



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



№4(4)
2026

- 13.00.00 Pedagogika fanlari
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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
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- 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)
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- 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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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 134 sahifa,
22-aprel, 2026-yil.

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Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

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“Maktabgacha va maktab ta'limi”
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va ommaviy kommunikatsiyalar
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reyestr raqami tartibi bo'yicha
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Litsenziya raqami: **№136361**



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AI-MEDIATED COIL IN ORAL ENGLISH TEACHER EDUCATION: A DIDACTIC MODEL FOR DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE

UDC: 378.147:811.111:004.8

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Abstract: This article examines the didactic potential of AI-mediated Collaborative Online International Learning (COIL) in developing intercultural communicative competence in oral English classes for pre-service English teachers. The study is grounded in current transformations in foreign language education, where future teachers are expected not only to demonstrate linguistic accuracy but also to mediate meaning across cultural, discursive, and digital contexts. The paper draws on document analysis, a comparative review of relevant scholarship, and pedagogical modelling. It integrates three major strands of literature: intercultural communicative competence, virtual exchange/COIL, and the pedagogical use of generative artificial intelligence. Based on this synthesis, a four-stage didactic model is proposed: preparation, collaborative online interaction, mediational processing, and reflective assessment. The model is designed to foster oral fluency, intercultural sensitivity, pragmatic flexibility, and responsible digital participation. The article also identifies five complementary assessment dimensions: cognitive, affective, interactional, mediational, and digital-pedagogical. It is argued that AI-mediated COIL can serve as an integrative pedagogical framework in pre-service English teacher education, provided that AI is used as a scaffold for preparation, reflection, reformulation, and discourse analysis rather than as a substitute for authentic interpersonal communication.

Key words: pre-service English teacher, intercultural communicative competence, oral communication, COIL, generative AI, mediation, EFL, teacher education, didactic model.

Annotatsiya: Ushbu maqolada sun'iy intellekt vositasida amalga oshiriladigan Collaborative Online International Learning (COIL) modelining bo'lajak ingliz tili o'qituvchilari uchun og'zaki ingliz tili mashg'ulotlarida madaniyatlararo kommunikativ kompetensiyani rivojlantirishdagi didaktik salohiyati tahlil qilinadi. Tadqiqot xorijiy til ta'limidagi zamonaviy o'zgarishlarga asoslanadi, bunda bo'lajak o'qituvchilardan nafaqat lingvistik aniqlikni namoyish etish, balki madaniy, diskursiv va raqamli kontekstlarda ma'noni vositachilik orqali yetkazish talab etiladi. Maqolada hujjatlar tahlili, tegishli ilmiy adabiyotlarning qiyosiy sharhi hamda pedagogik modellashtirish usullaridan foydalanilgan. Tadqiqot uchta asosiy yo'nalishni integratsiyalaydi: madaniyatlararo kommunikativ kompetensiya, virtual almashinuv/COIL va generativ sun'iy intellektning pedagogik qo'llanilishi. Ushbu sintez asosida to'rt bosqichli didaktik model taklif etiladi: tayyorgarlik, onlayn hamkorlikdagi muloqot, mediatsion qayta ishlash va refleksiv baholash. Mazkur model og'zaki nutq ravonligini, madaniyatlararo sezgirlikni, pragmatik moslashuvchanlikni hamda mas'uliyatli raqamli ishtirokni rivojlantirishga qaratilgan. Shuningdek, maqolada baholashning besh ta o'zaro bog'liq o'lchovi ajratib ko'rsatiladi: kognitiv, affektiv, interaksion, mediatsion va raqamli-pedagogik. Tadqiqot natijalariga ko'ra, sun'iy intellekt vositasida amalga oshiriladigan COIL modeli bo'lajak ingliz tili o'qituvchilarini tayyorlashda integrativ pedagogik asos bo'lib xizmat qilishi mumkin, agar sun'iy intellekt tayyorgarlik, refleksiya, qayta ifodalash va diskurs tahlili uchun yordamchi vosita sifatida qo'llanilib, haqiqiy shaxslararo muloqot o'rnini bosuvchi vosita sifatida emas, balki qo'llab-quvvatlovchi mexanizm sifatida ishlatilsa.

Kalit so'zlar: bo'lajak ingliz tili o'qituvchisi, madaniyatlararo kommunikativ kompetensiya, og'zaki nutq, COIL, generativ sun'iy intellekt, mediatsiya, EFL, o'qituvchi ta'limi, didaktik model.



