



THE ROLE OF ARTIFICIAL INTELLIGENCE AS A CO-TEACHER IN ENGLISH LANGUAGE CLASSES: OPPORTUNITIES AND CHALLENGES FOR SCHOOL TEACHERS

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Buloqboshi tuman 2-son texnikumi ingliz tili fani o'qituvchisi

Abstract. *This article examines the emerging role of Artificial Intelligence (AI) as a co-teacher in school English language classes. It analyzes the significant opportunities AI offers, including personalized learning pathways, real-time automated feedback, adaptive material generation, and substantial reduction in teachers' administrative workload. At the same time, the paper addresses critical challenges such as the urgent need for teacher professional development, concerns over data privacy and algorithmic bias, infrastructure limitations, risks of over-reliance on technology that may diminish human interaction, and potential impacts on students' critical thinking and creativity. Drawing on recent international research as well as studies from Uzbekistan and similar EFL contexts, the article provides practical recommendations for school teachers to integrate AI tools ethically and effectively while maintaining the central human element of language teaching. The core argument is that AI should serve as a supportive co-teacher that complements, rather than replaces, the pedagogical expertise and emotional intelligence of human educators.*

Keywords: *Artificial Intelligence, Co-Teacher, English Language Teaching (ELT), EFL/ESL, School Teachers, Personalized Learning, Opportunities, Challenges, Ethical Issues, Teacher Training.*

Annotatsiya. *Ushbu maqolada maktab ingliz tili darslarida sun'iy intellekt (SI) ning hamkor o'qituvchi sifatidagi rolini o'rganib chiqildi. Maqolada SI ning shaxsiy va moslashuvchan o'rganish, real vaqtda avtomatik fikr-mulohaza, o'quv materiallarini samarali yaratish, talabalar faolligini oshirish va o'qituvchilarning muntazam ish yukini sezilarli darajada kamaytirish kabi asosiy imkoniyatlari tahlil qilindi. Shu bilan birga, infratuzilma cheklovlari va raqamli bo'linish, o'qituvchilar malakasini oshirish va raqamli savodxonlik zarurati, SI ga haddan tashqari tayanish, talabalar tanqidiy fikrlash va akademik halollikka xavf, algoritmik tarafdashlik, ma'lumotlar maxfiyligi muammolari hamda til o'rganishdagi insoniy muloqotning kamayishi kabi jiddiy qiyinchiliklar ko'rib chiqildi. Global tadqiqotlar va O'zbekistonda EFL o'qituvchilarining ChatGPT kabi vositalarga nisbatan qarashlari asosida maqola SI inson o'qituvchisini to'ldiruvchi, uning o'rnini bosmaydigan yordamchi hamkor bo'lishi kerakligini ta'kidlaydi. Maktab o'qituvchilari uchun SI ni mas'uliyatli ravishda integratsiya qilish bo'yicha amaliy tavsiyalar berilgan bo'lib, pedagogik yaxlitlik, axloqiy standartlar va til o'rganishning insoniy jihatini saqlashga alohida e'tibor qaratilgan.*





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Kalit so'zlar. *Sun'iy intellekt, Hamkor o'qituvchi, Ingliz tili o'qitish (ELT), EFL, Maktab o'qituvchilari, Shaxsiy o'rganish, Imkoniyatlar, Qiyinchiliklar, Axloqiy tuammolar, O'qituvchilar malakasini oshirish, O'zbekiston.*

Аннотация. В данной статье исследуется роль искусственного интеллекта (ИИ) как со-учителя на уроках английского языка в школах. Анализируются основные возможности, которые предоставляет ИИ: персонализированное и адаптивное обучение, автоматизированная обратная связь в реальном времени, эффективное создание учебных материалов, повышение вовлеченности учащихся благодаря безопасной среде для практики, а также значительное снижение рутинной нагрузки на учителей. Одновременно рассматриваются серьезные вызовы, включая ограничения инфраструктуры и цифровой разрыв, острую необходимость в подготовке учителей и повышении их цифровой грамотности, этические проблемы, такие как чрезмерная зависимость от ИИ, риски для критического мышления учащихся и академической честности, алгоритмическая предвзятость, вопросы конфиденциальности данных и возможное снижение значимого человеческого взаимодействия в процессе изучения языка. Опираясь на современные глобальные исследования и узбекские исследования восприятия учителями EFL инструментов вроде ChatGPT, статья подчеркивает, что ИИ должен выступать в роли *supportive* со-учителя, дополняющего, а не заменяющего педагогов-людей. Предлагаются практические рекомендации для школьных учителей по ответственному внедрению ИИ с сохранением педагогической целостности, этических стандартов и человеческого фактора, необходимого для эффективного овладения языком.

