USING ARTIFICIAL INTELLIGENCE AS A DIGITAL TOOL IN FOREIGN LANGUAGE TEACHING

Madina Isakova
Nordic International University

Abstract. The realm of artificial intelligence (AI) is increasingly becoming a cornerstone of contemporary education, especially within the domain of foreign language instruction. The integration of AI into English language pedagogy unveils extraordinary possibilities for crafting tailored and potent educational experiences. A key benefit of implementing AI in English language education lies in its prowess to generate customized learning resources. AI-driven platforms possess the capability to assess learners' linguistic competence and educational ambitions, curating content that aligns with each student's unique requirements and hurdles. The magic of AI facilitates the design of varied and captivating materials that span a multitude of language scenarios. This enriches students' encounters with genuine language as it manifests in assorted contexts. Furthermore, AI can pave the way for creating interactive and immersive learning adventures.

Keywords: artificial intelligence, foreign language teaching, digital tool

The conjuration of characters and simulations through AI empowers students to hone their speaking and listening abilities within a nurturing and structured setting. This article delves into the pivotal elements of foreign language instruction utilizing AI as a digital facilitator at the Higher School of Economics and Management of the South Ural State University. The research aims to investigate how AI-generated educational resources influence student satisfaction in a professionally-focused course. The research objectives include: crafting a teaching framework that leverages AI, and evaluating the effect of this framework on students' contentment with the learning journey. To achieve this, the study employed theoretical strategies, specifically an analysis of current scholarly and methodological texts, alongside empirical approaches: online surveys, questionnaires, and mathematical analysis of data. Consequently, the findings validated that employing an AI-infused foreign language teaching model is indeed effective. Insights gleaned from the survey indicated that students expressed enthusiasm and contentment regarding their learning experiences. Introduction Over the years, as a result of globalization, the integration of artificial intelligence (AI) has become increasingly prevalent across various domains, including education. One significant area where AI has demonstrated remarkable potential is in the instruction of foreign languages. With its capacity to customize learning experiences and deliver immediate feedback, AI has the capability to transform the methodologies employed in foreign language education. AI can be harnessed to develop interactive and stimulating language learning experiences for students. Through the implementation of AI-driven language learning platforms, learners engage in authentic conversations with virtual language tutors, receive prompt feedback regarding grammar and pronunciation, and gain access to tailored study materials based on their unique learning requirements. Moreover, AI has the ability to analyze student performance data to pinpoint areas necessitating improvement and to customize learning activities aimed at fulfilling specific language acquisition objectives. Additionally, the application of natural language processing technology can be enhanced by AI through the incorporation of genuine language usage in educational settings. Students will engage with authentic language resources such as news articles, social media content, and online discussions, thereby augmenting their language proficiency and cultural comprehension. The interplay between AI and English instruction is as follows. In the context of English language learning, AI possesses the potential to significantly alter the dynamics within the classroom. One of the most prominent transformations that AI introduces to English lessons is the individualized learning experience it facilitates. AI-driven language learning platforms can adjust to the distinct needs and learning pace of each student, offering focused feedback and suggestions for enhancement. This tailored approach can foster a more positive and nurturing environment in the classroom, as students become more engaged and motivated to learn when they receive customized support. Furthermore, AI can further enrich the learning environment in English lessons by providing real-time language translation and pronunciation assistance. This capability can be particularly beneficial for non-native speakers, as it enables them to interact more confidently and effectively in class. The "IBM Tone Analyzer" is an

