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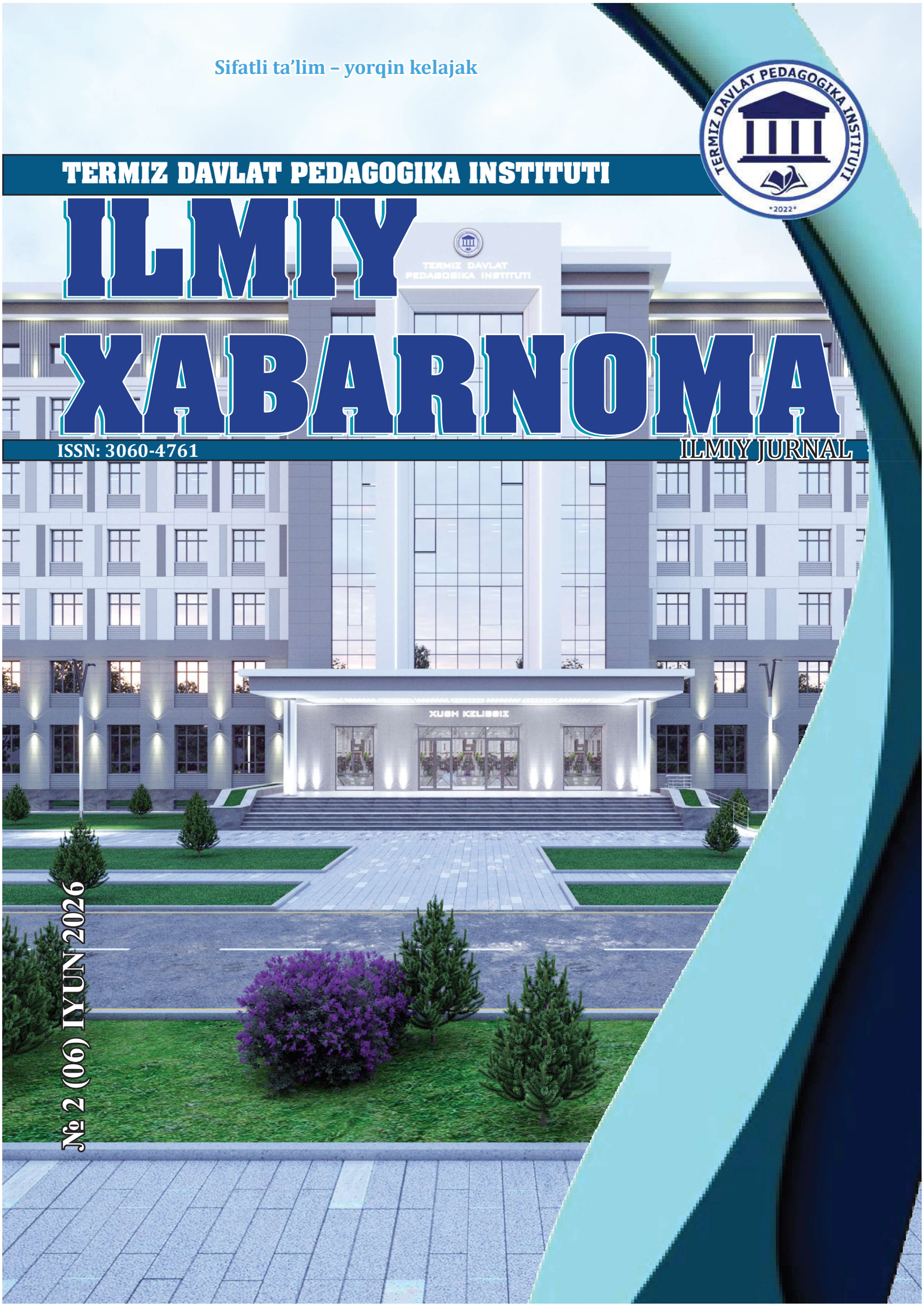
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THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: PEDAGOGICAL FOUNDATIONS

ABSTRACT. The continuous progress of artificial intelligence technologies has greatly influenced the development of modern educational systems. Artificial intelligence is increasingly recognized as an effective tool for enhancing teaching and learning processes, particularly in foreign language education. This article analyzes the pedagogical foundations of using artificial intelligence in English language teaching. The research is based on theoretical analysis of scientific literature related to artificial intelligence in education. Particular attention is given to intelligent tutoring systems, speech recognition technologies, automated writing evaluation tools, and adaptive learning platforms. The findings indicate that artificial intelligence technologies contribute to personalized learning environments, enhance students' motivation, and support the development of language skills such as listening, speaking, reading, and writing. The study concludes that artificial intelligence should be considered a supportive educational tool that improves the effectiveness of language instruction rather than replacing the role of teachers in the educational process.

