

O'ZBEKISTON MILLIY UNIVERSITETI JIZZAX FILIALI

ISSN 2181-3884



ZAMONAVIY ILMIY-TEXNIK TADQIQOTLAR

xalqaro jurnali

Vol.2 N.1

2026

**International Journal of
Contemporary Scientific
and Technical Research**

**Volume 2 Issue 1
2026**

**Zamonaviy ilmiy-texnik
tadqiqotlar xalqaro jurnali**

**1-son
2026**

**Международный журнал
современных научно-
технических
исследований**

**Том 2 Выпуск 1
2026**



MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTON MILLIY UNIVERSITETINING JIZZAX FILIALI

Xalqaro ilmiy-elektron jurnali

Tahrir kengashi raisi:

P.f.d., prof., O.X. Turakulov

Bosh muharrir:

A.A. Abdumalikov

Tahrir kengashi mas'ul kotibi:

D.M. Jomurodov

Tahririyat hay'ati:

1. B.f.d., prof., S. Murodova (O'zMU Jizzax filiali, UZB)
2. P.f.n., prof., S. Usmanov (O'zMU Jizzax filiali, UZB)
3. T.f.n., dos., S. Tavboev (O'zMU Jizzax filiali, UZB)
4. F.f.d., prof., N. Djusupov (O'zDJTU, UZB)
5. T.f.d., dos., S. Ruzimov (TTPU, UZB)
6. P.f.d., prof., G. Lekerova (SKU, KZH)
7. DSc., Ali Coşkan (ASUI, TR)
8. T.f.d., prof., D. Irgasheva (TATU, UZB)
9. T.f.d., prof., I. Siddikov (NRU TIIAME, UZB)
10. T.f.n., dos., S. Eshkabilov (NDU, US)

Zamonaviy ilmiy-texnik tadqiqotlar xalqaro elektron jurnali (International Journal of Contemporary Scientific and Technical Research) O'zMU Jizzax filiali Kengashining qaroriga asosan tashkil etilib, 2022-yil 9-sentabrda O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №038200 raqami bilan ro'yxatidan o'tkazilgan, shuningdek davlatlararo standartlar talabi asosida O'zbekiston Milliy kutubxonasidan jurnal uchun 2181-3884 ISSN raqami olingan.

© "O'zMU Jizzax filiali" – 2023

Tahririyat manzili:

130100, Jizzax viloyati, Jizzax shahri,
Sh.Rashidov Shox ko'chasi, 259-uy.

SUN'YIY INTELLEKT TIL O'RGANISHDAGI XAVOTIRNI KAMAYTIRISH VA INGLIZ TILINI O'ZLASHTIRISH SAMARADORLIGINI OSHIRISH VOSITASI SIFATIDA: GIBRID PEDAGOGIK YONDASHUV

Said-Fozilxon Akmalxonovich Akmalxonov
Chirchiq davlat pedagogika universiteti, o'qituvchi

Annotatsiya

Mazkur maqolada sun'iy intellektning ingliz tilini o'rganish jarayonida o'quvchilarning til bilan bog'liq xavotirini kamaytirish va xorijiy til ta'limining an'anaviy yondashuvlarini transformatsiya qilishdagi o'rni tahlil qilinadi. Tadqiqot sun'iy intellekt asosida ishlovchi suhbat platformalari, generativ til modellari, raqamli avatarlar va o'qituvchi yordamchi vositalarining shaxsiylashtirilgan, interaktiv hamda psixologik jihatdan xavfsiz ta'lim muhitini yaratishdagi imkoniyatlariga qaratilgan. Zamonaviy AI texnologiyalariga asoslangan ta'lim amaliyotlarining konseptual tahlili natijasida beshta asosiy pedagogik ta'sir aniqlangan: nutqiy xavotirni kamaytirish, til amaliyotiga uzluksiz kirish imkoniyatini yaratish, multimodal fikr-mulohaza (feedback) taqdim etish, o'qituvchining muntazam vazifalarini avtomatlashtirish hamda o'qituvchi va sun'iy intellekt hamkorligiga asoslangan gibril ta'lim modelini shakllantirish. Tadqiqot natijalari sun'iy intellekt o'quvchilarga baholanishdan qo'rqmasdan ingliz tilida muloqot qilish, tezkor fikr-mulohaza olish va kommunikativ ishonchni rivojlantirish imkonini beruvchi qulay muhit yaratishini ko'rsatadi. Shu bilan birga, maqolada sun'iy intellekt insoniy empatiya, axloqiy mas'uliyat va pedagogik intuitsiyani to'liq almashtira olmasligi ta'kidlanadi. Xulosa sifatida, eng samarali model to'liq avtomatlashtirilgan ta'lim emas, balki sun'iy intellekt o'qituvchining kasbiy salohiyatini kuchaytiradigan muvozanatli gibril ta'lim tizimi ekanligi asoslab beriladi.