exceptional tool that possesses the capability to interpret the emotional and communicative style embedded within text. It is adept at grasping students' mental frameworks while they are composing their essays. "Tutor Mike," a remarkable language assistance robot that aids learners in mastering the English language, can proficiently address a series of inquiries on a wide range of intriguing subjects—such as elucidating grammar principles, providing strategies for English acquisition, identifying spelling inaccuracies, and even addressing intercultural questions. In this captivating research endeavor, we will explore the realm of pioneering educational AI technology tools: GhatGPT AI bot, which formulates engaging grammar and vocabulary exercises, Twee, which captivates users with compelling video content, and Eduaide Ai, which facilitates the intricacies of lesson planning. Eduaide Ai serves as an exceptional resource for creating innovative and interactive lesson plans that are enriched with gamification elements and quizzes. Here, educators can efficiently generate educational materials utilizing state-of-the-art natural language processing technology. Eduaide.ai leverages sophisticated language models to produce customized learning content specifically designed for students. These models are trained on an impressive range of subjects, including mathematics, science, and history, which empowers them to craft high-quality content tailored to the distinct needs of each student. ChatGPT, an AI-driven language model developed by OpenAI, exemplifies how technology is transforming the educational sphere. With its extraordinary capability to generate human-like text, ChatGPT offers a unique alternative to Eduaide.ai. The Chat GPT Bot is an ideal resource for educators who are constrained by time. Educators can supply the AI with a list of words related to specific topics, and it seamlessly constructs sentences utilizing those words along with various grammar patterns or vocabulary exercises. Twee emphasizes video and text; it can enhance lessons with captivating video segments, informative textual content, vocabulary, grammar exercises, speaking tasks, and even stimulating home assignments. It offers an extensive range of features that empower educators to generate questions, dialogues, stories, letters, articles, multiple-choice questions, true/false statements, and much more in a matter of seconds. Through its support of pronunciation and translation, AI can cultivate an atmosphere of inclusivity, as it helps to bridge language barriers and promotes enhanced understanding among students.

To achieve our goal, we are deeply grateful for the positive impact that artificial intelligence technology can have, especially through the availability of thoughtful learning tools and applications that foster a personalized learning journey, offer real-time feedback on tasks, and provide access to a wealth of educational resources. We utilized Google Forms to conduct a heartfelt Internet survey. The Higher School of Economics and Management of the South Ural State University graciously participated in this important experiment with 107 compassionate second-year students. We thoughtfully designed a sequence of multiple-choice questions to gather insights. The survey was conducted with utmost respect for privacy, ensuring complete anonymity and safeguarding the confidentiality of all responses. According to the CEFR (Common European Framework of Reference for Languages) standard, we were fortunate to have participants at levels B1-B2. The academic year 2022–2023 was carefully considered, encompassing the third and fourth semesters, which totaled 160 hours as outlined in the course program. We sincerely analyzed and compared the students' responses regarding their experiences with AI-powered study tools and applications, valuing their perspectives.

Conclusion: According to the findings of the research, artificial intelligence possesses the ability to create materials for English for Specific Purposes (ESP), positively influencing students' satisfaction with the educational experience. In summary, the application of AI as a digital resource in the instruction of foreign languages presents significant opportunities for engaging, tailored, and effective language acquisition methodologies. By utilizing the capabilities of AI for individualized learning, immediate feedback, and adaptive educational strategies, educators can significantly improve the teaching of foreign languages.

Referance:

QIZI, D. (2023). CHET TILINI O 'QITISHDA DIDAKTIKANING AHAMIYATI. In INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION (Vol. 2, No. 9, pp. 12-16).

Shonazarova, D. (2024). Yuridik matnlar tarjimasi jarayonida yuzaga keladigan asosiy muammolar va ularning yechimi. Nordic_Press, 3(0003).

Isakova, M. A. (2025). TALABALARNING XORIJIY TILLARNI O ‘ZLASHTIRISHIDA INTERAKTIV VA INNOVATSION FAOLIYATLARDAN FOYDALANISH USULLARI. *Inter education & global study*, (1), 227-235.

Нарбекова, З. (2024). Педагогические технологии и методы чтения и понимания немецкого языка. In Probleme de filologie: aspecte teoretice și practice (pp. 79-82).

Shonazarova, D. (2024). Simultaneous interpretation and required competencies for choosing the profession. Nordic_Press, 3(0003).

З.А. Калонова (2024). Особенности инфинитива в русском языке. Nordic_Press, 5(0005).

Isakova, M. (2024). Identity, Language Learning, and Critical Pedagogies in Digital Times. *Nordic_Press*, *2*(0002).

Раметова, Б. М. (2023). СИСТЕМА ВОКАЛИЗМА РУССКОГО И КАРАКАЛПАКСКОГО ЯЗЫКОВ. In Перспективы развития высшей школы (pp. 78-83).

Isakova, M. (2024). Integrating Social Networking tools into ESL Writing Classroom: Strengths and Weaknesses. *Nordic_Press*, *2*(0002).

Чернова, Н. В. (2023). ОСОБЕННОСТИ ФРАЗЕОЛОГИЧЕСКОЙ НОМИНАЦИИ. International Journal of World Languages, 3(5).

Isakova, M. (2024). TA’LIMDA FIN TAJRIBASI VA O ‘QITUVCHILAR TAYYORLASH TIZIMI. *Nordic_Press*, *1*(0001).

