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INTEGRATING GENERATIVE ARTIFICIAL INTELLIGENCE INTO ENGLISH LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES

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ANNOTATSIYA: *Mazkur tezisda generativ sun'iy intellekt (Generative Artificial Intelligence — GenAI) texnologiyalarini ingliz tilini o'qitish jarayoniga integratsiya qilishning imkoniyatlari va muammolari tahlil qilinadi. GenAI texnologiyalari talabalarning individual ehtiyojlariga moslashtirilgan ta'limni tashkil etish, og'zaki va yozma nutq ko'nikmalarini rivojlantirish, lug'at boyligini oshirish, grammatik kompetensiyani mustahkamlash hamda tezkor teskari aloqa taqdim etish imkonini beradi. Shu bilan birga, sun'iy intellektdan foydalanishda yaratilgan axborotning aniqligi, talabalarning texnologiyaga haddan tashqari bog'lanib qolishi, akademik halollik, shaxsiy ma'lumotlarni himoya qilish va texnologiyadan mas'uliyatli foydalanish kabi muammolar yuzaga kelishi mumkin. Tadqiqotda GenAI o'qituvchini almashtiruvchi vosita emas, balki ingliz tilini o'qitish samaradorligini oshirishga xizmat qiluvchi qo'shimcha pedagogik vosita sifatida qoraladi.*

Kalit so'zlar: *generativ sun'iy intellekt, ingliz tilini o'qitish, raqamli ta'lim, kommunikativ kompetensiya, nutq ko'nikmalari, yozma nutq, individual ta'lim, teskari aloqa, akademik halollik.*

АННОТАЦИЯ: *В тезисе анализируются возможности и проблемы интеграции генеративного искусственного интеллекта*

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(Generative Artificial Intelligence — GenAI) в процесс обучения английскому языку. Технологии GenAI позволяют организовать обучение с учетом индивидуальных потребностей студентов, развивать навыки устной и письменной речи, расширять словарный запас, совершенствовать грамматическую компетенцию и обеспечивать оперативную обратную связь. Вместе с тем использование искусственного интеллекта связано с рядом проблем, включая точность генерируемой информации, чрезмерную зависимость студентов от технологий, соблюдение академической добросовестности, защиту персональных данных и ответственное использование цифровых инструментов. В исследовании GenAI рассматривается не как замена преподавателя, а как дополнительный педагогический инструмент, способствующий повышению эффективности обучения английскому языку.

Ключевые слова: *генеративный искусственный интеллект, обучение английскому языку, цифровое образование, коммуникативная компетенция, речевые навыки, письменная речь, индивидуализированное обучение, обратная связь, академическая добросовестность.*

ANNOTATION: *This thesis analyzes the opportunities and challenges of integrating Generative Artificial Intelligence (GenAI) into English language teaching. GenAI technologies can support personalized learning, develop students' speaking and writing skills, expand vocabulary, strengthen grammatical competence, and provide immediate feedback. At the same time, the use of artificial intelligence may involve challenges related to the accuracy of generated information, excessive learner dependence on technology, academic integrity, personal data protection, and responsible use of digital tools. The study considers GenAI not as a replacement for the English language teacher but as a complementary pedagogical tool that can contribute to improving the effectiveness of English language teaching.*

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Keywords: *Generative Artificial Intelligence, English Language Teaching, digital education, communicative competence, speaking skills, writing skills, personalized learning, feedback, academic integrity.*

Bugungi kunda raqamli texnologiyalarning jadal rivojlanishi xorijiy tillarni o'qitish metodikasiga ham sezilarli ta'sir ko'rsatmoqda. Ayniqsa, generativ sun'iy intellekt texnologiyalarining rivojlanishi ingliz tilini o'rganish va o'qitish uchun yangi imkoniyatlarni yuzaga keltirmoqda. GenAI asosidagi vositalar matn yaratish, savollarga javob berish, suhbatni modellashtirish, grammatik xatolarni aniqlash va turli darajadagi o'quv topshiriqlarini shakllantirish imkoniyatiga ega. Universitetlarda ingliz tilini o'qitishda talabalarning bilim darajasi, til o'rganish ehtiyojlari va kommunikativ imkoniyatlari bir-biridan farq qiladi. Shu sababli barcha talabalar uchun bir xil topshiriq va metodlardan foydalanish har doim ham kutilgan natijani bermaydi. GenAI esa individual talab va ehtiyojlarga moslashtirilgan qo'shimcha mashqlar va tushuntirishlarni shakllantirish imkonini beradi.

