THE IMPORTANCE OF AI IN THE CLASSROOM FOR LEARNING ENGLISH LANGUAGE

Khayrullayeva Nodira Nematilloyevna
BukhSU, English linguistics department
Isomova Jasmina
3 rd year student
Bukhara State University

Annotation: *This article is mainly devoted to the role of AI in the the classroom for learning English language. AI encompasses technologies such as machine learning, natural language processing, and intelligent tutoring, which can revolutionize English Language Teaching (ELT). These tools are capable of analyzing large datasets, identifying patterns, and customizing content for individual students. AI platforms provide personalized learning experiences that align with students' proficiency levels, learning styles, and areas for improvement.*

Key words: *improvement, progress, simulate, instant feedback, own pace, pronunciation sowtware, hudles*

Аннотация: *Данная статья в основном посвящена роли ИИ на занятиях по изучению английского языка. Искусственный интеллект включает в себя такие технологии, как машинное обучение, обработка естественного языка и интеллектуальное обучение, которые могут произвести революцию в преподавании английского языка (ELT). Эти инструменты способны анализировать большие наборы данных, выявлять закономерности и настраивать контент для отдельных учащихся. Платформы искусственного интеллекта обеспечивают персонализированный опыт обучения, соответствующий уровню знаний учащихся, стилям обучения и областям для совершенствования.*

Ключевые слова: *улучшение, прогресс, симуляция, мгновенная обратная связь, собственный темп, программное обеспечение для произношения, hudles.*

Introduction

Artificial Intelligence (AI) plays a crucial role in enhancing the learning experience for students studying the English language. Here are some key points highlighting its importance:

1. Personalized Learning:

AI can analyze students' strengths and weaknesses, allowing for a personalized learning path. This means that learners can progress at their own pace, focusing on areas where they need the most improvement.

2. Interactive Learning Tools:

AI-powered applications offer interactive tools that engage students through games, quizzes, and conversational practice. This enhances motivation and makes learning more enjoyable.

3. Instant Feedback:

AI systems can provide immediate feedback on writing and speaking assignments. This helps students understand their mistakes and learn from them in real-time, promoting faster improvement.

4. Language Practice:

With virtual language partners powered by AI, students can practice their speaking skills outside the classroom. These tools can simulate conversations, helping learners build confidence and fluency.

5. Access to Resources:

AI can curate personalized learning materials, such as articles, videos, and exercises tailored to the student's level and interests. This makes resources more relevant and engaging.

6. Supporting Teachers:

AI tools can assist teachers by automating administrative tasks, analyzing student progress, and providing insights, allowing educators to focus more on teaching and less on paperwork.

7. Enhancing Listening Skills:

Through AI-driven listening exercises and pronunciation software, students can improve their listening comprehension and speaking skills, crucial components in mastering English.

The integration of AI in the English language classroom is transforming the educational landscape. By providing personalized, engaging, and efficient learning experiences, AI not only aids students in acquiring language skills but also supports teachers in delivering effective education.The rapid progression of technology is reshaping traditional language teaching methods. Among these advancements, Artificial Intelligence (AI) has emerged as a powerful tool with significant implications for the field of English language teaching. AI technologies provide unique opportunities to enhance various aspects of teaching. This includes personalized instruction, adaptive learning, and immediate feedback .

These features allow for a more tailored and responsive language learning experience, catering to the individual needs and pace of each student. The integration of AI in ELT, signifies a paradigm shift in pedagogy. It opens up new avenues for innovation, making education more personalized, efficient, and impactful. It can offer customized learning paths, identify areas of improvement, and provide targeted practice to help learners master the language more effectively (Shadiev et al., 2020).

AI encompasses technologies such as machine learning, natural language processing, and intelligent tutoring, which can revolutionize English Language Teaching (ELT). These tools are capable of analyzing large datasets, identifying

patterns, and customizing content for individual students. AI platforms provide personalized learning experiences that align with students' proficiency levels, learning styles, and areas for improvement . Through the use of AI-driven language assessment tools, educators can gain profound insights into students' linguistic abilities and devise targeted strategies to address specific learning gaps (Kim et al., 2019). Additionally, AI-powered chatbots and virtual tutors create interactive and engaging environments for students to enhance their language skills, promoting active

participation and self-directed learning (Lashari & Umrani, 2023).