Аннотация: В данной статье анализируется дидактический потенциал модели Collaborative Online International Learning (COIL), реализуемой с использованием искусственного интеллекта, в развитии межкультурной коммуникативной компетенции на занятиях устной английской речи у будущих учителей английского языка. Исследование основано на современных трансформациях в обучении иностранным языкам, где от будущих педагогов требуется не только демонстрация лингвистической точности, но и способность осуществлять медиацию смысла в культурных, дискурсивных и цифровых контекстах. В работе используются анализ документов, сравнительный обзор научной литературы и педагогическое моделирование. Исследование интегрирует три ключевых направления: межкультурная коммуникативная компетенция, виртуальный обмен/COIL и педагогическое использование генеративного искусственного интеллекта. На основе данного синтеза предлагается четырехэтапная дидактическая модель: подготовка, совместное онлайн-взаимодействие, медиативная обработка и рефлексивная оценка. Модель направлена на развитие беглости устной речи, межкультурной чувствительности, прагматической гибкости и ответственного цифрового участия. Также в статье выделяются пять взаимодополняющих измерений оценки: когнитивное, аффективное, интеракционное, медиативное и цифрово-педагогическое. Обосновывается, что COIL с применением искусственного интеллекта может служить интегративной педагогической основой в подготовке будущих учителей английского языка при условии, что искусственный интеллект используется как средство поддержки для подготовки, рефлексии, переформулирования и анализа дискурса, а не как замена подлинного межличностного общения.

Ключевые слова: будущий учитель английского языка, межкультурная коммуникативная компетенция, устная речь, COIL, генеративный искусственный интеллект, медиация, EFL, педагогическое образование, дидактическая модель.

INTRODUCTION

In contemporary foreign language education, communicative competence is no longer understood as the mastery of grammar and vocabulary alone. Future English teachers are increasingly expected to communicate appropriately across cultures, interpret meanings shaped by diverse values and social norms, and mediate understanding between speakers from different linguistic and cultural backgrounds. For this reason, the development of intercultural communicative competence in oral English classes has become one of the central tasks of pre-service teacher education. This shift is strongly supported by the CEFR Companion Volume, which expands language education through descriptors for mediation, online interaction, and plurilingual/pluricultural competence (Council of Europe, 2020). In the same direction, COIL has emerged as a pedagogical framework that enables structured intercultural collaboration between students and teachers located in different national contexts. According to the SUNY COIL Center, COIL is a form of course-embedded international online learning based on collaboration, communication, and joint academic activity.

Within the Uzbek higher education context, the issue is particularly timely. National policy has emphasized the strategic development of foreign language learning, while the country's AI strategy to 2030 has highlighted the broader digital transformation of education and related sectors. UNESCO's AI Competency Framework for Teachers further reinforces the relevance of this discussion by emphasizing that teachers need not only technical familiarity with AI, but also ethical, pedagogical, and professionally grounded ways of using it in education. From a theoretical perspective, the article builds on Michael Byram's (1997) conception of intercultural communicative competence and Darla K. Deardorff's (2006) process-oriented model of intercultural competence. Both frameworks suggest that successful intercultural communication depends on a dynamic interplay of attitudes, knowledge, skills, interpretation, reflection, and appropriate action. Recent research on virtual exchange, telecollaboration, and generative AI in language education suggests that these domains can be meaningfully integrated into teacher education when pedagogical design remains human-centred and ethically guided. The purpose of this article is, therefore, to develop a didactic model for the use of AI-mediated COIL in oral English classes for pre-service teachers and to explain its potential for developing intercultural communicative competence. The following research question guided the study: What pedagogical value does AI-mediated COIL offer for the development of intercultural communicative competence in the oral English preparation of pre-service teachers?

RESEARCH METHODOLOGY

This study is conceptual and theoretical in nature. It does not report an experimental intervention; rather, it develops a pedagogical model through systematic analysis and synthesis. Three methods were employed. First, document analysis was used to examine key framework and policy texts relevant to the topic, including the CEFR Companion Volume, UNESCO's AI Competency Framework for Teachers, and policy documents related to foreign language education and AI development in Uzbekistan. Second, a comparative review of scholarly literature was conducted in three intersecting areas: intercultural communicative competence, COIL/



virtual exchange, and generative AI in language education. The aim of this review was to identify converging pedagogical principles that could inform teacher education. Third, pedagogical modelling was used to synthesize the reviewed literature into a coherent didactic model suited to oral English classes in pre-service teacher education. The modelling process was guided by several principles: communicative authenticity, intercultural orientation, learner agency, reflective practice, digital ethics, and the human-centred use of AI. In this framework, AI is conceptualized not as a replacement for teacher expertise or authentic interaction, but as a scaffold that supports preparation, reformulation, interpretation, and reflective discourse analysis.

