



NEGOTIATING TEACHER AGENCY IN THE AGE OF ARTIFICIAL
INTELLIGENCE: ENGLISH LANGUAGE TEACHING PRACTICES IN
UZBEKISTAN

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Annotation: *The intensive development of international relations and cooperation generates the relevance of foreign language proficiency, and the adaptation of artificial intelligence (AI) is a tool that significantly transforms the learning process in this area. In this case, the AI and neural networks used make it possible to personalize language learning, make it audio and visual adapted to different levels of the student and to his psychophysiological properties. The relevance of the research is explained by the comprehensive application of AI in the context of mastering various kinds of language competencies, which allows changing teaching methods in the educational system, making them more effective, accessible and suitable for a diverse range of students. The subject of the research is the peculiarities of the use of neural networks and artificial intelligence in the practice of teaching foreign languages.*

Keywords: *educational materials, conversational vocabulary, task options*

The main methods were the dialectical method and the systematic approach. Cognitive methods such as analysis, synthesis, induction, and deduction were also used. Based on the results of the conducted research, we can talk about the following tasks: drawing up assignments based on automatically selected educational materials, organizing and checking the exam. The most popular tools that are becoming particularly relevant are AI services capable of recognizing and analyzing text (chatbots, voice assistants, online translators, grammar and spelling checking services). It has been proven that AI systems such as Duolingo, ChatGPT, Babbel, Rosetta Stone, BERT, and Google Translate allow students to create a dynamic, interactive, and language-specific learning environment that allows them to achieve faster, more realistic results in learning a foreign language. Mainly, the use of AI is appropriate for the development of educational materials and workbooks, the generation of tasks taking into account the needs of the student and his individual characteristics.

Approaches to the didactics of foreign languages, in particular English and German as a foreign language, are similar in many ways. In addition, digital education unites and brings us closer, allowing us to create a truly large professional community. The discourse remains similar and does not stop at certain disciplinary or linguistic boundaries. Nevertheless, it seems to me that we have certain advantages from the point of view of learning English. First of all, this is due to the wider spread of the English language in the world. In addition, more professorial research and projects are being implemented in the field of linguistics and computational linguistics. For these reasons, in recent years, the didactics of the English



language has made a significant contribution to the field of teaching foreign languages using computer technology.

The use of artificial intelligence (AI) in English language teaching opens up great opportunities, but contains a number of serious problems. It has been proven that AI can make the education of students and schoolchildren more personalized, accessible and practice-oriented. He can adjust the training program to the level and goals of a particular student: if a person has problems with the times, the system gives exercises on this topic; if the goal is to prepare for an interview, the emphasis will be on conversational vocabulary and typical questions. Chatbots and voice assistants allow you to practice dialogues and pronunciation, they help you overcome the fear of making mistakes and start speaking English confidently faster. The services check grammar, vocabulary, and show not only the error, but also the rule. AI can adapt materials to the learner's level of knowledge and skills: simplify vocabulary, remove rare idioms, split long sentences, etc. Chatbots create favorable conditions for the development of students' oral speech, as they provide a significant amount of speech practice. In the process of using artificial intelligence, the vocabulary of a student or student is expanded. According to the user's interests, the AI selects thematic lists of words, usage examples, exercises, and mini-dialogues. AI can be used to train pronunciation. Applications like ELSA Speak analyze speech, identify errors in intonation and sounds, and provide practice exercises. The chatbot also removes the emotional barrier: it does not evaluate, does not rush, does not ridicule. Artificial intelligence helps teachers optimize their work and diversify their teaching methods. It automates the solution of routine tasks. Checking written papers, tests, and dictation takes less time, because the AI takes over the initial assessment, and the teacher focuses on difficult moments and individual work. The intelligent assistant performs rapid material generation. In minutes, you can get the necessary reading texts, dialogues, task options, word cards, role-playing game scenarios. AI systems record the student's frequent mistakes, vocabulary growth dynamics, and weak topics, which helps the teacher plan classes more accurately. AI helps to differentiate learning: it can prepare separate task options and adapt the same topics to different levels.

Thus, the success of using artificial intelligence in teaching English to students is determined not so much by the capabilities of AI agents as by the teacher's ability to be a motivator, designer, organizer, and regulator of students' work with artificial intelligence.

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