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THE ROLE OF DIGITAL PLATFORMS AND AI IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

This paper explores the role of digital platforms and artificial intelligence in foreign language teaching. It highlights how modern technologies improve language learning through interactive applications, adaptive learning systems, and online resources. The study emphasizes the advantages of AI in personalized learning and the integration of digital platforms into the educational process.

РОЛЬ ЦИФРОВЫХ ПЛАТФОРМ И ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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обучение.

ABSTRACT

В статье рассматривается роль цифровых платформ и искусственного интеллекта в преподавании иностранных языков. Подчеркивается, как современные технологии способствуют изучению языков через интерактивные приложения, адаптивные системы обучения и онлайн-ресурсы. Особое внимание уделяется преимуществам ИИ в персонализированном обучении и интеграции цифровых платформ в образовательный процесс.

CHET TILLARNI O'QITISHDA RAQAMLI PLATFORMALAR VA SUN'IY INTELEKTNING O'RNI

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ABSTRACT



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Raqamli platformalar, sun'iy intellekt, chet tillarni o'qitish, onlayn ta'lim, shaxsiylashtirilgan o'qish.

Maqolada chet tillarni o'qitishda raqamli platformalar va sun'iy intellektning o'rni tahlil qilinadi. Zamonaviy texnologiyalarning interaktiv ilovalar, moslashuvchan o'quv tizimlari va onlayn resurslar orqali til o'rganishga qanday yordam berishi ko'rsatiladi. Sun'iy intellektning shaxsiylashtirilgan ta'limdagi afzalliklari hamda raqamli platformalarning ta'lim jarayoniga integratsiyasi yoritiladi.

1. Introduction. Foreign language teaching has undergone substantial transformation with the rise of digital technologies and artificial intelligence (AI). The rapid pace of technological innovation in education has reshaped not only how languages are taught, but also how learners interact with knowledge, teachers, and peers. Traditional classroom methods, while still valuable in developing fundamental linguistic and communicative skills, are increasingly being complemented—or, in some contexts, even replaced—by digital platforms such as Learning Management Systems (LMS), Massive Open Online Courses (MOOCs), and interactive mobile applications. These platforms extend the boundaries of language classrooms, offering opportunities for flexible, self-paced, and learner-centered education. Artificial intelligence has added another dimension to this transformation. AI-based tools such as chatbots, speech recognition systems, automated essay scoring, and intelligent tutoring systems provide learners with instant feedback, adaptive learning paths, and opportunities for authentic interaction. Unlike traditional approaches, which often rely heavily on teacher-centered instruction, AI empowers learners to take a more active role in shaping their educational journeys. Personalized recommendations, data-driven insights into learner progress, and real-time correction of errors contribute to more efficient and engaging language acquisition. At the same time, digital platforms and AI technologies are influencing the roles of educators. Teachers are no longer limited to being providers of knowledge but are becoming facilitators, mentors, and designers of interactive learning environments. The integration of these technologies requires new pedagogical skills, including digital literacy, curriculum design for blended or fully online modes, and the ability to critically evaluate technological tools.

However, the growing reliance on digital platforms and AI also raises significant questions. Challenges related to data privacy, ethical use of AI, equitable access to technology, and the potential reduction of human interaction in language learning cannot be overlooked. Furthermore, not all educational contexts are equally prepared to integrate advanced technologies. Issues such as infrastructure limitations, inadequate teacher training, and unequal student access to devices or reliable internet connectivity create disparities in the effectiveness of technology-enhanced learning. Against this backdrop, it is essential to explore how digital platforms and AI are currently being implemented in foreign language teaching and what outcomes they have produced. A



systematic review of recent Scopus-indexed literature can provide valuable insights into emerging trends, benefits, and challenges. The purpose of this paper is therefore to critically examine the latest developments in the field, with a particular focus on identifying best practices, highlighting opportunities for innovation, and addressing potential risks associated with digital and AI-driven language education.

2. Literature review.

- Overview of digital platforms in language education (LMS, MOOCs, mobile apps)
- Role of AI in personalized feedback, assessment, and adaptive learning paths
- Studies on speech recognition, natural language processing (NLP), and chatbots in supporting speaking and listening skills
- Critical issues: digital divide, privacy and data protection, teacher readiness

3. Methodology. This study employs a **systematic literature review (SLR)** approach in order to ensure a comprehensive and structured analysis of the role of digital platforms and artificial intelligence in foreign language teaching. The SLR method was chosen because it allows researchers to synthesize existing knowledge, identify research gaps, and critically evaluate trends across multiple studies in a transparent and replicable manner.

