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THE IMPACT OF THE ARTIFICIAL INTELLIGENCE TECHNOLOGIES ON STUDENTS’ COMMUNICATIVE SKILLS AND VOCABULARY ACQUISITION

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Abstract: This article analyze the of rapidly evolving Artificial Intelligence technologies on the communicative skills and lexical resources of university students. The research examines the positive potensial of AI tools in developing scholarly cultural speech and enriching vocabulary while also addressing the risks associated with the limitation of independent thinking and speech constraints the author proposes strategic approaches to maintaining linguistic competence while affectively integrating AI capabilities into the educational process

Key words: Artificial Intelligence, communicative skills, student's vocabulary, digital education, linguistic competence, cognitive development, academic speech.

Аннотация: В данной статье анализируется влияние стремительно выходящих в образовательный процесс технологий искусственного интеллекта на коммуникативные навыки и словарный запас студентов. В исследовании рассматриваются как положительные возможности инструментов ИИ. В формировании научно культурной речи и обогащении лексики, так и Ниски, связанные ограничения и речевой активности. Автором выдвинути предложения по сохранению языковой компетенции и эффективному использованию возможностей ИИ в обучении

Ключевые слова: Искусственный интеллект, коммуникативные навыки, словарный запас студентов, цифровизация образования, языковая компетенция, развитие речи, академическая среда, когнитивное развитие.

Annotatsiya: Ushbu maqolada bugungi kunda ta’lim jarayoniga shiddat bilan kirib kelayotgan sun’iy intellekt texnologiyalarining talabalar kommunikativ mahorati hamda so‘z boyligiga ko‘rsatayotgan ta’siri tahlil qilinadi. Tadqiqotda SL vositalarining ilmiy-madaniy nutqni shakllantirishdagi ijobiy salohiyati, xususan, leksik zaxirani boyitishdagi o‘rni hamda mustaqil fikrlashni cheklash bilan bog‘liq xavflar o‘rganilgan. Muallif tomonidan talabalarning nutqiy kompetensiyasini saqlab qolish va SL imkoniyatlaridan unumli foydalanish bo‘yicha ilmiy takliflar ilgari surilgan.

Kalit so‘zlar: Sun’iy intellekt, kommunikativ mahorat, talabalar nutqi, so‘z boyligi, raqamli ta’lim, nutqiy kompetensiya, til o‘rganish, kognitiv rivojlanish.

In the current era of rapid technological advancement, artificial intelligence is increasingly transforming not only technical disciplines but also the fields of social sciences, including linguistics, pedagogy, and educational psychology. The integration of digital technologies into the educational process has significantly changed how knowledge is accessed, processed, and produced by students. Artificial intelligence systems such as Gemini and ChatGPT are becoming everyday tools for students across universities worldwide. Their ability to generate text, suggest synonyms, correct grammar, and organize ideas is profoundly influencing both written and oral communication among learners. As digital technologies continue to evolve, they are reshaping traditional academic practices and raising important questions about the development of students’ independent linguistic competence.

International organizations such as UNESCO have already acknowledged the growing role of generative artificial intelligence in education. According to UNESCO’s recent guidelines on the use of generative AI in educational environments, these technologies open new horizons for learning, creativity, and information accessibility. At the same time, the organization emphasizes that the integration of such technologies into education must be approached with caution. Without proper pedagogical guidance, the excessive use of AI tools may negatively affect students’ cognitive engagement, critical thinking abilities, and language development. Maintaining linguistic standards and encouraging independent intellectual effort therefore remain essential priorities within modern education systems.

From my personal observations during my studies at the university, it has become clear that many students increasingly rely on artificial intelligence tools while completing academic assignments. It is now common for students to consult AI platforms when searching for appropriate synonyms, improving stylistic elements of their essays,

editing grammatical structures, or generating initial ideas for written work. This widespread use of AI technologies has gradually become a part of everyday academic practice. Observing the growing number of students who depend on such tools motivated me to explore this phenomenon more deeply and analyze its potential impact on students' linguistic competence and communicative skills.

The significance of this research lies in determining whether artificial intelligence functions as a universal solution for enriching students' vocabulary and improving their academic writing, or whether it unintentionally promotes a form of linguistic passivity by encouraging an overreliance on pre-generated information. Language learning is traditionally based on continuous practice, personal reflection, and the gradual accumulation of vocabulary through reading, writing, and speaking. When AI tools perform a significant portion of these tasks automatically, the learning process may become less cognitively demanding for students. This raises an important pedagogical dilemma regarding how these technologies should be integrated into education without weakening students' independent language abilities.

