





THE EFFECTIVE WAYS OF AI USAGE IN LEARNING FOREIGN LANGUAGES

Dildora Sattorova Guzal Inagamova

English language teachers, English department, "TIIAME" National Research University

Abstract: Artificial Intelligence (AI) has emerged as a transformative tool in the field of education, particalrly in the learning of foreign languages. This article discusses the effective ways to incorporate AI technologies into language learning, highlighting their benefits and potential applications.

Key Words: Artifitial Intelligence, Language Learning, Intelligent Tutoring Systems (ITS), Speech Recognition, Data Analytics, Gamification, Adaptive Learning.

The Role of AI in Language Learning

Machine learning, Natural Language Processing, and adaptive learning systems are among a growing number of AI technologies that can enhance the educational process. According to He et al., AI can also help with personalized learning, as it can adapt to the progress, strength, and limitations of each student, thus providing a more personalized learning experience. (2019). Machine learning algorithms interpret and find patterns in users' data, focusing on learning behaviors and outcome patterns. Recognizing these patterns helps educators structure instruction that meets the varying needs of every learner. AI systems, for instance, could identify the vocabulary or grammar concepts a student finds difficult and recommend particular exercises to improve in that area, thereby enabling a more effective learning path.

Artificial Intelligence (AI) has emerged as a transformative tool in the field of education, particularly in the learning of foreign languages. This article discusses the effective ways to incorporate AI technologies into language learning, highlighting their benefits and potential applications.

The Effective Ways of Using AI in Learning Foreign Languages

1. Intelligent Tutoring Systems (ITS): Intelligent Tutoring Systems (ITS) use algorithms to deliver real-time feedback and customized instruction to students while research by VanLehn (2011) indicates these systems enhance learning outcomes because they mimic personal tutoring sessions.

2. Language Learning Apps: Language Learning Apps such as Duolingo and Babbel leverage AI technology to build interactive and game-like learning experiences while

285



ANALYSIS OF MODERN SCIENCE AND INNOVATION



their effectiveness stems from their ability to adjust exercises according to user performance to maintain learner motivation and provide challenges (Hockly, 2018).

3. Speech Recognition Technology: AI-powered speech recognition tools aid learners in developing better pronunciation and listening abilities. According to research by Suvorov (2020) real-time pronunciation feedback helps students improve their speaking ability through more effective and engaging learning experiences.

4. Chatbots and Virtual Conversational Agents: Artificial intelligence powers chatbots to create simulated conversations for language learners which enables them to practice speaking skills without stress. Learners can build language fluency through regular interaction as these agents enable language practice at any time and place (Fryer & Carpenter, 2020).

5. Data Analytics for Progress Tracking: Data Analytics for Progress Tracking: AI evaluates student learning patterns and results which enables educators to follow progress and pinpoint areas needing more attention. Luckin et al. (2016) demonstrated that datadriven insights help improve teaching methods and the learning process.

Benefits of AI in Language Learning

The integration of AI in language learning comes with many advantages such as:

Personalization: the learners get tailored content and instructions which makes the process of learning faster. AI systems enable individualized language learning experiences as one of their main benefits. Traditional classrooms face difficulties in meeting the specific pace and interests of every student while addressing their individual needs. AI systems analyze data to provide customized lessons which adapt immediately according to user performance. AI personalizes education by modifying difficulty levels and learning materials to prevent students from feeling overwhelmed or bored which leads to a more effective and satisfying learning experience.

Engagement: gamification and interactive tools raise the motivation and participation using game elements of students. Gamification is the process of and mechanics in a non-game environment, like learning. It may involve point systems, badges. leaderboards, challenges, and storytelling. Game mechanics provide a feeling of accomplishment and competition. When points or badges are awarded to students, it increases their intrinsic desire to learn the material.