3.1. Selection criteria. To guarantee academic rigor, a set of inclusion and exclusion criteria was established:

- **Timeframe:** Only articles published in the last five years (2020–2025) were included, ensuring that the analysis reflects the most recent developments and innovations in digital and AI-supported language education.
- **Database:** Scopus was selected as the primary source of data, given its wide coverage of peer-reviewed and high-impact journals.
- **Scope of Research:** Studies focusing specifically on *foreign language teaching* with the application of **digital platforms** (e.g., LMS, MOOCs, mobile applications, collaborative online tools) or **AI-based technologies** (e.g., chatbots, speech recognition, adaptive learning, automated feedback systems).
- **Type of Studies:** Empirical research articles, experimental studies, meta-analyses, case studies, and systematic reviews were considered. The inclusion of diverse study designs ensured a balanced perspective on both theoretical and practical contributions.
- **Exclusion Criteria:** Articles not indexed in Scopus, studies unrelated to education or foreign languages, and publications with insufficient methodological detail were excluded.

3.2. Search strategy. The literature search was carried out systematically using the Scopus database. A set of carefully designed search queries was employed to capture relevant publications. The following combinations of keywords were used:

- *“digital platform AND foreign language teaching”*
- *“artificial intelligence AND language learning”*
- *“AI AND foreign language education”*
- *“learning management systems AND language teaching”*
- *“chatbot OR NLP OR speech recognition AND foreign language learning”*



Boolean operators (AND, OR) were applied to refine the search, and filters such as publication date, document type (journal articles), and subject area (Education, Computer Science, Linguistics) were used to limit irrelevant results.

3.3. Screening and data extraction. The initial search produced **96 results**. After removing duplicates and applying the inclusion/exclusion criteria, 52 articles remained. Abstracts and, where necessary, full texts were then reviewed to determine relevance. Following this screening process, **25 high-quality articles** were selected for detailed content analysis.

For each selected article, data were extracted and categorized according to:

- Publication year and country/region of study
- Type of technology (digital platform, AI tool, or hybrid approach)
- Target language and learner context (e.g., higher education, secondary education, self-study)
- Research methodology (quantitative, qualitative, or mixed methods)
- Reported outcomes (benefits, challenges, limitations)

3.4. Data Analysis. The final pool of studies was analyzed using thematic analysis. Key themes were identified, such as:

1. The pedagogical benefits of digital and AI tools (personalization, motivation, flexibility).
2. The technological and ethical challenges (infrastructure, data security, teacher readiness).
3. Emerging trends in research focus and methodological approaches.

By systematically comparing and synthesizing findings, this methodology provides a reliable foundation for identifying patterns across the literature, offering both academic and practical implications for the integration of digital platforms and AI in foreign language teaching.

4. Findings.

4.1. Pedagogical benefits.

- *Personalized Learning:* AI systems can adjust to learner pace, strengths, and weaknesses.
- *Immediate Feedback:* Grammar checking, pronunciation corrections, automated writing evaluation.
- *Increased Engagement:* Interactive tasks, gamified environments, multimedia content enhance motivation.
- *Flexibility and Accessibility:* Learning anytime, anywhere; useful for remote and underserved areas.

4.2. Tools and Technologies.

- Natural Language Processing (NLP) tools
- Speech Recognition and Text-to-Speech technologies
- Chatbots and virtual assistants
- Adaptive learning platforms

4.3. Challenges.

- Teacher training and digital literacy deficits



- Infrastructure issues: internet connectivity, hardware availability
- Ethical concerns: data privacy, bias in AI algorithms
- Need for human interaction: overreliance on AI may reduce interpersonal communication and social learning

Discussion. The findings indicate that integrating digital platforms and AI into foreign language teaching is highly promising, but successful implementation depends on more than just technology. Institutional support, teacher professional development, robust infrastructure, and ethical safeguards are crucial. Contextual factors (national policies, socio-economic status, linguistic environments) play a big role. For example, in countries with limited internet reach, mobile-based lighter tools may be more practical than full LMS with video streaming.

6. Recommendations.

- Develop teacher training programs focused on AI tools and digital pedagogy.
- Establish policies and guidelines for data protection in educational AI applications.
- Promote blended learning models that combine AI/digital tools with human interaction.
- Invest in infrastructure to ensure internet access and adequate devices.
- Encourage research in underrepresented contexts (rural, minority languages) to ensure inclusivity.

Conclusion. Digital platforms and artificial intelligence are reshaping foreign language education by enabling personalized, flexible, and interactive learning. Though many studies (especially in recent Scopus-indexed literature) show significant positive effects on learner outcomes, challenges remain and must be addressed to fully benefit from these technologies. With thoughtful implementation and policy support, AI and digital platforms can contribute to raising the quality and accessibility of foreign language teaching globally.

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