OPPORTUNITIES OF USING AI-BASED TRANSLATION TOOLS IN PRIMARY EDUCATION

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Abstract: *The article analyzes the possibilities of using AI-based translation tools (Google Translate, DeepL, Yandex Translate, ChatGPT) in primary education. Their role in fast text and speech translation, expanding pupils' vocabulary, developing intercultural communication skills, and fostering independent reading abilities is examined.*

Keywords: *artificial intelligence, translation tools, primary education, multilingualism, digital learning.*

In recent years, comprehensive reforms have been carried out in all areas of our country. Long-term strategies with clearly defined goals and objectives have been adopted and are being successfully implemented. The "Digital Uzbekistan – 2030" strategy, approved by the President of our country, as well as the rapid introduction and widespread use of artificial intelligence technologies, aim to expand access to digital data, ensure its quality, and create favorable conditions for training qualified specialists in this field.

In the 21st century, the educational process is closely connected with digital technologies and the possibilities of artificial intelligence. In particular, the use of AI-based translation tools in the process of language learning creates convenience not only for students but also for teachers. Primary school is a crucial stage in which children's thinking, speech, and language-learning abilities develop rapidly. Therefore, the use of AI translation at this stage plays an important role in helping pupils learn new words quickly and effectively, developing intercultural communication skills, and increasing their interest in foreign languages.

AI-based translation tools are currently playing an important role in the educational process. Applications such as Google Translate, DeepL, Yandex Translate, and ChatGPT provide primary school students with opportunities not only to learn foreign languages but also to enrich their knowledge of their native language. The main advantages of these tools are speed and convenience. For example, during the lesson, pupils can instantly translate an unfamiliar word or sentence and quickly master the material. In addition, modern translation tools are capable of translating not only texts but also speech in real-

time. Mobile applications provide opportunities for voice translation, automatic translation of texts captured by a camera, and even real-time multilingual communication. This helps to overcome language barriers in education and ensures effective interaction between pupils and teachers. Moreover, AI-based translation systems aim to provide more accurate results by taking into account not only lexical meaning but also context. For example, tools like DeepL and ChatGPT try to correctly convey the overall meaning and style of a sentence, which is particularly important when studying scientific, literary, or methodological texts.

Another positive aspect of AI-based translation tools is their ability to foster independent reading and research skills among pupils. Nowadays, AI technologies are rapidly entering the educational process. In particular, their role in developing pupils' knowledge of both foreign and native languages is highly significant. These tools provide opportunities not only for translating texts but also for speech expressions, thereby preparing the ground for organizing interactive and effective lessons. Practical examples:

In the Mother Tongue lesson: pupils learn new words by comparing their meanings in other languages using a translation application. For example: "kitob – book – kniga."

In the English lesson: the teacher teaches children to pronounce simple words using a translation app on a phone or tablet.

In the Reading lesson: pupils can translate and read interesting texts in two languages, broadening their worldview.

Practical experience shows that using translation tools in lessons helps pupils quickly memorize new words, master pronunciation, and increase their interest in foreign languages. For example, in English lessons, mobile apps can be used to translate simple words and phrases, while bilingual texts in reading lessons help expand vocabulary. However, it is important to note that these technologies should be used not as the main source but as an auxiliary tool. Since AI-based translation applications may sometimes contain semantic or grammatical errors, their use should encourage pupils to learn languages, develop independent thinking, and improve communicative competence.

The advantages of using AI-based translation tools in primary education include:

1. Saving time and improving lesson efficiency – quick translation of unknown words or expressions helps save time, allowing more classroom activities and deeper understanding of topics.

2. Developing pupils' multilingual competence – pupils can compare multiple languages simultaneously, which improves their ability to learn and use different languages.

3. Creating engaging lessons for teachers – AI tools help organize interactive and modern lessons, allowing pupils to learn through audio, visual, and written forms.

4. Developing intercultural communication skills – translation tools encourage pupils to learn about different languages and cultures, broadening their worldview.

5. Encouraging independent learning – outside the classroom, pupils can use translation apps to learn new words and expressions independently, strengthening their knowledge.

When using AI-based translation tools in primary education, several recommendations should be taken into consideration. First, these tools should be used as auxiliary, not independent resources. While AI technologies can facilitate the learning process, they cannot fully replace pupils' independent thinking and analytical skills. Therefore, they should serve as supportive tools in the educational process.

In addition, it is important to develop special methodological guidelines for teachers. Such resources would provide instructions on how to use AI translation tools in lessons, which tasks they can be integrated into, and what results can be expected. This would greatly assist teachers in organizing effective lessons.

Integrating AI-based applications into playful activities in primary education can also increase pupils' interest. Since young children often learn more effectively through play, interactive exercises, quizzes, and games with translation tools can enhance their active participation.

Conclusion

In conclusion, AI-based translation tools offer great potential for use in primary education. They expand pupils' vocabulary, increase their interest in language learning, develop intercultural communication skills, and encourage independent research. However, their effectiveness depends on correct methodological application and teaching pupils not to rely solely on ready-made translations. When used properly, AI tools can demonstrate their full practical value in organizing an effective educational process.

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