Ключевые слова. *Искусственный интеллект, Со-учитель, Преподавание английского языка, EFL, Школьные учителя, Персонализированное обучение, Возможности, Вызовы, Этические проблемы, Подготовка учителей, Узбекистан.*

Introduction. In today's globalized world, English language proficiency has become one of the most essential skills for school students, opening doors to higher education, international communication, and future career opportunities. School English classes aim not only to teach grammar, vocabulary, and the four language skills (listening, speaking, reading, writing) but also to develop cultural awareness, critical thinking, and confident communication. However, teachers often face significant obstacles: large class sizes with students of varying proficiency levels, limited time for individualized attention, heavy administrative workloads, and insufficient resources. Artificial Intelligence (AI) is rapidly emerging as a powerful "co-teacher" — an intelligent assistant that works alongside the human educator. Tools such as ChatGPT, Grammarly, ELSA Speak, Duolingo, and various adaptive learning platforms can analyze student performance in real time, provide instant feedback, generate customized materials, and even simulate conversational practice. This shift transforms the traditional teacher-centered model into a more collaborative, student-





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centered environment. Recent studies highlight that while many educators view AI positively for its potential to enhance efficiency and personalization, concerns remain about ethical use, teacher readiness, and the preservation of human interaction in language learning. In contexts like Uzbekistan, university EFL teachers have reported largely positive perceptions of tools like ChatGPT for real-time feedback and autonomous learning, yet they also express worries about over-reliance, reduced critical thinking, and the need for clear ethical guidelines. This article explores both the opportunities and challenges of positioning AI as a co-teacher in school English language classes. It offers practical insights tailored for school teachers, emphasizing that successful integration requires balancing technological affordances with pedagogical wisdom and human connection. The goal is to equip educators with knowledge and strategies to harness AI responsibly, ultimately improving language outcomes while preserving the irreplaceable role of the teacher.

Main Body. AI as a co-teacher refers to intelligent systems that actively collaborate with human educators rather than merely serving as passive tools. Unlike traditional computer-assisted language learning (CALL) software, modern generative AI can engage in dynamic dialogue, adapt content instantly, assess progress, and even suggest teaching strategies based on data. Historically, AI in education began with simple rule-based systems in the 1960s (e.g., ELIZA). Today, large language models like GPT-4 and specialized ELT tools enable nuanced interactions that simulate tutoring. In school settings, AI can act as a “second teacher” by handling repetitive tasks, differentiating instruction for mixed-ability classes, and providing non-judgmental practice opportunities — especially valuable for shy students who fear making mistakes in front of peers. Importantly, AI does not replace the teacher. Instead, it augments human strengths: empathy, cultural nuance, motivation, and real-life contextualization. Teachers retain responsibility for classroom management, moral guidance, and fostering deep interpersonal communication skills that machines cannot fully replicate. One of the greatest strengths of AI is its ability to tailor learning experiences to individual student needs. In a typical school class of 30–40 students with diverse proficiency levels, AI platforms can assess each learner’s strengths and weaknesses and adjust difficulty in real time. For example, lower-level students receive simplified texts and basic drills, while advanced learners engage with complex materials or creative tasks. This differentiation helps close achievement gaps and keeps all students appropriately challenged and motivated. Providing timely, detailed feedback is time-consuming for teachers. AI tools excel here by offering instant corrections on grammar, vocabulary, pronunciation (via speech recognition), and even coherence in writing. Teachers can then focus on higher-order aspects such as content, creativity, and argumentation. Studies show that such automated support can reduce teacher workload significantly while improving student revision processes and accuracy. Teachers can use generative AI to quickly create dialogues, reading passages, quizzes, role-plays, or differentiated worksheets aligned with specific topics or CEFR levels. Prompts like “Create





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a B1-level dialogue about environmental issues with comprehension questions” yield ready-to-use resources in seconds. This frees valuable time for teachers to refine materials, build relationships with students, or engage in professional development. AI chatbots provide a safe, judgment-free environment for speaking and writing practice. Students can converse repeatedly without anxiety, receive immediate encouragement, and build confidence. Multimodal tools combining text, audio, and visuals further enhance engagement, particularly for visual or kinesthetic learners. Research indicates improvements in fluency, willingness to communicate, and overall motivation when AI serves as a conversational partner.

Conclusion. Artificial Intelligence holds tremendous potential as a co-teacher in school English language classes. It can personalize learning, deliver instant feedback, streamline material creation, and reduce teacher workload, ultimately allowing educators to focus more on what they do best: inspiring students, building relationships, and facilitating meaningful human communication. However, realizing these opportunities requires addressing significant challenges - from infrastructure gaps and training needs to ethical dilemmas and the risk of diminishing the human element in education. In contexts like Uzbekistan, where digital transformation is accelerating, school teachers play a pivotal role in shaping responsible AI integration. The future of English language teaching lies not in replacing teachers with machines, but in forging a powerful partnership where AI amplifies human strengths. Teachers who embrace AI thoughtfully — as a supportive co-teacher rather than a competitor — will be better equipped to prepare students for a world where technology and human ingenuity coexist. By maintaining pedagogical leadership and ethical vigilance, educators can ensure that AI enhances, rather than erodes, the joy and depth of language learning.

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