

AI IS AN EFFECTIVE TOOL IN LEARNING LANGUAGES FOR NON-PHILOLOGICAL STUDENTS

Feruza Shirinova

Senior Teacher, PhD

International Islamic Academy of Uzbekistan

Department of Uzbek and Foreign Languages

Tashkent, Uzbekistan

Annotation: *This article examines the role of Artificial Intelligence (AI) as an effective tool in foreign language learning for non-philological students. In the context of rapid digital transformation, higher education institutions are increasingly integrating AI-based technologies into teaching and learning processes. Non-philological students—those majoring in engineering, economics, medicine, law, and other non-language disciplines—often face specific challenges in mastering foreign languages due to limited instructional hours, low intrinsic motivation, and insufficient communicative practice. The study analyzes theoretical foundations, pedagogical approaches, practical applications, advantages, and limitations of AI-driven tools in language education. It explores adaptive learning systems, intelligent tutoring systems, speech recognition technologies, chatbots, automated writing evaluation, and generative AI platforms such as OpenAI products. The article also discusses constructivist and communicative frameworks that support AI integration and presents recommendations for effective implementation in higher education. The findings suggest that AI enhances learner autonomy, motivation, personalization, and communicative competence, making it particularly beneficial for non-philological students. However, ethical considerations, digital literacy, and pedagogical balance remain critical factors for successful integration.*

Key words: *Artificial Intelligence, foreign language learning, non-philological students, digital technologies, adaptive learning, communicative competence, learner autonomy, higher education, intelligent tutoring systems, generative AI.*

The rapid advancement of digital technologies has significantly transformed modern education. Among these innovations, Artificial Intelligence (AI) has emerged as one of the most influential tools in reshaping teaching and learning practices. Higher education institutions worldwide are actively exploring AI-based solutions to enhance educational quality, accessibility, and efficiency. In foreign language education, AI offers new possibilities for personalization, real-time feedback, and interactive communication.

Non-philological students—learners whose primary field of study is not linguistics or foreign languages—represent a particularly important target group for AI-supported language education. These students typically study English or other foreign languages as a compulsory or supplementary subject aimed at professional communication rather than academic linguistic mastery. However, they often encounter several obstacles: limited classroom hours, diverse proficiency levels, lack of confidence in speaking, and restricted exposure to authentic language environments.

Traditional language instruction, while valuable, may not fully address the specific needs of non-philological learners. In contrast, AI-powered tools provide adaptive learning pathways, individualized feedback, speech recognition, automated writing evaluation, and conversational practice through intelligent chatbots. Such technologies create flexible and learner-centered environments that can compensate for time limitations and individual differences.

This article aims to analyze the effectiveness of AI as a tool for language learning among non-philological students. It explores theoretical foundations, practical applications, advantages, challenges, and future prospects of AI integration in foreign language education.

The pedagogical basis of AI-supported language learning is grounded in several educational theories: constructivism - constructivist theory emphasizes that learners actively construct knowledge through interaction and experience. AI tools support constructivism by providing interactive tasks, simulations, and problem-based learning environments. Students engage with digital content, receive instant feedback, and refine their understanding through trial and error; connectivism - connectivism highlights learning as a network-building process in digital environments. AI platforms connect learners to vast resources, authentic materials, and global communication networks. Through AI-based systems, students access updated vocabulary, professional terminology, and real-world language contexts; Communicative Language Teaching (CLT) - CLT prioritizes meaningful communication over memorization of grammatical rules. AI-powered chatbots and virtual assistants simulate authentic conversations, enabling learners to practice speaking and listening skills without fear of embarrassment. These systems offer real-time corrections and encourage spontaneous language production; Personalized Learning Theory - AI systems analyze learners' performance data and adapt content according to individual needs. This personalization is particularly valuable for non-philological students, whose language proficiency levels often vary significantly within the same group.

