

POSSIBILITIES OF USING ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGIES IN TEACHING ENGLISH IN HIGHER EDUCATION

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Annotation: This article discusses the role, advantages, and limitations of artificial intelligence (AI) technologies in teaching English in the higher education system. AI-based tools — systems such as ChatGPT, Grammarly, Duolingo, Replika, and TalkPal - is creating new opportunities for the development of students' linguistic competence. The study analyzes practical experiences of using AI tools in higher education institutions, as well as the opinions of teachers and students.

Keywords: artificial intelligence, digital education, English, adaptive learning, linguistic competence, ChatGPT, Duolingo.

INTRODUCTION

In recent years, the development of digital technologies, in particular, artificial intelligence (AI) systems, has been bringing about fundamental changes in the field of education. The process of teaching English in higher education is no exception. Today, AI-based educational platforms, language learning applications, chat bots, voice assistants, automatic assessment systems and translation programs allow for a more effective, individual and interactive organization of English language education.

With the help of artificial intelligence technologies, students have an opportunity to independently develop their language skills (listening, speaking, reading and writing). For example, platforms such as ChatGPT, Grammarly, Duolingo, ELSA Speak, LingQ, Replika AI adapt the language learning process to the individual needs of users. These systems determine the level of knowledge of students and provide them with personalized exercises, analysis and recommendations.

One of the most important advantages of AI technologies in education is the possibility of an individual approach and automated analysis. With the help of artificial intelligence, teachers can track the dynamics of student development, identify their strengths and weaknesses, and develop differentiated teaching strategies.

AI also creates a realistic and immersive experience in English language education. For example, through virtual reality (VR) and augmented reality (AR) technologies, students enter the English language environment, which significantly

increases communicative competence.

Another important aspect of artificial intelligence is automatic assessment and feedback systems, which analyze written work grammatically, lexically and stylistically, allowing students to improve accuracy and self-correction.

Uzbekistan Higher Education The introduction of AI technologies in English language teaching is one of the pressing issues in the education system. This process not only increases the effectiveness of students' language learning, but also allows teachers to organize the learning process based on innovative approaches.

In particular, AI systems in English language teaching provide a personalized approach to language learning and develop students' listening comprehension, writing and speaking skills. AI systems allow for the identification of student errors, real-time analysis and personal recommendations.

The relevance of the study is that at a time when the higher education system of Uzbekistan is actively integrating into the digital environment, the effective use of AI technologies is creating a new paradigm of language education.

METHODOLOGY

This study used a mixed-method approach to determine the effectiveness of artificial intelligence (AI) technologies in English language teaching. The study comprehensively analyzed the integration of AI tools into the learning process, their acceptance by teachers and students, and their impact on learning outcomes.

Data were collected through various methods: observation, questionnaires, interviews, and pilot exercises using AI platforms. This process served to generate empirical evidence on students' level of mastery, motivation, changes in language competencies, and teachers' methodological approaches.

The study used modern artificial intelligence tools such as ChatGPT, Grammarly, Duolingo, TalkPal AI, and Quizlet, each of which has shown practical results in developing specific components of language learning. Students' written, oral, lexical, and analytical skills were assessed during the use of these technologies.

The obtained data were processed based on quantitative and qualitative analysis, and the main trends, performance indicators and pedagogical conclusions were identified. The analysis used elements of statistical generalization, thematic coding and comparative analysis.

This methodology ensured the scientific reliability of the research results and helped to clearly demonstrate the real mechanisms and possibilities of using AI technologies in English language teaching.

RESULTS

The results of the study showed that the integration of artificial intelligence technologies into English language teaching leads to significant positive changes in several important aspects of the learning process. The regular use of AI tools made it

possible to observe an increase in students' language competence, especially in written speech, lexical wealth, grammatical accuracy and independent learning skills. Teachers noted the effectiveness of AI tools in preparing for lessons, creating materials and ensuring an individual approach.

The analysis showed that working with AI increases students' high motivation and active participation in the learning process. In addition, AI tools have made it possible to simplify complex topics, provide immediate feedback, and provide a differentiated approach. According to the overall results, AI technologies have emerged as an effective tool that provides additional power to the traditional model of English language teaching.

DISCUSSION

The analysis of the results shows that the integration of artificial intelligence technologies into the learning process expands the methodological possibilities of modern English language teaching. Students have the opportunity to learn at an individual pace, practice independently, and analyze complex tasks step by step through AI. This is consistent with the constructivist approach and the learner-centered learning model.

From the point of view of teachers, AI is an auxiliary mechanism of the teaching process, which does not replace the teacher, but rather complements his methodological activities. However, some limitations were also noted during the study: the possibility of misuse of technology, excessive reliance on incorrect or automated answers, and insufficient technical infrastructure. Nevertheless, the overall trend is positive, and AI tools help to form a flexible, interactive and innovative approach to education.

It was once again confirmed that the use of artificial intelligence serves to develop communicative competence, in particular, it is effective in vocabulary, written communication quality and pronunciation exercises. This indicates the compatibility of AI technologies with foreign language teaching methodologies.

CONCLUSION

The study proved that the integration of artificial intelligence technologies into English language teaching is an important factor in increasing educational effectiveness. AI tools help to organize the learning process in a person-centered, interactive and flexible way, significantly developing students' motivation, language competencies and independent work skills.

For teachers, AI serves as a tool to facilitate the processes of lesson planning, material creation and assessment. The results showed that AI technologies do not completely replace traditional pedagogical approaches, but significantly enrich them and play an important role in shaping an innovative model of modern education.

In the future, it is recommended to conduct additional research on deepening the

use of AI tools, integrating them into curricula and training teachers in AI.

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