



The Role Of Artificial Intelligence In Foreign Language Teaching

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Summary. Today, there are a number of problems in teaching foreign languages. In particular, the lack of oral foreign language teaching and a communicative environment, the neglect of the student's leading (active) role, and the use of outdated methods in oral foreign language teaching lead to a slow and ineffective language learning process.

Keywords: SI (artificial intelligence), learning process, student, foreign language.

Introduction. In the higher education system, the concept of exam-oriented traditional education in the study of foreign languages is very deeply rooted, in this approach, teachers focus mainly on educational materials and content. In the higher education system, the concept of exam-oriented traditional education in the study of foreign languages is very deeply rooted, in this approach, teachers focus mainly on educational materials and content. However, for students to develop, they need to practice in a specific language environment. Unfortunately, in most cases, in the higher education environment, students perform oral foreign language exercises only to pass the exam, and there is no need for real oral communication. As a result, students fall into the dilemma of mechanically memorizing and learning a foreign language and cannot fully feel the great charm and importance of oral speech [6]. As a result, students fall into the dilemma of mechanically memorizing and learning a foreign language and cannot fully feel the great charm and importance of oral speech [6]. Language teaching techniques integrated with SI, on the other hand, offer person-appropriate training routes through automated written assessment, speech recognition systems, mind-



controlled tutors, and chatbots. This approach gives students more realistic communication practices and directs them to independent learning.

It should be recognized that traditional foreign language teaching techniques do not give the expected results in language learning. It should be recognized that traditional foreign language teaching techniques do not give the expected results in language learning. When the teacher comes from cases in higher education where the interest and should be recognized that traditional foreign language teaching techniques do not give the expected results in language learning. When the teacher comes from cases in higher education where the interest should be recognized that traditional foreign language teaching techniques do not give the expected results in language learning. When the teacher comes from cases in higher education where the interest and desires of students are not sufficiently taken into account, we witness another decrease in the effectiveness of language learning. Because only textbook - based foreign language training bores students after a certain period of time, especially for students in today's conditions, this situation leads to a decrease in incentive. A student who has lost interest and motivation can completely abandon language learning. Therefore, in order to maintain the interest and motivation of students in foreign language education, it is necessary to create a learning environment that affects all their sensory organs.

In addition, the traditional and direct teaching model used by teachers ignores the individual differences of each student. In addition, the traditional and direct teaching model used by teachers ignores the individual differences of each student. In addition, the traditional and direct teaching model used by teachers ignores the individual differences of each student. In this model, the teaching process is focused on the content and the teacher, and students' cognitive abilities are denied. Often before students have time to fully assimilate and digest the content of the previous lesson, the teacher begins the next topic, which puts the students in a very uncomfortable passive state [4]. In foreign language education, some students are relatively slow in terms of learning skills and cannot reach the teacher's pace. In foreign language education, some students are relatively slow in terms of learning skills and cannot reach the teacher's pace. As a result, such



students may lose confidence and motivation in learning a foreign language, fear foreign language classes, and have difficulty developing their skills.

Stockwell A.ockwell A., (2020) found that language learning using digital tools provides students with rich, real-time, relevant, and contextual learning opportunities within and outside the classroom-indeed artificial technology has a positive impact on language development, cultural understanding, student activity, learning support, and critical thinking development in teaching English as a foreign language. In doing so, one of the practices appropriate to student — centered active learning is the use of digital tools based on performance and experience gain in the learning process.n doing so, one of the practices appropriate to student — centered active learning is the use of digital tools based on performance and experience gain in the learning process. Combining primitive traditions such as listening and storytelling with digital media and technology, these tools are expressed as processing content created on a specific topic through multimedia based on a specific purpose and point of view. The use of information technology not only increases the diversity of emotions, experiences, methods and techniques, but also increases motivation in the process of teaching language skills [9].

