


# USE OF ARTIFICIAL INTELLIGENCE TOOLS IN ENGLISH LANGUAGE TEACHING: DIDACTIC OPPORTUNITIES, METHODOLOGICAL APPROACHES, AND EXISTING PROBLEMS

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**Abstract:** This article examines the didactic potential, methodological foundations, and practical challenges of using artificial intelligence in English language teaching. It discusses generative AI, intelligent chatbots, automated writing feedback systems, speech recognition technologies, and adaptive learning platforms as tools for developing learners' communicative competence.

**Keywords:** artificial intelligence, English language teaching, communicative competence, generative AI, adaptive learning, digital pedagogy, automated feedback.

Introduction:

Globalization, digital communication, and the acceleration of international information exchange place new requirements on the teaching of foreign languages, particularly English. Today, knowing English is not limited to mastering grammatical rules or expanding one's vocabulary. The learner must clearly express their thoughts in various communicative situations, understand the interlocutor, create a text, critically evaluate information, and use language tools appropriately. The development of such skills requires the constant improvement of teaching methods. In traditional English classes, it can be difficult for a teacher to identify the individual needs of many students at the same time, analyze their mistakes, and provide detailed feedback to each of them. Especially in large groups, it takes a lot of time to regularly practice each student's oral speech, check their written work in detail, and determine their individual educational direction. Artificial intelligence tools are emerging as technological solutions that allow for the mitigation of some of these problems.

Artificial intelligence (AI) is a complex of technologies that allows for text processing, speech recognition, data-based recommendations, answer generation, and the automation of certain tasks. Its use in education is carried out in such forms as communicating with chatbots, editing text, obtaining lexical explanations, practicing pronunciation, compiling tests and adapting educational materials. The report "Artificial Intelligence and English Language Teaching: Preparing for the Future," prepared by the British Council, notes the importance of pedagogical and organizational issues regarding the application of AI technologies in English language education, along with their potential[1].

However, the availability of technology does not by itself ensure its educational effectiveness. Artificial intelligence can misinform the student, fail to fully understand the true pur-

[1] British Council. Artificial Intelligence and English Language Teaching: Preparing for the Future. British Council, 2024.

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pose of the task, or misinterpret the context-dependent nuances of language. Therefore, when choosing an AI tool, in addition to its technical capabilities, it is necessary to take into account the purpose of the lesson, the age and language proficiency of the students, evaluation criteria, and teacher supervision.

Research methodology

The article utilizes methods of theoretical analysis, comparative analysis, generalization of scientific sources, and methodological modeling. Within the framework of the study, international scientific reviews on artificial intelligence and English language teaching, recommendations on pedagogical technologies, and articles by Uzbek authors related to the topic were reviewed. The main directions of the analysis were determined by four criteria: first, whether the AI tool serves to develop language skills; second, the ability to provide feedback to the student; third, the teacher's influence on lesson planning and evaluation activities; and fourth, limitations related to the use of technology. This article is not a work presenting the results of new experimental research, but rather a theoretical and methodological analysis prepared based on existing scientific sources. Therefore, it does not claim to contain experimental results or independently measured performance indicators from a specific group. The proposed methodological model can be tested in further empirical research.

However, not all recommendations provided by AI can be accepted as correct. Sometimes a tool can change a grammatically correct expression excessively or lose the author's personal style. Therefore, the teacher may ask the student to provide not only the final text but also the initial version, the received recommendations, and the reasons for their correction. Tools with speech recognition and voice communication capabilities allow students to practice pronunciation, verbally answer questions, and create dialogues in everyday situations. The reader may read the text aloud and then receive feedback on pronunciation, stress, or speech fluency. Such exercises are significant because they can be performed during extracurricular hours. Nevertheless, caution is required when automatically assessing pronunciation. Different accents, rapid speech, background noise, or speech recognition system limitations may affect the evaluation result. A student's pronunciation should be evaluated not only by how similar it is to a single standard accent, but also by the clarity of their speech, the ability to distinguish sounds, and the purposeful use of stress and intonation.

A systematic review published in 2024 examined the application of ChatGPT in teaching English as a second or foreign language and related research challenges. Work in this direction indicates the need to study chatbots not only as a text-generating tool but also as a source of language training and feedback.

When studying a dictionary, it is not enough to know the translation of a word. The reader must also understand its meaning, use in phrases, stylistic features, and communicative context. With the help of AI, you can create simple definitions, synonyms, antonyms, collocations and contextual sentences for new words. For example, when learning combinations such as make a decision, take responsibility and pay attention, the student is not limited to memorizing the translation of each verb separately. He learns the usual combinations of words through examples. AI can display phrases in text matching A2, B1, or B2 levels. Even when teaching grammar, an AI tool can explain the same rule in different forms: a table, a dialogue, a short text, a test, or

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an exercise in error analysis. However, the created examples must be verified by the teacher. Automatic explanations may be insufficient, especially in grammatical situations that lead to exceptions, formal and informal style differences, and semantic changes.

AI tools can be helpful in adapting reading materials to students' language level. For example, a teacher creates three different tasks based on a text on the topic of ecology: understanding the main content for the beginner level, identifying arguments for the intermediate level, and critically evaluating the author's position for the higher level.