Kalit so'zlar: sun'iy intellekt, ingliz tilini o'rganish, til xavotiri, AI chatbotlar, raqamli avatarlar, generativ sun'iy intellekt, shaxsiylashtirilgan ta'lim, nutq amaliyoti, o'qituvchi roli, gibril ta'lim.

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ КАК СРЕДСТВО СНИЖЕНИЯ ЯЗЫКОВОЙ ТРЕВОЖНОСТИ И ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА: ГИБРИДНЫЙ ПЕДАГОГИЧЕСКИЙ ПОДХОД

Саид-Фозилхон Акмалхонович Акмалхонов
Чирчикский государственный педагогический университет, преподаватель

Аннотация

В статье рассматривается роль искусственного интеллекта в снижении языковой тревожности обучающихся и трансформации традиционных подходов к обучению иностранным языкам. Исследование сосредоточено на платформах для общения на основе ИИ, генеративных языковых моделях, цифровых аватарах и инструментах поддержки преподавателя, которые обеспечивают персонализированное, интерактивное и психологически безопасное обучение. На основе концептуального анализа современных образовательных практик с использованием искусственного интеллекта выделены пять ключевых педагогических эффектов: снижение тревожности при говорении, постоянный доступ к языковой практике, мультимодальная обратная связь, автоматизация рутинных педагогических задач и формирование гибридной модели взаимодействия «преподаватель – ИИ». Результаты исследования показывают, что искусственный интеллект способен создавать среду с низким уровнем психологического давления, где обучающиеся могут практиковать английский язык без страха оценки, получать мгновенную обратную связь и развивать коммуникативную уверенность. Вместе с тем подчёркивается, что ИИ не способен заменить человеческую эмпатию, этическую ответственность и педагогическую интуицию. Делается вывод о том, что наиболее эффективной является не полностью автоматизированная система обучения, а сбалансированная гибридная модель, в которой искусственный интеллект усиливает профессиональный потенциал преподавателя.

Ключевые слова: искусственный интеллект, изучение английского языка, языковая тревожность, AI-чатботы, цифровые аватары, генеративный искусственный интеллект, персонализированное обучение, разговорная практика, роль преподавателя, гибридное образование.

ARTIFICIAL INTELLIGENCE AS A TOOL FOR REDUCING LANGUAGE ANXIETY AND ENHANCING ENGLISH LANGUAGE LEARNING: A HYBRID PEDAGOGICAL PERSPECTIVE

Said-Fozilxon Akmalxonovich Akmalxonov
Chirchik State Pedagogical University, Lecturer

Abstract

The article examines the role of artificial intelligence in reducing learners' fear of speaking English and transforming traditional approaches to foreign language education. The study focuses on AI-powered conversational platforms, generative language models, digital avatars and teacher-assistant tools that support personalized, interactive and psychologically safe learning. Based on a conceptual analysis of current AI-based educational practices, the article identifies five key pedagogical effects: reduction of speaking anxiety, continuous access to language practice, multimodal feedback, automation of routine teaching tasks and the formation of a hybrid teacher–AI model. The findings indicate that AI can create a low-pressure environment where learners practise English without fear of judgement, receive immediate feedback and develop communicative confidence. At the same time, the article emphasizes that AI cannot replace human empathy, ethical responsibility and pedagogical intuition. The most effective model is therefore not fully automated education, but a balanced system in which artificial intelligence strengthens the teacher's professional capacity.

Keywords: artificial intelligence, English language learning, language anxiety, AI chatbots, digital avatars, generative AI, personalized learning, speaking practice, teacher role, hybrid education.

The development of generative artificial intelligence has created new opportunities for overcoming one of the most persistent barriers in English language learning: fear of speaking. Traditional school-based approaches often focus on grammar rules, memorization, and error correction, but they do not always prepare learners for spontaneous communication in real-life situations. As a result, many students experience anxiety, hesitation, and fear of being judged when they try to speak English. AI-powered tools such as conversational chatbots, large language models, speech analyzers, and digital avatars offer a new pedagogical environment where learners can practise repeatedly, safely, and individually. These tools provide immediate feedback, simulate authentic communicative situations, and reduce emotional pressure.

However, the increasing role of AI also raises important questions about the future of the teacher, the limits of automation, and the need to preserve empathy in education. This article analyzes AI-assisted English learning from a hybrid pedagogical perspective.

Methods

This study employed a conceptual-analytical research design based on the interpretation of AI-assisted language learning practices described in the source text and supported by recent academic literature on generative artificial intelligence in education. The material was analyzed as a pedagogical narrative presenting five major transformations in English language learning: psychologically safe communication with AI chatbots, permanent access to generative language models, use of video avatars, AI-supported teacher productivity, and the ethical balance between technological efficiency and human empathy.

The analysis was conducted in three stages. First, the main educational functions of AI tools were identified: conversational practice, pronunciation support, feedback generation, role-play simulation, lesson material production, and learner personalization. Second, these functions were compared with contemporary studies on ChatGPT, AI chatbots, digital humans, automated feedback, and personalized learning. Third, the extracted ideas were reorganized into the IMRAD structure in order to present them as a scientific argument rather than as a popular essay.