KEYWORDS: *Artificial intelligence, English language teaching, digital education, adaptive learning, language learning technologies, pedagogy.*

INGLIZ TILINI O'QITISHDA SUN'IY INTELLEKTNING ROLI: PEDAGOGIK ASOSLAR

ANNOTATSIYA. Sun'iy intellekt texnologiyalarining uzluksiz rivojlanishi zamonaviy ta'lim tizimlarining taraqqiyotiga katta ta'sir ko'rsatmoqda. Sun'iy intellekt, ayniqsa, xorijiy tillarni o'qitish jarayonida ta'lim va o'rganish samaradorligini oshiruvchi muhim vosita sifatida tobora ko'proq e'tirof etilmoqda. Ushbu maqolada ingliz tilini o'qitishda sun'iy intellektdan foydalanishning pedagogik asoslari tahlil qilinadi. Tadqiqot ta'lim sohasida sun'iy intellektga oid ilmiy adabiyotlarning nazariy tahliliga asoslangan. Maqolada intellektual o'qitish tizimlari, nutqni aniqlash texnologiyalari, yozma ishlarni avtomatik baholash vositalari hamda moslashuvchan o'qitish platformalariga alohida e'tibor qaratilgan. Natijalar shuni ko'rsatadiki, sun'iy intellekt texnologiyalari shaxsiylashtirilgan ta'lim muhitini yaratishga yordam beradi, talabalar motivatsiyasini oshiradi hamda tinglab tushunish, gapirish, o'qish va yozish kabi til ko'nikmalarini rivojlantirishni qo'llab-quvvatlaydi. Tadqiqot xulosasiga ko'ra, sun'iy intellekt o'qituvchilar o'rnini bosuvchi vosita emas, balki ta'lim jarayonining samaradorligini oshiruvchi qo'llab-quvvatlovchi texnologiya sifatida qaralishi lozim.

KALIT SO'ZLAR: *Sun'iy intellekt, ingliz tilini o'qitish, raqamli ta'lim, moslashuvchan o'qitish, til o'rganish texnologiyalari, pedagogika.*

РОЛЬ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА: ПЕДАГОГИЧЕСКИЕ ОСНОВЫ

АННОТАЦИЯ. Непрерывное развитие технологий искусственного интеллекта оказывает значительное влияние на развитие современных образовательных систем. Искусственный интеллект всё чаще признаётся эффективным инструментом для повышения качества преподавания и обучения, особенно в сфере обучения иностранным языкам. В данной статье анализируются педагогические основы использования искусственного интеллекта в преподавании английского языка. Исследование основано на теоретическом анализе научной литературы, посвящённой применению искусственного интеллекта в образовании. Особое внимание уделяется интеллектуальным обучающим системам, технологиям распознавания речи, инструментам автоматической оценки письменных работ и адаптивным образовательным платформам. Результаты показывают, что технологии искусственного интеллекта способствуют созданию персонализированной образовательной среды, повышают мотивацию студентов и поддерживают развитие языковых навыков, таких как аудирование, говорение, чтение и письмо. В заключение отмечается, что искусственный интеллект следует рассматривать как вспомогательный образовательный инструмент, повышающий эффективность обучения, а не как средство, заменяющее роль преподавателя в образовательном процессе.

КЛЮЧЕВЫЕ СЛОВА: *Искусственный интеллект, преподавание английского языка, цифровое образование, адаптивное обучение, технологии изучения языка, педагогик.*

INTRODUCTION. The integration of digital technologies into the field of education has profoundly influenced teaching and learning practices in recent decades. Among the most significant technological innovations in modern education is artificial intelligence (AI). AI technologies are currently utilized in numerous sectors, including healthcare, economics, engineering, and education [1;5-p.]. In educational practice, artificial intelligence technologies help teachers improve teaching methods and create more engaging learning conditions for students. English language education plays a crucial role in the modern globalized world because English has become the international language of communication, science, and technology [2;14-p.].

However, traditional language teaching methods often face several challenges. These challenges include limited classroom time, insufficient opportunities for individualized instruction, and difficulties in monitoring students' learning progress.

