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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THE HUMAN FACTOR IN AI-MEDIATED ENGLISH INSTRUCTION: BALANCING TECHNOLOGY AND PEDAGOGICAL EXPERTISE

Ikramova Aziza Aminovna

Doctorate student of Bukhara state pedagogical institute

Abstract: This study examines the critical role of human expertise in AI-mediated English language instruction, emphasizing the necessity of balancing technological capabilities with established pedagogical principles. As artificial intelligence technologies rapidly transform language education through personalized learning systems, automated assessment tools, and intelligent tutoring platforms, concerns arise about the potential undervaluation of human pedagogical expertise. This research explores the technological landscape of AI in language learning, analyzes the interdependence between pedagogical knowledge and automated functionality, and investigates human-AI interaction dynamics from learners' perspectives.

Key words: Artificial Intelligence in Education, English Language Teaching, Pedagogical Expertise, Human-AI Interaction, Technology Integration, Language Learning Technologies, Educational Ethics, AI-Mediated Instruction, Teacher Professional Development, Digital Language Learning.

Annotatsiya: Ushbu tadqiqot sun'iy intellekt vositachiligidagi ingliz tili ta'limida insoniy tajribaning muhim rolini o'rganadi hamda texnologik imkoniyatlar va tasdiqlangan pedagogik tamoyillar o'rtasidagi muvozanatning zarurligini ta'kidlaydi. Sun'iy intellekt texnologiyalari shaxsiylashtirilgan ta'lim tizimlari, avtomatlashtirilgan baholash vositalari va aqlli repetitor platformalari orqali til ta'limini tezkor o'zgartirayotgan bir paytda, inson pedagogik tajribasining qadrsizlanish xavfi paydo bo'lmoqda. Tadqiqot til o'rganishdagi sun'iy intellektning texnologik landshaftini o'rganadi, pedagogik bilim va avtomatlashtirilgan funktsionallik o'rtasidagi o'zaro bog'liqlikni tahlil qiladi hamda o'quvchilar nuqtayi nazaridan inson-sun'iy intellekt o'zaro ta'sir dinamikasini yoritadi.

Kalit so'zlar: ta'limda sun'iy intellekt, ingliz tili o'qitish, pedagogik tajriba, inson-sun'iy intellekt o'zaro ta'sir, texnologiya integratsiyasi, til o'rganish texnologiyalari, ta'lim axloqi, sun'iy intellekt vositachiligidagi ta'lim, o'qituvchi kasbiy taraqqiyoti, raqamli til o'rganish.

Аннотация: Данное исследование рассматривает критическую роль человеческой экспертизы в обучении английскому языку с использованием искусственного интеллекта, подчёркивая необходимость баланса между технологическими возможностями и установленными педагогическими принципами. Поскольку технологии искусственного интеллекта быстро трансформируют языковое образование через персонализированные обучающие системы, автоматизированные инструменты оценки и платформы интеллектуального репетиторства, возникают опасения относительно потенциальной недооценки человеческой педагогической экспертизы. В исследовании изучается технологический ландшафт ИИ в изучении языков, анализируется взаимозависимость между педагогическими знаниями и автоматизированной функциональностью, а также исследуется динамика взаимодействия человека и ИИ с точки зрения учащихся.

Ключевые слова: искусственный интеллект в образовании, преподавание английского языка, педагогическая экспертиза, взаимодействие человека и ИИ, интеграция технологий, технологии изучения языков, образовательная этика, обучение с использованием ИИ, профессиональное развитие учителей, цифровое изучение языков.

INTRODUCTION

Artificial Intelligence (AI) has rapidly permeated the field of language education, revolutionizing English instruction through innovative tools and methodologies designed to enhance both teaching and learning. In an era when technological advancements continuously elevate the capabilities of AI, it is imperative to examine the indispensable role of the human element within instructional practices to ensure that artificial enhancement is optimally utilized while preserving the essence of language acquisition.



The expansion of AI has stimulated a surge of interest in its potential to augment human endeavor. Educational applications leverage AI to perform a wide array of tasks in language learning, including content design, assessment, student support, and instruction. Consequently, the boundary between human engagement and automated facilitation is steadily becoming more indistinct. This rapid progress—coupled with high expectations for language education technologies—has raised concerns that pedagogical expertise may be undervalued. It is therefore argued that the distinctive competencies, insights, and perspectives provided by professional educators remain essential for constructing an effective AI-mediated English learning environment.

