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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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THE ROLE OF PROJECT-BASED LEARNING AND ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN ENHANCING FOREIGN LANGUAGE STUDENTS' ACADEMIC ACHIEVEMENT AND MOTIVATION

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Abstract: As in all areas, teaching foreign languages requires an innovative approach. The use of artificial intelligence in organizing this process is a pressing issue today. However, in this case, involving the student themselves in this process is an important problem.

Key words: AI (artificial intelligence), learning process, student, foreign language.

Annotatsiya: Barcha sohalardagi kabi xorijiy tillarni o'qitishda ham innovasion yondashuvni talab etadi. Ushbu jarayonni tashkil etishda sun'iy intellektdan foydalanish bugungi kunning dolzarb masalasi. Ammo ushbu holatda talabaning o'zini ham ushbu jarayonga jalb etish muhim muammodir.

Kalit so'zlar: SI (sun'iy intellekt), o'quv jarayoni, talaba, chet tili.

Аннотация: Как и во всех сферах, обучение иностранным языкам требует инновационного подхода. Использование искусственного интеллекта в организации этого процесса является актуальным вопросом сегодняшнего дня. Но в данном случае вовлечение самого студента в этот процесс является важной проблемой.

Ключевые слова: ИИ (искусственный интеллект), учебный процесс, студент, иностранный язык.

INTRODUCTION

Higher education, in which teachers mainly deal with educational materials and content in this method. Nonetheless, students should practice in a certain immersive environment to enhance their language skills. Regrettably, students implement verbal foreign language tasks in pursuit of performing well in an exam in most cases, thereby, they contemplate real oral communication as redundant. Consequently, students encounter a difficult situation of rote memorization and acquiring a foreign language and do not completely recognize the great appeal and importance^[6].

LITERATURE REVIEW

Language teaching methods integrated with AI offer personalized learning directions through automated written assessment, speech recognition systems, mind-controlled tutors, and chatbots. This approach gives students more real communication practice and directs them to independent learning.

It should be noted that today, the use of traditional methods alone does not yield sufficient effectiveness in foreign language teaching. The modern teacher is forced to organize all new methods in a harmonious way to get the student involved in the lesson process. Otherwise, the success of the lesson process will not reach the level expected by the teacher. If a teacher currently teaches only on the basis of textbooks, they must ensure



that the level of memory and comprehension left by the student does not exceed 50%. Given that the process of learning a language is difficult and complex, fostering interest in it is considered the primary task of a modern teacher. Therefore, it has been scientifically proven that the combined use of exhibition materials, videos on an interesting topic on the Internet, role-playing games, and artificial intelligence increases student motivation.

Traditional teaching does not allow for the consideration of students' individual characteristics; it is known that some students memorize well by listening, while others prefer visual communication. Organizing the lesson process using artificial intelligence is an important and modern tool for engaging them in the lesson by assigning worthy tasks to each of them and involving them in role-playing games, developing their individual positions accordingly. In traditional lessons, it has been found that the teacher recounted the lesson "dryly" or the student was limited to simply telling him the material he memorized, which, as proven by scientists, does not remain in long-term memory and turns the student into a passive participant^[4].

In a multicenter study conducted by Stockwell A. (2020), it was confirmed that the use of electronic visual materials in the language learning process increases the student's personal motivation, provides the opportunity to apply the studied material in practice, and preserves it in the students' long-term memory. The promotion of artificial intelligence in this process increases student activity, personal motivation, and a sense of direct involvement in the process. These tools integrate conventional listening technique and storytelling with multimedia, which conveys the process of material built on a certain theme through digital media based on a target and a specific contemplation. Not only does information technology application improve the variety of emotions, experiences, methods, and techniques, but also boosts determination during the process of imparting language skills^[9].

Hargis W., 2022 found that due to the development in technology, influenced by innovation and variety, how learners grasp text has also altered: conventional written texts are being substituted by electronic documents which sparks several senses^[15].

Also, Long, J., et al. (2022) emphasizes the importance of using audio materials, various interactive methods, and videos in foreign language learning among students. The use of programs developed on the basis of these interactive methods helps to organize and ensure the educational process to make the lesson processes interesting^[1].

The growth of digitalization in education has led to an increase in the use of digital tools, which are essential in teaching foreign languages. Since foreign languages require four basic language skills (listening, speaking, reading, and writing), teachers must use different materials and adapt them to these skills.^[1]

The rise in digitalization in education has led to the increased use of digital tools that have a role in foreign language teaching. As four fundamental language skills (listening, speaking, reading, and writing) are required in foreign languages, teachers should use various materials and adapt them according to these skills. From this point of view, digitalization helps to save teachers' time and effort in the process of creating material. From the student point of view, it is believed that interest in digital materials, especially among young people, has a more positive impact on learning^[14].

