

INTEGRATING ARTIFICIAL INTELLIGENCE TOOLS INTO ENGLISH LANGUAGE TEACHING: CHALLENGES AND OPPORTUNITIES IN UZBEK SECONDARY SCHOOLS

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Abstract

This study examines the integration of artificial intelligence tools into the process of teaching the English language in secondary schools of Uzbekistan. It discusses the main advantages of using artificial intelligence technologies, such as individual learning, interactive communication, and effective assessment methods. At the same time, it identifies the main challenges faced by teachers and students, including the lack of digital knowledge, limited technical resources, and difficulties in adaptation. The study provides several recommendations for improving the quality of English language education through the use of artificial intelligence tools.

Keywords: Artificial intelligence, English language teaching, digital education, innovation, secondary schools.

Introduction

In the modern era of technological advancement, artificial intelligence has become one of the most influential innovations affecting all spheres of human life, including education. The use of artificial intelligence in language teaching is transforming traditional methods into more interactive and student-centered approaches. In Uzbekistan, the teaching of the English language plays a crucial role in preparing students for global communication and future careers. Therefore, integrating artificial intelligence tools into English language education has become both a necessity and an opportunity. The introduction of artificial intelligence in schools can improve learning efficiency, make lessons more engaging, and help teachers better understand students' needs. However, the process of implementation is not without challenges. Limited technological resources, insufficient teacher training, and a lack of digital literacy among students can slow down progress. This study aims to analyze both the challenges and opportunities of using artificial intelligence in teaching English in Uzbek secondary schools and to offer practical recommendations for effective integration.

The integration of artificial intelligence into English language teaching in Uzbek secondary schools offers numerous benefits that can significantly improve the quality of education. One of the main advantages of using artificial intelligence is its ability to provide personalized

learning experiences. AI-based platforms can analyze each student's performance, identify their weaknesses, and offer tailored exercises to strengthen their language skills. Such an approach helps students learn at their own pace and receive instant feedback, which enhances motivation and understanding. Artificial intelligence tools also make lessons more interactive and engaging. Applications such as virtual tutors, chatbots, and speech recognition programs allow students to practice speaking and listening in realistic situations. For example, AI-powered pronunciation software can help students correct their accents and improve fluency. Moreover, teachers can use AI to create quizzes, monitor progress, and manage classroom activities more efficiently.

There are several challenges in integrating artificial intelligence into English teaching in Uzbekistan. The first major challenge is the lack of technical infrastructure. Many schools, especially in rural areas, have limited access to computers, stable internet connections, or modern educational software. Secondly, teachers often lack sufficient digital competence and training to effectively use AI tools in their teaching practice. Another issue is the language barrier, as most AI educational platforms are designed in English, making them difficult for teachers and students with limited proficiency to navigate.

Several measures should be taken. Schools and educational authorities need to invest in infrastructure development, provide professional training for teachers, and encourage collaboration between technology experts and educators. Local developers can also create AI tools adapted to the Uzbek context, taking into account linguistic and cultural features. Through these efforts, artificial intelligence can become a powerful tool to support English language education and prepare students for the demands of the modern world.

Important aspect of integrating artificial intelligence into English language teaching is the potential for continuous assessment and data-driven feedback. Traditional teaching methods often rely on periodic tests that may not fully reflect students' real progress. Artificial intelligence systems, however, can collect and analyze data in real-time, offering teachers detailed insights into each learner's strengths and weaknesses. This allows for timely intervention and targeted support, leading to more efficient learning outcomes. AI tools can significantly reduce teachers' workload. Routine tasks such as grading assignments, checking grammar, or evaluating pronunciation can be automated, allowing teachers to focus more on creative and communicative aspects of language teaching. For example, AI writing assistants can instantly correct grammatical mistakes, while speech recognition programs can assess pronunciation accuracy. As a result, both teachers and students benefit from a more efficient and balanced educational process.

Ethical and pedagogical concerns must also be considered. Overreliance on artificial intelligence could potentially reduce human interaction, which is essential in language learning. Teachers must therefore use AI as a supportive tool rather than a replacement for traditional instruction. It is also important to ensure data privacy and security when using AI platforms in schools. Students' personal information and learning records must be protected according to educational and ethical standards. The successful integration of artificial intelligence in English teaching depends on the cooperation of various stakeholders, including the Ministry of Education, school administrations, teachers, and technology developers. By fostering



collaboration, promoting research, and developing localized AI tools, Uzbekistan can create a modern, innovative, and inclusive English language education system that meets the needs of the 21st century.

Conclusion

In conclusion, the integration of artificial intelligence into English language teaching in Uzbek secondary schools represents a significant step toward modernizing education and improving learning outcomes. Artificial intelligence technologies provide opportunities for personalized learning, continuous assessment, and interactive teaching methods that can enhance students' motivation and academic performance. However, the process also faces several obstacles, including insufficient infrastructure, limited digital literacy, and a lack of teacher training. Effective implementation, it is necessary to strengthen technological resources in schools, organize professional development programs for teachers, and promote collaboration between educators and technology developers. Moreover, it is crucial to develop AI tools that are adapted to the linguistic and cultural context of Uzbekistan. By addressing these issues, artificial intelligence can become a powerful educational tool that supports English language learning, increases teaching efficiency, and prepares students for the globalized world.

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