THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING UZBEK LITERATURE

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Abstract: *The rapid development of artificial intelligence (AI) has significantly transformed educational practices worldwide. This article examines the potential and effectiveness of integrating artificial intelligence technologies into the teaching of Uzbek literature. By employing AI-based tools such as intelligent tutoring systems, natural language processing applications, automated text analysis, and adaptive learning platforms, literature education can become more interactive, personalized, and student-centered. The study highlights how AI enhances literary analysis, improves language competence, supports critical thinking, and increases students' motivation. Additionally, the article discusses the challenges and ethical considerations associated with AI implementation in literature classes. The findings suggest that artificial intelligence, when used appropriately, can substantially improve the quality of teaching Uzbek literature and contribute to the modernization of national education systems.*

Keywords: *artificial intelligence, Uzbek literature, literature education, digital pedagogy, adaptive learning, educational technology.*

Introduction

In the context of globalization and digital transformation, education systems are increasingly adopting innovative technologies to enhance teaching and learning outcomes. Artificial intelligence has emerged as one of the most influential tools in modern education, reshaping traditional pedagogical approaches. While AI has been widely applied in science, technology, engineering, and mathematics (STEM) education, its potential in humanities subjects, particularly literature, remains underexplored. Uzbek literature, as a core component of national identity and cultural heritage, plays a vital role in developing students' moral values, aesthetic taste, and critical thinking skills. Integrating artificial intelligence into Uzbek literature classes can help bridge the gap between classical literary traditions and contemporary digital learning environments. This article aims to analyze the role, benefits, and challenges of using AI in teaching Uzbek literature.

Artificial intelligence in education refers to the use of computer systems capable of performing tasks that typically require human intelligence, such as reasoning, language understanding, and decision-making. AI-powered educational tools include intelligent tutoring systems, chatbots, automated assessment systems, and learning analytics platforms. Research indicates that AI can personalize learning experiences by adapting content to individual students' needs, learning pace, and cognitive abilities. In literature education, AI enables deeper engagement with texts through automated text analysis, semantic interpretation, and interactive discussion platforms. Natural language processing (NLP) technologies allow students to analyze literary texts more effectively. AI tools can identify themes, symbols, stylistic devices, and character relationships in Uzbek literary works. This supports learners in understanding complex texts and developing analytical skills. AI-driven

platforms can adapt reading materials and assignments based on students' proficiency levels. Automated feedback systems help students improve their writing skills by correcting grammatical, stylistic, and semantic errors in literary essays. Through AI-powered discussion bots and virtual assistants, students can engage in guided literary debates, ask interpretative questions, and explore multiple perspectives on a text. This approach fosters independent thinking and deeper literary comprehension. Interactive AI tools, such as gamified learning applications and virtual storytelling environments, make literature lessons more engaging. Students become active participants rather than passive readers, which increases their motivation and interest in Uzbek literature.

Despite its advantages, the integration of AI into literature education presents several challenges. These include limited access to digital infrastructure, lack of teacher training, and concerns about over-reliance on technology. Ethical issues such as data privacy, academic integrity, and the potential reduction of human creativity must also be carefully addressed. Teachers play a crucial role in balancing AI-assisted instruction with traditional pedagogical methods to ensure that technology complements rather than replaces human interaction.

In conclusion, The use of artificial intelligence in teaching Uzbek literature offers significant opportunities for enhancing educational quality and relevance in the digital age. AI technologies support personalized learning, deepen literary analysis, and foster critical thinking skills. However, successful implementation requires adequate teacher training, ethical awareness, and a balanced approach that preserves the humanistic essence of literature education. Integrating AI into Uzbek literature classes can contribute to the

sustainable development of national education and prepare students for the challenges of the modern world.

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