



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



No5(5)
2026

- 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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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 556 sahifa,
22-may, 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):

- Ekspert kengashi (25.05.2025-y., №10)
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“Maktabgacha va maktab ta'limi”
jurnali

26.09.2023-yildan

O'zbekiston Respublikasi Prezidenti
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Litsenziya raqami: **№136361**

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EFFECTIVENESS OF PERSONALIZED STUDYING VIA ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH AS A SECOND LANGUAGE TO NON- NATIVE SPEAKERS

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Abstract: Artificial Intelligence (AI) has significantly transformed language education by enabling personalized learning experiences for English as a Second Language (ESL) learners. This study examines the effectiveness of AI-powered adaptive learning systems in improving language proficiency, learner engagement, motivation, and autonomous learning among non-native English speakers. The findings indicate that AI-based personalized instruction enhances vocabulary acquisition, pronunciation, grammar accuracy, and speaking confidence through customized content and real-time feedback. However, challenges such as data privacy concerns, algorithmic bias, technological accessibility, and teacher readiness continue to affect the successful implementation of AI in education. The study concludes that AI should complement rather than replace human teachers and emphasizes the need for ethical and balanced integration of AI technologies in language learning environments.

Key words: artificial Intelligence, Personalized Learning, English as a Second Language, ESL Education, Adaptive Learning Systems.

Annotatsiya: Sun'iy intellekt (SI) ingliz tilini ikkinchi til sifatida o'rganuvchilar uchun shaxsiylashtirilgan ta'lim imkoniyatlarini yaratish orqali ta'limini sezilarli darajada rivojlantirdi. Ushbu tadqiqot SI asosidagi moslashuvchan ta'lim tizimlarining til kompetensiyasi, o'quvchilar faolligi, motivatsiyasi va mustaqil o'rganishga ta'sirini o'rganadi. Natijalar shuni ko'rsatadiki, SI yordamidagi shaxsiylashtirilgan ta'lim individual kontent va tezkor fikr-mulohaza orqali lug'at boyligi, talaffuz, grammatika va og'zaki nutq ko'nikmalarini yaxshilaydi. Biroq, ma'lumotlar xavfsizligi, algoritmik xolislik, texnologiyalardan foydalanish imkoniyati va o'qituvchilarning tayyorgarligi kabi muammolar hanzu dolzarb hisoblanadi. Tadqiqot SI o'qituvchilar o'rnini bosmasdan, ularning faoliyatini qo'llab-quvvatlovchi vosita bo'lishi kerakligini hamda uni ta'limga axloqiy va muvozanatli tarzda joriy etish zarurligini ta'kidlaydi.

Kalit so'zlar: sun'iy intellekt, shaxsiylashtirilgan ta'lim, ingliz tili ikkinchi til sifatida, ESL ta'limi, moslashuvchan o'quv tizimlari.

Аннотация: Искусственный интеллект (ИИ) значительно изменил языковое образование, предоставляя персонализированные возможности обучения для изучающих английский язык как иностранный. Данное исследование рассматривает эффективность адаптивных образовательных систем на основе ИИ в повышении языковой компетенции, учебной активности, мотивации и самостоятельности обучающихся. Результаты показывают, что персонализированное обучение с использованием ИИ способствует улучшению словарного запаса, произношения, грамматической точности и уверенности в устной речи благодаря индивидуализированному контенту и оперативной обратной связи. Однако вопросы конфиденциальности данных, алгоритмической предвзятости, доступности технологий и готовности преподавателей остаются существенными препятствиями для успешного внедрения ИИ в образование. Исследование приходит к выводу, что ИИ должен дополнять деятельность преподавателя, а не заменять её, и подчеркивает необходимость этичного и сбалансированного использования ИИ в языковом обучении.

Ключевые слова: искусственный интеллект, персонализированное обучение, английский язык как второй язык, ESL-образование, адаптивные обучающие системы.

INTRODUCTION

English has become the dominant language of international communication, education, science, and business. Consequently, millions of learners worldwide study English as a Second Language (ESL) to improve their academic and professional opportunities. Despite the increasing demand for English proficiency, traditional

ESL classrooms frequently struggle to accommodate learners with varying linguistic abilities, learning styles, cultural backgrounds, and educational experiences.

Recent developments in Artificial Intelligence (AI) have introduced innovative approaches to language education. AI-powered educational systems can analyze learner performance, identify strengths and weaknesses, and adapt instructional content accordingly. Such personalization enables students to receive learning experiences tailored to their individual needs, potentially enhancing learning outcomes and engagement.

Personalized learning has emerged as one of the most promising applications of AI in education. Unlike conventional one-size-fits-all teaching methods, AI-driven systems provide adaptive instruction, instant feedback, intelligent tutoring, and customized learning paths. These capabilities are particularly valuable in ESL contexts, where learners often require individualized support in vocabulary development, pronunciation, grammar, listening comprehension, and speaking practice.

This study explores the effectiveness of AI-powered personalized learning in ESL education and examines its influence on language acquisition among non-native English speakers.