Hargis W.Hargis W., 2022 it turns out that under the influence of innovation and diversity that have arisen with the development of technology, the perception of text has also changed: digitized texts that stimulate several sensory organs are taking the place of traditional writtargis W., 2022 it turns out that under the influence of innovation and diversity that have arisen with the dargis W., 2022 it turns out that under the influence of innovation and diversity that have arisen with the development of technology, the perception of text has also changed: digitized texts that stimulate several sensory organs are taking the place of traditional written texts. Today, students and faculty are increasingly using digital learning and teaching tools in their daily lives. In recent years, many educators have been using digital tools in the educational process in order to form the skills that digital life of the 21st century requires. Technology helps to create an active environment in which students not only solve problems, but also realize their own problems [15].



Also, Long, J. et al. (2022) noted that students learn systematically when content is supported by animation, audio, and video. Iso, Long, J. et al. (2022) noted that students learn systematically when content is supported by animation, audio, and video. These supports provide an active and interesting learning process. The use of digital Iso, Long, J. et al. (2022) noted that students learn systematically when content is supported by animation, audio, and video

With the increase in digitization in education, the use of digital tools that contribute to Foreign Language Teaching has also expanded. With the increase in digitization in education, the use of digital tools that contribute to Foreign Language Teaching has also expanded. Because foreign languages have four basic language skills (listening, speaking, reading, and writing) at the forefront, teachers are required to use different materials and develop them to suit those skills. From this point of view, digitization helps to save time and effort of teachers in the process of creating material. From the point of view of students, however, it is considered that the interest of young people in digital materials in particular has a more positive effect on learning [14]

Digital teaching and learning tools provide interesting methods for students that allow them to communicate with learning materials and, most importantly, learn effectively. These tools are digital programs that allow you to create and share projects and products created by students. Digital teaching and learning tools provide interesting methods for students that allow them to communicate with learning materials and, most importantly, learn effectively. These tools are digital programs that allow you to create and share projects and products created by students. They are interactive, multifunctional and easy-to-use platforms that encourage students to collaborate or create and share individual products. These tools also promote collaboration among students [13].

The language learning process can also be carried out outside the school using various tools and techniques, which means that the learning environment is not limited to the school. With these tools, the teaching process will be easier and more effective for the teacher. The language learning process can also be carried



out outside the school using various tools and techniques, which means that the learning environment is not limited to the school. With these tools, the teaching process will be easier and more effective.

1. Working through SI (creating, editing and analyzing text using SI),
2. Thinking about SI (critical assessment and reflection of SI results).

The main advantage of this approach is that students will have the opportunity to apply English not only through grammatical rules or individual exercises, but also within the framework of real problems and practical tasks. The main advantage of this approach is that students will have the opportunity to apply English not only through grammatical rules or individual exercises, but also within the framework of real problems and practical tasks. As a result, the language learning process moves away from artificial exercise to become a meaningful and context-based activity. Scientists argue that such creative SI approaches deepen the level of language perception of students, develop communicative competence, and significantly increase the ability to communicate freely and reliably in English [9,12,15].

The practice of "vibe coding" also develops students from passive learners to active knowledge creators, developing their creative thinking, problem-solving skills, and digital literacy. The practice of "vibe coding" also develops students from passive learners to active knowledge creators, developing their creative thinking, problem-solving skills, and digital literacy. Therefore, creative SI approaches are of particular importance in higher education English lessons as a modern pedagogical solution. One of the advantages of digital learning and teaching tools is the convenience of using them. Most of the students consider these tools intuitive and user-friendly, so there is very little time spent studying the programs. These tools provide innovative solutions in interactive learning and assignments and assessment. Most of the students consider these tools intuitive and user-friendly, so there is very little time spent studying the programs. These tools provide most of the students consider these tools intuitive and user-friendly, so there is very little time spent studying the programs. These tools provide innovative solutions in interactive learning and assignments and assessment. Students will see that their ideas are quickly forming, it will also be easy to organize projects, and this will involve them in the creative process. The ease of



using digital tools increases student confidence and encourages them to participate more actively in the learning process [8,11,16].

