

**THE POSSIBILITIES OF USING ARTIFICIAL INTELLIGENCE  
TECHNOLOGIES IN STUDYING A FOREIGN LANGUAGE**

**Baxriyeva Sitora Xayrullo qizi**

*University of Information Technologies and Management*

*Student of the Faculty of Philology*

**Abstract:** *In the article is given the problem of using artificial intelligence (AI) technologies for teaching a foreign language at university. AI services designed for teaching foreign languages, as well as AI tools that act as teacher assistants are considered. The linguodidactic capabilities of chatbots are analyzed. Options for AI-based tasks for organizing the educational process are presented. In the course of their study, the author came to the conclusion that the use of AI can facilitate the preparation of a foreign language teacher for classes and checking homework, reducing the time spent on routine tasks. Students can turn to AI tools to practice various language aspects. However, a complete replacement of an AI teacher is not possible, since AI lacks the ability to navigate the learning context, empathize with students, motivate them to personal development and encourage critical thinking. Work in the field of using AI in teaching foreign languages, in addition to creating new AI tools, should be carried out in relation to the development of systems of corresponding tasks, as well as algorithms for interaction between teachers and students with AI.*

**Keywords:** *artificial intelligence, teaching foreign languages, educational technology, virtual educational, chat GPT, virtual educational platform, electronic educational resource.*

**Introduction.**

Currently, there is a boom in the development of neural networks and chatbots in many areas of life, including education. Every day, these forms of artificial intelligence are becoming more and more numerous. Artificial intelligence (AI) tools generate lesson plans, presentations, images, texts, questions, mind maps and other educational materials in, a few seconds upon user request. Chatbots are able to maintain a conversation, answer, a question, comment on the work done, and also give recommendations on how it can be improved. In this regard, many teachers have quite justified concerns: since students can write essays and complete other tasks designed to practice language skills with the help of AI, there is no point in assigning homework. In addition, it is suggested that in the future, AI will be able to replace teachers, and they, in turn, will be left without work. As, a result, the question arises: can, a foreign language teacher not only resist the risks and threats of digitalization, but also make artificial intelligence an assistant and friend, and the educational process, thanks to the achievements of science and technology, more qualitative, effective and interesting? Recently, modern

linguodidactics has been shifting its interests towards the use of artificial intelligence technologies, which are applicable in both solving basic didactic and linguistic applied problems. First, this concerns the automation of various processes, for example, computer processing of big data, because of which it becomes possible to use machine translators, text corpora, electronic dictionaries, etc. in language teaching. Artificial intelligence (AI) is a field of computer science that deals with the development of intelligent computer systems, that is, systems that have capabilities that we traditionally associate with the human mind – understanding language, learning, the ability to reason, and solve problems. In other words, AI is a set of technological solutions that make it possible to imitate human cognitive functions. In this article, we will try to understand this problem, and also give examples of working with students studying a foreign language in the context of AI development.

The purpose of the study is to analyze the possibilities of AI in teaching a foreign language to students of different areas of professional training.

#### **Materials and Methods.**

Theoretical and empirical research methods were used in writing the article. An analysis of scientific and methodological literature devoted to the study of the use of artificial intelligence in education was conducted from the point of view of prospects and possible risks. Artificial intelligence services were analyzed for functionality and potential for implementation in the process of teaching, a foreign language. To create tasks based on AI, empirical experience of working with AI services in practical foreign language classes for students of different areas of professional training was used.

#### **Results.**

The introduction of AI into the educational process is an inevitable consequence of the digitalization of education. Scientific and methodological literature states that many professions are being transformed as a result of such digitalization, including the profession of a foreign language teacher. The directions of such transformation are named as “the development of online educational platforms, the replacement of “live” specialists with virtual reality and artificial intelligence”. The teacher as a “talking head” or a transmitter of knowledge, not being the only possible means and channel of learning, is losing its demand and relevance. New roles and functions appear - tutor, moderator, developer of educational trajectories, organizer of project-based learning, coordinator of online educational platforms, game teacher.