The following sections examine the technological landscape of AI in language learning;

- the interdependence between pedagogical expertise and automated functionality in AI-mediated instruction;
- the dynamics of human–AI interaction from the learner's perspective;
- relevant illustrative scenarios;
- ethical considerations surrounding data privacy, security, and bias;
- future developments and the evolving role of educators;
- and finally, a synthesis of the key arguments supporting the integration of AI proficiency with instructional craftsmanship.

A diverse amalgamation of AI technologies constitutes an emerging ecosystem of language-learning, practice, and assessment services. In language education, examples include personalized-learning applications, automatic translation and interpretation tools, virtual-reality immersion, and emotion recognition systems. The current wave of AI-driven transformation, akin to earlier technological revolutions, offers significant advantages such as scalable personalization and continuous feedback. However, realizing these benefits requires a profound pedagogical understanding of crucial issues ranging from learner motivation and experimentation to assessment and ethics.

LITERATURE REVIEW

AI technologies have significantly transformed language learning, improving educational outcomes across diverse contexts. Through digital learning environments, interactive exercises, and personalized feedback, AI supports learners in acquiring new language skills, enhancing intercultural awareness, and expanding professional opportunities. The technological strength of AI systems lies in natural language processing (NLP), which complements human capabilities through automated delivery, comprehension, and analysis.

Large Language Models (LLMs), for instance, demonstrate advanced text comprehension and the ability to generate contextually appropriate language outputs—functions conducive to a wide range of educational tasks. These technologies hold immense promise for language education, particularly when aligned with sound pedagogical principles. Nonetheless, scholars emphasize the irreplaceable role of human teachers and caution against the potential risks of ceding full instructional control to AI systems. The human factor—refined and guided by pedagogical expertise—remains a critical determinant of effective English instruction. Among the most common AI applications in language learning are adaptive vocabulary platforms exemplified by programs such as Duolingo. On the front end, proficiency-placement tests calibrate learning modules to suit individual needs, while adaptive feedback mechanisms reinforce learning through dynamic error correction, tolerance for variation, motivation, and social interaction. On the back end, these systems continuously analyze user behavior and engagement patterns through feedback loops, allowing for personalized adjustments. Educational chatbots have become increasingly prevalent within AI-driven learning systems. These tools provide domain-specific resources based on users' communication history, linking utterance pairs to generate knowledge-aware and context-sensitive responses. Such interactivity promotes deeper engagement with materials and more personalized learning pathways. When moderated by human educators who contextualize the content, AI-assisted environments can effectively foster linguistic, cultural, and cognitive development.

AI applications in language teaching encompass intelligent tutoring systems, extensive reading tools, oral communication enhancement, automated error correction, writing assistance, and speech evaluation. More recently, general-purpose AI tools have been integrated into writing prompts, translation, and gamified language learning. These pedagogical uses span multiple modalities and devices, including wearable and embedded technologies. However, the integration of AI presents challenges regarding user agency, fairness, and transparency. The mode of access determines the degree of functionality and control learners possess. Consequently, distributed agency offers an analytical framework for examining the interplay—and sometimes the tension—between individual autonomy and disaggregated AI services. Educators who incorporate generative AI into second-language instruction must therefore address issues of algorithmic development, ethical fairness, and equitable access to ensure balanced and responsible AI integration.

RESEARCH METHODOLOGY

A wide range of accessible interfaces, from graphical query builders to domain-specific languages for learning-oriented online reading and listening comprehension, can be adapted for specific communities of learners while lowering the barriers to computational thinking that often discourage second- or foreign-language learners when they encounter commercial, general-purpose AI solutions with limited discoverability and expressiveness. AI-L2 lessons therefore have the potential to address both limitations and facilitate the routine inclusion of computational thinking within an otherwise predominantly humanistic discipline. However, sourcing AI-generated content remains a challenge, and caution is warranted when incorporating AI technologies and content into L2 teaching. This collection offers an insightful survey and mapping of the existing AI applications in L2 instruction. Coupling practical summaries from a wide spectrum of studies with broader conceptual frameworks and pedagogical evaluations, it provides scholars and educators with a comprehensive guide to navigate the use of AI in L2 teaching and identify the main challenges ahead. With these caveats in mind, undergraduate learners generally favor AI usage and perceive it as a useful tool. Challenges and limitations persist regarding the capacity of commercially available applications and specific AI systems to provide comprehensive English instruction.