ANALYSIS AND RESULTS

Conceptual foundation of the proposed model. The analysis suggests that the development of intercultural communicative competence in oral English teacher education should be based on five interrelated dimensions. The first is the linguistic-discursive dimension, which includes the ability to express ideas clearly, coherently, and appropriately in oral interaction. The second is the cultural-interpretive dimension, which refers to the ability to understand communicative behaviour in relation to culturally shaped assumptions, values, and norms. The third is the interactional dimension, involving turn-taking, clarification, negotiation of meaning, responsiveness, and conversational flexibility. The fourth is the mediational dimension, which includes explaining, paraphrasing, reformulating, simplifying, and bridging meaning across linguistic or cultural differences. The fifth is the digital-pedagogical dimension, which concerns the ethical, critical, and purposeful use of online platforms and AI-based tools in learning. Together, these dimensions reflect the internal coherence among Byram's intercultural framework, Deardorff's process model, the CEFR's mediation perspective, and recent scholarship on virtual exchange and AI-supported language learning. A four-stage didactic model for AI-mediated COIL.

Based on the synthesis of the literature, a four-stage didactic model is proposed.

Stage 1. Preparation. At this stage, students are introduced to the topic, communicative objectives, intercultural focus, partner context, and norms of participation. Preparatory tasks may include vocabulary activation, background reading, stereotype-awareness prompts, short reflective tasks, and guided speaking rehearsal. AI tools may be used to generate discussion prompts, simulate dialogue possibilities, or suggest alternative formulations. However, they are used only as preparation for authentic interaction rather than as substitutes for live communication.

Stage 2. Collaborative online interaction. This stage constitutes the core COIL experience. Students engage with international peers through problem-solving tasks, comparative discussions, case analysis, collaborative presentations, and project-based speaking activities. The main pedagogical value of this stage lies in the authenticity of interaction: learners speak for real purposes, with real interlocutors, in contexts where cultural assumptions, discourse conventions, and communicative choices matter.

Stage 3. Mediational processing. After live interaction, students revisit the exchange and interpret it more deeply. They may restate their partners' viewpoints, identify moments of misunderstanding, explain culture-specific references, or compare different ways of expressing meaning. AI tools may support this stage by generating transcripts, identifying discourse markers, suggesting paraphrases, and supporting reflective commentary. Teacher guidance remains essential in order to ensure accuracy, academic integrity, and ethical use of technology.

Stage 4. Reflective assessment. In the final stage, students assess both product and process. Reflection may focus on oral fluency, interactional management, intercultural understanding, mediational action, and digital responsibility. Assessment should therefore move beyond grammatical correctness alone and include pragmatic appropriateness, openness to alternative viewpoints, and the ability to mediate meaning effectively.

Assessment dimensions. The proposed model includes five assessment dimensions:

- cognitive dimension – knowledge of context, culture, and communicative situations;
- affective dimension – openness, tolerance, curiosity, and readiness to reconsider assumptions;
- interactional dimension – turn-taking, clarification, responsiveness, and conversational management;
- mediational dimension – paraphrasing, explaining, simplifying, and bridging meaning;
- digital-pedagogical dimension – responsible, critical, and purposeful use of AI and online platforms.

The proposed model suggests that AI-mediated COIL provides a meaningful response to several limitations of conventional oral English instruction. In many traditional classrooms, culture is approached indirectly through textbook materials, teacher explanation, or pre-selected audiovisual content. In contrast, COIL places

learners in real-time intercultural contact, where they must listen, interpret, respond, and adapt under authentic communicative conditions. This feature is especially important for pre-service English teachers, because they are not only language learners but also future professionals who will be expected to design communicative learning environments themselves.

In this sense, AI-mediated COIL supports a broader vision of teacher education: it prepares future teachers as reflective, interculturally aware, and digitally competent pedagogical agents. The addition of AI strengthens this environment when it is used within pedagogically bounded and ethically guided limits. AI can help students prepare for interaction, revisit it analytically, compare formulations, and deepen reflection. However, the model assumes that authentic intercultural learning still depends on human participation. AI should therefore be treated as a tool for augmentation, not automation. The value of this approach is particularly visible in contexts where higher education is undergoing simultaneous processes of internationalisation and digital transformation. In such contexts, oral language education can no longer be separated from intercultural competence, mediation, and digital literacy. The proposed model responds to this need by integrating these domains into a single pedagogical design.

CONCLUSION

The article argues that AI-mediated COIL can serve as an effective didactic framework for developing intercultural communicative competence in oral English classes for pre-service teachers. First, the model integrates oral communication, intercultural learning, mediation, and digital-pedagogical competence within a coherent structure. Second, it provides a four-stage pedagogical sequence that links preparation, authentic international collaboration, post-interaction mediation, and reflective assessment. Third, it repositions AI as a supportive educational resource for planning, reformulation, and reflection rather than as a replacement for teacher expertise or human communication. Fourth, it offers a multidimensional approach to assessment by including cognitive, affective, interactional, mediational, and digital-pedagogical criteria. Overall, the study concludes that AI-mediated COIL has strong potential for contemporary EFL teacher education and can contribute to the preparation of future English teachers as reflective professionals capable of communicating and mediating across linguistic, cultural, and technological environments.

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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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2026. №4(4)

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzirimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.