WAYS TO USE ARTIFICIAL INTELLIGENCE IN TEACHING FOREIGN LANGUAGES

Boltaeva Sitora Mirdjonovna
Senior teacher at Tashkent State University of Economics
Tashkent , Uzbekistan

Abstract. In this research paper has been examined the problem of the importance of proficiency in foreign languages. The growing popularity of the use of artificial intelligence in their study is explored. The main functions and capabilities of GPT chatbots are described: improving communication skills, conducting dialogues, expanding vocabulary, mastering grammatical rules and structures. In conclusion, the main points of the article are summed up and summarized. A list of applications, platforms and services is proposed for use in students' independent and classroom work.

Keywords: foreign language proficiency, artificial intelligence, gpt chatbots, teaching foreign languages to engineering students, working on vocabulary, grammar, oral speech, personalization of learning.

1.Introduction

Foreign languages, like the countries in which they are spoken, surround us. By studying foreign languages, we make a kind of journey to these countries, get to know their inhabitants, their culture and history. In the quotes of sages and celebrities, in the proverbs and sayings of a particular country, it is easy to find examples of the great importance that is attached to the knowledge of foreign languages. "Learning a language means opening a new window on the world," says a Chinese proverb. "With every new language you live a new life. If you only know one language, you only live once," says a Czech proverb. "A different language is a different vision of life," noted Federico Fellini. "Change your language and you will change your thoughts," said Karl Albrecht. "To know many languages means to have many keys to one lock," wrote Voltaire [12].

2.Literature analysis

In the modern world, knowledge of foreign languages provides many advantages both for an individual and for society as a whole, about which a large number of works have been written [3, 4, 6, 8, 11], the opinions of the authors of which can be summarized as follows:

1. Knowledge of foreign languages allows you to better understand the culture and traditions of other peoples, which broadens your horizons and makes people more open to new ideas and views.

2. Knowledge of foreign languages can significantly increase the chances of successful employment. Many companies value employees who speak foreign languages and are willing to offer them higher positions and salaries.

3. Knowledge of a foreign language makes it possible to communicate with people from other countries, which can lead to new friendships and professional contacts. It also promotes the

exchange of experience and knowledge between cultures; this contributes to the development of international relations.

4. Knowledge of a foreign language provides access to a wide range of information that is not always available in the native language. This applies to scientific articles, books, films, music and many other areas. Knowledge of a foreign language also allows you to get education abroad, which can be very useful for career growth and personal development.

5. Learning a foreign language requires constant effort of memory, attention and logical thinking, which improve the cognitive functions of the brain. In addition, learning a new language can slow down the aging process of the brain and reduce the risk of developing dementia.

6. Knowing several foreign languages helps you better understand and respect differences between cultures. This contributes to the development of intercultural competence and tolerance, which is an important quality in modern society.

7. Knowledge of several foreign languages makes it possible to work in various international organizations.

The use of artificial intelligence (AI) in various areas of our lives is becoming increasingly popular and significant. And one such area where AI has proven itself to be an integral tool is education. Teaching Russian as a foreign language is a complex process that requires time, energy and effort from students from all over the world. In the current era of technology, artificial intelligence can become an indispensable assistant in this process.

O.V. Tolstel offers the following definition for the concept of "Artificial Intelligence". "Artificial intelligence (AI) is an interdisciplinary field that creates objects that solve various problems the way a person does. AI uses mathematics, logic, psychology, biology, philosophy, language science, electronics and more." [5].

R.S. Islamov defines AI as "a set of software and hardware to implement the ultimate goal, namely the comparison of its work with human intellectual activity," and AI systems as systems that "are capable of analyzing and extracting information from a large set of data, self-learning, and automating some everyday processes , as well as solve problems that require huge calculations" [1].

The use of AI in teaching Russian as a foreign language can have many advantages, especially from a theoretical perspective. AI allows you to create:

1. personalized study programs adapted to the specific needs of each student

2. Artificial talking partners for students.

Personalized learning programs help students absorb information more effectively and develop communication skills in Russian. These programs may use a variety of teaching methods, including:

• interactive exercises,

• games

• tasks with instant feedback. Artificial talking partners help

practice speaking Russian with a virtual interlocutor who will not only understand your words, but also analyze their content, evaluate grammatical correctness and suggest improvements.

