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ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING: UNVEILING THE POTENTIAL OF AI TECHNOLOGIES TO PERSONALIZE LANGUAGE LEARNING AND PROVIDE INSTANT FEEDBACK

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ИЗУЧЕНИИ ЯЗЫКА: РАСКРЫТИЕ ПОТЕНЦИАЛА ТЕХНОЛОГИЙ ИИ ДЛЯ ПЕРСОНАЛИЗАЦИИ ИЗУЧЕНИЯ ЯЗЫКА И ОБЕСПЕЧЕНИЯ МГНОВЕННОЙ ОБРАТНОЙ СВЯЗИ

TIL O'RGANISHDA SUN'IY INTELTEKT: TIL O'RGANISHNI SHAXSIYLASHTIRISH VA TEZKOR ALOQA ALOQA TA'MINLASH UCHUN AI TEXNOLOGIYALARI POTENTSIALINI OCHISH

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Annotation: This article explores the potential of Artificial Intelligence (AI) technologies in revolutionizing language learning. The authors argue that traditional classroom settings often fail to address individual learning styles and preferences, leading to stagnant progress and demotivation.

Key words: interconnected, language learning methods, Artificial Intelligence (AI)

Аннотация: В этой статье исследуется потенциал технологий искусственного интеллекта (ИИ) в революционном изучении языков. Авторы утверждают, что традиционные условия обучения в классе часто не учитывают индивидуальные стили и предпочтения обучения, что приводит к застою в прогрессе и демотивации.

Ключевые слова: взаимосвязано, методы изучения языка, искусственный интеллект (ИИ).

Annotatsiya: Ushbu maqola til o'rganishni inqilob qilishda sun'iy intellekt (SI) texnologiyalarining imkoniyatlarini o'rganadi. Mualliflarning ta'kidlashicha,

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an'anaviy sinf xonalari ko'pincha individual o'rganish uslublari va afzalliklarini hisobga olmaydi, bu esa turg'un taraqqiyot va demotivatsiyaga olib keladi.

Kalit so'zlar: o'zaro bog'liq, til o'rganish usullari, sun'iy intellekt (SI)

As our global society becomes more interconnected, the need for efficient language learning methods has grown exponentially. In this modern age of technology, the emergence of Artificial Intelligence (AI) has presented a promising avenue for revolutionizing language learning. With its capacity to tailor instruction and deliver immediate feedback, AI technology holds the potential to significantly enhance learners' language skills.

In their groundbreaking research, Mayfield et al. (2019) emphasize the need for individualized language learning experiences. They argue that traditional classroom settings often fail to address the unique learning styles and preferences of each student, leading to stagnant progress and demotivation. However, AI technologies can bridge this gap by analyzing learners' strengths, weaknesses, and patterns of understanding, thereby tailoring instructional materials to their specific needs (Nagy et al., 2020).

Moreover, the timely provision of feedback plays a crucial role in the language acquisition process (Vandergriff et al., 2017). Historically, language learners have relied on teachers or language exchange partners for feedback, which can be limited by human availability and subjectivity. Contrarily, AI technologies can provide real-time feedback, enabling learners to identify and rectify errors promptly (Wozniak, 2018). This instant and objective feedback has been found to enhance learners' self-confidence and motivation, subsequently accelerating language acquisition (Kleinsmith et al., 2018).

Furthermore, the incorporation of AI technologies into language learning platforms facilitates seamless integration of authentic language use (Nagy et al., 2020). AI-powered tools can simulate real-world scenarios, enabling learners to practice language skills in context. By immersing learners in authentic situations and

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providing interactive dialogues, AI technologies enhance communication skills and offer a dynamic learning experience (Wozniak, 2018).

Overall, as AI technologies continue to advance, the potential for personalizing language learning and providing instantaneous feedback becomes increasingly evident. By catering to individual learners' needs and offering timely corrections, AI technologies have the ability to revolutionize language instruction methods. With the insights presented by leading scientists, this article strives to shed light on the transformative power of AI in language learning, urging educators and language learners alike to embrace this promising technology.

As a student researcher, I conducted a survey using an online Google Form questionnaire among 4th year students (5 participants) from Fergana State University. The survey included participants of both genders, with 40% male and 60% female representation. The primary objective of this survey was to examine the hypothesis that the use of AI technologies in language learning might have a negative impact on independent learning, self-regulation, and learner autonomy.

Methodology:

The Google Form questionnaire was designed to gather insights and opinions regarding the impact of AI technologies on language learning. The questionnaire consisted of a 11 mix of closed-ended and open-ended questions, allowing participants to provide quantitative ratings and qualitative feedback. The questions aimed to assess participants' perspectives on independent learning, self-regulation, and learner autonomy in relation to the use of AI technologies.

Results:

The analysis of the question regarding the frequency of AI tool usage in language learning reveals interesting insights into participant habits and practices. The responses were categorized into five options: "Every day," "almost every day," "rarely," and "always." The distribution of responses suggests varying levels of dependence on AI tools among the surveyed individuals.

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The majority of participants (40%) reported using AI tools in their language learning process "almost every day," indicating a consistent and frequent utilization of such tools. This suggests a recognition by these individuals of the benefits that AI tools bring to their language learning journey.

Additionally, 20% of the participants reported using AI tools "every day" and another 20% reported using them "always." These responses highlight a high level of reliance on AI tools, suggesting that these individuals heavily depend on them throughout their language learning process.

