THE EFFECTIVENESS OF ARTIFICIAL INTELLIGENCE PROGRAMS IN ORGANIZING FOREIGN LANGUAGE LESSONS

Yuldoshev Abror Shernazar o‘g‘li
Teacher of the Department of German Language and Literature, Karshi State University

Abstract. The rapid development of artificial intelligence (AI) has created new opportunities for improving the organization and effectiveness of foreign language education. AI-based programs can support teachers in lesson planning, language assessment, vocabulary development, pronunciation practice, writing correction, individualized learning, and the creation of interactive educational materials. This article examines the effectiveness of artificial intelligence programs in organizing foreign language lessons and analyzes their potential to improve students’ linguistic competence and learning motivation. The study is based on an analysis of contemporary pedagogical approaches and research findings concerning the integration of AI into language education.

Keywords: artificial intelligence, foreign language education, AI programs, language learning, digital education, personalized learning, adaptive learning, language competence, educational technology, artificial intelligence tools.

Introduction. The development of digital technologies has significantly transformed the educational process. In particular, the emergence of artificial intelligence has introduced new approaches to teaching and learning foreign languages. Traditional foreign language lessons are increasingly complemented by digital platforms, intelligent tutoring systems, automated assessment tools, speech-recognition applications, and conversational AI systems. These technologies provide learners with opportunities to practice language skills beyond the traditional classroom environment.

Foreign language learning requires continuous practice in several areas, including listening, speaking, reading, writing, vocabulary acquisition, grammar

development, and pronunciation. However, teachers often face difficulties in providing individualized feedback to every learner within a limited lesson period. Artificial intelligence can partially address this problem by providing immediate feedback, adapting tasks to learners' abilities, generating additional exercises, and facilitating personalized learning trajectories.

Literature Review. The application of artificial intelligence in education has attracted considerable attention from researchers and educational institutions. Contemporary studies emphasize that AI can contribute to personalized learning, automated assessment, intelligent tutoring, and the development of digital learning environments.

One of the major advantages of AI-supported education is its ability to personalize the learning process. Intelligent systems can analyze learners' responses and adjust instructional materials according to individual performance.

The effectiveness of AI-supported foreign language instruction is considered in relation to three main criteria: **pedagogical effectiveness, learner engagement, and individualization of instruction**.

Artificial intelligence programs can support almost every stage of a foreign language lesson. Their effectiveness depends largely on how appropriately teachers integrate them into the pedagogical process. One of the most practical applications of AI is the generation of lesson plans and teaching materials. AI systems can help teachers develop lesson objectives, classroom activities, discussion questions, vocabulary exercises, reading texts, writing tasks, and assessment questions.

For example, a teacher can provide an AI system with information about students' language level, lesson duration, topic, and learning objectives. The system can then suggest a sequence of activities appropriate for the target group.

Thus, AI contributes to differentiated instruction and supports the creation of individualized learning pathways. Vocabulary acquisition is one of the most important components of foreign language learning. AI applications can generate personalized vocabulary lists, example sentences, quizzes, flashcards, and contextual exercises.

AI can also identify words that a learner frequently misunderstands or forgets and recommend additional practice. Context-based vocabulary learning is especially effective because students encounter new words in meaningful sentences rather than memorizing isolated lexical units.

For example, instead of simply presenting the word *environment*, an AI system can generate different contexts:

- environmental protection;
- environmental problems;
- environmental policy;
- environmental awareness.

This approach enables learners to understand not only the meaning of a word but also its collocations and communicative functions.

AI tools can provide explanations of grammatical structures and generate exercises at different difficulty levels. When a learner makes a grammatical mistake, an AI system can identify the error and explain the relevant rule.

For instance, if a student writes *"She go to university every day,"* an AI system can identify the subject-verb agreement problem and provide the corrected form: *"She goes to university every day."*

The main advantage is immediate feedback. Students do not necessarily have to wait until the teacher checks their work.

An effective pedagogical approach is not to allow AI to write the entire assignment for the learner but to use AI-generated feedback as a basis for revision. In this model, students remain responsible for producing the original text while AI functions as a feedback mechanism.

For example, an AI system can indicate that a paragraph lacks coherence and suggest the use of linking expressions. The learner can then revise the paragraph independently.

This approach encourages metacognitive awareness and develops students' ability to evaluate their own writing.

The effectiveness of AI in organizing foreign language lessons

The effectiveness of AI-supported foreign language instruction can be analyzed through several pedagogical indicators.

Area	**Traditional approach**	**AI-supported approach**
Lesson planning	Mainly teacher-centered	Teacher + AI-assisted planning
Feedback	Often delayed	Frequently immediate
Individualization	Limited by class size	Highly adaptable
Speaking practice	Limited classroom time	Additional simulated practice
Vocabulary	General word lists	Personalized vocabulary
Writing	Teacher correction	Automated + teacher feedback
Assessment	Periodic	Continuous monitoring possible
Independent learning	Relatively limited	Expanded through AI tools

The comparison demonstrates that AI can significantly expand the possibilities of foreign language instruction. Nevertheless, technological effectiveness should not be confused with pedagogical effectiveness. The presence of AI itself does not guarantee improved learning outcomes. The quality of implementation, task design, teacher guidance, and learner engagement remain essential.

Discussion. The integration of artificial intelligence changes the traditional structure of foreign language lessons. Instead of spending a considerable amount of classroom time on routine explanations and mechanical exercises, teachers can use AI to provide supplementary practice and devote more time to communicative activities, critical thinking, collaborative tasks, and individual support.

One of the most significant advantages of AI is **immediate feedback**. Learners can identify and correct mistakes while the learning process is still active. This can contribute to more effective learning and reduce the accumulation of persistent errors.

Conclusion. Artificial intelligence represents one of the most promising technological developments in contemporary foreign language education. AI-based programs can significantly improve the organization of lessons by supporting

lesson planning, personalized instruction, language practice, automated feedback, assessment, and independent learning.

The greatest pedagogical value of AI lies in its ability to provide learners with additional opportunities for individualized and continuous practice. In particular, conversational AI and speech-recognition technologies can help overcome the limitations of classroom time and provide students with more opportunities to communicate in the target language.

References:

1. Soliyeva H. THE IMPACT OF ARTIFICIAL INTELLIGENCE ON FOREIGN LANGUAGE TEACHING. **Journal of Multidisciplinary Sciences and Innovations**, *[S. l.]*, v. 1, n. 3, p. 880–881, 2025. DOI: 10.71337/inlibrary.uz.jmsi.111678. Disponível em: https://inlibrary.uz/index.php/jmsi/article/view/112185. Acesso em: 4 sep. 2026.

2. Tutbayeva Zh., Yussimbayeva S. ROLE OF ARTIFICIAL INTELLIGENCE IN TEACHING A FOREIGN LANGUAGE // Yessenov science journal. 2025. №1. URL: https://cyberleninka.ru/article/n/role-of-artificial-intelligence-in-teaching-a-foreign-language (дата обращения: 04.09.2026).

3. Han, Yining. (2026). The effectiveness of artificial intelligence-assisted language learning in higher education: a systematic review. Journal of China Computer-Assisted Language Learning. 10.1515/jccall-2025-0020.

4. Zai, F., & Zhou, X. (2026). The Impact of AI-Assisted Learning on the Agency of Foreign Language Learners: A Meta-Analysis. *Behavioral Sciences*, *16*(3), 379. https://doi.org/10.3390/bs16030379