

## AI: ADVANTAGES OF USING ARTIFICIAL INTELLIGENCE IN TEACHING FOREIGN LANGUAGES AND ITS IMPACT ON STUDENTS

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**Abstract.** This study examines using artificial intelligence (AI), especially ChatGPT, in learning foreign languages among university students. It proposes to understand the benefits and potential drawbacks of using AI in education. A qualitative methodology was used, including reading literature and conducting informal interviews among ten students. The results demonstrated that ChatGPT boosted students' vocabulary learning, writing skills, and confidence. Conversely, some issues like overreliance and plagiarism risks were also mentioned. The study concludes that if students use ChatGPT in a smart and balanced way along with traditional methods, language learning can be more effective.

**Keywords:** Artificial Intelligence, ChatGPT, foreign language learning, student motivation, writing skills, educational technology

**Annotatsiya.** Ushbu tadqiqot universitet talabalari orasida chet tillarini o'rganishda sun'iy intellekt (AI), ayniqsa ChatGPT qo'llanilishini o'rganadi. U ta'limda AI dan foydalanishning afzalliklari va mumkin bo'lgan kamchiliklarini tushunishni taklif qiladi. Adabiyotlarni o'qish va o'n nafar talaba o'rtasida norasmiy suhbatlar o'tkazishni o'z ichiga olgan sifatli metodologiya qo'llanildi. Natijalar shuni ko'rsatdiki, ChatGPT o'quvchilarning so'z boyligini, yozish ko'nikmalarini va ishonchini oshirdi. Aksincha, haddan tashqari ishonchlilik va plagiat xavfi kabi ba'zi muammolar ham aytib o'tildi. Tadqiqot xulosasiga ko'ra, agar talabalar an'anaviy usullar bilan bir qatorda ChatGPT-dan oqilona va muvozanatli foydalanishsa, til o'rganish yanada samarali bo'lishi mumkin.

**Kalit so'zlar:** Sun'iy intellekt, ChatGPT, chet tilini o'rganish, talabalar motivatsiyasi, yozish qobiliyatlari, ta'lim texnologiyasi

**Introduction:** The integration of Artificial Intelligence (AI) in education is transforming traditional learning environments, especially in the field of foreign language acquisition. Among the most widely used AI tools today is ChatGPT, developed by OpenAI, which generates human-like responses to written prompts. ChatGPT offers learners a platform to practice writing, expand vocabulary, ask grammar-related questions, and engage in simulated conversation.

As more students rely on digital platforms to support their education, questions arise about how AI influences their motivation, performance, and overall learning outcomes. While some studies have highlighted the potential of AI to foster learner autonomy and engagement, others have pointed to issues such as academic dishonesty and overreliance on technology (Park, 2022). This paper aims to evaluate the role of ChatGPT in foreign language learning by exploring both its advantages and its limitations from the perspective of students.

**Methods:** This study followed a qualitative approach and relied on two main sources of information. First, a review of academic literature published between 2022 and 2024 was conducted to understand the role of artificial intelligence, particularly ChatGPT, in language education. The sources included peer-reviewed journals and articles focusing on AI-assisted language learning. Second, informal interviews were carried out with ten undergraduate students studying foreign languages. These students were already familiar with ChatGPT and used it as part of their study routine. During the interviews, they were asked about how they use the tool, what benefits they have noticed, and whether they experienced any difficulties or ethical concerns. Their answers were analyzed using thematic analysis, with key patterns grouped under categories such as motivation, writing development, vocabulary improvement, and concerns about plagiarism.

**Results:** The results showed that most students found ChatGPT helpful in several areas of language learning. Many said it improved their writing by helping them organize ideas, fix grammar mistakes, and learn how to begin and end their essays. They also used ChatGPT to learn new words, ask for synonyms, and understand sentence structures, which helped them expand their vocabulary in context. Students mentioned that the tool increased their motivation because it was fast, easy to use, and gave them confidence to study without hesitation. However, some negative outcomes also appeared. A few students admitted that they used ChatGPT to complete homework without trying to do it themselves first, which affected their learning process. Some teachers noticed that students who depended too much on AI had difficulty thinking creatively or forming original ideas. One of the most serious concerns was plagiarism. Some students confessed to copying entire responses from ChatGPT and submitting them as their own work. Instructors also observed similarities in sentence structures across different students' papers, raising concerns about the overuse of AI and lack of academic honesty.

**Discussion:** According to the findings, ChatGPT can be an effective educational tool when used appropriately. It offers students personalized support and opportunities for independent practice, especially in writing and vocabulary. For learners who lack confidence or access to frequent teacher feedback, ChatGPT can function as a supportive "language partner."

However, its misuse poses real risks. Overdependence may hinder students' ability to develop essential language and cognitive skills. One of the

most serious concerns is plagiarism. Some students admitted to copying entire responses from ChatGPT without modification, which raises ethical and academic integrity issues. As AI-generated texts become more sophisticated, it becomes harder for teachers to detect unoriginal work, especially if students make minor edits. This behavior not only violates academic rules but also prevents learners from engaging critically with the content.

As Park (2022) and Smith (2021) suggest, unchecked AI use may lead to a decline in student originality, independent thinking, and genuine language production. Therefore, educators must provide clear guidelines on what constitutes acceptable use of ChatGPT. Plagiarism detection tools and AI-awareness training should be part of academic writing courses to help students understand the boundaries.

As Rahimi and Abdullayev (2016) emphasize, technology should enhance—not replace—active learning and mental engagement. A balanced approach that combines traditional instruction with ethical, reflective use of AI tools is essential.

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