



THE DIDACTIC SIGNIFICANCE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

The article highlights the didactic significance of artificial intelligence technologies in foreign language teaching. It analyzes the opportunities to optimize the educational process through AI tools, taking into account learners' individual abilities, as well as to develop speaking, listening, and writing skills..

In today's era of globalization, digital technologies — particularly artificial intelligence (AI) — play an important role in increasing the effectiveness of foreign language teaching, especially English. AI tools make it possible to individualize the learning process, enhance interactive communication, and strengthen students' language skills. The integration of AI into the educational process facilitates teachers' work while enhancing learners' independent learning capacity. In this regard, AI technologies emerge as an innovative factor that expands the didactic potential of language teaching.

According to researcher N. Abdullayeva, "AI-based teaching systems make it possible to analyze learners' activities and develop appropriate educational strategies" [1; 45]. Therefore, studying the didactic significance of AI technologies in foreign language education has become one of the most urgent issues of modern pedagogy. Artificial intelligence technologies are rapidly entering the educational process and play a key role in enhancing the effectiveness of foreign language teaching. As N. Abdullayeva emphasizes, "AI tools enable effective management of the language learning process by considering students' individual characteristics" [1; 48].

Similarly, C. A. Chapelle, in her research, outlined the theoretical foundations of language skills development through artificial intelligence and computer technologies [2; 46]. M. Warschauer and D. Healey analyzed the importance of AI-based learning platforms in fostering interactivity and communicative competence [3; 49]. The analysis of both local and international studies demonstrates that AI technologies elevate the didactic process to a new level through opportunities such as individualization, automatic assessment, speech analysis, and adaptive learning.

In this study, descriptive, analytical, and comparative methods were used to determine the didactic significance of artificial intelligence technologies in foreign language teaching. Observation and survey techniques were applied to assess the effectiveness of AI tools in the

educational process. According to researcher P. Hubbard, "Integrating AI technologies into the teaching process allows for individualized analysis of student performance" [4; 79]. Based on these findings, recommendations were developed to optimize the foreign language teaching process and enhance students' communicative competence.

During the research, the didactic significance of AI technologies in foreign language teaching was thoroughly analyzed. The results showed that AI tools expand students' individual learning opportunities, encourage independent learning, and increase motivation. Programs such as ChatGPT, Duolingo, Elsa Speak, and Grammarly enabled learners to strengthen their pronunciation, writing, and listening comprehension skills. In particular, adaptive learning systems that provide exercises tailored to the learner's proficiency level improved the effectiveness of teaching.

The use of AI tools allowed teachers to quickly identify students' mistakes, assess them automatically, and ensure an individualized approach. This contributed to saving time during lessons, enhancing interaction, and improving feedback quality. The analysis showed that students engaged in AI-based activities achieved higher results in vocabulary and grammatical accuracy compared to those in traditional teaching groups.

Moreover, AI analyzes learners' errors and provides correction suggestions, which fosters self-monitoring skills. According to the analysis, systematic integration of AI technologies into the foreign language teaching process increases didactic efficiency, develops communicative competence, and helps shape learners as active subjects in the educational environment.

Indeed, the research findings confirm that artificial intelligence is an effective tool and an advanced pedagogical technology in foreign language teaching. It plays a crucial role in improving the quality of education, realizing learners' individual potential, and elevating the teaching process to an innovative stage. According to the study results, artificial intelligence technologies bring teacher-student interaction in the foreign language learning process to a new level. AI tools serve as an effective means of individualizing education, increasing learners' motivation, and encouraging their active participation in language learning. Furthermore, AI-based applications expand opportunities to improve pronunciation, writing, listening comprehension, and vocabulary development.

The analysis revealed that the correct methodological use of artificial intelligence technologies allows for the assessment of students' knowledge, automatic identification of their mistakes, and development of personalized learning strategies. This, in turn, enhances the effectiveness of the educational process and saves teachers' time.

As a recommendation, it is necessary to train foreign language teachers in the use of AI tools, integrate elements of digital pedagogy into curricula, and foster students' culture of autonomous learning through artificial intelligence. Through these measures, it is possible to improve the quality of foreign language education and create an innovative environment that meets the demands of modern education.

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