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O‘ZBEKISTON — 2030: INNOVATSIYA, FAN VA TA’LIM ISTIQBOLLARI

VI RESPUBLIKA ILMIY-AMALIY KONFERENSIYA MATERIALLARI

SENTYABR, 2025-YIL

O‘ZBEKISTON 2030

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2025-yil, sentyabr

TOSHKENT-2025

ISBN 978-9910-09-297-8

O‘ZBEKISTON – 2030: INNOVATSIYA, FAN VA TA’LIM ISTIQBOLLARI. VI Respublika ilmiy-amaliy konferensiyasi materiallari. – Toshkent: Scienceproblems team, 2025. – 69 bet.

Elektron nashr: https://konferensiyalar.com

Konferensiya tashkilotchisi: “Scienceproblems Team” MChJ

Konferensiya o‘tkazilgan sana: 2025-yil, 8-sentyabr

Mas’ul muharrir:
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Annotatsiya
Mazkur nashrda “O‘zbekiston — 2030: innovatsiya, fan va ta’lim istiqbollari” nomli VI Respublika ilmiy-amaliy konferensiyasi doirasida taqdim etilgan ilmiy maqolalar to‘plami jamlangan. Unda O‘zbekistonning turli oliy ta’lim va ilmiy-tadqiqot muassasalari, tarmoq tashkilotlari, mustaqil tadqiqotchilar tomonidan taqdim etilgan ijtimoiy-gumanitar, iqtisodiyot, huquq, biologiya, tibbiyot va boshqa sohalarga oid maqolalar kiritilgan. Maqolalarda ilm-fanning zamonaviy yo‘nalishlari, innovatsion texnologiyalar, ta’lim islohotlari hamda barqaror taraqqiyotga oid masalalar muhokama qilingan. To‘plam akademik izlanishlar, amaliy tajribalar va ilmiy xulosalarni birlashtirgan holda, fanlararo integratsiyani chuqurlashtirish va ilmiy hamkorlikni kuchaytirishga xizmat qiladi.

Kalit so‘zlar: ilmiy-amaliy konferensiya, innovatsiya, fan va ta’lim, O‘zbekiston 2030, barqaror rivojlanish, ilmiy izlanishlar, fanlararo integratsiya, ilmiy hamkorlik, texnologik taraqqiyot, zamonaviy ta’lim.

ISBN 978-9910-09-297-8

MUNDARIJA

TIBBIYOT FANLARI

THE ROLE OF ARTIFICIAL INTELLIGENCE IN PROMOTING AUTONOMY LEARNING

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Annotation. The article investigates how artificial intelligence (AI) can support English vocabulary teaching for young learners. Using the SAMR model as a framework, it analyzes teachers’ views on AI applications such as ChatGPT, Duolingo, Kahoot, Quizlet, and Google Translate. The findings emphasize that AI promotes student motivation, engagement, and vocabulary retention through adaptive learning, gamified elements, and personalized feedback. However, the study also notes difficulties including lack of resources, privacy issues, and limited teacher training. Overall, the article concludes that AI has strong potential to transform vocabulary learning, but its success depends on thoughtful curriculum integration and professional support for educators.

Key words: vocabulary, AI tools, online learning, autonomy learning.

AVTONOMIYYANI O‘RGANISHNI TARQATISHDA SUN’IY INTELTEKTNING O‘RNI

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Annotatsiya. Maqolada sun'iy intellekt (AI) yosh o'quvchilar uchun ingliz tilidagi lug'atni o'rgatishda qanday yordam berishi mumkinligini o'rganadi. SAMR modelidan asos sifatida foydalanib, u o‘qituvchilarning ChatGPT, Duolingo, Kahoot, Quizlet va Google Translate kabi sun’iy intellekt dasturlari haqidagi fikrlarini tahlil qiladi. Topilmalar shuni ta'kidlaydiki, AI moslashuvchan o'rganish, o'yin elementlari va moslashtirilgan fikr-mulohazalar orqali o'quvchilarning motivatsiyasi, faolligi va so'z boyligini saqlashga yordam beradi. Biroq, tadqiqot shuningdek, resurslarning etishmasligi, maxfiylik muammolari va cheklangan o'qituvchilar tayyorlash kabi qiyinchiliklarni qayd etadi. Umuman olganda, maqolada AI lug'at o'rganishni o'zgartirish uchun kuchli salohiyatga ega degan xulosaga keladi, ammo uning muvaffaqiyati o'quv dasturini puxta o'ylash va o'qituvchilarni professional qo'llab-quvvatlashga bog'liq.

Kalit so’zlar: lug'at, AI vositalari, onlayn o'rganish, avtonomiyani o'rganish.

