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ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE TEACHER TRAINING

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Abstract: Artificial Intelligence (AI) is increasingly transforming many areas of education, including foreign language teacher training. The integration of AI technologies provides innovative opportunities to improve the preparation of future language teachers by offering personalized learning, automated feedback, and intelligent teaching tools. AI-based platforms can help trainee teachers develop linguistic competence, pedagogical skills, and classroom management strategies through simulations, data analysis, and adaptive learning systems. In addition, AI enables access to large linguistic resources and supports the creation of interactive learning environments.

Key words: methods, artificial intelligence, teacher training, digital competence, intelligent systems, language learning, educational technology, teaching foreign languages, online teaching and studying.

Annottatsiya: Sun'iy intellekt (SI) ta'limning ko'plab sohalarini, jumladan xorijiy til o'qituvchilarini tayyorlash jarayonini ham tobora o'zgartirib bormoqda. SI texnologiyalarining integratsiyasi kelajakdagi til o'qituvchilarini tayyorlash sifatini oshirish uchun yangi imkoniyatlar yaratadi. U shaxsiylashtirilgan ta'lim, avtomatik tahlil va fikr-mulohaza (feedback), hamda aqlli o'qitish vositalari orqali ta'lim jarayonini

samaraliroq tashkil etishga yordam beradi. Sun'iy intellektga asoslangan platformalar bo'lajak o'qituvchilarga til kompetensiyasini, pedagogik ko'nikmalarini va sinfni boshqarish malakalarini rivojlantirishda yordam beradi. Bunday tizimlar simulyatsiyalar, ma'lumotlar tahlili va moslashuvchan (adaptiv) o'quv tizimlari orqali o'qitish jarayonini qo'llab-quvvatlaydi. Shuningdek, SI katta hajmdagi lingvistik resurslardan foydalanish imkonini beradi hamda interaktiv o'quv muhitini yaratishga xizmat qiladi.

Kalit so'zlar: metodlar, sun'iy intellekt, o'qituvchi tayyorlash, raqamli kompetensiya, aqlli tizimlar, til o'rganish, ta'lim texnologiyalari, chet tillarini o'qitish, masofaviy o'qish va o'qitish

Аннотация: Искусственный интеллект (ИИ) всё больше трансформирует многие области образования, включая процесс подготовки учителей иностранных языков. Интеграция технологий искусственного интеллекта открывает новые возможности для повышения качества подготовки будущих преподавателей языков. Он способствует более эффективной организации образовательного процесса благодаря персонализированному обучению, автоматическому анализу и обратной связи (feedback), а также использованию интеллектуальных образовательных инструментов. Платформы, основанные на искусственном интеллекте, помогают будущим преподавателям развивать языковую компетенцию, педагогические навыки и умения управления классом. Такие системы поддерживают образовательный процесс с помощью симуляций, анализа данных и адаптивных образовательных систем. Кроме того, ИИ обеспечивает доступ к большим лингвистическим ресурсам и способствует созданию интерактивной образовательной среды.

Ключевые слова: методы, искусственный интеллект, подготовка учителей, цифровой компетентность, интеллектуальные системы, изучение языков, пищевые технологии, за рубежом преподавание языка, дистанционное обучение и преподавание.

Introduction. Nowadays, the rapid development of information and communication technologies has a crucial role on the education system. In particular, the emergence and widespread use of artificial intelligence technologies are taking the educational process to a new level. In modern society, the ability to work with technologies has become essential for specialists in every field, and this is especially important in the field of education. Therefore, the effective use of innovative technologies, particularly the capabilities of artificial intelligence, has

become one of the urgent issues in the process of training foreign language teachers.

Artificial intelligence serves as an important tool for individualizing the educational process, analyzing students' knowledge levels, adapting learning materials, and improving the effectiveness of teaching. Especially in the process of teaching foreign languages, AI-based platforms, chatbots, and digital applications create great opportunities for developing students' language skills. With the help of such technologies, it is possible to assess pronunciation, identify grammatical errors, and organize interactive exercises. At the same time, the use of artificial intelligence in the training of future foreign language teachers contributes to the development of their digital competencies. A modern teacher should not only have a strong knowledge of their subject but also possess the skills to integrate new technologies into the educational process. The purpose of this article is to analyze the possibilities of using artificial intelligence technologies in the training of foreign language teachers, to study its advantages and existing challenges, and to highlight its importance in improving the educational process.

Teacher training institutions play a crucial role in preparing future educators for the realities of modern digital classrooms. As artificial intelligence becomes more integrated into educational environments, it is essential that future foreign language teachers develop the necessary skills and competencies to effectively use AI tools in their professional practice. Teacher education programs must therefore adapt their curricula to include digital literacy, technological pedagogical knowledge, and practical experience with AI-based educational tools. Artificial intelligence offers numerous opportunities for improving foreign language teaching. AI-powered platforms can analyze students' language performance, identify learning difficulties, and provide individualized learning recommendations. Tools such as automated writing evaluators, speech recognition systems, and intelligent tutoring systems can assist teachers in providing more accurate and timely feedback. Moreover, AI technologies can reduce teachers' workload by automating repetitive tasks such as grading, allowing teachers to focus more on pedagogical interaction and creative teaching strategies. Despite the significant potential of artificial intelligence, many future language teachers still lack sufficient knowledge and methodological training in using AI in educational contexts. Teacher training programs often focus primarily on traditional teaching methods while giving limited attention to innovative digital technologies. As a result, future teachers may feel unprepared to integrate AI tools effectively into their teaching practice. The aim of this

study is to explore the role of artificial intelligence in foreign language teacher training and to analyze how AI technologies can support the development of professional competencies among future language teachers. The study also examines the benefits and challenges associated with integrating AI tools into teacher education programs.