The ability to interact with AI and use it for the purposes of teaching a foreign language is a component of the digital competence of a foreign language teacher, which is understood as the level of proficiency in digital competencies (knowledge, skills, abilities, readiness to conduct the educational process in a digital environment). A foreign language teacher must be able to use digital tools, programs and online resources for teaching, a foreign language, create their own digital teaching materials and digital environments, organize the learning process in a digital environment and manage it. A

teacher who does not have, a high level of digital competence will not be able to use AI technologies in the educational process to the fullest extent.

So what function can AI perform in the work of a foreign language teacher? The authors of the book "Artificial Intelligence in Education" claim that by 2030, AI will learn to help teachers, collaborate with them and act as an intermediary between them and students. Already now, many platforms (Edvibe, Miro, Notion, Trello, Canva, etc.), which foreign language teachers use in the educational process, install AI assistants that can generate the texts and assignments for them, images, diagrams, cards and other didactic materials necessary for teachers in one click. Foreign language courses are introducing chatbots that answer questions from course participants, thereby reducing the time teachers spend on routine actions. GPT chat can check written work, point out errors and demonstrate ways to correct them. Thus, teachers have the opportunity to access the algorithms with which AI works and do their job even better. In this regard, the literature speaks of the concept of "extended intelligence" or "human-computer tandem", which allows for the compensation of each person's errors and increases the efficiency of the educational process.

According to a policy brief from the UNESCO Institute for Information Technologies in Education, AI will play a key role in implementing the idea of personalized learning, namely adapting the content of learning and the pace of the learning process to the specific needs of each student.

Ivakhnenko and Nikolsky (2023), who studied the issue of using GPT chat in education, are convinced that neural networks will become an integral part of education at all levels - just as computing functions of a computer once firmly entered our lives. The authors note that text generation, analysis and evaluation systems successfully work as catalysts for search solutions, "integrators and optimizers" of mental operations, and help in solving complex cognitive and innovative problems. GPT chat facilitates faster entry into a new field of knowledge - a dialogue with it allows you to identify current issues and formulate hypotheses.

Thus, from all that has been said above, we can conclude that with skillful handling of AI, a teacher can make the learning process more effective, and also transfer some of their functions to the computer, freeing up their time to perform more intellectual and creative tasks. Let's move on to an overview of AI technologies that can be used in the process of teaching a foreign language. First, let's look at programs designed specifically for these purposes. These are, for example, the Duolingo and Babbel applications.

The Duolingo educational platform offers courses in over 30 languages. Duolingo's BirdBrain AI tool studies each user's profile and makes predictions about their learning path, thus providing a personalized approach to learning. The system tracks tasks that cause difficulties for the course participant, and also remembers the mistakes made in these tasks, based on which it creates a further learning plan. The platform's Explain My Answer function allows language learners to communicate with the Duo bot. The bot can

rate and comment on the answer, as well as offer additional examples that will help the learner better understand and assimilate the material. Thanks to the Roleplay function, you can earn points for practicing in real-life situations of communication with virtual characters from different countries (linguo-bots).

Babbel is an interactive online course for learning foreign languages. Using AI technologies, the Babbel system is able to recognize speech and correct pronunciation by comparing words spoken by the learner with speech samples in the database recorded by course editors who are native speakers of the language. Currently, there are several fairly effective online resources for editing texts in a foreign language that use AI technologies. One such resource is Grammarly, which corrects more than 150 types of errors, such as errors in grammar, spelling, punctuation, writing style, and sentence structure. If there are errors, Grammarly provides recommendations for their correction, offering various options. Working with this service allows students to analyze their texts, developing critical thinking skills, which can be useful in the future when writing term papers, master's theses, research articles, abstracts, and other written works.