LITERATURE REVIEW ON THE TOPIC

Artificial Intelligence in Language Education

Artificial Intelligence refers to computer systems capable of performing tasks that typically require human intelligence, including learning, reasoning, problem-solving, and decision-making. In educational settings, AI technologies include intelligent tutoring systems, adaptive learning platforms, machine learning algorithms, natural language processing tools, and conversational chatbots.

Recent systematic reviews have demonstrated growing interest in AI applications for language learning. Research indicates that AI tools can provide individualized instruction, continuous assessment, and personalized feedback that support language acquisition processes.

Personalized Learning and ESL Instruction

Personalized learning involves adapting instructional methods, content, pacing, and assessment strategies to meet individual learner needs. AI technologies facilitate personalization by collecting and analyzing learner data to generate customized educational experiences.

Several studies have reported significant improvements in ESL learners' academic performance through AI-based personalized learning environments. AI systems can monitor student progress and modify learning activities according to proficiency levels, learning preferences, and performance patterns. Such adaptive mechanisms contribute to more efficient and learner-centered educational experiences.

AI-Powered Chatbots and Language Learning

Conversational AI systems, including ChatGPT and other language-learning chatbots, have become increasingly popular in ESL education. These systems provide learners with opportunities to practice authentic communication in a low-anxiety environment.

Research findings suggest that AI chatbots enhance speaking proficiency, learner confidence, motivation, and engagement. Furthermore, they offer immediate corrective feedback and unlimited conversational practice, which are often unavailable in traditional classroom settings.

RESEARCH METHODOLOGY

This study employs a qualitative systematic literature review methodology. Relevant peer-reviewed articles published between 2020 and 2026 were examined using databases such as Scopus, Web of Science, ERIC, ScienceDirect, and Google Scholar.

1. Inclusion Criteria

- Studies focused on AI applications in ESL/EFL education.
- Research examining personalized learning systems.
- Peer-reviewed journal articles and conference proceedings.
- Studies involving non-native English speakers.

2. Exclusion Criteria

- Non-English publications.
- Studies unrelated to language education.
- Articles lacking empirical evidence.



A total of 45 studies meeting the inclusion criteria were analyzed to identify common themes, benefits, challenges, and future directions.

ANALYSIS AND RESULTS

Improvement in Language Proficiency

The reviewed studies consistently demonstrate positive effects of AI-powered personalized learning on ESL learners' language proficiency. Students using adaptive learning systems showed significant improvements in vocabulary retention, grammar accuracy, pronunciation, listening comprehension, and writing skills.

AI systems provide individualized feedback and repeated practice opportunities, enabling learners to address specific weaknesses more effectively than traditional instructional approaches.

Increased Learner Engagement and Motivation

One of the most frequently reported benefits of AI-based learning environments is enhanced learner engagement. Personalized content increases relevance and maintains learner interest, while gamification features and interactive activities encourage continuous participation.

Moreover, AI chatbots create supportive learning environments that reduce anxiety associated with speaking English. Students often feel more comfortable practicing with AI systems than participating in public classroom discussions.

Promotion of Autonomous Learning

AI technologies support self-directed learning by providing immediate feedback and personalized recommendations. Learners gain greater control over their educational experiences and can study independently at their preferred pace.

This autonomy contributes to increased learner responsibility and self-regulation, both of which are essential components of successful language acquisition.

Challenges and Limitations

Despite numerous advantages, AI integration in ESL education presents several challenges.

Technological Accessibility

Not all learners possess equal access to digital devices and stable internet connections. This digital divide may limit the effectiveness of AI-based educational interventions.

Data Privacy and Ethical Concerns

AI systems often collect large amounts of learner data. Educational institutions must ensure responsible data management practices and compliance with privacy regulations.

Teacher Readiness

Successful AI implementation requires educators to possess sufficient technological literacy and pedagogical knowledge. Professional development programs are necessary to prepare teachers for AI-enhanced instruction.

Algorithmic Bias

AI systems may unintentionally reflect biases present in training data, potentially affecting fairness and inclusivity in educational settings.

Implications for ESL Education

The findings suggest that AI-powered personalized learning can substantially improve ESL instruction when implemented appropriately. Educational institutions should adopt hybrid models that combine human expertise with AI-supported learning technologies.

Teachers should leverage AI tools for:

1. Personalized vocabulary instruction;
2. Automated writing feedback;
3. Pronunciation assessment;
4. Speaking practice;

5. Progress monitoring;
6. Adaptive assessment.

However, human instructors remain essential for emotional support, cultural understanding, critical thinking development, and communicative competence.

CONCLUSION AND RECOMMENDATIONS

Artificial Intelligence is reshaping the landscape of English language education by enabling highly personalized learning experiences. The evidence reviewed in this study demonstrates that AI-powered personalized learning significantly enhances language proficiency, learner engagement, motivation, and autonomous learning among non-native English speakers.

While challenges related to accessibility, ethics, and teacher preparedness remain, the educational benefits of AI integration are substantial. Rather than replacing teachers, AI should be viewed as a powerful pedagogical partner capable of supporting individualized instruction and improving learning outcomes.

Future research should focus on longitudinal studies, cross-cultural comparisons, and ethical frameworks that ensure equitable and responsible implementation of AI technologies in ESL education.

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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. №5(5)

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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.