

THE EFFECTIVE ROLE AND PROSPECTS OF ARTIFICIAL INTELLIGENCE IN LEARNING LANGUAGE

G'ulomova Sevinchkxon Muxiddin qizi

UzSWLU, 3rd English faculty, group: 2214

sevinchxongulomova2@gmail.com

Scientific supervisor: Umarov Bobir Norboyevich

Senior teacher of the department of Theoretical Aspects of English 2,

bobirumarov80@gmail.com

Annotation: This article highlights the invaluable help of artificial intelligence (AI) technologies for language learners and their effectiveness. The main purpose of the article is to examine the significant impact of applications, programs and bots created using artificial intelligence in the language learning process. The methodology of this study was a peer-reviewed analysis of several scientific articles and real-life examples. The results are very positive, AI technologies increase motivation for language learners, have a positive impact on their personal approach, and are also of great importance for the culture of communication. These technologies open many doors not only for learners, but also for teachers.

Key words: artificial intelligence, language learning, AI technologies, innovation in education, chatbots, mobile applications, learning process, interactive learning, personalized learning, modern methodology

Annotasiya: Ushbu maqola til o'rganuvchilar uchun sun'iy intellekt (AI) texnologiyalarining beminnat yordami hamda ularning samaradorligini yoritib beradi. Maqolaning asosiy maqsadi sun'iy intellekt yordamida yaratilgan ilovalar, dasturlar va botlarning til o'rganish jarayonidagi sezilarli ta'siridan iborat. Bu tadqiqotning metodologiyasi sifatida esa bir nechta ilmiy maqolalarning taqqoslanishiz tahlili va hayotiy misollari ko'rib chiqildi. Natijalar judayam ijobiy, AI texnologiyalari til o'rganuvchilar uchun motivatsiyani oshiradi, ularning shaxsiy yondashuviga ijobiy ta'sir ko'rsatadi va bundan tashqari muomala madaniyatiga ham ahamiyati kattadir. Bu texnologiyalar nafaqat o'rganuvchilar uchun balki o'rgatuvchilar uchun ham judayam ko'p eshiklarni ochadi.

Kalit so'zlar: sun'iy intellekt, til o'rganish, AI texnologiyalari, ta'limda innovatsiya, chat-botlar, mobil ilovalar, o'quv jarayoni, interaktiv ta'lim, shaxsiylashtirilgan ta'lim, zamonaviy metodika

Introduction: Nowadays, the impact of artificial intelligence on all areas, especially in the field of education, is developing very rapidly. In particular, the application of AI to the language learning process is rapidly affecting teaching and learning methodologies. Interactive and interesting programs, self-assessment and teaching chatbots are clear evidence of this. To date, almost no language learner can imagine the learning process without AI. Because, if used

correctly, with the help of AI, students can easily develop themselves through self-study, without any teachers. This article discusses the wide-ranging possibilities and problems of AI tools in language learning

Main types of AI: There are several main and useful types of AI used in language learning.

- Chatbots (e.g. Duolingo, Mondly)
- Speech Recognition Systems
- Machine Translation (Google Translate, DeepL)
- Interactive Mobile Apps
- Personalized Learning Programs
- AI-based Testing Systems and Automated Writing Assessment

Tools

Methodology: The article uses an analysis of various scientific articles, a method of their comparison, and practical applications (learning applications and chatbots). In addition, general and analytical generalizations are presented based on questionnaires received from AI users. The main impact of technologies through such approaches is also used. Various public statistics from international platforms are also used.

Results and discussions. According to the analysis, language learning with AI:

- Allows you to learn a language through personal reading.
- Increases the interactivity of lessons
- Helps to pronounce the language correctly and use it with the correct structure
- Allows you to study anywhere, anytime
- Increases motivation
- Helps to correct grammatical errors and correct them immediately
- Allows you to correctly analyze and evaluate essays and written works

The use of AI technologies in the process of language learning is making a significant contribution to the modern education system. According to sources, AI creates individual and time-saving approaches for students. In particular, interactive speech recognition programs, bots that convert voice texts into writing, and personalized learning platforms are examples of this. Such programs adapt to the needs of students. According to Wang & Vásquez (2012), students can express their ideas independently when using Web 2.0 tools (blogs, wikis, and forums) in conjunction with AI, which helps them improve their written and oral language skills. Chapelle (2009) shows that there are different theoretical interpretations regarding the effectiveness of AI in language learning

However, in many sources, there is also information about the shortcomings of AI in language learning. One of the main shortcomings is that many AI systems focus only on superficial aspects - for example, grammar and pronunciation. Secondly, analysis from a semantic, cultural and pragmatic perspective is still beyond the capabilities of AI. In addition, the motivation given

to students when working with AI may not always be high, that is, AI cannot give the same emotions that a teacher gives to a student. In general, the scientific literature recognizes the benefits of SI in language learning (interactivity, personalization, efficiency), but the problems associated with it (lack of cultural context, reduced human factor, technical failures) require solutions.

Conclusion: Despite some shortcomings, AI technologies play a major role in making the language learning process more creative and effective. If they are used correctly, there is a high probability that the language learning process will reach a higher level. However, I think that it is necessary to strike a balance when using AI technologies in education. That is, it is advisable to use AI and traditional teaching methods together.

References:

1. Godwin-Jones, R. (2019). "Emerging Technologies: Language Learning with AI". Language Learning & Technology. <https://www.lltjournal.org/item/3092>
2. Wang, Y., & Vasquez, C. (2012). "Web 2.0 and Second Language Learning: What Does the Research Tell Us?" CALICO Journal. <https://journals.equinoxpub.com/CALICO/article/view/23565>
3. Kukulska-Hulme, A. (2020). "Mobile-Assisted Language Learning with AI". ReCALL. <https://www.cambridge.org/core/journals/recall/article/mobileassisted-language-learning/0F21D3B2C9BFE88494C38C7C87D6C8A5>
4. Li, V., Chen, G., & Zhang, R. (2021). "AI in Language Education: Challenges and Opportunities". Journal of Educational Technology. <https://www.sciencedirect.com/science/article/pii/S0742051X21000823>
5. Chappelle, C. A. (2009). "The Relationship Between Second Language Acquisition Theory and Computer-Assisted Language Learning". The Modern Language Journal. <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1540-4781.2009.00965.x>