Accessibility: AI technologies are accessible from anywhere and at any time, allowing learners more flexibility in their studies. AI-powered platforms are available around the clock, allowing learners to engage with educational content at their convenience. This is particularly beneficial for individuals who may have work or family commitments during traditional study hours.





ANALYSIS OF MODERN SCIENCE AND INNOVATION



Affordability: Many AI-based learning applications are cost-effective or free, making language learning resources more accessible to a broader audience (Dudeney & Hockly, 2016). The proliferation of AI-based learning applications has revolutionized the field of language learning, and it is now more accessible and inclusive than ever. Language learning materials like textbooks, courses, and tutoring services used to be very expensive and hence out of reach for a large number of learners. But the introduction of AI-based applications has made the resources universally accessible by providing affordable or even free alternatives.

Conclusion

The effective use of Artificial Intelligence (AI) in learning foreign languages significantly enriches the educational experience, making it more collaborative and tailored to the individual needs of learners. As AI integrates into language education, it creates opportunities for students to engage with the material in a way that aligns with their unique learning styles, preferences, and objectives. This personalized approach is vital in catering to diverse groups of learners, from absolute beginners to advanced speakers, each requiring varying levels of support and challenge.

REFERENCES:

1. Dudeney, G., & Hockly, N. (2016). Digital Literacies. Routledge.

Ergashova, S., Yadgarova, L., Ziyodulloeva, M., Norova, F., & Yuldashova, N. (2022). The principles of using computer technologies in the formation and development of students' language skills. Journal of Pharmaceutical Negative Results, 13(Special Issue 6). <u>https://www.pnrjournal.com/index.php/home/article/view/2116</u>

3. Fryer, L. K., & Carpenter, R. (2020). The use of chatbots in a language learning setting: A review of the literature. Journal of Language Teaching and Research, 11(2), 293-302.

4. He, W., Wang, F., & Zhang, Y. (2019). Artificial Intelligence in Education: A Review. Educational Technology & Society, 22(3), 226-238.

5. Hockly, N. (2018). Twenty-first century language learning. ELT Journal, 72(1), 93-103.

6. <u>https://d1wqtxts1xzle7.cloudfront.net/61186903/Uljaeva_Doniyorov20191111-</u> 58941

7. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). Intelligence Unleashed: An Argument for AI in Education. Pearson Education.

8. Suvorov, R. (2020). The impact of speech recognition technology on language learning: A review. International Journal of Language Studies, 14(1), 121-138.

287



ANALYSIS OF MODERN SCIENCE AND INNOVATION



9. Tuxtayevich, K. I. ., Ahmatovna, P. S. ., Turgunbayevna, M. N., Rasulovna, R. M. ., Qizi, T. F. R. ., & Qizi, Y. N. A. . (2024). Different Approaches to Enhance Critical Thinking in Digital Education. *SPAST Reports*, 1(7). https://spast.org/ojspath/article/view/5086

10. Uljaeva, S., Doniyorov, A. K., Gofurova, K., Inagamova, G. T., & Isakulova, B. K. (2019). About central management system state of Amir Temur. *International Journal of Engineering and Advanced Technology (IJEAT)*, 9(1), 4834. https://doi.org/10.35940/ijeat.A2937.109119

11. Vakhobova.F, Musayeva.N, Madaminova.S,

Bakhronova.M., Ziyadulloyeva.M, Yuldashova.N and Ergasheva.S. Linguocultural study of anthroponyms in irrelative languages (on the material of English and Uzbek epics) E3S Web Conf., 420 (2023) 10029 <u>https://doi.org/10.1051/e3sconf/202342010029</u> <u>https://www.e3s-</u>

conferences.org/articles/e3sconf/abs/2023/57/e3sconf_ebwff2023_10029/e3sconf_ebwff 2023_10029.html

12. VanLehn, K. (2011). The relative effectiveness of human tutoring, intelligent tutoring systems, and other tutoring systems. Educational Psychologist, 46(4), 197-221.

