

DEVELOPING COMMUNICATIVE COMPETENCE IN PHILOLOGY STUDENTS THROUGH ARTIFICIAL INTELLIGENCE TOOLS

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Abstract: This paper explores the development of communicative competence in philology students through the integration of artificial intelligence in higher education. The study is grounded in a competency-based approach, emphasizing the systematic formation of linguistic, sociolinguistic, discourse, and strategic components of communicative competence. Artificial intelligence tools are examined as pedagogical instruments that enhance interactive learning, individualized instruction, and authentic language practice. The paper discusses the linguodidactic principles underlying the use of AI in English language teaching and highlights its potential to foster students' academic and professional communication skills. The findings suggest that the integration of AI contributes to a more dynamic and student-centered educational environment, supporting the comprehensive development of communicative competence.

Key words: artificial intelligence (AI), platforms, interactive learning, modern information technologies, formation and developing of communicative competence

An important benefit of AI tools is the speed of feedback. In a real classroom situation, feedback might come with a delay. With AI, learners get immediate correction. That helps them become more aware of their own mistakes, learn to self-correct, and internalize correct language patterns. It leads to better accuracy, fluency and confidence in speaking. The use of AI assistants thus creates a more adaptive, responsive, and learner-driven learning environment.

The Strategy for the Development of Artificial Intelligence Technologies until 2030 (hereinafter referred to as the Strategy) has been developed in accordance with the Decree No. PF-132 of the President of the Republic of Uzbekistan, dated August 30, 2024, "On Measures to Implement the Tasks Defined at the Fourth Open Dialogue between the President of the Republic of Uzbekistan and Entrepreneurs." [1] This Strategy aims to create the necessary conditions for the introduction of artificial intelligence technologies in the social sphere and economic sectors, including the establishment of legal, technological, and economic foundations.

The Strategy defines the objectives, tasks, and priority areas for the broad application and accelerated development of artificial intelligence in our country, taking into account the current state of artificial intelligence technologies and the advanced practices of other countries.

Additionally, the Strategy outlines medium- and long-term tasks, including those in scientific and technological development, for the implementation of projects aligned with national interests using artificial intelligence technologies.

The following key concepts are used in the Strategy:

Artificial Intelligence: A set of technological solutions that enable the imitation of human knowledge and skills (including independent learning and problem-solving),

delivering results comparable to those of human intellectual activity when performing specific tasks.

Neural Network: A mathematical model and software-hardware solution based on the principles of biological neural connections, employed in machine learning.

Machine Learning: A field focused on developing algorithms that draw conclusions by studying and analyzing patterns, identifying relationships in data, and applying various methods, including neural networks and statistics.

Deep Learning Platform: A set of software and hardware tools designed for deep learning using artificial neural networks.

Artificial Intelligence Technology: Technologies based on artificial intelligence, including advanced methods for intelligent video analysis, speech recognition and synthesis, and decision-making support.

Big Data: Large datasets distinguished by their volume, variety, and/or velocity, requiring efficient storage, management, and analysis.

While pedagogically sound, traditional language teaching methods can sometimes lack engagement and interaction. AI-driven tools, on the other hand, create a more dynamic and interactive learning experience, drawing students more actively into the learning process. Applications such as Gemini and ELSA aid in pronunciation and oral practice, and grammar-checking tools offer immediate feedback on written output. Moreover, chatbots (e. g. ChatGPT) simulate realistic conversations and allow for interactive, spoken-language practice.

From the competence-based point of view, AI tools contribute to the integrated development of communicative competence by combining its linguistic, sociolinguistic, discourse and strategic components. With regular practice, interaction and controlled self-correction, students acquire the skills of using English in academic and professional communication, which is in line with the competence-based approach in higher education.

AI offers substantial practical benefits for foreign language instruction. Yet, understanding AI's impact requires considering its place within the larger historical progression of educational tools. We have seen the rise of printed textbooks, then electronic books, multimedia resources, and digital learning platforms. Now, Artificial Intelligence emerges as the latest advancement in this ongoing evolution of educational technology.

Although these technologies have progressed significantly, all digital tools—encompassing AI, multimedia resources, and mobile apps—ought to be viewed as supplementary aids in teaching, rather than replacements for essential learning resources. Their main purpose is to steer students towards a deeper connection with foundational learning materials like textbooks and organized academic content.

Since philologists work with meaning, text, and context—the very areas where Large Language Models (LLMs) like ChatGPT or Claude excel—this synergy is particularly effective.

Traditionally, students lack real-time practice in foreign languages or specific stylistic registers. So, the activities as Role-playing with AI will be fruitful as students can practice dialogues with a "virtual Oscar Wilde" to study Victorian style or negotiate with a "simulated publishing editor." Furthermore, simulating Diverse Discourses serves for Practicing academic, formal, or journalistic speech in real-time mode.

Communicative competence is not just about speaking; it is about feeling the nuances of a text.

Moreover, as Editor's Analysis we may use AI to generate texts with intentional stylistic errors for students to identify and correct.

- **Comparative Analysis:** Contrasting human-made translations with AI-generated ones to identify subtle connotations and cultural codes that machines often miss.

For the modern philologist, the ability to craft a precise prompt is a high-level demonstration of communicative competence.

- **Precision of Formulation:** To get high-quality output, students must master precise terminology and logical sentence structure.

- **Metacommunication:** Studying how AI interprets natural language helps students better understand the underlying structures of language itself.

Despite the numerous advantages of artificial intelligence in language acquisition, its implementation is not without limitations. Although AI systems are capable of providing immediate and detailed feedback, researchers emphasize that such technologies cannot fully replicate the emotional sensitivity, pedagogical intuition, and nuanced understanding characteristic of human instructors. Effective language learning often requires awareness of subtle cultural references, contextual meanings, and pragmatic variations, which may exceed the current capabilities of AI-based systems.

Furthermore, excessive dependence on AI tools may reduce opportunities for meaningful human interaction, which remains a fundamental component of language development. Authentic communication in real-life contexts plays a vital role in fostering linguistic fluency and intercultural competence. As noted by Sharp, social interaction and collaborative dialogue are essential conditions for deep language acquisition. While AI assistants can simulate conversation and provide structured practice, they cannot entirely substitute the dynamic, spontaneous, and socially embedded nature of real-world communication.[6]

Above all, Artificial Intelligence should always be wielded under human direction. Teachers and students should steer and manage AI applications, ensuring it serves them, not the other way around. AI must never be permitted to take control of or supersede human involvement in education. The teacher's professional judgment, ethical responsibility, and methodological expertise remain central to the learning process.

In conclusion, when used wisely and ethically, Artificial Intelligence makes language education more effective, interactive, and learner-centered. AI should be viewed not as a replacement for traditional teaching, but as a valuable assistant that supports sustainable language learning and learner autonomy in the digital age.

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