' emotional states, and simulating real-life situations in virtual environments. Such developments may transform language classrooms into highly interactive and personalized learning spaces.

In recent years, numerous studies have explored the role of Artificial Intelligence (AI) in foreign language learning. Early research mainly focused on automating grammar practice and translation tasks. For instance, machine translation systems helped learners grasp the general meaning of texts quickly, but often produced semantic and stylistic errors that limited their pedagogical reliability. Later studies have emphasized the use of AI for writing evaluation and analysis. Tools such as Grammarly can detect grammar, spelling, and stylistic mistakes in learners' texts and provide immediate feedback. Research findings suggest that such instant feedback can significantly improve writing skills. However, a common limitation highlighted in the literature is the inability of these tools to fully grasp cultural and contextual subtleties.

Another important line of research concerns the development of communicative skills through AI. Chatbots have been widely examined as digital conversation partners, offering learners opportunities to practice speaking in a safe and low-pressure environment. This practice boosts learners' confidence and motivation, though studies note that chatbots often fail to handle complex queries and remain restricted to surface-level dialogues.

Scholars have also investigated adaptive and personalized learning systems, which adjust tasks dynamically based on learner performance and errors. This adaptability is considered one of the strongest advantages of AI-supported learning. Still, the literature consistently underlines that AI should not be seen as a replacement for teachers but rather as a supportive mechanism that enhances human-led instruction.

Overall, previous research confirms the effectiveness of AI in facilitating language learning, but it also draws attention to its limitations, including technological inaccuracies, privacy concerns, and the risk of learner overdependence on digital tools.

Conclusion.

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Overall, previous research confirms the effectiveness of AI in facilitating language learning, but it also draws attention to its limitations, including technological inaccuracies, privacy concerns, and the risk of learner overdependence on digital tools.

This article demonstrates that Artificial Intelligence (AI) has the potential to transform foreign language learning and teaching by enabling more personalized, adaptive, and interactive approaches. AI-powered tools such as machine translation, grammar checkers, and chatbots already provide learners with opportunities for practice and immediate feedback, while also supporting teachers in assessment and classroom management. The discussion of intelligent practice highlights that the greatest promise of AI lies in its ability to individualize instruction and create dynamic learning environments.

At the same time, the study emphasizes that current AI applications remain limited. Many systems rely on simple right–wrong feedback and do not yet support complex communicative tasks. Challenges such as ethical concerns, data privacy, and the risk of learner dependency also need to be addressed. Therefore, effective implementation of AI requires interdisciplinary collaboration between linguists, educators, psychologists, and IT specialists.

Looking forward, Intelligent Tutoring Systems (ITS) and AI-driven feedback platforms may become increasingly sophisticated, offering adaptive difficulty levels, personalized learning paths, and realistic communicative tasks. However, AI should be regarded not as a substitute for teachers but as a complementary tool that enhances the quality of teaching and learning. In conclusion, AI is a powerful innovation that can enrich language education, provided it is integrated thoughtfully and responsibly.

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