The study is qualitative and theoretical in nature. It does not include experimental testing or statistical measurement of learner outcomes. Its purpose is to systematize the pedagogical potential of AI tools and define the conditions under which they may reduce language anxiety and support English language acquisition.

Results

The analysis revealed five major results. First, AI chatbots and conversational agents can reduce

learners' fear of making mistakes. Unlike classroom interaction, communication with an AI partner does not involve public embarrassment, peer comparison, or teacher judgement. This creates a psychologically safe space where learners can experiment with vocabulary, grammar, and pronunciation more freely.

Second, large language models function as permanently available language mentors. They can explain grammar, correct written texts, simulate dialogues, generate examples, and adapt tasks to the learner's level. This changes language practice from an occasional classroom activity into a continuous learning process.

Third, digital avatars and AI-generated video tools introduce a multimodal dimension into language education. They combine visual presence, voice, lip synchronization, and contextualized communication, making online learning more interactive and emotionally engaging.

Fourth, AI platforms support teachers by automating routine work, including generation of exercises, questions, dialogues, summaries, and level-based tasks. This allows teachers to spend more time on interpretation, motivation, and individual support.

Fifth, the effectiveness of AI depends on pedagogical supervision. AI increases efficiency, but it cannot fully replace human empathy, ethical judgement, and the teacher's ability to understand the emotional state of learners.

Discussion

The findings suggest that artificial intelligence can significantly transform English language learning by changing both the emotional and methodological conditions of practice. The most important contribution of AI is not only technological convenience, but the creation of a low-anxiety environment. Many learners know grammar rules but cannot speak because they associate mistakes with shame, criticism, or failure. AI chatbots and avatars reduce this barrier by allowing unlimited attempts, private correction, and role-based communication.

At the same time, AI should not be idealized as a complete substitute for the teacher. Language learning is not only a process of producing grammatically correct sentences. It also involves identity, confidence, cultural interpretation, social interaction, and emotional support. These dimensions require human sensitivity. Therefore, the teacher's role changes rather than disappears. The teacher becomes a designer of learning scenarios, a curator of AI-generated materials, an evaluator of accuracy, and an emotional guide.

Another important issue is the reliability of AI-generated content. Generative models may produce inaccurate explanations, culturally inappropriate examples, or simplified feedback. Digital avatars may also create discomfort if their realism is imperfect, which is known as the "uncanny valley" effect. For this reason, educational institutions should develop clear guidelines for the ethical, safe, and pedagogically meaningful use of AI tools in language teaching.

Conclusion

Artificial intelligence offers powerful opportunities for reducing fear of English communication and increasing the effectiveness of language learning. AI chatbots, generative models, speech-based systems, and digital avatars can provide safe practice, instant feedback, personalized tasks, and constant access to communication. These tools are especially useful for learners who feel anxious in traditional classroom settings and need repeated low-pressure speaking experience.

However, the future of education should not be understood as the replacement of teachers by algorithms. The most promising direction is a hybrid model in which AI performs routine, adaptive, and technical functions, while the teacher remains responsible for empathy, motivation, ethical control, and the development of critical thinking. Thus, AI should be viewed as a pedagogical amplifier rather than an autonomous educator. Further empirical research is needed to measure its impact on speaking confidence, motivation, and long-term language achievement.

REFERENCES

1. Alfarwan A. (2025). Generative AI use in K–12 education: A systematic review // *Frontiers in Education*.
2. Chen S., Wang Y., Liu H. (2025). Digital human technology in e-learning: Custom content generation and AI-supported educational video production // *Applied Sciences*. – Vol. 15. – No. 7. – Art. 3807.
3. Chen Z. (2025). Generative AI technology and language learning: Emotional engagement and

learner experience with ChatGPT // Interactive Learning Environments.

4. Hınız G., Çelik I. (2024). A year of generative AI in English language teaching and learning // Journal of Research on Technology in Education.

5. Kibar P.N., Akçayır M., Gökçearslan Ş. (2026). The intersection of artificial intelligence and instructional design: A systematic review // Educational Technology Research and Development.

6. Kofinas A.K. (2025). The impact of generative AI on academic integrity of authentic assessment in higher education // British Journal of Educational Technology.

7. Li Y., Liu X., Zhang W. (2025). Systematic review on artificial intelligence chatbots and language learning: Teacher roles and learner needs // Interactive Learning Environments.

8. Luo J., Zheng C., Yin J., Teo H.H. (2025). Design and assessment of AI-based learning tools in higher education: A systematic review // International Journal of Educational Technology in Higher Education. – Vol. 22. – Art. 42.

9. Mai D.T.T. (2024). The use of ChatGPT in teaching and learning: A systematic review // Frontiers in Education.

10. Zhang X., Zhang P., Shen Y., Liu M., Wang Q., Gašević D., Fan Y. (2024). A systematic literature review of empirical research on applying generative artificial intelligence in education // Frontiers of Digital Education. – Vol. 1. – No. 3. – P. 223–245.