Kulmamatov, O. (2024). The significance of soft skills in teaching foreign languages. Nordic_Press, 2(0002).

Isakova, M. (2024). Exploring the Impact of Technology on Education. *Nordic_Press*, *3*(0003).

Шахакимова, Р. (2024). ОМОНИМЫ И ПАРОНИМЫ В РУССКОМ ЯЗЫКЕ. ФУНКЦИОНАЛЬНО-СТИЛИСТИЧЕСКОЕ ИСПОЛЬЗОВАНИЕ ОМОНИМИИ И ПАРОНИМИИ. International journal of scientific researchers (IJSR) INDEXING, 6(1), 7-12

Isakova, M. (2024). The Merits and Demerits of Teaching Foreign Languages Using Online Tools. *Nordic_Press*, *3*(0003).

Kulmamatov, O. (2024). GTM in teaching English as a foreign language. Nordic_Press, 3(0003).

Riskiev, B. (2024). ОСОБЕННОСТИ ПЕРЕМЕЩЕНИЯ СУБЪЕКТА И ОБЪЕКТА В РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ. Nordic_Press, 3(0003).

Isakova, M. (2024). Psychological and Educational Approach in Teaching and Learning Foreign Languages. *Nordic_Press*, *3*(0003).

Kulmamatov, O. (2024). CROSS-CULTURAL ANALYSIS OF HUMOR IN LINGUISTIC AND SOCIO-CULTURAL CONTEXTS. Nordic_Press, 3(0003).

З.А. Калонова (2024). Специфика методики интенсивного обучения русскому языку в узбекских классах. International Journal of World LanguagesVolume 4, No. 1

Isakova, M. (2024). Improving Four Language Skills Through Emerging Technologies: A Comprehensive Analysis. *Nordic_Press*, *3*(0003).

Abror, S. (2023). RECENT ADVANCEMENTS IN UZBEK NLP TOOLS. In INTERNATIONAL SCIENTIFIC CONFERENCES WITH HIGHER EDUCATIONAL INSTITUTIONS (Vol. 1, No. 14.04, pp. 181-184).

Isakova, M. (2024). Online teaching. *Nordic_Press*, *3*(0003).

Kulmamatov, O. (2024). The most effective ways to teach ESP vocabulary in the business field. Nordic_Press, 3(0003).

Isakova, M. (2024). THE DIFFERENCES BETWEEN UZBEK AND FINNISH EDUCATION SYSTEMS. *Nordic_Press*, *3*(0003).

Juraev B. Shokhrukh, ., & Shaymardanov H. Abror, . (2022). THE DEVELOPMENT TENDENCIES OF COMPUTATIONAL LINGUISTICS IN UZBEKISTAN: NLP, MACHINE TRANSLATION, CORPUS LINGUISTICS AND AUTOMATIC TEXT EDITING. The American Journal of Social Science and Education Innovations, 4(10), 01–05.

Раметова, Б. М. (2023). СИСТЕМА ВОКАЛИЗМА РУССКОГО И КАРАКАЛПАКСКОГО ЯЗЫКОВ. In Перспективы развития высшей школы (pp. 78-83).

Khakimkhodjayev Nodir Narimonovich, . (2024). ANALYSIS OF TONI MORRISON'S WORKS IN LINGUISTICS. American Journal of Philological Sciences, 4(12), 32–35. https://doi.org/10.37547/ajps/Volume04Issue12-06

Yusupova, M. (2024). MUSIQA TA'LIMI TALABALARIGA INGLIZ TILINI O 'QITISHDA MUSIQIY MATERILLARDAN FOYDALANISH. Nordic_Press, 5(0005).

Саримсакова, Г. М. (2025). ПРЕИМУЩЕСТВА ДИСТАНЦИОННОГО ОБРАЗОВАНИЯ В ПРЕПОДАВАНИЯ РКИ В ВУЗАХ. Вестник науки, 1(2 (83)), 368-376.

Azizova, D. (2023). INKLYUZIV TA'LIM: IMKONIYATI CHEKLANGAN BOLALARNING IMKONIYATLARINI KENGAYTIRISH UCHUN ULARGA CHET TILLLARINI O'RGATISHNING AHAMIYATI. Interpretation and researches, 1, 15.

Rejapova, N. (2024). OLIY TA'LIM MUASSASALARIDA CHET TILINI KASBGA YO'NALTIRILGAN FANLAR MAZMUNI BILAN INTEGRATIYASI. Nordic_Press, 3(0003).