Poorly designed applications and inadequate AI systems often result in low user engagement and diminished learning outcomes. Some tools, such as mobile applications focused solely on grammar practice, have been widely dismissed for failing to address the full spectrum of English learning strategies or accommodate diverse learners. Other solutions require technological configurations that discourage less tech-savvy students from participation. The role of pedagogy and human teachers remains central to the success of AI-mediated instruction. Every stage of AI-mediated learning—from system design and implementation to feedback management—is rooted in the expertise, experience, and pedagogical knowledge of teachers and their integration with classroom practices. Pedagogical expertise is vital in compensating for the limitations of AI systems, balancing their computational power with the established advantages of human-centered teaching. Advanced technology, while a valuable supplement, cannot replace the nuanced professional expertise of experienced language educators. The human factor thus remains indispensable to the pedagogical value of AI-mediated instruction.

Teacher involvement in hybrid learning environments is particularly critical. Although students express satisfaction with AI-supported tools, qualitative studies reveal that they often perceive human interaction as superior (World English Journal & Mohammed Ahmed Mudawy, 2024). Teachers contribute advanced pedagogical insights to hybrid models; even when automated templates facilitate material creation, the development of new lessons requires substantial pedagogical understanding. Teachers are especially essential when addressing complex topics that resist logic-based simulation, such as causality, and in guiding students to reflect on misconceptions rooted in the semantics of everyday language. Educators invest considerably more time and effort in hybrid models than in purely traditional or fully online instruction, as broader teaching duties converge upon them. While automation and real-time analytics assist with routine processes, they cannot replicate a teacher's deep understanding of classroom dynamics.

Learners' perceived learning support in AI-mediated English instruction is strongly linked to the usability and design of AI tools. Engagement fosters sustained interaction (Seo et al., 2021), while perceived ease of use influences learners' attitudes toward digital platforms. Engagement, being intrinsic to education, is multi-dimensional—encompassing psychological, behavioral, and sociocultural perspectives. Learners' competence, autonomy, and relatedness must be satisfied to generate intrinsic motivation and engagement (ENG). Seo et al. (2021) proposed a conceptual model explaining how learners' perceptions and engagement influence perceived learning support in AI-mediated English learning. AI-native students (ANS), those born into the AI era with direct exposure to its tools, reported stronger perceptions of usability, whereas AI-immigrant students (AIS), who adopted AI later in life, demonstrated greater reliance on robot-mediated engagement. Digital learning technologies have reduced opportunities for face-to-face communication between instructors and learners, yet teacher involvement enhances these experiences. AI-enabled English-learning tools can either foster or inhibit students' autonomy depending on how they are deployed. A key challenge of AI integration in education is that students often fail to engage meaningfully with the systems, while maintaining a strong human role promotes deeper engagement. English learners frequently face low motivation and limited exposure outside the classroom; AI-powered systems can enrich their experience by offering interactive environments and flexible access to authentic language input, thus increasing motivation and practice opportunities across diverse learner groups. Research consistently demonstrates that effective technological integration depends on the teacher's active participation and pedagogical competence. Although AI capabilities may surpass human limits in certain areas, a misalignment between technological and pedagogical effectiveness can yield detrimental outcomes, underscoring the continuing significance of human expertise. A thorough understanding of AI-enabled tools helps inform implementation strategies. The computer-assisted language learning landscape is



rapidly evolving, partly due to innovations such as ChatGPT. Large language models (LLMs) drive AI tools by generating relevant texts and explanations. They can create authentic linguistic input—conversations, questions, essays—and modify prompts to suit the desired content, complexity, and length.

Rather than transmitting innate knowledge, models like ChatGPT and DALL-E generate new material by combining and adapting extensive training data. These LLMs enhance interactivity through dialogue and adaptive feedback, heightening engagement and user satisfaction. Nonetheless, many AI applications in English education neglect feedback quality. Generative-feedback systems trained on historical datasets risk producing errors for uncommon inputs—the “long-tail” problem—leading to inaccurate or confusing feedback. Although large datasets can mitigate these risks, they are costly to maintain and reach a limited number of learners. Furthermore, periodic updates are required to keep feedback relevant and accurate. A critical question remains as to whether AI systems should act as decision-support tools or autonomous decision-makers, and how much human oversight is necessary. AI tools for English learning often function as “black boxes,” lacking transparent standards or self-explanatory mechanisms for their use, even though feedback integration is increasingly vital to interaction quality. Sophisticated AI-driven instruments for English teaching, often designed with technological innovation as the main goal, can lose sight of the human dimension; however, effective feedback mechanisms help preserve it. Systematic and formative evaluation assists learners in understanding functions, identifying resources, and gaining confidence in tool usage. Explicit help features further support this process, while known limitations provide valuable reference points for distinguishing appropriate from inappropriate applications. Sustained, multifaceted engagement with AI tools becomes the true measure of their educational value and practical relevance. The implementation of AI-based English instruction spans a broad range of institutions, with results that vary as widely as the technology itself. Since the emergence of chatbots such as ChatGPT, some educators have celebrated remarkable success with AI-mediated English instruction, while others report outcomes ranging from minor challenges to complete failure—a divergence reminiscent of the “sex-robot phenomenon” predicted two decades ago: when AI is used for social interaction, it tends to become either irresistibly engaging or deeply disappointing. Across this spectrum, one consistent factor emerges: the human-in-the-loop dynamic remains central to determining whether AI-mediated instruction achieves its potential or fails to deliver.