Generative Artificial Intelligence provides a range of opportunities for improving English language teaching. Its potential can be observed particularly in personalized learning, speaking practice, writing development, vocabulary acquisition, grammar learning, formative feedback, and independent study.

One of the important advantages of GenAI is its ability to support individualized learning. University students may demonstrate significant differences in their English proficiency. While some students may require basic grammar exercises and vocabulary practice, others may need more complex academic discussions, writing tasks, or professional communication activities. GenAI can help teachers prepare differentiated materials for different proficiency levels. For example, the same topic can be presented through simple exercises for lower-level students and more complex discussion or

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analytical tasks for advanced learners. Students can also request additional explanations or examples when they experience difficulties. This approach may make the learning process more flexible and responsive to individual learning needs.

Speaking is one of the most important but also challenging components of foreign language learning. Students need regular opportunities to produce spoken English, respond to questions, express opinions, and participate in conversations. GenAI-based conversational systems can provide additional opportunities for oral practice. Students can simulate situations such as job interviews, academic discussions, hotel reservations, travel conversations, classroom debates, and professional meetings. Repeated interaction can help learners practice expressing ideas, asking questions, responding to interlocutors, and maintaining conversations. An important advantage is that students can repeat an activity several times and work on their weaknesses without the time limitations normally present in classroom interaction.

GenAI can also support the development of English writing skills. Students can use AI-generated feedback to identify grammatical, lexical, structural, and coherence-related problems in their writing. For example, after writing an essay, a student can ask an AI system to identify grammatical errors, indicate unclear sentences, suggest vocabulary alternatives, or comment on the organization of ideas. The student can then analyze the feedback and revise the original text. In this context, AI should not be used primarily to produce complete assignments for students. Its more pedagogically valuable role is to support the writing process by helping learners identify problems, reflect on their language use, and improve their own writing.

Vocabulary knowledge is essential for effective communication in English. GenAI can support vocabulary development by generating contextualized examples, synonyms, antonyms, short dialogues, quizzes, and

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practice exercises. For instance, students studying academic English can request a list of topic-specific vocabulary and then use these words in sentences, discussions, or short presentations. This allows learners to move from simple memorization toward contextualized use of vocabulary. GenAI can also adapt vocabulary activities according to students' proficiency levels and learning objectives, making vocabulary practice more flexible.

Generative AI can be used as an additional resource for explaining and practicing English grammar. Students can request simplified explanations, examples, exercises, and error analysis related to specific grammatical structures. For example, when studying the Present Perfect tense, students can ask for explanations of its uses, examples, practice questions, and comparisons with other tenses. Such interaction can provide additional practice outside regular classroom hours.

Nevertheless, AI-generated explanations should not replace teacher instruction. Teachers should monitor the accuracy and relevance of explanations and encourage students to compare AI-generated information with reliable educational sources. Generative Artificial Intelligence offers significant opportunities for improving English language teaching by supporting personalized learning, speaking and interaction practice, writing development, vocabulary acquisition, grammar learning, immediate feedback, and independent study. At the same time, effective implementation requires careful attention to the limitations and risks associated with AI-generated information, learner dependence, academic integrity, privacy, and responsible use. The successful integration of GenAI therefore depends on a balanced combination of technological support and human pedagogical guidance.

Generative AI should be viewed not as a replacement for English language teachers but as a complementary educational resource. When integrated into clearly defined learning objectives and appropriate teaching

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strategies, it can create additional opportunities for students to practice English, receive feedback, reflect on their performance, and develop greater responsibility for their learning. Further research should investigate the effectiveness of different GenAI-supported activities in university English language classrooms and examine their influence on students' speaking proficiency, writing performance, motivation, learner autonomy, and communicative competence.

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