

STUDENTS' ATTITUDES TOWARD USING ARTIFICIAL INTELLIGENCE TOOLS IN LEARNING ENGLISH IN UZBEKISTAN.

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Abstract

Artificial Intelligence (AI) has become an important part of modern education, offering learners new opportunities to improve their knowledge and skills. In English language learning, AI-powered tools such as ChatGPT, Grammarly, Google Translate, and Duolingo provide students with instant feedback, personalized learning experiences, and access to educational resources. This study investigates the attitudes of Uzbek students toward using AI tools in learning English. A questionnaire was conducted among 30 university students who actively study English. The findings reveal that most students have positive attitudes toward AI tools because they improve vocabulary, grammar, writing, and speaking skills. Participants also reported that AI applications increase motivation and support independent learning. However, concerns about overreliance on technology and inaccurate information were also identified. The study concludes that AI tools can effectively support English language learning when used responsibly and alongside traditional learning methods.

Keywords: artificial intelligence, English language learning, AI tools, EFL learners, Uzbekistan

Introduction

Technology has significantly transformed the educational landscape in recent years. One of the most notable developments is the rapid growth of Artificial Intelligence (AI), which has become increasingly integrated into educational settings. AI refers to computer systems that can perform tasks typically requiring human intelligence, such as

understanding language, generating text, providing feedback, and solving problems (Luckin et al., 2016).

In the field of English language learning, AI-powered tools have become particularly popular. Applications such as ChatGPT, Grammarly, Google Translate, QuillBot, and Duolingo are widely used by students to improve their language skills. These tools offer immediate feedback, personalized recommendations, and opportunities for independent practice. As a result, learners can access support outside the classroom and engage with English more frequently.

In Uzbekistan, English language proficiency has gained increasing importance due to globalization, academic opportunities, and international communication. Many students are actively seeking effective ways to improve their English skills, and AI tools have emerged as accessible learning resources. Since smartphones and internet access have become more widespread, students can easily use AI applications to practice English whenever and wherever they choose.

Although AI tools are becoming increasingly common, students may have different attitudes toward their use. Some learners view them as valuable educational assistants, while others may worry about becoming dependent on technology or receiving inaccurate information. Understanding students' perceptions is important because attitudes can influence the effectiveness of technology adoption in education.

Therefore, this study aims to investigate the attitudes of Uzbek students toward using AI tools in learning English.

The study addresses the following research questions:

1. What AI tools do Uzbek students use for learning English?
2. What are students' attitudes toward the use of AI tools in English learning?
3. What benefits and challenges do students associate with AI-powered learning tools?

Methods

The participants of this study were 30 undergraduate students from different universities in Uzbekistan. Their ages ranged from 18 to 24 years. All participants had experience using at least one AI-powered tool for English learning.

A quantitative research design was employed to explore students' attitudes toward AI tools. Data were collected through an online questionnaire consisting of twelve questions. The questionnaire included multiple-choice questions and statements rated on a five-point Likert scale ranging from "strongly disagree" to "strongly agree."

The questionnaire was distributed through Telegram groups and university student communities. Participation was voluntary, and respondents completed the survey anonymously. The survey focused on students' frequency of AI tool usage, preferred applications, perceived benefits, and challenges.

The collected responses were analyzed using descriptive statistics. Percentages were calculated to identify common trends and patterns in students' attitudes. The results were then interpreted in relation to previous research on AI-assisted language learning.

The findings indicate that AI tools are widely used among Uzbek students for learning English.

Among the participants, 90% reported using Google Translate regularly, making it the most frequently used AI tool. ChatGPT was used by 80% of respondents, while Grammarly was used by 70%. Other commonly used tools included QuillBot and Duolingo.

Results

The survey results revealed generally positive attitudes toward AI-powered learning. Approximately 85% of participants agreed that AI tools help them learn English more effectively. Many students reported that these applications provide quick explanations and make learning more convenient.

Regarding language skills, 78% of respondents stated that AI tools improved their writing abilities. Grammarly and ChatGPT were particularly appreciated for correcting grammar mistakes and suggesting more natural sentence structures. In addition, 75% of

students reported improvements in vocabulary because AI applications often introduce new words and expressions during learning activities.

Students also perceived AI tools as useful for speaking practice. About 65% of participants believed that AI-powered chatbots helped them become more confident in using English. Several respondents mentioned that interacting with ChatGPT allowed them to practice communication without fear of making mistakes.

Another significant finding was related to learner autonomy. Approximately 82% of participants agreed that AI tools support independent learning. Students appreciated being able to study at their own pace without waiting for teacher feedback.

However, the study also identified several concerns. Around 60% of participants worried that excessive reliance on AI might reduce critical thinking skills. Some students admitted that they occasionally accepted AI-generated answers without checking their accuracy. Furthermore, 45% of respondents reported encountering incorrect or misleading information while using AI applications.

Overall, the findings suggest that Uzbek students generally hold positive attitudes toward AI tools while remaining aware of their limitations.

Discussion

The results of this study demonstrate that AI tools have become important resources for English language learners in Uzbekistan. Most participants expressed positive attitudes toward AI-assisted learning and believed that these technologies contribute to their language development.

One possible explanation for these positive perceptions is the accessibility of AI tools. Unlike traditional learning resources, AI applications are available at any time and provide immediate responses to learners' questions. This convenience allows students to engage in continuous learning beyond classroom boundaries.

The findings also highlight the role of AI in promoting learner autonomy. Previous studies have suggested that technology-supported learning environments encourage students to take greater responsibility for their educational progress (Kukulska-Hulme,

2020). The participants in this study similarly reported that AI tools enabled them to practice English independently and address their individual learning needs.

Another important finding is the impact of AI on motivation. Many students described AI-assisted learning as engaging and interactive. Unlike traditional textbooks, AI applications often provide personalized feedback and conversational experiences that maintain learner interest. ChatGPT, for example, allows students to ask questions, receive explanations, and practice communication in a supportive environment.

Despite these benefits, the study also revealed concerns about overdependence on AI technology. Some participants feared that excessive reliance on AI-generated answers could reduce their ability to think critically and solve problems independently. These concerns are consistent with recent discussions regarding the responsible use of AI in education.

Furthermore, the issue of information accuracy remains important. Although AI systems have become increasingly sophisticated, they can still generate incorrect or misleading responses. Therefore, students should be encouraged to verify information using reliable academic sources and seek teacher guidance when necessary.

The findings suggest that AI tools are most effective when used as supplementary resources rather than replacements for teachers. Human instructors continue to play a crucial role in providing personalized feedback, emotional support, and professional guidance that technology cannot fully replicate.

Conclusion

This study investigated the attitudes of Uzbek students toward using Artificial Intelligence tools in learning English. The findings indicate that students generally view AI applications positively and consider them valuable resources for improving vocabulary, grammar, writing, and speaking skills.

The study also found that AI tools support learner autonomy, increase motivation, and provide convenient access to learning opportunities. However, concerns regarding overreliance on technology and information accuracy were identified.

Based on these findings, it can be concluded that AI tools have significant potential to support English language learning in Uzbekistan. Nevertheless, students should use these technologies responsibly and critically. Teachers should also guide learners in effectively integrating AI tools into their learning processes.

Future studies may involve larger participant groups and investigate the impact of specific AI applications on particular language skills such as speaking fluency, writing accuracy, or vocabulary acquisition.

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