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EXAMINING THE CHALLENGES AND RESPONSIBILITIES ASSOCIATED WITH USING COMPUTER PROGRAMS AND AI IN TEACHING LANGUAGES

TILLARNI OʻQITISHDA KOMPYUTER DASTURLARI VA AI TANGINI FOYDALANISH BILAN BOʻLGAN QIYINCHIQLAR VA MASLAHATLARNI OʻRGANISH.

ИЗУЧЕНИЕ ПРОБЛЕМ И ОБЯЗАННОСТЕЙ, СВЯЗАННЫХ С ИСПОЛЬЗОВАНИЕМ КОМПЬЮТЕРНЫХ ПРОГРАММ И ИИ ПРИ ОБУЧЕНИИ ЯЗЫКАМ

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Annotation: This article explores the implications of integrating computer programs and AI into language education, highlighting the need for a balanced approach that considers both the advantages and challenges of these technologies.

Key words: computer programs, artificial intelligence, language education, integration, challenges, responsibilities, benefits

Annotatsiya: Ushbu maqola kompyuter dasturlari va sun'iy intellektni til ta'limiga integratsiyalashning oqibatlarini o'rganadi va ushbu texnologiyalarning afzalliklari va muammolarini hisobga oladigan muvozanatli yondashuv zarurligini ta'kidlaydi.

Kalit so'zlar: kompyuter dasturlari, sun'iy intellekt, til ta'limi, integratsiya, muammolar, mas'uliyat, imtiyozlar

Аннотация: В этой статье исследуются последствия интеграции компьютерных программ и искусственного интеллекта в языковое образование, подчеркивая необходимость сбалансированного подхода, учитывающего как преимущества, так и проблемы этих технологий.

Ключевые слова: компьютерные программы, искусственный интеллект, языковое образование, интеграция, проблемы, обязанности, преимущества.

IV International scientific and practical conference on the topic:
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As the field of education constantly evolves, educators are undoubtedly embracing the immense potential of computer programs and artificial intelligence (AI) in teaching languages. As fourth-year students studying English philology, we recognize the importance of examining the challenges and responsibilities associated with integrating these technologies into language classrooms. This article aims to explore the implications of using computer programs and AI in language education, considering the insights of various scholars in the field.

The aim of this article is to examine the hypothesis "Balancing the use of computer programs and AI with traditional teaching methods is crucial for an effective language learning experience."

Literature review:

The use of technology in language teaching has become increasingly prominent in recent years, and it has proven to be beneficial in various aspects. Scholars like Warschauer (1996) have highlighted that computer programs can enhance language learning by providing interactive and engaging materials that foster improved language acquisition. Additionally, AI technologies, such as chatbots and language processing algorithms, have the potential to provide personalized language instruction and adapt to students' individual needs (Wang & Wen, 2020).

However, alongside the advantages, there are also substantial challenges and ethical responsibilities that educators must grapple with throughout the implementation of computer programs and AI. Scholars, such as Lang & Buckingham (2018), stress the importance of considering privacy concerns and data security when utilizing AI in language education. As these technologies require access to personal data and learning records, educators must ensure that appropriate measures are in place to protect students' privacy and confidentiality.

Furthermore, critics argue that excessive reliance on these technologies may lead to a loss of human interaction and empathy in language instruction. According to Lamy (2018), the absence of face-to-face interactions in AI-driven language learning environments may hinder the development of communicative competence and

IV International scientific and practical conference on the topic:
"Current problems of modern linguistics and an innovative approach in teaching foreign languages"
October 25, 2023

interpersonal skills. Balancing the integration of technology while maintaining the essential human element in teaching languages is a crucial responsibility for educators.

In conclusion, this article delves into the challenges and responsibilities associated with employing computer programs and AI in language education, providing insights from scholars in the field. While these technologies offer valuable tools for enhanced language learning, educators must also address concerns related to privacy, data security, and preserving interpersonal connections. By critically examining these topics, we can ensure that the advancements in technology align with the fundamental goals of language education, enhancing students' language proficiency while maintaining the essential human touch.

Methodology:

In order to examine my hypothesis that balancing the use of computer programs and AI with traditional teaching methods is crucial for an effective language learning experience, I created an online Google Form questionnaire. The questionnaire consisted of specific questions related to foreign language education and assessment methods. These questions were designed to gather information about participants' language proficiency levels and their experiences with both traditional and alternative assessment methods.

Participant Selection:

The participants for this survey were 4th year students at Fergana State University. To ensure representation from both genders, an equal number of male and female students were selected for participation. These participants were chosen through a random sampling method to avoid bias and obtain diverse perspectives.

Data Analysis:

Once the survey responses were collected through the online Google form questionnaire, data analysis was carried out to examine the hypothesis. The responses were reviewed and analyzed using statistical tools and qualitative coding techniques. Quantitative data, such as frequency distributions and averages, were used to

IV International scientific and practical conference on the topic:
"Current problems of modern linguistics and an innovative approach in teaching foreign languages"
October 25, 2023

understand the participants' overall perspective. Qualitative data in the form of open-ended responses were coded and categorized to identify common themes and patterns in the participants' feedback.

Results:

The survey question 'Which of the following statements best reflects your personal experience with computer programs and AI in language learning?' results indicate that the majority of respondents (75%) use computer programs and AI occasionally in language learning but still prefer traditional teaching methods. This suggests that while these technological tools have a place in language learning, they are not seen as a replacement for more conventional instructional approaches. On the other hand, a quarter of respondents (25%) reported having limited experience with computer programs and AI, mostly relying on traditional teaching methods. This highlights a potential lack of exposure or familiarity with these tools among this subset of language learners.