Challenges Faced by Non-Philological Students in Language Learning and they experience unique difficulties: **limited instructional time** - language classes are often secondary to major subjects; **low motivation** - students may view language learning as a requirement rather than a professional necessity; **diverse proficiency levels** - mixed-ability classrooms

hinder effective instruction; **lack of speaking practice** - traditional settings limit individual speaking time; **professional vocabulary demands** - students need domain-specific terminology relevant to their field. AI technologies can address these challenges by offering flexible, adaptive, and autonomous learning opportunities. **AI technologies used in language learning as an**

Intelligent Tutoring Systems (ITS) - Intelligent Tutoring Systems provide personalized instruction based on learner performance. They analyze errors, recommend exercises, and adjust difficulty levels automatically. **Speech Recognition Technologies** - Speech recognition tools allow learners to practice pronunciation and receive immediate feedback. AI evaluates fluency, intonation, and accuracy, helping students improve speaking skills independently. **Chatbots and Conversational AI** - AI chatbots simulate real-life communication scenarios. Platforms developed by organizations such as **Google** and **Microsoft** integrate natural language processing to create realistic dialogues. These tools are especially beneficial for students who lack opportunities for interaction with native speakers. **Automated Writing Evaluation (AWE)** - AWE systems analyze grammar, vocabulary, coherence, and structure in written texts. They provide instant feedback, enabling students to revise their work efficiently. **Generative AI Tools** - Generative AI platforms, including those developed by **OpenAI**, assist learners in generating ideas, correcting errors, paraphrasing texts, and practicing conversational exchanges. Such tools enhance creativity and confidence in writing and speaking. **Benefits of AI for Non-Philological Students** – **Personalization** - AI adapts learning materials to individual proficiency levels and professional needs. Engineering students can focus on technical vocabulary, while medical students practice clinical communication scenarios. **Increased Motivation** - Interactive interfaces, gamified tasks, and instant feedback increase learner engagement. Students experience a sense of progress and achievement. **Development of Autonomy** - AI tools encourage self-directed learning. Students can practice

anytime and anywhere, reducing dependence on classroom instruction. **Immediate Feedback** - Unlike traditional homework correction, AI provides real-time responses. Immediate feedback accelerates learning and prevents fossilization of errors. **Reduced Anxiety** - Many students feel nervous speaking in front of peers. AI chatbots create a low-stress environment where learners can practice without social pressure. **Practical Applications in Higher Education** - Universities integrate AI into: Online learning platforms, Blended learning models, Flipped classroom strategies, Mobile learning applications. For example, non-philological students preparing professional presentations can use AI tools to check pronunciation, refine vocabulary, and simulate Q&A sessions. AI also assists in writing research abstracts and business correspondence.

Case Study: AI-Assisted English Learning for Engineering Students.

In a pilot project, engineering students used AI-based platforms for 12 weeks. The results showed: improved vocabulary retention, increased speaking confidence, higher writing accuracy, greater learner satisfaction. Students reported that AI tools helped them understand technical texts and practice job interview scenarios relevant to their future careers.

As a conclusion we can say that Artificial Intelligence represents a powerful and effective tool in foreign language learning for non-philological students. By offering personalization, instant feedback, autonomous learning opportunities, and communicative practice, AI addresses many traditional challenges in language education. While ethical and pedagogical considerations must be carefully managed, the integration of AI technologies significantly enhances learning outcomes and prepares students for global professional communication.

The role of AI is not to replace teachers but to augment their capabilities, creating a balanced, innovative, and learner-centered educational environment. For non-philological students, who require practical and profession-oriented

language skills, AI serves as a transformative instrument that bridges the gap between classroom instruction and real-world communication.

REFERENCES:

1. Syafei, M., & Nuraeningsih, N. (2025). *Leveraging Artificial Intelligence in Writing: ELT Students' Perspectives and Experiences. International Journal of Learning, Teaching and Educational Research.*
2. Pawestri, P., & Pratolo, B. W. (2025). *Artificial Intelligence (AI) for EFL Writing Skills: Systematic Literature Review. Ahmad Dahlan Journal of English Studies.*
3. Suryani, Y., Nirwanto, R., & Qamariah, Z. (2025). *The EFL Students' Perceptions of AI Writing Tools in Academic Writing Skills. Journal of English Language and Education.*
4. Malikova, L. (2025). *Developing Communicative Skills in English among Non-Philological Students Based on AI Technologies. Образование Наука и Инновационные Идеи.*
5. Karakhodzhaeva, M. (2025). *Using AI Tools in Academic Writing: Linguistic Problems and Solutions. Лингвоспектр.*
6. Khasanova, D. (2020). Importance of communicative activities in conducting English classes based on islamic topics. Journal: педагогика и психология в современном мире: теоретические и практические исследования.