RESEARCH METHODOLOGY

Increasing the effectiveness of foreign language teaching by promoting digitalization in education is linked to several factors. In this regard, it is important to develop skills in a foreign language (speaking, writing, reading, listening) and to master the provided materials. It has been confirmed that developing students' speech through the use of digital technologies increases the efficiency of the educational process due to their increased interest in language acquisition^[1,13]. This approach covers three important dimensions in teaching English:

1. Communication with AI (using language through dialogues with AI),
2. Working with AI (creating, editing, and analyzing text using AI),
3. Thinking about AI (critical assessment and reflection on the results of AI).

The main advantage of this method would be that students have an option to use English not only with grammar drills or related exercises, but also in the real-life scenarios and practical tasks. As a result, the process of language learning goes beyond artificial exercises and becomes a meaningful and contextual activity^[9,12,15].

ANALYSIS AND RESULTS

A key advantage of digital tools for learning and providing instruction is their user-friendliness. As these technologies are intuitive and easy to navigate for most students, they can excel in a short span of time^[4,6,9]. They also provide new opportunities for dynamic classrooms, assignments, and assessment. Students find

that their ideas are taken shape instantaneously, organize projects in an easy way, and this allures them in the creative process ^[8,11,16].

On the other hand, foreign language education already has a relatively perfect system. Artificial intelligence owns the ability to process large, different real-world data with high speed. Thereby, conducting it in a deep analysis of the application of AI technology models in foreign language learning environment and deeply integrating new software into the educational procedure is vital^[3,7,10,17].

In a quasi-experiment conducted by Simon Suh (2025), 34 students were measured before (pre-test) and after (post-test) working with AI-based language learning platforms (such as Duolingo and Santa) ^[19]. The study analyzed the following indicators: student activity, academic achievements, and satisfaction with learning. The results showed that when working with AI tutors:

1. Increased student activity (increased engagement in learning)
2. Improved academic performance (increased student skills and scores)
3. Student satisfaction.

These differences were determined by comparing the results of the pre-test and post-test. These empirical results provide several important pedagogical conclusions on the application of artificial intelligence in English lessons in higher education:

1. **Increasing personalization and activity.** AI-based tutors provide students with exercises and feedback tailored to their individual needs. This increases the active involvement of students in the educational process and enhances their activity - these are often the shortcomings of traditional teaching methods. Empirical results show that students' interactive learning experiences increase their motivation and the effectiveness of learning.
2. **Improvement of academic performance.** Pre-test and post-test comparisons show that learning supported by AI has a positive impact on students' academic performance. This helps reinforce basic English language skills, such as grammar, vocabulary, and communication skills. At the same time, this result enhances language learning through contextual and interactive practice, unlike the approach based on easy memorization.
3. **Student satisfaction and learning experience.** Students who worked with AI tutors typically expressed high satisfaction with the learning process. This result leads to the recognition of the language learning process as "interesting" and "personally useful," which, in turn, strengthens a positive attitude towards language learning. This aspect is directly related to the motivation for language learning.
4. **The necessity to use of artificial intelligence (AI) for pedagogical purposes.** Empirical findings also indicate that simply deploying AI tools does not automatically produce optimal results. It is essential that their use is pedagogically directed and structurally and methodologically aligned. A teaching system supported by AI will not be entirely independent of the instructor; rather, the instructor must supervise and guide the effective use of AI tools. ^[2,12,18].

CONCLUSION AND RECOMMENDATIONS

1. In conclusion, the use of artificial intelligence in English language teaching in the higher education system of Uzbekistan not only increases the effectiveness of language learning, but also forms a modern, student-centered, and digital model of education that develops competencies. With the help of AI tools, learners' individual needs can be met, inner motivation is strengthened, and communication skills are bred; simultaneously, teachers are afforded opportunities to guide instruction that are more engaging, creative, and target-oriented.
2. At the same time, the success of AI integration will depend on the digital literacy of teachers, the availability of lesson planning and methodological manuals, as well as the technical infrastructure of universities. Therefore, to expand English language education based on AI in Uzbekistan, it is necessary to conduct training for teachers, introduce elements of AI into existing educational programs, and carry out systematic work to strengthen digital infrastructure in universities.

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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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