Another tool that has been widely used in all areas in recent years, especially in Language Teaching, is artificial intelligence applications. SI systems typically include learning systems, use systems, and control systems. Another tool that has been widely used in all areas in recent years, especially in Language Teaching, is artificial intelligence applications. SI systems typically include learning systems, use systems, and control systems. Among them, Technology in the learning system is the most important part, since the system must be studied before it is used by users. While initially artificial intelligence was only a branch of computer science, it was later focused on understanding human intelligence and doing time-consuming work for humans. While initially artificial intelligence was only a branch of computer science, it was later focused on understanding human intelligence and doing time-consuming work for humans. Artificial intelligence was highly dedicated.

At the same time, mobile phones and tablets also provided certain opportunities for the development of digital classes. SI technology forms a smart classroom model and learning library based on a knowledge-giving platform. At the same time, mobile phones and tablets also provided certain opportunities for the development of digital classes. SI technology forms a smart classroom model and learning library based on a knowledge-giving platform. This model includes a number of functions such as teaching status diagnostics, student-centered practices, teacher control of homework, feedback, and assessment system. This creates a smart learning environment. Such an environment harmonizes individual and adapted learning and makes the learning process interesting, intellectual and aesthetically rich. It also increases teacher professional competence.

In order to effectively use artificial intelligence tools in an educational environment, it is necessary to adhere to a number of principles. First of all, the integration of the educational environment and educational content is important. In order to effectively use artificial intelligence tools in an educational environment,



it is necessary to adhere to a number of principles. First of all, the integration of the educational environment and educational content is important. SI-basn order to effectively use artificial intelligence tools in an educational environment, it is necessary to adhere to a number of principles. First of all, the integration of the educational environment and educational content is important. SI-based education uses multimedia videos, software tools, and course demonstrations, with different media forms being used to perform different educational tasks. Secondly, the educational environment should be suitable for educational purposes. Teaching aids are used to provide effective learning and help achieve educational goals. Thirdly, the learning environment should correspond to the cognitive characteristics and learning needs of students, the choice of complex tools is not always necessary.

The development of Information Technology has reached a new level, and the development of SI technology has certain laws. In higher education institutions, harmonizing artificial intelligence technology with effective foreign language education can lead to better results.he development of Information Technology has reached a new level, and the development of SI technology has certain laws. In higher education institutions, harmonizing artificial intelligence technology with effective fopment of Information Technology has reached a new level, and the development of SI technology has certain laws. In higher education institutions, harmonizing artificial intelligence technology with effective foreign language education can lead to better results. Therefore, it is necessary to actively improve Foreign Language Teaching in higher education. Artificial intelligence technology covers many areas and mainly models human conscious activity as well as thought processes. Therefore, the use of SI technology in foreign language teaching is possible and necessary. Artificial intelligence is a time requirement, and teachers and students in higher education institutions must adapt to this change. On the one hand, foreign language education is necessary to form thinking on the basis of data.rtifificial intelligence is a time requirement, and teachers and students in higher education institutions must adapt to this change. On the one hand, foreign language education is necessary to forrtificial intelligence is a time requirement, and teachers and students in higher education institutions must adapt to this change. On the one hand, foreign language



education is necessary to form thinking on the basis of data. On the second hand, foreign language education already has a relatively perfect system. SI, on the other hand, has features such as large volumes, diverse and realistic data, and fast processing. Therefore, it is important to deeply analyze the models for the application of SI technology in foreign language education and deeply integrate new technologies into the educational process [3,7,10,17].

