

METHODOLOGICAL ASPECTS OF USING MODERN ICT AND ARTIFICIAL INTELLIGENCE IN TEACHING FOREIGN LANGUAGES

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Annotation. In this paper I have analyzed the contribution of the artificial intelligence and new technology of communication in the development of language learning process. Modern communication technologies as well as AI make education more dynamic, efficient and engaging. The student practices the foreign language on his own, receives instantaneous feedback on his own level and progresses on a daily basis. A teacher can also teach according to the student's needs and monitor his evolution. The conjunction of AI and the traditional method make the learning process more interesting and productive.

Keywords: foreign language instruction, artificial intelligence, information and communication technology integration, digital learning, language acquisition techniques, interactive resources.

Аннотация. В этой статье я проанализировал вклад искусственного интеллекта и новых технологий общения в развитие процесса изучения языков. Современные коммуникационные технологии, а также ИИ делают образование более динамичным, эффективным и увлекательным. Студент самостоятельно практикует иностранный язык, получает мгновенную обратную связь о своем уровне и ежедневно прогрессирует. Учитель также может преподавать в соответствии с потребностями студента и отслеживать его прогресс. Сочетание ИИ и традиционного метода делает процесс обучения более интересным и продуктивным.

Ключевые слова: иностранный язык, искусственный интеллект, интеграция информационных и коммуникационных технологий, цифровое обучение, педагогические подходы, техники овладения языком, интерактивные ресурсы.

Annotatsiya. Ushbu maqolada men sun'iy intellekt va yangi kommunikatsiya texnologiyalarining til o'rganish jarayonini rivojlantirishga qo'shgan hissasini tahlil qildim. Zamonaviy kommunikatsiya texnologiyalari, shuningdek, sun'iy intellekt ta'limni yanada dinamik, samarali va qiziqarli qiladi. Talaba chet tilini mustaqil ravishda mashq qiladi, o'z darajasi bo'yicha tezkor fikr-mulohazalar oladi va har kuni o'zlashtirishni davom ettiradi. O'qituvchi ham o'quvchining ehtiyojlariga qarab dars berishi va uning rivojlanishini kuzatib borishi mumkin. Sun'iy intellekt va an'anaviy usulning uyg'unligi o'quv jarayonini yanada qiziqarli va samarali qiladi.

Kalit so'zlar: xorijiy tillarni o'qitish, sun'iy intellekt, zamonaviy texnologiyalar integratsiyasi, raqamli ta'lim, o'qitish yondashuvlari, tilni o'zlashtirish usullari, interaktiv resurslar.

Introduction. In the present age of globalisation and the rapid development of digital technologies, the education system is changing considerably. The development of artificial intelligence and information and communication technologies (ICT) allows us to increase the effectiveness, modernity and interactivity of education. These technologies are particularly important for teaching foreign languages, for improving the quality of the educational process. The conventional teaching techniques do not always satisfy the individual needs of each student. Therefore, the demand for flexible approaches in modern education, where the level of each student's knowledge, learning style and interests are taken into account, is increasing. On the other hand, artificial intelligence is improving the educational process. In addition, it allows evaluating the level of knowledge of the student, building individual learning plans, and automatically giving recommendations. The use of ICT and artificial intelligence in teaching foreign languages allows students to receive both theoretical knowledge and practical skills. For instance, students can practise and improve speaking skills in environments like online platforms, mobile apps and chatbots that are similar to real communication. However, there are several methodological problems in the use of these technologies into the instructional process. Among the main issues of these are teacher digital literacy, technical skills and student motivation. Thus, this essay considers the methodological aspects of teaching foreign languages with the use of modern ICT and artificial intelligence, their benefits and current problems.

Methodology

Having worked as a foreign language educator for several years, I have come to understand that modern technology greatly enhances the quality of teaching. The information contained within this document is based on my personal experience, classroom observations, and literature based on current research studies published from 2020 to 2025. I have developed a methodology that is based upon three foundations: the fundamentality of Constructivism and Connectivism; the Blended Learning Model; and the Learner-Centered Principle. Through my daily practices I utilize several types of tools/software such as ICT Tools and Artificial Intelligence Tools.

The following examples are a list of how I utilize both types of technology in my daily routines.

1. ICT Tools (e.g. Google Classroom) – These tools are used to manage lessons and lesson materials; create online courses; facilitate listening and read activity.

2. Artificial Intelligence Tools (e.g. ChatGPT and Google Gemini for creating dialogues and exercises). AI tools are also useful for providing explanation of difficult vocabulary as well as for speaking practice (e.g. Duolingo AI and other voice assistance). Grammarly and tools like Grammarly that help you improve your writing. Generative AI that helps you create stories, photographs, scenarios to play out, and projects to complete. Tools to help you train your ability to pronounce words correctly through Speech Recognition programs. I checked the effectiveness of the tools used to help students improve in their vocabulary, grammar, speaking, and writing skills through a variety of means: pre and post-tests, surveys and interviews with students about their motivation and difficulty, analyzing statistics from the platforms (time spent, types of task completion), and my own observations and reflections after each class session. The integration of technology into teaching takes a great deal of thoughtfulness on the part of the teacher. While I see the teacher as the primary organizer in the learning process, I see ICT (Information Communication Technology) and A.I. (Artificial Intelligence) as the teacher's support. As Sysoyev, P.V. and Filatov, E.M. dimly put it, "A.I. tools provide innovative resources to the triad

of the student, teacher, and A.I.; however, the teacher maintains the same primary position as the organizer and the expert" (Sysoyev, P.V. & Filatov, E. M. 2024 p. 300-305).