Methods This research uses a qualitative and descriptive research design to investigate the use of artificial intelligence in foreign language teacher training. Several research methods were applied to obtain comprehensive and reliable results.

First, a literature review was conducted to analyze existing academic studies related to artificial intelligence in education and foreign language teaching. Scientific articles, books, and educational reports published in recent years were examined to identify the main trends, benefits, and limitations of AI technologies in teacher education.

Second, an analytical method was used to examine the structure and content of teacher training programs. Particular attention was given to how digital technologies and AI tools are integrated into the preparation of future foreign language teachers. The analysis focused on identifying gaps in methodological training and technological competence. Third, a comparative method was applied to compare traditional teacher training approaches with modern approaches that incorporate artificial intelligence technologies. This comparison made it possible to determine the potential advantages of AI-supported teacher education.

Finally, a synthesis of theoretical and practical findings was conducted to formulate conclusions and recommendations regarding the effective integration of artificial intelligence into foreign language teacher training programs.

Results The results of the study demonstrate that artificial intelligence can significantly enhance the process of preparing future foreign language teachers. Several key benefits of AI integration in teacher training were identified.

First, AI technologies contribute to the development of digital competence among future teachers. By working with AI-based educational tools, teacher trainees gain practical experience in using modern technologies for language instruction. This helps them become more confident in managing digital classrooms and selecting appropriate technological resources.

Second, artificial intelligence supports personalized learning in teacher education programs. AI systems can analyze students' learning progress and provide individualized recommendations for improvement. For example, AI-based language learning platforms can identify specific weaknesses in grammar, pronunciation, or vocabulary and suggest

targeted exercises. This allows future teachers to experience personalized learning themselves and later apply similar strategies in their own teaching.

Third, AI tools can improve the quality of feedback in language learning. Automated writing evaluation systems can analyze students' texts and provide detailed comments on grammar, vocabulary usage, and coherence. Similarly, speech recognition technologies can evaluate pronunciation and fluency in spoken language tasks. Such tools enable teacher trainees to understand how technology can support formative assessment.

Another important advantage is the reduction of teachers' workload. Artificial intelligence can automate routine tasks such as grading quizzes, tracking student progress, and organizing learning materials. As a result, teachers can dedicate more time to interactive classroom activities, communication with students, and creative lesson planning. Furthermore, AI technologies can facilitate reflective teaching practices. Many AI-based educational platforms provide detailed analytics on student performance and classroom activities. By analyzing these data, future teachers can evaluate the effectiveness of their teaching methods and make informed pedagogical decisions. However, the results also reveal several challenges associated with the integration of AI in teacher training.

One of the main difficulties is the insufficient technological competence of some teacher trainees and educators. Without proper training, teachers may find it difficult to use AI tools effectively. Another challenge is the lack of methodological guidelines for integrating AI into foreign language teaching. While many AI tools are available, teachers often need support in understanding how to use them pedagogically rather than simply technologically. Finally, ethical and privacy concerns related to data collection and algorithmic decision-making must also be considered when implementing AI technologies in educational contexts.

Discussion The findings of this study highlight the growing importance of artificial intelligence in foreign language teacher training. As education becomes increasingly digitalized, future teachers must be prepared to work with advanced technologies that support learning and teaching processes. Integrating artificial intelligence into teacher education programs can significantly improve the quality of professional training. By learning to use AI tools, future language teachers develop essential competencies such as digital literacy, technological pedagogical knowledge, and data-informed decision making. These competencies are becoming increasingly important in modern educational environments.

At the same time, the integration of AI should not replace the human role in teaching. Language education involves complex social and

emotional interactions that cannot be fully replicated by technological systems. Teachers remain responsible for creating supportive learning environments, motivating students, and developing communicative competence. Therefore, artificial intelligence should be viewed as a supportive tool rather than a substitute for teachers. Teacher training institutions must therefore adopt a balanced approach to AI integration. Educational programs should include specialized courses on digital pedagogy, artificial intelligence in education, and technology-enhanced language learning. Practical workshops and training sessions should also be organized to help teacher trainees develop hands-on experience with AI tools.

In addition, collaboration between educational institutions, technology developers, and researchers can contribute to the creation of effective AI-based learning environments. Such collaboration can ensure that AI tools are designed according to pedagogical principles and meet the real needs of teachers and students. Future research should further investigate the long-term impact of artificial intelligence on teacher professional development and classroom practices. It is also important to explore how AI technologies can support inclusive education and address diverse learning needs.

Conclusion Artificial intelligence is becoming an increasingly important component of modern education, including the preparation of foreign language teachers. AI technologies provide new opportunities for improving teaching and learning processes by offering personalized learning, automated feedback, and efficient management of educational tasks.

The results of this study show that integrating AI tools into teacher training programs can significantly enhance the development of professional competencies among future foreign language teachers. However, successful implementation requires appropriate methodological support, technological training, and careful consideration of ethical issues. Teacher education institutions should therefore prioritize the development of digital and technological competencies in their curricula. By preparing future teachers to effectively use artificial intelligence, educational systems can better respond to the demands of the rapidly evolving digital world. Ultimately, artificial intelligence should be seen not as a replacement for teachers, but as a powerful tool that can support educators in creating more engaging, personalized, and effective language learning experiences.

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