It is worth noting that none of the respondents heavily rely on computer programs and AI for language learning, indicating that these tools are not yet widely embraced for language acquisition. The absence of individuals who hardly use any computer programs or AI for language learning suggests that these tools have potential benefits or appeal for most language learners, even if they are not consistently utilized. Overall, the survey findings reflect a preference for a balanced approach that incorporates both computer programs and AI alongside traditional teaching methods in language learning.

All of the respondents for the question 'How do you perceive the role of computer programs and AI in language learning?' believe that computer programs and AI are beneficial for language learning, but they do not believe that they should replace traditional teaching methods entirely. This suggests that while technology can enhance language learning experiences, human interaction and traditional teaching methods are still considered vital for effective language acquisition. It highlights the

IV International scientific and practical conference on the topic:
"Current problems of modern linguistics and an innovative approach in teaching foreign languages"
October 25, 2023

importance of striking a balance between utilizing technology and integrating traditional teaching methods in language learning programs.

No respondents believe that computer programs and AI are unnecessary for effective language learning, indicating a recognition of the value these technologies bring to the language learning process. However, none of the respondents feel that computer programs and AI alone are sufficient for language learning, emphasizing the belief that incorporating traditional teaching methods alongside technology is crucial for comprehensive language acquisition.

The responses to the question of how computer programs and AI can enhance language learning highlight several key benefits. Firstly, 25% of respondents believe that these technologies provide personalized and adaptive learning experiences. This suggests that computer programs and AI have the ability to tailor language learning content and activities to the individual needs and proficiency levels of learners, ensuring a more effective and engaging learning experience.

Additionally, another 25% of respondents point out that computer programs and AI facilitate access to authentic language resources. This implies that these technologies can provide learners with real-life examples of language usage, such as news articles or videos, which can greatly enhance their language skills and understanding.

Furthermore, the majority of respondents (50%) emphasize that computer programs and AI allow for immediate feedback and error correction. This underscores the importance of real-time feedback in language learning, as it enables learners to identify and rectify their mistakes promptly, improving their language proficiency more rapidly.

Lastly, it is worth noting that none of the respondents mentioned the promotion of independent learning and self-study as an advantage of computer programs and AI. This finding indicates that the potential for these technologies to foster independent language learning was not recognized by any of the survey participants.

IV International scientific and practical conference on the topic:
"Current problems of modern linguistics and an innovative approach in teaching foreign languages"
October 25, 2023

In summary, the analysis of the responses indicates that computer programs and AI have several potential benefits in enhancing language learning, including personalized learning experiences, access to authentic language resources, and immediate feedback and error correction. However, the aspect of promoting independent learning and self-study did not resonate with the survey participants.

The results of the survey question 'In your opinion, what advantages do traditional teaching methods have over computer programs and AI in language learning?' indicate that the majority of respondents see in-depth discussions and analytical thinking as the main advantage of traditional teaching methods over computer programs and AI in language learning. This suggests that traditional methods provide opportunities for students to engage in meaningful conversations and critical thinking, which can enhance their understanding and mastery of the language. It is worth noting that none of the respondents mentioned collaboration and group learning or teachers' guidance and expertise as advantages of traditional methods. While this may suggest a desire for more independent learning and self-paced instruction, it also raises questions about the potential benefits lost in terms of social interaction and personalized instruction. Furthermore, a smaller percentage of respondents highlighted the advantages of traditional methods for cultural immersion and practical experiences. This indicates that the physical classroom environment may provide opportunities for students to immerse themselves in the culture associated with the language they are learning and gain practical experiences that cannot be replicated by computer programs or AI.

The results of the question 'Would you recommend a balanced approach combining computer programs and AI with traditional teaching methods to fellow language learners?' indicate that a significant majority of respondents recognize the benefits of combining computer programs and AI with traditional teaching methods in language learning. The fact that 75% of respondents recommended a balanced approach suggests that they perceive it as offering a more comprehensive and effective learning experience. This implies that using technology alongside traditional

IV International scientific and practical conference on the topic:
"Current problems of modern linguistics and an innovative approach in teaching foreign languages"
October 25, 2023

teaching methods can provide a range of resources and tools that cater to different learning styles and preferences, ultimately enhancing the language learning process.

It is interesting to note that none of the respondents believed that traditional teaching methods were sufficient on their own, reflecting an understanding that technology can play a valuable role in language learning. On the other hand, a smaller percentage of respondents (25%) expressed uncertainty about the effectiveness of this balanced approach, possibly due to their lack of firsthand experience in mixing computer programs and AI with traditional teaching methods. This highlights the need for further research and exploration of this educational approach to determine its true efficacy.

Conclusion:

In conclusion, the survey results suggest that most language learners recognize the value of computer programs and AI in language learning, but they do not view them as a complete replacement for traditional teaching methods. The preference for a balanced approach indicates that learners see the benefits of incorporating technology alongside human interaction and instruction, highlighting the importance of finding a middle ground that harnesses the advantages of both approaches.

The survey also highlights several key benefits of computer programs and AI in language learning, including personalized and adaptive learning experiences, access to authentic language resources, and immediate feedback and error correction. However, it is interesting to note that none of the respondents mentioned the promotion of independent learning and self-study as an advantage of these technologies. This may suggest a potential lack of awareness of the potential for technology to foster independent language learning.

Overall, the survey results emphasize the significance of striking a balance between technology and traditional teaching methods in language learning to create a comprehensive and effective learning experience. Further research and exploration are needed to better understand how to integrate and optimize the use of computer programs and AI in language learning.

IV International scientific and practical conference on the topic:
"Current problems of modern linguistics and an innovative approach in teaching foreign languages"
October 25, 2023

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October 25, 2023

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