



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

Olimjonova Hulkar Mamasoli qizi

Начальник методического цикла факультета военного
обучения Национальный педагогический университет
имени Низами. Доцент, доктор философии по психологии
(PhD)

ARTICLE INFO:

Received:01.10.2026

Revised: 02.10.2026

Accepted:03.10.2026

KEY WORDS:

grammar,
vocabulary, automatic
translation

ABSTRACT

In recent years, the rapid development of digital technologies has brought about fundamental changes in the education system. In particular, the introduction of artificial intelligence (AI) technologies into the educational process requires a rethinking of the content, form, and methods of teaching and learning based on new approaches. In a world where English has become the primary means of global communication, science, technology, and international cooperation, teaching it effectively and innovatively is one of the most pressing issues. From this perspective, the scientific analysis of modern approaches to teaching English based on artificial intelligence is considered one of the important areas of today's educational policy and pedagogical practice.

Traditional English teaching methods are often characterized by being organized at the same content and speed for all students. This makes it impossible to fully take into account the individual abilities, pace and motivation of students. Artificial intelligence technologies, on the other hand, provide the opportunity to organize education in a person-oriented, flexible and interactive way. For example, intellectual learning platforms can analyze the language level, errors and dynamics of development of the student and offer him suitable individual assignments. This situation significantly increases the effectiveness of the English language learning process. Artificial intelligence-based technologies, including chatbots, speech recognition and analysis systems, automatic translation tools, adaptive tests, and virtual teachers, are shaping the modern English language learning ecosystem. These tools not only help develop grammar and vocabulary, but also improve listening, pronunciation, writing, and speaking skills. In particular, automatic speech assessment systems provide students with real-time feedback,



allowing them to independently correct their mistakes. At the same time, the process of teaching English based on artificial intelligence does not reduce the role of the teacher, but rather takes it to a new level of quality. The teacher is now not only a knowledge provider, but also an important subject who designs, monitors, and motivates the learning process. Artificial intelligence tools allow educators to deeply analyze student learning levels, identify problem areas, and optimize teaching strategies. However, there are also a number of challenges in implementing SI technologies in English language teaching: insufficient technological infrastructure, low levels of digital literacy, and data security and ethical issues may hinder the widespread implementation of this approach.

In recent years, artificial intelligence-based technologies have been widely used in the educational process. Chatbots, speech recognition and analysis systems, automatic translation tools, adaptive tests, and virtual teachers are shaping the modern English language learning ecosystem. It is emphasized that these tools can not only help develop grammar and vocabulary, but also improve listening, pronunciation, writing, and speaking skills. In particular, automatic speech assessment systems provide students with real-time feedback, allowing them to independently correct their mistakes. This develops students' self-monitoring and independent learning skills². At the same time, the process of teaching English based on artificial intelligence does not reduce the role of the teacher, but rather takes it to a new level of quality. The teacher now manifests as an important subject, not just a knowledge giver, but a designer, supervisor and motivator of the educational process. However, there are also a number of problems in the widespread introduction of SI technologies in teaching English. Insufficient technological infrastructure, low levels of digital literacy, data security, and ethical issues may hinder the widespread implementation of this approach. Therefore, there is a need to introduce AI-based English language education in a scientifically based, systematic, and step-by-step manner. Research discussion. Research on the use of artificial intelligence-based technologies in teaching English shows that these tools significantly increase the effectiveness of the educational process. For example, chatbots and virtual tutors play an important role in developing students' speaking skills by allowing them to communicate in real time. Also, automatic speech assessment systems detect pronunciation and grammatical errors of students and provide them with immediate feedback. This shapes students' independent learning and self-control skills. Research also shows that AI tools allow for individual student abilities and learning rates to be taken into account. For example, adaptive tests organize the learning process in a personalized way by presenting questions that match the student's level of knowledge. However, a number of problems have also been noted in the research discussions.

Artificial intelligence-based technologies are emerging as a key factor in shaping a modern educational ecosystem in English language teaching. Chatbots, speech recognition and analysis systems, automatic translation tools, adaptive tests, and virtual teachers are effective tools for developing students' grammar, vocabulary, pronunciation, writing, and speaking skills. Research



shows that SI tools provide students with real-time feedback, allowing them to independently correct their mistakes. This significantly affects students' independent learning, self-control, and motivation. At the same time, SI technologies allow the educational process to be organized in a person-centered and flexible manner. For example, adaptive tests adjust learning to individual needs by presenting questions that match the student's level of knowledge. The role of the teacher is elevated to a new level of quality. The teacher is no longer just a knowledge provider, but also a subject who designs, monitors, and motivates the learning process. This increases the effectiveness of the learning process by providing human and technology integration in education. However, there are a number of problems with the widespread implementation of SI-based English language education. Insufficient technological infrastructure, low levels of digital literacy, data security, and ethical issues may hinder the widespread implementation of this approach. Therefore, a scientifically based, systematic, and step-by-step approach is needed when applying SI technologies to the educational process. Overall, artificial intelligence creates innovative opportunities in English language teaching, increases learning efficiency, and takes into account the individual needs of students. However, comprehensive solutions are needed to address infrastructure, digital literacy, and ethical issues to enable its widespread adoption.

The first feature is that students learn English artificial intelligence such as ChatGPT their oral speech in the process language through regular and systematic use using tools there is a high probability of making mastering even easier. That is, language with learners being able to get Independent Education together, to their level of knowledge, speed of learning, and individualized, serving to meet the needs of the learner provides training materials and exercises. This results in, the reader is able to quickly correct them by working on his mistakes gives. This process is also a student in traditional classroom classes automatic conclusions to written work or O'gzaiki speech the process of learning by eliminating errors in a short time without waiting allows acceleration [3]. Conclusions like this teacher fundamentally different from the conclusions that can be given by, that is, low pressure on the reader is pungent, rather than painted errors automatic corrected errors are well received by students is made.

Literatures:

1. Kukulska-Hulme, A. (2020). Artificial Intelligence in Language Learning and Teaching. Language Learning & Technology.
2. Li, X., & Wang, Y. (2021). AI-powered speech recognition in English learning. Journal of Educational Technology.
3. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications. Center for Curriculum Redesign.