One of the main ways in which AI can outperform traditional teaching methods is its ability to adapt to the needs of each learner. Thanks to the power of machine learning and data analysis, AI can analyze a student's academic progress, identify his weak areas and suggest customized materials and exercises to overcome them. In addition, AI can automatically adjust the training program based on the student's progress, thus maintaining motivation and increasing learning efficiency.

The use of AI in teaching Russian as a foreign language can also be useful for identifying a student's individual weaknesses and developing an appropriate program to strengthen these skills.

For example, through analyzing recordings of training sessions, AI can determine that a student is having difficulty pronouncing certain sounds or grammatical structures. Through specific exercises and assignments, AI can help a student overcome these difficulties by providing more practice in a particular field [4].

Adding AI to the educational process also allows one to overcome some of the problems faced by traditional methods of teaching Russian as a foreign language. For example, AI can be used to provide independent feedback on student writing. AI services analyze errors and instantly provide information about all inaccuracies, provide recommendations for correcting these errors, and grammatical comments to improve students' writing skills.

Of course, artificial intelligence cannot be perfect at the moment. Along with a huge number of advantages, there are no fewer disadvantages. For example, artificial intelligence is limited in nuance. In other words, AI takes into account only the general rules of the language, its general structure. The Russian language is very rich, therefore it has a huge number of features in the use of constructions and lexical units that cannot always be recognized by artificial intelligence. The specificity of a language also includes its culture, its linguocultural essence, which can be lost when working with AI.

Despite the modernity of artificial intelligence, not every AI service has absolutely up-to-date information. Artificial intelligence technology has a clearly defined program, its own algorithm, which cannot deviate from its assigned path in order to independently filter new information from old information, so the data may not correspond to modern reality or contain rather limited information. New language units, phrases and expressions, new rules of the Russian language may not be taken into account, which will lead to a false understanding of the language.

Artificial intelligence does not always take into account context. The specificity of the Russian language lies in its versatility, which is a natural process for a native speaker to perceive. Artificial intelligence does not have the ability to see additional coloring in the text, which leads to incorrect translation of the text and its understanding.

Mentioned above was the possibility of building an individual approach to learning using artificial intelligence. Indeed, such a function exists, but there are also peculiarities here. There are a large number of AI platforms, some of them are currently more developed, and some are still on their way to development. Some AI services may offer what is called a "team-to-person approach." This means that AI has the function of selecting an approach for a certain group of people who are united, for example, by one profession, so for all engineers AI will offer the same material, without taking into account the characteristics of a particular student. [15]

3.Analysis and results

Taking into account the above and understanding the role played by knowledge of foreign languages, teachers at all levels of study in this subject are constantly applying new, more productive methods of work. One of the most modern and effective methods recently has been the use of artificial intelligence, namely GPT chatbots [7, 9, 10].

GPT chatbots can play an important role in teaching foreign languages to people of all ages with different levels of knowledge in various audiences, providing a large number of opportunities and benefits [2, 5]. For example, when teaching spoken language, GPT chatbots can be programmed to conduct a conversation in a foreign language. They can ask questions, listen to answers, and give feedback by correcting mistakes. This practice allows you to improve your skills in understanding and speaking a foreign language, increase the speaker's confidence in oral situations, and practice in typical communication situations.

GPT chatbots can provide assistance in learning the grammatical rules and structures of the target language. They can offer explanations and examples of the use of grammatical structures, as well as exercises to reinforce the material being studied. This is especially useful for beginner-level learners, but can also serve the purpose of reviewing and deepening grammar knowledge at any stage of learning.

GPT chatbots play an important role in mastering foreign language vocabulary [1]. They can help increase vocabulary in a foreign language by providing definitions of words, their synonyms, tononyms and contexts of their use. Some ££ GPT chats also offer common words or phrases to learn so that learners can gradually expand their vocabulary.

In addition, GPT chatbots can analyze and correct spelling or pronunciation errors, evaluate learning progress, show statistics, and make recommendations to further improve knowledge.

