

## THE IMPORTANCE AND CHALLENGES OF USING ARTIFICIAL INTELLIGENCE IN ENGLISH TEACHING

Amangeldieva Alfiya

Student of Nukus state pedagogical institute named after Ajiniyaz

**Abstract.** The article is devoted to the study of theoretical and practical foundations of the use of artificial intelligence in teaching English in higher education. The author argues the relevance and practical significance of the research topic through the ideas of a nature-based (personalistic) teaching model. It is concluded that one of the key issues at present is the reasoned selection and selection of the appropriate information and communication or digital technology, capable, in particular, of ensuring the formation and creating the potential for the development of a solid foundation for learning a foreign (English) language. A hypothesis is put forward and proven that one of the relevant solutions is technologies with artificial intelligence. The author's definition of the category "artificial intelligence as an educational technology" is given, the feasibility of its use in teaching a foreign (English) language in higher education is argued.

**Keywords:** artificial intelligence, English language, foreign language competence.

### INTRODUCTION

*The popularization of resource and technological diversity in the modern practice of teaching a foreign (English) language in higher education seems to be due, first of all, to the intensification of the development of various kinds of information and communication and digital tools, the reorientation of the vector of state educational policy and, in general, qualitatively new conditions of the socio-economic development of society. Of course, one should not lose sight of the fact that the scaling of the new learning experience and, as a consequence, the transformation of the very paradigm of foreign language education, to a certain extent was (is) facilitated by the epidemiological and geopolitical situation. At the same time, we are inclined to agree with the opinion of E.A. Borisov that at present the configuration of the philosophy of education is not so much about innovative formats and methods, but about the reforms of its ideological components [3].*

### MATERIALS AND METHODS

*One of such components is the nature-based learning model, based on the concept of natural education, which, as A.A. Tarasov notes, is aimed at “gradual familiarization with the facts of language with their subsequent free use <...> with mandatory activation in the use of a foreign language” [2]. S.V. Litvinov also expresses an interesting position, according to which any technology initiated within its (model) framework is capable of “introducing elements of natural language with linguistic facts characteristic of the acquisition of a foreign language in natural conditions, with the aim of developing elementary communicative competence, i.e. mastering language as a tool of communication” [4]. An additional argument for the practical significance of this model, according to Z.N. Nikitenko, its foundation is based on the paradigm of developing foreign language learning [3]. From the point of view of the Indonesian researcher I.Yu. Rakhmawati, the nature-based (personalistic) paradigm (model) of learning is also relevant in that it is a much broader methodological category of learning, since it not only implies the introduction of “naturalness”, but also takes into account the psychophysiological characteristics of students, on the one hand, and the psycholinguistic laws of learning a foreign language, on the other [4]. At the same time, despite the relative innovativeness of this paradigm in the context of its application in the international practice of foreign language teaching in higher education, and fragmentary attempts to integrate it into the educational process in our country, one of the key issues remains the selection and selection of the appropriate information and communication or digital technology, capable of not only using and “activating” all the advantages of the considered teaching model, but also ensuring the formation and creating the potential for the development of a solid foundation for the knowledge (mastery and use) of a foreign language in the future, including in professional activities [5].*

## RESULTS AND DISCUSSION

As noted earlier, there is currently a fairly large diversity of resources and technologies; educational digital tools are widely available, proven effective and adaptable to the currently used forms of education, including distance and offline. However, as a research fellow at Moscow State University named after M.V. Lomonosov, co-founder and head of the CEO 4brain projects developing soft skills E. Buyanov rightly noted, there is currently one, albeit very significant academic problem - not just to introduce this or that technology, include a new teaching method, and so on, but to ensure a prolonged "personalization effect" [15], which, in our opinion, is one of the significant pedagogical conditions for the successful integration of

the concept of natural learning into the practice of foreign language education in higher education. Solidarity with regard to this postulate is also expressed by experts from the National Research University Higher School of Economics; in their opinion, in order to achieve a solution to the named problem, it is advisable to use the so-called cross-cutting (neuro-) technologies – robotics and its derivatives, the Internet of things, virtual and augmented reality technologies, artificial intelligence and others [2]. It is worth saying that both theorists and practitioners in the field of education give greater preference to the latter, as “a phenomenon that opens up new opportunities and creates new challenges for teaching and learning <...>, with the potential for fundamental change in management and significant changes in the internal architecture of educational organizations” [3]. Artificial intelligence as an educational technology is considered by us as a technology capable of self-learning, decision-making and performing a certain set of actions characteristic of a person, providing an auxiliary information, educational and cognitive resource that contributes to the formation and development of knowledge, skills, abilities and experience in mastering basic linguistic facts for the purposes of their further use in language practice, both in educational and professional and (or) other leisure activities.