Learning a new language is often a demanding and sometimes monotonous task for students. Many feel discouraged when using technology-based learning systems that emphasize rigid definitions and exact answers. Such tools typically reward precision but fail to capture the nuanced and dynamic nature of real-world language learning.

Language acquisition is a complex process shaped by multiple factors, including cultural adaptation, the amount of meaningful input a learner receives, attention to language-specific features, and opportunities for communication. Developing proficiency requires deliberate practice in reading, writing, speaking, and listening—skills that all depend heavily on vocabulary and knowledge of grammar and syntax. Among these, vocabulary plays a central role in both teaching and learning foreign or second languages.

To better understand how digital tools can support this process, this study applies the SAMR framework (Puentedura, 2006), which categorizes technology integration into four stages: Substitution, Augmentation, Modification, and Redefinition. These levels fall into two main groups—enhancement and transformation—with transformation representing the most advanced and impactful use of technology in education.

With the rise of artificial intelligence (AI), there is increasing interest in how it can support English vocabulary learning. This study examines teachers’ perspectives on using AI tools with children, investigating which tools are most common, how they are applied in classrooms, and what challenges teachers face. AI has opened new avenues for overcoming communication barriers and has become a transformative force in English Language Teaching (ELT).

Research indicates that technology-supported learning often outperforms traditional methods. However, vocabulary remains one of the biggest challenges for language learners. Thanks to modern tools—such as websites, software, apps, and AI systems—language learning has become more interactive and accessible. For example, mobile learning enables students to engage with diverse educational resources anytime and anywhere.

Because vocabulary learning is fundamental, many studies highlight the value of integrating information and communication technology (ICT) into classrooms. These tools enhance student engagement and interaction, but their effectiveness depends on age, emotional readiness, and language proficiency. For example, L2 vocabulary apps should be adapted to specific learner groups. Successful curriculum design for tech-based instruction requires teachers to develop both professional and technical expertise to evaluate which tools are most effective for their classrooms.

AI-powered applications such as translation software, image-recognition tools, and interactive platforms can help children grasp vocabulary more effectively by promoting real-time engagement. Some of the most popular tools include ChatGPT, Google Translate, Kahoot, Duolingo, and Quizlet. Still, educators often report barriers such as lack of time, limited resources, privacy concerns, and insufficient training. These issues point to the need for better integration of AI into curricula and more professional development for teachers.

AI is advancing rapidly in education, particularly in foreign language instruction. Vocabulary learning, which is central to language proficiency, stands to benefit greatly. Yet, students frequently struggle to retain new words or use them actively without real-world practice.

Findings from this study confirm that AI platforms such as ChatGPT, Duolingo, Kahoot, and Quizlet can significantly enhance vocabulary retention and student motivation. Features like spaced repetition, gamification, and personalized feedback foster deeper learning and encourage regular practice. However, some learners face obstacles related to usability or internet connectivity, which can limit their access.

The intersection of AI and education is attracting growing academic attention. This study draws from existing research to provide an overview of how AI is currently applied in language learning. It emphasizes the importance of training teachers to use AI effectively while acknowledging the limitations of current approaches. Expanding the range of databases and sources in future research could provide even broader insights.

The integration of AI has fundamentally reshaped language learning. What was once a static, classroom-bound activity has become flexible, personalized, and highly engaging. Adaptive learning systems, such as Duolingo, Babbel, and Rosetta Stone, use machine learning to tailor content to learners’ pace, level, and progress, thereby boosting efficiency and motivation.

Natural Language Processing (NLP) is another breakthrough, powering tools like ChatGPT and Google Translate to provide real-time translations, conversational practice, and context-sensitive corrections. Such tools expose learners to authentic language use and cultural nuance. Pronunciation training has also improved thanks to AI-driven speech recognition tools like Elsa Speak, which deliver instant feedback on stress, rhythm, and intonation—skills often difficult to master without native speakers.

Virtual tutors and chatbots are gaining popularity as well, offering continuous, adaptive interaction for learners both inside and outside classrooms. GPT-based systems, for example, simulate realistic conversations that make language practice more engaging and accessible.

Despite these advances, challenges remain. Issues of accessibility, data privacy, and overdependence on technology require attention. Moreover, while AI excels at teaching grammar and vocabulary, it still lacks the cultural and idiomatic depth that human teachers provide.

In conclusion, this study highlights AI’s strong potential to improve vocabulary instruction in English and strengthen overall language proficiency. By offering a comprehensive overview of current practices, it serves as a valuable foundation for future research and provides guidance for educators, policymakers, and leaders aiming to harness AI for more effective language teaching and learning.

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2025-yil, 8-sentyabr

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