In language learning, project-based language learning is a method of language teaching, language skills development, and evaluation that makes the learning and teaching process meaningful, targeted, and effective by enhancing research, communication, and collaborative skills. In language learning, project-based language learning is a method of language teaching, language skills development, and evaluation that makes the learning and teaching process meaningful, targeted, and effective by enhancing research, communication, and collaborative skills. Due to these characteristics, it has been used in many native language and foreign language education environments. In a quasi-experiment conducted by Simon Suh (2025), 34 students are measured before (pre-test) and after (post-test) working with SI-based language learning platforms (e.g. Duolingo and Santa) [19]. The study analyzed the following indicators: student activism, academic achievement, and learning satisfaction. The results showed that working with SI tutors resulted in

1. Increased student activity (increased level of involvement in learning)
2. Academic performance improved (student skills and points increased)
- 3.1. Increased student activity (increased level of involvement in learning)
2. Academic performance improved (student skills and points increased)
1. Increased student activity (increased level of involvement in learning)
2. Academic performance improved (student skills and points increased)
3. Students had an increased level of learning satisfaction. These differences were determined by comparison of pre-test and post-test results.

These empirical results provide several important pedagogical conclusions regarding the use of artificial intelligence in English classes in higher education:

1. Personalization and increased activity. SI-based tutors provide students with exercises and feedback tailored to their individual needs.. Personalization and



increased activity. SI-based tutors provide students with exercises and feedback tailored to their individual needs. This increases the active involvement of students in the learning process, enhancing their activity — aspects that are often lacking in traditional teaching methods. Empirical results show that students' interactive learning experiences increase their motivation as well as the effectiveness of their acquisition.

2. Improving academic performance. Pre-test and post-test comparisons show that SI-supported learning has a positive effect on student academic performance.. Improving academic performance. Pre-test and post-test comparisons show that SI-supported learning has a positive effect on student academic performance. This will help strengthen the basic skills of the English language, such as grammar, vocabulary and communication skills. At the same time, this result enhances language learning through contextual and interactive practice, as opposed to an easy memorization-based approach.

3. Student satisfaction and learning experience. Students who worked with SI tutors generally expressed high satisfaction with the learning process.. Student satisfaction and learning experience. Students who worked with SI tutors generally expressed high satisfaction with the learning process. This result leads to the fact that the process of learning a language is “interesting” and “useful on a personal

4. The need for conscious use of SI for pedagogical purposes. The need for conscious use of SI for pedagogical purposes. Empirical results also show that the use of the SI tool alone does not immediately produce the highest results — its use is important in a pedagogical goal-oriented, structurally and methodologically harmonized manner. The system of teaching using SI will not be completely independent of the teacher; rather, it is necessary for the teacher to control and direct the effective use of SI tools [2,12,18].



Accordingly, the digital tools and artificial intelligence applications used within the project-based teaching approach will create a more efficient and sustainable learning environment for students, and more positive results will be achieved in this method. Accordingly, the digital tools and artificial intelligence applications used within the project-based teaching approach will create a more efficient and sustainable learning environment for students, and more positively, the digital tools and artificial intelligence applications used within the project-based teaching approach will create a more efficient and sustainable learning environment for students, and more positive results will be achieved in this method. Therefore, teaching Russian with digital tools and SI, relying on project-based teaching in foreign language education, will help students and teachers to acquire language skills and increase knowledge retention. Because such an environment provides the teacher with a richer classroom environment and a variety of materials. In addition, this approach creates a more flexible and motivating environment than traditional methods, making learning more effective. Due to the different learning styles of students, diversity in the environment increases the effectiveness of perception and recall.

Conclusion

1. In conclusion, the use of artificial intelligence in English language education in the Uzbek higher education system not only increases the effectiveness of language learning, but also forms a model of education that develops modern, student-centered and digital competencies. In conclusion, the use of artificial intelligence in English language education in the Uzbek higher education system not only increases the effectiveness of language learning, but also forms a model of education that develops modern, student-centered and digital competencies. With the help of SI tools, individual needs of students are met, motivation increases, communication skills develop, and teachers are able to conduct the lesson in a more interactive, creative and goal-oriented way.
2. At the same time, the success of SI integration will depend on the digital literacy of teachers, the availability of lesson planning and methodological manuals, as well as the technical infrastructure of universities. At the same time, the success of SI integration will depend on the digital literacy of



teachers, the availability of lesson planning and methodological manuals, as well as the technical infrastructure of universities. Therefore, in order to expand the education of SI-based English in Uzbek.

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