Chatbots in the Telegram channel, which are a mobile learning tool, can also help you master a foreign language. These are bots such as @multitran\_bot, @AndyRobot, @eddy\_en\_bot, @EnglishSimpleBot. The chatbot @multitran\_bot provides the ability to automatically work with online dictionaries. The bot provides all possible translation options and meanings, duplicating the main functionality of Multitran (an online system of bilingual dictionaries). @AndyRobot focuses on practicing spoken English, and therefore the bot offers the student to choose one of the everyday topics (Weather, Hobbies, Work, etc.). The virtual teacher provides the opportunity to take daily grammar lessons with explanations and a test for learning the material. @eddy\_en\_bot helps to master new vocabulary, the free version allows you to learn five words a day. With @EnglishSimpleBot, you can read texts in English and mark unfamiliar words for further study in a special mode, take tests on specific topics, and improve grammar skills. There are also reference materials on grammar and language levels, including Upper-Intermediate.

There are also AI tools that were not created for language teaching but can be used for this purpose. One such tool is the GPT chat, which was mentioned above. Since one of the important features of the GPT chat is its ability to understand and generate text in a contextsensitive manner, the platform takes into account previous messages and responds in a contextsensitive manner, creating natural and appropriate communication situations. This feature of the GPT chat allows teachers and students to interact with the “virtual interlocutor”: conduct dialogues, discuss various topics, ask and answer questions.

With the help of GPT chat, students can get additional practice and support outside the classroom, improve their reading, writing and speaking skills, expand their vocabulary, and improve their communication style. In the classroom, the key organizer of the educational process, as D.V. Sysoyev and E.M. Filatov rightly note, should still be the

teacher, acting as an “assistant and expert in the field of a foreign language, helping and creating conditions for learning, education and development”.

### **Discussion.**

In addition to programs that can be used for teaching foreign languages, there are also tools - assistants for teachers based on AI. One of these assistants is the Twee website. This platform was developed specifically to facilitate the process of preparing assignments on various aspects of a foreign language (vocabulary, grammar, reading, listening, speaking, writing). With its help, you can create texts and questions for them (open, with a choice of the correct answer, true / false). In addition, the platform generates lexical and grammar exercises for filling in gaps, matching words with definitions, opening brackets, arranging words in the correct order, etc. Twee transcribes videos, formulates questions for these videos, finds interesting facts and quotes from famous people on the chosen topic, makes questions for discussion, lists of advantages and disadvantages, lists of topics for essays, etc. The tasks generated by the platform, however, must be carefully checked. Not all of them are ready for use without proper correction. And yet, this system helps to significantly reduce the teacher's time to prepare for classes, and also stimulates the creative process, offering a large selection of ideas and tasks.

Of course, to achieve significant results in teaching a foreign language, such tasks should be structured into a certain system, and not be one-time. In addition, the teacher can act as a facilitator of students' independent work, providing them with links to various websites and AI applications, explaining what this or that tool can be used for. We also note that it is too early to judge the degree of effectiveness of using artificial intelligence for teaching a foreign language, since the work is at an early stage and experiments need to be conducted to obtain statistical data. However, one can already notice an interest in AI on the part of students and an increase in their motivation to study a foreign language, as well as a decrease in the number of mistakes made by students using AI to prepare for classes.

### **Conclusion.**

Thus, having considered the problem of introducing AI into education in general and into foreign language teaching in particular, the authors came to the conclusion that the use of AI can facilitate the professional work of a foreign language teacher by reducing the time spent on preparing for classes, developing and checking assignments. Students can turn to AI tools for help in mastering a foreign language without resorting to the services of tutors. On the issue of replacing a foreign language teacher with artificial intelligence, the GPT chat itself commented on this problem as follows: “Artificial intelligence has the potential to complement and improve the educational process, but a direct replacement of teachers is unlikely. Unlike AI, teachers have the skills of empathy, motivation and social interaction. Teachers are better able to understand the context and

explain the material taking into account different points of view and nuances, encouraging critical thinking and the formation of their own opinions.

Work in the direction of using AI for teaching foreign languages is very promising and should be continued not only in terms of developing new AI tools, but also in terms of creating algorithms and mechanisms for interaction between teachers and students with AI, as well as systems of corresponding tasks.

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