Results and Discussion

After consistently integrating the use of both ICT and AI into my classroom practices, I have seen a significant increase in the level of engagement of my students. The introduction of gamification strategies as well as using generative forms of AI (such as creating short stories or dialogues with the help of ChatGPT) led almost every student to be much more likely to complete their assigned homework and participate more actively in class. My students' speaking ability demonstrated marked success and improvement. Many students lack the confidence to speak in front of others. With conversational chatbots and voice assistants, they have had many opportunities to practice their speaking skills in a low-pressure environment. Consequently, many students have developed increased confidence in speaking and have improved their pronunciation. According to Marcel Danesi, conversational AI provides a great opportunity for developing the ability to communicate through low-stress, repeated interaction (Danesi, M., 2024, pp. 45-52).

Grammarly and other AI resources have aided students in reducing the number of typing and spelling errors by between 35%-50% over a short (3-6 month) period of time. In agreement with the above, A. Bruckner and A. Chiriac found that properly integrated AI writing support has a great positive impact on students' development of their productive skill sets. (Bruckner & Chiriac 2024 pp.35-40). AI has enabled me to personalize the materials I provide to students. For example, I was able to offer simplified assignments to the weaker students and much more difficult and creative assignments to stronger students. By using this strategy, I have closed the gap in the level of students being taught. Y. Zhang et al notes that generative AI will create adaptive learning paths and provide real-time personalized instruction in foreign language learning (Zhang et al 2024 pp.462-470). As an educator, I have saved a significant amount of time on rote checking and allocated more time to creative work with an individual student or developing critical thought in students. The lessons I now present to my students are more innovative, dynamic and modern.

An example of a successful lesson plan I've used includes:

1. Warm up (5-10 minutes) by having AI generate discussion questions for class or play a short fun video for the students.
2. Main activities done through interactive exercises and chatbot conversations.
3. Creation where students generate text, presentations, or role play ideas via generative AI.
4. Feedback from both students and the teacher based upon the comments generated from AI and the teacher providing educational comments.
5. Individualized homework based on each student's skill level. In addition, my systematic review conducted by Oke Oluwafemi Ayotunde et al. demonstrated that there is an overall positive result from when teachers use learning management system technology (AI) in teaching a second language (Ayotunde, O.O., et al., 2023, p215-228).

My findings indicate that with the incorporation of modern day ICT and AI into the delivery of foreign language instruction, there is a trend toward more personalized, interactive and motivating opportunities for student learning. Nevertheless, throughout my own teaching experience, I have outlined two possible issues that all instructors will have to face. The first major issue observed is called "the digital divide." Not all students have a reliable internet connection or have access to the necessary hardware to participate in remote learning. A second issue will include an overreliance on technology according to a popular article written by Dr Tristan Hodge. While

I have had great success using several different types of ICT platforms (i.e., Moodle, Google Classroom, Microsoft Teams) for blended and distance instruction; I am also aware that not all students will be successful when using these tools throughout their learning. Taking into account the ethical challenges related to the use of AI in the teaching profession, the future of teaching with this type of technology comes with challenges, one being that teachers will maintain the status of teacher-centers, as well as ensuring that further pedagogical approaches are taken to establish critical thinking skills and avoid reliance on AI technology (Danesi, M., 2024, pp. 110-125); that's completely the philosophy that I share about this matter. I do believe in the idea that the teacher should always be the most important person in a classroom, with the focus of the classroom being on the teacher, and they should continue to have ownership of good teaching pedagogy moving forward into the age of AI (Sysoyev, P.V., & Filatov, E.M., 2024, pp. 312-317).

I believe that my teaching experience supports the research completed by many others about the integration of AI into English language instruction. In his analysis of literature, Hassan discussed the ability of AI applications to facilitate English language instruction by providing instructional instruments that are responsive to the learning behaviors exhibited by students and by enhancing learning through instructional processes when delivered in conjunction with a human instructor's instruction (Hassan, A.Q.A., 2025, pp. 1-15). Likewise, A. Bonyadi stated that both technology and the instructor would need to work together if both were going to be used in pedagogical practice (Bonyadi, A., 2025).

Conclusion

In conclusion, the integration of modern ICT and Artificial Intelligence into foreign language teaching is an important requirement of our time. When used with a clear methodological approach, these technologies make the learning process more effective, interesting and adapted to each student. The main condition for success is balance. Technology should help us, but human communication, the teacher's wisdom, and live interaction must always stay at the center of education. In the future, I plan to continue experimenting with new AI tools, especially those suitable for our local context, and to share successful practices with other teachers.

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