Such differentiation allows all students to work within the same topic, but the complexity of the tasks is adapted to the students' readiness. AI also helps to prepare comprehension questions on the text, exercises to identify the main idea, and a list of important vocabulary units. At the same time, excessive simplification of the text can lead to the loss of its natural linguistic features. The teacher should not limit students only to simplified texts, but gradually direct them toward original sources, texts in various styles, and independent reading strategies.

Issues regarding the digitalization of English language education in Uzbekistan, the development of speech skills using artificial intelligence, and the integration of new technologies into the educational process are also covered in scientific articles. An analysis of work in this direction is important to take into account local educational conditions, the specifics of the Uzbek language, and the needs of students studying English.

The article "Methodology for Teaching Students to Speak English Using Artificial Intelligence" by Maruf Abdusamadova and Ashurkhon Matkarimova examines the use of AI technologies in developing oral speech. The authors focus on the capabilities of intelligent learning systems, speech recognition programs, and natural language processing technologies in organizing personalized feedback and interactive exercises[2].

Olimjon Tojiev's article "Strategic Directions for the Integration of Artificial Intelligence in English Language Education in Uzbekistan" discusses AI-based learning platforms, adaptive learning systems, and interactive programs that serve to develop pronunciation, listening comprehension, written, and oral speech[3].

The methodological significance of this direction lies in the fact that English speaking skills are not formed solely through grammatical knowledge. The learner should practice enough, answer questions quickly, continue the conversation, and express their thoughts in various forms. Dialogue exercises with AI help you perform some parts of this activity outside of class. However, when implementing the proposals of the article's authors into practice, it is necessary to take into account the students' language level, technical capabilities, and criteria for evaluating exercise results. When assessing oral speech, it is advisable to use the indicators of the automatic system together with the teacher's observation.

The works of the reviewed Uzbek authors indicate several directions for using AI tools in English language education: practicing oral speech, individualizing the learning process, creating adaptive materials, and integrating digital technologies into the educational system. At the same time, when analyzing articles on this topic, it is important to separately check their pub-

[2] Abdusamadova, M., & Matkarimova, A. “Sun‘iy intellekt yordamida talabalarga ingliz tilida gapirishni o‘rgatish metodikasi.” Maktabgacha va maktab ta’limi jurnali. DOI: https://doi.org/10.5281/zenodo.17722470.
[3] Tojiyev, O. “O‘zbekistonda ingliz tili ta’limida sun’iy intellekt integratsiyasining strategik yo‘nalishlari.” Zamonaviy dunyoda pedagogika va psixologiya, 4-jild, 17-son, 2025, 151–153-betlar.

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lication date, research design, number of participants, tools used, and measured results. It would be scientifically incorrect to interpret the ideas expressed in the theoretical article as a large-scale experimental result. Further research should empirically examine the long-term impact of AI-based learning in Uzbekistan's educational institutions, individual differences among students, and the role of the Uzbek language as a mediating language.

Access to artificial intelligence tools may not be the same for all students. Some students have access to modern devices and stable internet, while others enjoy these opportunities to a limited extent. In addition, the monetary functions of certain instruments can also exacerbate inequality. Therefore, a teacher should consider alternative options before making the use of a single paid platform a mandatory requirement for completing a specific task. For students with AI disabilities, you can offer pre-prepared materials, printed assignments, or paired forms of work. The widespread use of artificial intelligence does not mean that the role of the teacher will disappear. On the contrary, a teacher is required to combine technological literacy, critical analysis, adherence to digital ethics, and skills in individual work with students. The teacher defines the learning goal, selects the appropriate method, verifies the quality of the material, monitors the student's progress, and makes the necessary pedagogical decisions. AI can facilitate some of these activities.

Assessment in tasks involving AI should not be based solely on the grammatical correctness of the final text. The student's ability to work independently, use language tools, engage in communication, and critically examine technology recommendations is also taken into account.

| Criterion | Recommended share |
|---|---|
| Grammatical and lexical correctness of the language | 25% |
| Achieving content and communicative goals | 25% |
| Independent thinking and creative approach | 20% |
| Consistency of text or speech | 15% |
| Critical analysis of AI recommendations | 15% |
| Total | 100% |

This distribution is a standard criterion and can be modified depending on the curriculum and assessment requirements of a particular educational institution. For example, in a lesson focused on oral speech, the share of pronunciation and communication fluency can be increased, while in an academic writing lesson, more attention can be paid to argumentation and text structure. The above analysis shows that artificial intelligence can facilitate a number of tasks in English language education. In particular, it can serve to increase the number of exercises, receive individual feedback, prepare materials appropriate to the language level, and expand the student's opportunities for independent work. However, the result obtained from these capabilities depends not only on the technology itself but also on the conditions of its use.

In conclusion, the theoretical analysis within the framework of the study shows that the use of artificial intelligence tools in English language teaching has important methodological opportunities for individualizing the educational process, expanding practice opportunities, providing rapid feedback, and organizing independent learning. Generative AI, chatbots, automatic text analysis, and speech recognition tools can be used to develop students' written and oral speech. Regular performance evaluation. The results of working with AI should be evalu-

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ated not only by the student's speed in completing the task, but also by changes in their language skills and independent thinking.

In general, artificial intelligence is a promising tool for improving the methodology of teaching English. However, its effective application requires combining technological capabilities with pedagogical goals. In the collaboration between teacher, student, and artificial intelligence, a person's independent thinking, pedagogical responsibility, and critical assessment skills must remain central.

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