At the same time, GPT chats can provide access to various educational materials such as textbooks, dictionaries, grammar rules and example sentences.

Their accessibility and ease of use are very valuable: on various devices such as smartphones, tablets or computers. Chatbots can help you learn a foreign language at any pace and at any time convenient for students.

It seems important that some GPT chatbots offer a personalized approach to learning, adapting materials and exercises to the level and needs of each person [13]. After assessing learning outcomes, they are able to recommend exercises or materials that will help everyone learn the language most effectively.

However, while GPT chatbots are a useful tool for language learning, their use as the sole learning tool must have limitations. Here are a few reasons why relying solely on GPT chats may not be enough.

1. Lack of live communication. GPT chats cannot completely replace real communication with a native speaker or teacher. They don't have the same nuance, intonation, and unpredictability that are present in real conversation. Conversing with people allows you to improve your listening comprehension skills, adapt to different speaking styles, and develop real-life communication skills.

2. Constraints in context. Chatbots may be limited in how they represent the actual context of language use. They may offer common phrases or dialogue, but may not always be able to adapt to new situations or unusual issues. Real communication helps you understand how to use language in different, sometimes unexpected or special contexts and situations.

3. Limitations in knowledge of the culture of the country of the language being studied. A language is closely related to the culture and customs of the country where it is used. GPT chats can only provide limited insight into culture and the nuances of language associated with it. Real-life interaction with native speakers or teachers allows you to better understand the cultural characteristics and context in which the language is used.

4. Limitations in creative thinking. GPT chats may be limited in their ability to stimulate creative thinking and expression in a foreign language. Real communication with other people allows you to develop the ability to think and express yourself freely and originally.

Thus, GPT chats do not replace live communication and interaction with teachers or native speakers, but they can be a useful addition and tool in the learning process. It is recommended to combine the use of chatbots with other methods, such as reading, watching movies, talking with a teacher, other students, communicating with native speakers and other practical tasks.

This is exactly how - alternately using elements of artificial intelligence and working with assignments on educational materials at home and in the classroom under the guidance of a teacher - foreign language classes are organized for students of technical specialties at RUT (MIIT). Future

engineers are especially interested in the comprehensive use of artificial intelligence in the classroom, as well as the optimization of many elements of work on a subject, the motivation for studying which they are not always very high, and the number of training sessions allocated to the subject is small.

Let's look at some examples of using chatbots when working on various aspects of the French language. Below is a dialogue between a student (O) and a chat bot (H) on an everyday topic, in which the studied grammatical topics are repeated:

O - Bonjour! Comment vas-tu? (Hello how are you?)

H - Salut! Je vais bien, merci. Et toi? (Hello! Everything is fine, thank you. And how are you?)

O - Très bien, merci. (Very good thanks)

H - Parle-moi de ta journée d'hier. (Tell me about your yesterday.)

O - Hier, j'étais fatigué et je n'ai pas fait beaucoup de choses. (Yesterday I was tired and didn't do much)

H - Ah, dommage! Et qu'est-ce que tu as fait quand même? (It's a pity! And what did you do anyway??)

O - J'ai lu un livre et j'ai regardé un film. (I read the book and watched the movie.)

H - C'est bien. Tu aimes lire et regarder des films en français? (This is good. Do you like to read and watch films in French??)

O - Oui, bien sûr. Cest important pour moi de parler français correctement. (Yes, sure. It is important for me to speak French correctly.)

H - Très bien! (very good!)

To work with this chatbot, the student is asked to write him a message in French and then answer his questions. For example, you can write: Bonjour! Comment vas -tu? (Good afternoon! How are you doing?) Then the bot will answer the question and ask its own, and so on. Working with a chatbot helps improve your communication skills in French and consolidate your grammar knowledge. Chatbots actively help expand vocabulary in the target language. Thus, for the AO level, simple tasks are offered for memorizing words and expressions: 1. What is the name of the artist who draws portraits?

a. Un musicien

b. Un acteur

c. Un portraitiste

d. Un écrivain

2. How to say "face" in French?

a. Face (f)

b. Tête (f)

c. Bras (m)

d. Jambe (f)

3. What word describes a person with blond hair??

a. Brun (m)

b. Noir (m)

c. Blond (m)

d. Gris (m), и т.п.