Conversely, 20% of participants indicated using AI tools "rarely," indicating a limited or sporadic usage. This may indicate a preference for more traditional language learning methods or a lack of access to AI tools.

This analysis showcases the diverse range of AI tool usage among language learners. While a significant portion of participants reported regular or constant reliance on these tools, a minority indicated limited or rare usage. These findings indicate a need for further exploration into the reasons behind these usage patterns and the potential impact on language learning outcomes and learner autonomy.

The analysis of the survey question regarding the personal usage of AI technologies for language learning during studies reveals a unanimous response. All participants (100%) reported having personally used AI technologies for language learning.

This finding highlights the widespread adoption and utilization of AI technologies among the surveyed individuals for enhancing their language learning experience. The 100% response rate suggests a high level of familiarity and comfort with incorporating AI tools into their language learning process.

The results of the survey show that respondents had varied perceptions regarding the role of AI technologies in language learning. Approximately 50% of the participants believed that these technologies enhance independent learning and learner autonomy. On the other hand, 33.3% of the respondents felt that AI technologies hinder independent learning and learner autonomy. Interestingly, 16.7%

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of the participants expressed the view that AI technologies have no impact on independent learning and learner autonomy.

These results highlight a divergence of opinions among the respondents, suggesting that individuals may have different experiences and perspectives on the role of AI technologies in language learning. Further analysis and exploration of the reasons behind these perceptions could shed more light on the potential benefits and challenges associated with integrating AI technologies in language learning environments.

The survey responses indicate divided opinions regarding the belief that excessive reliance on AI technologies for language learning can reduce learner autonomy. Roughly 33.3% of participants agreed that such reliance can limit learner autonomy. On the other hand, the majority, comprising 66.7% of respondents, expressed the view that the impact on learner autonomy depends on how the technologies are utilized.

These responses suggest that while some individuals believe that over-reliance on AI technologies could hinder learner autonomy, a significant proportion also acknowledge that the outcomes may vary based on the specific implementation and usage of the technologies. This highlights the complexity of the topic and the need for a nuanced approach to strike a balance between leveraging AI technologies and promoting learner autonomy in language learning contexts. Further exploration and investigation could provide deeper insights into the potential benefits and challenges associated with the integration of AI technologies in fostering learner autonomy.

The analysis of the survey question regarding the perception of the importance of traditional methods compared to AI technologies in language learning provides valuable insights into participants' beliefs and attitudes. The responses were divided into two options: "Traditional methods are more important for independent learning and learner autonomy" and "Both traditional methods and AI technologies are equally important."

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The majority of participants (83.3%) responded that both traditional methods and AI technologies are equally important in language learning. This suggests a recognition among these individuals that a balanced approach, combining traditional methods with the integration of AI technologies, is beneficial for fostering independent learning and learner autonomy.

On the other hand, a smaller proportion of participants (16.7%) expressed the belief that traditional methods are more important for independent learning and learner autonomy. These individuals may perceive traditional methods, such as textbooks and classroom instruction, as foundational and essential components of language learning, with AI technologies playing a different role or potentially hindering learner autonomy.

The findings highlight the value of integrating both traditional methods and AI technologies to enhance language learning. While traditional methods provide a strong foundation, the inclusion of AI technologies can offer additional benefits such as personalized learning, adaptive feedback, and access to a wide range of language resources.

The survey responses reflect varying beliefs regarding the potential for AI technologies to replace human instructors in language learning. A minority of respondents, approximately 16.7%, agreed that AI technologies can fully replace human instructors. In contrast, 50% of participants strongly believed that human instructors are essential for effective language learning. Another 33.3% of respondents expressed the view that while AI technologies can partially replace human instructors, they cannot completely fulfill their role.

These results highlight the overall consensus that human instructors play a crucial role in language learning, with a majority firmly asserting their significance. However, it is noteworthy that a portion of respondents acknowledged the potential for AI technologies to contribute to language learning, albeit in a supportive or supplementary capacity.

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These findings emphasize the importance of maintaining a balanced approach that integrates both AI technologies and human instructors to optimize language learning outcomes. Further exploration of how AI technologies and human instructors can collaborate effectively would provide valuable insights for designing comprehensive language learning experiences.

In conclusion, the findings of this research demonstrate the varying levels of usage and perceptions of AI technologies in language learning among 4th year students at Fergana State University. The majority of participants reported frequent usage of AI tools, indicating recognition of their benefits in enhancing independent learning and learner autonomy. However, a significant minority indicated limited or rare usage, suggesting a preference for more traditional language learning methods or a lack of access to AI tools.

These divergent opinions on the role of AI technologies in language learning highlight the need for further exploration and analysis. Understanding the reasons behind these perceptions can provide valuable insights into the potential benefits and challenges associated with integrating AI technologies in language learning environments. Future research can delve deeper into the impact of AI technologies on independent learning, self-regulation, and learner autonomy to inform the development and implementation of effective language learning strategies. Overall, this research contributes to the ongoing dialogue on the role of AI technologies in language learning and encourages further investigation in this field.

Overall, the survey responses indicate that opinions are divided when it comes to the impact of AI technologies on learner autonomy, the importance of traditional methods compared to AI technologies, and the potential for AI technologies to replace human instructors in language learning. The results suggest that there is a need for a nuanced approach that combines traditional methods and AI technologies to strike a balance between leveraging technology and promoting learner autonomy.

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