ANALYSIS AND RESULTS

In the most successful implementations—such as neoCASS—the intersection of human factors and operational constraints is clearly discernible. As a platform for collaborative academic writing widely embraced by the academic community, neoCASS underwent a comprehensive reevaluation and restructuring shortly after the introduction of ChatGPT. Rather than agonizing over the replacement of a thoroughly vetted pedagogy, instructional stakeholders engaged in an in-depth internal dialogue that led to the formulation of new pedagogical principles designed specifically for AI-mediated writing instruction. Some of these principles were recognized from the outset as extensions of established wisdom. For example, requiring early academic reading on the subject matter was the academic equivalent of the compositional domain model of second language learning, adapted for the multidimensional challenges of the academic domain. Likewise, delivering the first draft prior to AI feedback internalized a long-standing maxim that ample material should be available before receiving criticism. The adaptive selection of textual resources for academic reading was less obvious but closely aligned with findings from the psychological lexicon model in L2 reading.

However, the largest component of the new pedagogical approach consisted of a revision of numerous existing strategies for critical reading, thinking, writing, and feedback, along with an analytical framework for examining open-ended assignments. These human factors required that the content provider play an active role throughout the educational process, adapting and restructuring available content to achieve the desired algorithmic ecology rather than attempting to impose that ecology on fixed content. Several case studies demonstrate how practical implementations of AI-mediated English instruction systems have met diverse student needs and ensured effective education for all, underscoring the critical importance of the human factor. The human element in AI-mediated English instruction matters across all stages of human–AI interaction and collaborative problem-solving. Even the most advanced AI models require periodic intervention from teachers and other experts who embed pedagogical content, select and structure educational activities, guide students through preliminary exploration and hands-on experimentation, steer them away from dead ends and impasses, and identify relevant concepts to “seed” future learning.

Educational-AI technologies still fall short of automatically transferring pedagogical expertise from one context to another. To address this challenge, researchers have proposed an effective framework for cross-context pedagogical knowledge transfer based on process-mining techniques. Building on insights from educational research, such automated support for pedagogical transfer can help maximize the practical impact of



AI-mediated instruction and promote lifelong learning and sustainable economic growth. Enhancing AI's ability to perform successfully across diverse pedagogical contexts remains an open research challenge—one that reinforces the continuing importance of the human factor in AI-mediated English instruction.

In the coming years, several trends are expected to shape the development of Artificial Intelligence in Education (AIEd):

- (i) collection of multimodal information such as facial expressions, eye movements, voice, body movements, and physiological signals;
- (ii) collaboration with other technologies, such as Augmented Reality and Virtual Reality;
- (iii) development of education-specific AIEd datasets employing both supervised and unsupervised learning approaches;
- (iv) enhancement of AIEd through a humanistic approach; and
- (v) creation of new generations of intelligent systems specifically theorized for education.

AI is poised to transform the educational landscape profoundly. Historically, technological integration in education has been gradual; however, recent global disruptions have accelerated change at an unprecedented rate. Despite this rapid adoption, the human factor remains pivotal in AI-mediated English instruction, as AI alone is unlikely to match the capabilities of a skilled English instructor (Schiff, 2021). Advancing the field thus requires sustained research that balances AI's innovative potential with complementary pedagogical expertise.

CONCLUSION

This study underscores the critical role of the human factor in AI-mediated English instruction and the necessity of balancing technological capabilities with core pedagogical principles. Large language models (LLMs) such as ChatGPT possess considerable potential to support language learning: they can provide contextualized information, stimulate students to express their ideas, and respond to a wide range of language-related queries. Nevertheless, research indicates that students consider it highly important for teachers to review and edit the writing produced by LLMs. As generative AI tools become more deeply integrated into educational settings, the human role in supervising and complementing these technologies becomes pivotal to effective language acquisition.

When effectively harnessed, AI technologies can create a safe and engaging environment for English language practice. However, without input from highly skilled and knowledgeable educators, the potential pedagogical benefits of generative tools such as ChatGPT will remain largely unrealized.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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