For students of intermediate or advanced language proficiency, a chatbot with more complex tasks is being compiled:

Reliez le mot avec son sens (Match the word with its meaning):

1. Lubrifiant (m). a. Engin de traction de faible puissance

fonctionnant sur rail ou sur route.

2. Locotracteur b. Manque (total ou presque total) de quelque (m) chose de nécessaire.

3. Carburant (m) c. Agent des chemins de fer.

4. Cheminot (m) d. Ce qui arrête ou ralentit le mouvement, la

progression, le passage de quelqu'un ou de quelque chose.

5. Convoi (m) e. Substance, matière onctueuse servant à

atténuer les frottements.

6. Pénurie (f) f. Ouvrage voûté à une seule arche,

ordinairement en maçonnerie, construit sur des ravins étroits, des fossés, des ruisseaux.

7. Ponceau (m) g. Suite de voitures, de wagons tirés par la

même locomotive.

8. Obstacle (m) h. Hydrocarbure liquide ou gazeux, susceptible

de former avec l'air un mélange détonant inflammable.

At the same time, the chatbot analyzes the responses and identifies errors, suggesting corrections. The chatbot can also use dictionaries and databases with spelling rules to check text for errors. If you need help with pronunciation, the chatbot will write down what is suggested and compare it with the correct option.

Educational chatbots compiled by the teacher meet specific tasks of the learning process at one stage or another and are used along with many ready-made platforms and applications, which also help optimize work in the student classroom, increasing the interest of future engineers in learning foreign languages. It should be noted that the latter are recommended to be used primarily during students' independent work due to the limited number of classroom training sessions.

1. Duolingo is a French learning app that contains lessons, tests and activities to improve your language skills, and also helps you learn French vocabulary by offering translation and pronunciation exercises.

2. Babbel French is an online French course that offers lessons and activities to learn grammar, vocabulary and pronunciation.

3. FluentU French is a French learning platform that uses videos, audio, and texts to teach the language.

4. Memrise French - an app for learning French using flashcards and games to memorize words and phrases.

5. Rosetta Stone French is a French language learning program that uses interactive lessons and dialogues to teach the language.

6. Mondly French is a French language course that helps you learn the language through interactive lessons and exercises.

7. French Touch is a French learning app that offers lessons, tests and exercises to improve your reading, writing, speaking and listening skills.

8. LinguaLeo - offers users to learn French vocabulary through various games and tasks.

To learn French grammar, good help can be provided by:

1. ChatBot French Grammar. This chatbot helps you learn French grammar by providing explanations and examples of how to use the rules.

2. French Grammar Rules. This chatbot provides information about French grammar rules and examples of how to use them.

3. French Language Academy. This chatbot offers French grammar and vocabulary exercises.

In addition to assisting in mastering the material being studied, the use of elements of artificial intelligence helps solve another very important problem: students are offered a personalized approach to learning, taking into account their strengths and weaknesses. They can provide additional materials and exercises for areas in which students need more practice and reduce the emphasis on previously learned knowledge. Students can study at their own pace and choose study times that suit them. The fact that chatbots can track a student's progress and offer regular feedback on their achievements helps students see their progress and motivates them to study better.

Conclusions

In conclusion, I would like to note once again that learning foreign languages is important not only for personal development and broadening one's horizons, but also for a successful career, communication with people from different cultures and access to knowledge and education. Reliable assistants in this process are specialized services using artificial intelligence, the use of which in foreign language classes with students has shown an increase in students' motivation for the subject being studied, a deeper assimilation of educational material, and an increase in interest in the subject "foreign language".

References:

1. Aimaletdinov R.T. The potential of using a chatbot in learning foreign language vocabulary (English, word formation). [Electronic resource]. - Access mode: https://mg-pu-media.ru/issues/issue-19/philological-science/potential-chatbot-usage.html (access date: 11/13/2023).