However, the integration of AI in ELT is not without its challenges. Ensuring equitable access to AI-driven educational resources is a key consideration, especially in underserved communities or regions with limited technological infrastructure (Sikder, 2023). There are also pressing concerns related to data privacy, security, and the ethical implications associated with the use of AI technologies in educational settings (Remian, 2019). Furthermore, it is crucial for teachers to receive thorough training and professional development to effectively utilize AI tools in their teaching practices and maximize their potential benefits. Despite these hurdles, the growing prevalence of AI in ELT highlights its role as a driving force for innovation and transformation in education

(Motlagh et al., 2023).

In light of these considerations, the study aimed at investigating a comprehensive investigation into the perceptions, practices, challenges, and ethical considerations surrounding the integration of AI technologies in ELT at the university level. This also involves examining the current use of AI-related tools and platforms by ELT teachers, identifying their expectations, concerns, and strategies for future implementation, and proposing guidelines to effectively navigate these ethical challenges.

AI is the simulation of human intelligence processes by computer systems (Alkatheiri, 2022). These systems are capable of performing tasks that typically require human intelligence, such as learning, reasoning, problem-solving, perception, and language understanding. AI systems have the ability to analyze large datasets, recognize patterns, make predictions, and adapt their behavior based on new information, often surpassing human capabilities in specific domains

The integration of AI within ELT has undergone significant evolution, marked by notable milestones and challenges. Initially, the concept of AI integration in education was in its infancy. However, over time, it has evolved into a crucial component of modern teaching methodologies (Smith et al., 2020). The advent of AI-powered tools and platforms in ELT has revolutionized traditional teaching practices.

Despite the transformative potential of AI, its adoption in educational settings has been met with various challenges. These include resistance from teachers, concerns about job displacement, and ethical considerations regarding data

privacy and algorithmic bias (Tanvir, 2024). Nevertheless, the increasing demand for personalized learning experiences and the potential of AI to cater to diverse learner needs have spurred its adoption in ELT classrooms (García Botero et al., 2019). As AI continues to reshape the landscape of language education, it is essential for teachers and policymakers to understand its historical context,

current trends, and challenges.

Within the scope of ELT, Adaptive Learning Systems powered by AI have

emerged as innovative tools to enhance learning experiences. These systems offer personalized learning experiences tailored to the individual needs and

preferences of students (Rane et al., 2023). By leveraging AI algorithms, these systems can analyze student performance data in real-time, allowing for the identification of strengths, weaknesses, and areas for improvement. This analysis enables the delivery of targeted feedback and recommendations, guiding students towards more effective learning strategies and helping them to progress at their own pace.

Adaptive Learning Systems hold immense potential to optimize language

learning outcomes by providing tailored support and scaffolding to learners based on their unique abilities and learning trajectories (Gao, 2023). As such, they represent a significant advancement in ELT pedagogy, fostering greater engagement, motivation, and success among language learners. This highlights the transformative potential of AI in reshaping the landscape of language education and highlights the importance of continued research and development in this field.

The integration of AI in ELT has significantly enhanced teaching practices

and revolutionized language education. AI-driven platforms, such as language learning apps Duolingo and Babbel, have gained widespread popularity. These apps employ a variety of AI techniques to personalize learning experiences for users, offering adaptive exercises and feedback based on individual progress.

In conclusion, they incorporate gamification elements and interactive features, enhancing student engagement and motivation. Through gamified challenges, rewards systems, and interactive lessons, learners are encouraged to actively participate in their language learning journey.

REFERENCES:

1. Metode Pelacakan Menggunakan Multimedia Pada E-Learning. JSTIE (Jurnal Sarjana Teknik Informatika) (E-Journal), 5(1), 136–145.
2. Rahman, S., Mahbubur. (2009). Methods and Applications for Advancing Distance Education Technologies: International Issues and Solutions: International Issues and Solutions. IGI Global.
3. Ribeiro, R. (2020, March 9). Artificial Intelligence in English language learning. Cambridge.Org.
4. Salvaris, M., Dean, D., & Tok, W. H. (2018). Deep Learning with Azure: Building and Deploying Artificial Intelligence Solutions on the Microsoft AI Platform. Apress. 223
5. Shin, M.-H. (2018). How to use artificial intelligence in the English language learning classroom. Indian Journal of Public Health Research & Development, 9(9), 557.