Artificial intelligence technologies offer potential solutions to these challenges. AI-based learning systems analyze learners' performance and adapt learning materials according to individual needs. Immediate feedback provided through AI-based systems significantly contributes to the development of students' language competence [3;6-p.].

Therefore, the integration of artificial intelligence into language education has become an important research direction in modern pedagogy.

The aim of this study is to analyze the pedagogical foundations of artificial intelligence in English language teaching and examine the potential of AI technologies for improving language learning processes.

METHODOLOGY. In this research, relevant academic literature on artificial intelligence and its role in English language education was analyzed using a qualitative theoretical approach. This approach was deliberately selected as the most appropriate for achieving the research objectives, which focus on synthesizing theoretical knowledge, identifying pedagogical implications, and developing a conceptual framework rather than collecting primary empirical data [1;25-p.].

The research process was structured in three interconnected and sequential stages, each designed to build upon the previous one and ensure comprehensive coverage of the topic.

First, a systematic literature review was conducted to establish a solid theoretical foundation. This stage involved an extensive search and analysis of academic sources published primarily between 2015 and 2025. The reviewed materials included peer-reviewed journal articles, scholarly monographs, edited volumes, conference proceedings, and authoritative reports issued by international organizations such as UNESCO and OECD [2; 11-p.]. Inclusion criteria were strictly applied: only English-language publications that directly addressed AI applications in language learning, pedagogical theories, or empirical outcomes were selected. Through the analysis of the reviewed literature, several key theoretical concepts, major research trends, and existing methodological problems in the field were identified [3;79-p.].

Second, a detailed theoretical analysis was performed to examine the pedagogical foundations underpinning the integration of AI technologies in language education. This stage drew upon established learning theories and frameworks, with particular emphasis on student-centered learning approaches such as constructivism and connectivism [4;5-p.], adaptive and personalized learning environments [5;31-p.], digital pedagogy, and self-regulated learning principles. Special attention was given to how these pedagogical approaches align with or are transformed by AI capabilities, such as real-time feedback, individualized learning pathways, and intelligent scaffolding [2;18-p.]. The analysis also critically evaluated potential tensions between technological innovation and humanistic educational values.

Third, a critical evaluation and comparative analysis of specific artificial intelligence tools and applications currently employed in English language education was carried out. Various AI-driven tools were analyzed, including intelligent tutoring systems like Duolingo and Grammarly for Education, pronunciation and speech recognition applications such as ELSA Speak, automated writing evaluation systems including ETS e-rater, and adaptive learning platforms widely implemented in digital learning environments. [6;4-p.]. Each tool was examined in terms of its pedagogical affordances, its impact on language learning outcomes such as accuracy, fluency, and learner autonomy, as well as limitations related to ethical considerations including data privacy, algorithmic bias, and digital inequality.

By combining these three stages - literature review, theoretical analysis, and tool evaluation - the study provides a comprehensive understanding of the current role of artificial intelligence in English language teaching. This qualitative-theoretical methodology enables a deeper conceptual exploration of the topic without relying on primary empirical data, making it particularly suitable for exploratory and framework-building research [1;30-p.].

ANALYSIS AND RESULTS

The analysis of scientific literature demonstrates that artificial intelligence technologies have significant potential for improving English language teaching.

An important benefit of artificial intelligence in education is its ability to support personalized learning. AI-based systems can monitor students' learning progress and adjust educational content according to their individual needs [3;7-p.]. This allows learners to work at a comfortable pace and devote more attention to the areas where they need improvement.

Artificial intelligence technologies also support the development of language skills such as listening, speaking,

reading, and writing. Speech recognition technologies allow students' pronunciation skills to be developed through continuous practice and automated feedback [4;45-p.].

Another important application of artificial intelligence in language education is automated writing evaluation. AI-based writing tools analyze students' written texts and provide suggestions related to grammar, vocabulary, and sentence structure [5;92-p.].

Several artificial intelligence tools are widely used in modern language learning environments. For example, Grammarly is an AI-powered writing assistant that improves grammar and vocabulary usage. Duolingo is an adaptive learning platform where learning materials are adjusted according to learners' progress [3;9-p.]. ELSA Speak is an AI-based application designed to improve English pronunciation, while ChatGPT allows learners to practice communication skills through interactive dialogue.

These technologies create interactive learning environments through which students' language competence can be developed more effectively.