2. Budnikova A.S., Babenkova O.S. Using chatbots when learning a foreign language. // Scientific notes. Electronic scientific journal of Kursk State University. 2020. No. 3 (55). [Electronic resource]. - Access mode: https://cyber-leninka.ru/article/n/ispolzovanie-chat-botov-pri-izuchenii-inostrannogo-yazyka/ (access date: 11/10/2023).

3. The importance of learning foreign languages in the modern world. [Electronic resource]. -Access mode: https://eastside.rf/vajnost_izucheniya_yazykov_v_sovremennom_mire/ (access date: 11/10/2023).

4. 10 reasons why it is important to study foreign languages. [Electronic resource]. - Access mode: https://esquire.kz/10-prichin-pochemu-vazhno-izuchat-inostrannye-jazyki/ (access date: 11/10/2023).

5. Dukalskaya I.V., Alikberova E.O. Chatbots in the Telegram application as a means of learning English // Teacher of the XXI century. 2023. No. 2. Part 2. pp. 434-442. [Electronic resource]. - Access mode: http://prepodava-tel-xxi.ru/sites/default/files/434442.pdf (access date: 11/15/2023).

6. Kogteva I.V. The role of English for modern youth. [Electronic resource]. -Access mode: https://kopilkaurokov.ru/angliis-kiyYazik/prochee/rol_anghliiskogho_iazyka_dlia_ sovriemiennoi_molodiezhi/ (access date: 11/10/2023).

7. Lavrinenko I.Yu. The use of GPT chatbots in the process of teaching English at a non-linguistic university: a theoretical aspect. // Bulletin of the Siberian Institute of Business and Information Technologies. 2023; 12(2). P. 1825. [Electronic resource]. - Access mode: https://sano.elpub.ru/jour/article/view/549/ (access date: 11/13/2023).

8. Moiseeva D.V. The role of foreign languages in the life of modern youth. [Electronic resource]. - Access mode: https://yarkk.edu. yar.ru/studencheskie_issledovaniya_31/10/moi-seeva_d_v_.pdf (date of access: 11/10/2023).

9. Patrusheva L.S. Using chatbot technology in teaching Russian as a foreign language at the elementary level: from development experience. Bulletin of Udmurt University. Series "History and Philology". Vol. 32 No. 4 (2022). pp. 848-853. [Electronic resource]. -Access mode: https://journals.udsu.ru/history-philology/article/view/7111/ (access date: 11/15/2023).

10. Sysoev V.P., Filatov E.V. Chatbots in foreign language teaching: advantages and controversial issues. // Bulletin of TSU. 2023. No. 1. [Electronic resource]. - Access mode: https://cyberleninka.ru/article/n/chat-boty-v-obuchenii-inostrannomu-yazyku-preimuschestva-i-spornye-voprosy/ (date of access: 11/11/2023).

11. Hobby or medicine: how learning languages affects the brain. [Electronic resource]. - Access mode: https://advance.ru/knowledge/ar-ticles/kak_izuchenie_jazykov_vlijaet_na_mozg/ (access date: 11/10/2023).

12. Quotes and aphorisms about foreign languages [Electronic resource]. - Access mode: https:// expertperevod.com/news/tsitatyi-i-aforizmyi-vdohnovlyayushhie-na-izuchenie-inostrannyih-yazyikov/ (access date: 11/10/2023).

13. Shilova S.A. Chatbot as a means of contextual learning. // Foreign languages: problems of teaching and risks of communication: Scientific research of teachers and students of the Faculty of Foreign Languages and Linguodidactics of SSU named after. N.G. Chernyshevsky, Saratov, May 25, 2021 / Edited by G.A. Nikitina, E.A. Maximova. Volume Issue 14. - Saratov: Publishing House "Saratov Source", 2021. - P. 232-238.

14. https://cyberleninka.ru/article/n/ispolzovanie-iskusstvennogo-intellekta-pri-obuchenii-inostrannomu-yazyku-studentov-inzhenernyh-spetsialnostey

15. https://cyberleninka.ru/article/n/ispolzovanie-iskusstvennogo-intellekta-pri-obuchenii-russkomu-yazyku-kak-inostrannomu-teoreticheskiy-aspekt