Regarding the possibility (practical usefulness) of using artificial intelligence to achieve the goal we have indicated above (i.e. ensuring the formation and creation of potential for the development of a solid foundation for learning a foreign language), this is convincingly evidenced by the results of empirical studies by foreign scientists who used various types of neurotechnologies for educational purposes [4]. According to them, such technologies allow us to form and develop the skills of students: firstly, to independently “extract” new knowledge and acquire new skills, both through memorization and through independent research or “discoveries”; secondly, to apply these skills in practical activities to solve life and (or) professional problems and issues; thirdly, to use the acquired competencies for further self-training and self-development. From the position of L.P. According to Klobukova et al., the listed and other possibilities of artificial intelligence as an educational technology are of particular value, since any foreign language, including English, is a “complex aspect-complex process, which is due to the simultaneous involvement of a wide range of elements, including: phonetics, grammar, speech development, translation, listening, reading and analysis of texts, etc.” [4]. In addition, there is scientific evidence that artificial intelligence has a unique methodological specificity that is significant for teaching a foreign (English) language [5],

expressed in the fact that it organically combines several methods and approaches, including “representatives” of the concepts of lifelong learning, open education, student-centered learning, so-called work-based learning, and others.

The above allows us to conclude that the use of artificial intelligence technologies for educational purposes is of certain value in “reproducing” the foundations of both the paradigm of developing foreign language learning and the concept of natural cognition. Natural conditions for mastering a foreign (English) language (a set of linguistic facts) provide the skill of cognitive independence, expressed, as M.A. Fedorova points out, in the development of “the intellectual ability, to one degree or another, of all students to independently identify essential and secondary features of objects, phenomena and processes of reality through abstraction and generalization to reveal the essence of new concepts” [2]. The most popular technology with artificial intelligence at present is called a smart bot - a virtual interlocutor that uses dialogue systems for various purposes. In the modern practice of teaching a foreign (English) language in higher education using artificial intelligence, there are not many real, empirically proven “episodes”, therefore it is not possible to provide an analysis of the evidence-based effectiveness and efficiency of specific names of technologies. However, given their potential, it is possible to provide several examples of current options for bot solutions. Thus, according to V.V. Kolesnikova et al., the functionality of Edwin, AndyRobot and Cleverbot and other proven bots is focused on the development of virtually all components of foreign language communicative competence (groups of linguistic, speech, socio-cultural competencies), which, according to the authors, in particular, helps to prevent the so-called “communicative breakdown” when interacting with representatives of another culture” [5]. More adaptive to solving educational problems, including in the area of mastering the basics of English phonetics, strengthening speech skills and abilities, concretization of linguistic and regional concepts, etc., from the position of T. Alexandrova et al., are [1]: Englex, Hal, Johnlennon; Telegram bots (English Short Stories, English language, Slang Bang, English for Life, Hot Chicks, English Radio), etc. In turn, such bots as Mitsuku, Existor, Learnenglish, Rosettastone; Telegram bots (Lenny Bot, The Pirate Bot, Andy Bot, Lingvo Bot, Fixme Bot), etc. provide an opportunity to develop lexical and grammatical competence and vocabulary.

### CONCLUSION

In general, it can be concluded that technologies with artificial intelligence in teaching a foreign (English) language in higher education represent a certain practical value and, as it

seems, are promising, due to a certain social demand for specific “skills” in the field of knowledge of the English language. It is unknown how the geopolitical situation will affect the future resource provision of Uzbek universities, however, it is important, firstly, for the IT community to initiate import substitution in software development of bot solutions for educational purposes (the vast majority of them are of foreign production); secondly, for the pedagogical community to disseminate their own practices and experience in the application of artificial intelligence technologies through participation in conferences, publication of articles in scientific journals or notes on pedagogical portals; thirdly, for the academic community to develop an evidence-based “model” of the effectiveness of such technologies, in particular, based on the classical postulates (theories, concepts, ideas, etc.) of Uzbek and foreign pedagogical science.

#### REFERENCES

1. Aleksandrova T., Baranov I., Basner A. [et al.]. Corporate training for the digital world. Sberbank Corporate University. - M.: ANO DPO "Sberbank Corporate University", 2018. - 370 p.
2. Bim I.L. Theory and practice of teaching German in high school: problems and prospects. - M.: Education, 2018. - 254 p. - P. 10-11.
3. Borisov E.A. Advantages, disadvantages and prospects for the development of the distance education system // Bulletin of the Academy of Knowledge. 2020. No. 4 (39). P. 115-118
4. Klobukova L.P., Ermakova O.B., Chernyshenko E.A. [et al.] Theory and Practice of Teaching Foreign Language in the Digital Age: monograph; edited by E.A. Khamraeva. - M.: Moscow State Pedagogical University, 2020. --- 444 p.
5. Kolesnikova V.V., Mullinova O.A., Mullinova T.A. Teaching Foreign Language in the Context of Intercultural Communication // Theory and Practice of Social Development. 2013. No. 4. P. 137-139.