DISCUSSION

The integration of artificial intelligence (AI) into English language teaching (ELT) represents a significant and transformative step toward modernizing educational systems worldwide. Artificial intelligence can contribute to the improvement of language teaching practices by supporting more flexible and learner-oriented educational environments. Through adaptive systems and digital tools, students can receive learning materials that correspond to their individual abilities and progress [1;12-p.]. Tools powered by AI enable real-time feedback, individualized learning pathways, automated assessment of speaking and writing skills, and scalable access to language practice - features that traditional classroom settings often struggle to provide consistently [3;9-p.].

However, the successful and sustainable implementation of AI in English language education depends on fulfilling several critical conditions and addressing multifaceted challenges.

First and foremost, teachers must develop robust digital competencies and AI literacy to integrate these technologies meaningfully into their pedagogical practice. This includes not only technical proficiency in using AI tools (such as prompt engineering, interpreting AI outputs, and customizing adaptive platforms) but also a deeper understanding of AI foundations, ethical implications, and pedagogical alignment [2;18-p.]. Frameworks like UNESCO's AI Competency Framework for Teachers emphasize dimensions such as human-centered mindset, ethics of AI, AI pedagogy, and continuous professional learning [2;21-p.]. Without adequate training and ongoing support, teachers risk underutilizing AI's potential or inadvertently reinforcing ineffective practices.

Second, educational institutions bear the responsibility of providing reliable and equitable technological infrastructure. This encompasses stable high-speed internet access, up-to-date devices, secure digital learning platforms, and sufficient technical support. In many contexts - particularly in developing regions or under-resourced schools - the absence of such infrastructure creates a significant barrier, potentially widening the digital divide and excluding certain learner groups from AI-enhanced opportunities [4;74-p.].

Third, ethical considerations must be placed at the center of any AI adoption strategy in education. Key concerns include:

Data privacy and security: Artificial intelligence systems often gather various types of learner data, such as records of interactions, learning performance indicators, and personal information. This may create potential risks related to data security, including unauthorized access or misuse of information. Therefore, it is important to ensure reliable data protection, obtain clear consent from users, and follow established legal regulations when using such technologies in education [1;25-p.].

Another important concern is related to algorithmic bias and fairness. If AI systems are trained on limited or historically biased datasets, they may unintentionally reflect linguistic, cultural, or socioeconomic inequalities. As a result, learners from underrepresented groups may face certain disadvantages when using such technologies [5;31-p.].

Transparency and accountability: In many cases, the way AI systems make decisions is not fully clear to users. This limited transparency can make it difficult to understand how results are produced and may reduce trust in the use of such technologies.

Overreliance and impact on human elements: Overreliance on artificial intelligence in education may negatively influence several important aspects of the learning process. In particular, it can reduce opportunities for developing critical thinking, creativity, meaningful communication, and strong teacher–student relationships. Such dependence may also weaken the human-centered character of language learning [7;63-p.].

Academic integrity: It is also important to address challenges related to the use of artificial intelligence in education. These include issues such as AI-generated texts, possible plagiarism, and the risk that students may rely less on producing their own original language.

To address these ethical issues, educational institutions should develop clear policies and guidelines for the responsible use of artificial intelligence. It is also important to provide continuous training for teachers and students on how to use AI technologies appropriately. In addition, mechanisms for identifying possible bias in AI systems should be implemented, and the role of AI should be seen as

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supporting human activity rather than replacing it.

In conclusion, artificial intelligence has considerable potential to improve English language education by making learning processes more flexible and responsive to students' needs. However, the effective integration of AI requires careful planning, adequate technological infrastructure, and well-prepared teachers. Attention to ethical principles is also essential when implementing such technologies in education [3;10-p.]. When these conditions are met, AI can contribute to more effective and fair language learning opportunities in modern educational systems.

CONCLUSION

Artificial intelligence has become an important component of modern education, particularly in the field of English language teaching. The integration of AI technologies provides new opportunities for improving language learning processes and creating personalized learning environments.

The theoretical analysis conducted in this study demonstrates that artificial intelligence technologies contribute to the development of language skills, enhance students' motivation, and improve the effectiveness of language teaching [3;10-p.].

However, artificial intelligence should be considered a supportive educational tool rather than a replacement for teachers. Effective integration of AI in education requires the combination of technological innovation and pedagogical strategies.

Future research should focus on developing advanced AI-based learning models and evaluating their long-term impact on language learning outcomes.

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