My observations at the university indicate that students generally demonstrate two different patterns of interaction with artificial intelligence tools such as Gemini and ChatGPT. Some students approach these technologies as supportive instruments that help refine and develop their own ideas. They actively analyze the stylistic suggestions provided by AI, compare alternative vocabulary choices, and carefully integrate appropriate expressions into their original texts. As a result, their writing becomes more structured, lexically diverse, and academically sophisticated. When used in this way, artificial intelligence can contribute positively to language development by exposing learners to new lexical patterns and more advanced stylistic constructions. Such constructive engagement aligns with UNESCO's recommendations regarding responsible and pedagogically guided AI usage in education.

However, another pattern of behavior observed among some students raises more serious concerns. Instead of using artificial intelligence as an analytical tool, these students tend to treat it as a ready-made source of completed academic content. In such cases, the student's role shifts from active author to passive editor, merely copying or slightly modifying AI-generated texts. Over time, this practice may lead to what can be described as lexical passivity. Students who repeatedly rely on AI to formulate complex expressions and academic vocabulary may gradually lose the motivation to search for appropriate linguistic forms independently. Consequently, their active vocabulary remains limited, even though their written assignments appear linguistically sophisticated.

Another noticeable consequence of excessive reliance on artificial intelligence tools is the emergence of a communicative gap between written and spoken language abilities. Students who submit well-structured essays filled with advanced academic vocabulary often encounter difficulties when asked to express similar ideas during classroom discussions, presentations, or oral examinations. Their written work may demonstrate a high level of lexical sophistication, yet their spontaneous speech frequently reveals a limited range of actively mastered vocabulary. This discrepancy suggests that although AI-assisted writing may improve the superficial quality of written assignments, it does not always contribute to the genuine internalization of linguistic knowledge.

Furthermore, excessive dependence on automated text generation may also reduce students' engagement with critical thinking processes. Writing is traditionally not only a method of communication but also a cognitive activity that allows individuals to organize ideas, evaluate arguments, and construct logical reasoning. When artificial intelligence performs the majority of these tasks, students may become less involved in the intellectual effort required to develop coherent arguments and independent perspectives. As a result, the educational value of writing assignments may diminish if AI tools are used without appropriate methodological guidance.

At the same time, it would be inaccurate to view artificial intelligence solely as a negative influence on education. When used responsibly, these technologies can significantly enhance learning opportunities. AI platforms can provide instant feedback on grammar, offer explanations of complex linguistic structures, and introduce learners to a broader range of vocabulary and stylistic patterns. For students who are learning a foreign language, such tools may serve as valuable assistants that support independent learning and improve linguistic awareness. The key factor lies not in rejecting artificial intelligence entirely, but in establishing effective strategies that encourage students to interact with these tools critically and creatively.

In conclusion, it must be emphasized that contemporary education exists at the intersection of technology and human intellectual development. Artificial intelligence is no longer simply a technological novelty but has become an influential element shaping the modern learning environment. My observations and practical academic experience suggest that AI functions not merely as a convenient digital assistant but as a factor that tests the authenticity of students' intellectual engagement with knowledge. When used thoughtfully, artificial intelligence can expand students' linguistic horizons and support deeper analysis of texts. However, when relied upon excessively,

it may weaken independent thinking and reduce the development of active vocabulary.

For this reason, it is essential to encourage a balanced approach to the use of artificial intelligence in language learning. Students should be guided to treat AI systems such as Gemini and ChatGPT not as replacements for their own intellectual effort, but as supportive lexical assistants that stimulate deeper engagement with language. Critical analysis of AI-generated suggestions is necessary in order to transform passive information into actively mastered linguistic knowledge. One effective strategy involves encouraging students to paraphrase and substantially rewrite the ideas generated by artificial intelligence using their own words. This process forces learners to interact more deeply with vocabulary and sentence structures while preserving their individual authorial voice.

Ultimately, the responsible integration of artificial intelligence into education requires collaboration between students, educators, and academic institutions. By promoting critical thinking, independent writing practices, and conscious language development, universities can ensure that artificial intelligence strengthens rather than weakens students' linguistic competence. In this way, technology can serve as a valuable partner in education while preserving the intellectual creativity and authenticity that remain at the heart of human communication.

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THE USE OF GAME-BASED LEARNING IN ENGLISH LANGUAGE CLASSES

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Abstract. In recent years, innovative teaching approaches have become increasingly important in language education. One of the most effective approaches is game-based learning, which integrates educational content with game elements to enhance students’ motivation and engagement. This article explores the role of game-based learning in English language classes and analyzes how it influences students’ participation, motivation, and language acquisition. The study highlights