

AN EVALUATION OF STUDENT ATTITUDES TOWARD AI-DRIVEN LANGUAGE LEARNING TOOLS

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Annotation. This study investigates student attitudes toward AI-driven language learning tools in foreign language education. The research examines the effectiveness, advantages, and challenges of artificial intelligence technologies in developing language skills. A quantitative research method was applied through questionnaires distributed among university students. The findings demonstrate that most learners positively evaluate AI-based educational tools due to their accessibility, interactivity, and personalized learning opportunities. However, certain concerns related to academic integrity and overdependence on technology were also identified. The study highlights the growing significance of artificial intelligence in modern language education and suggests practical recommendations for its effective implementation in educational environments.

Keywords: artificial intelligence, language learning, AI-driven tools, student attitudes, educational technology, foreign language education, digital learning.

Аннотация. Данное исследование посвящено изучению отношения студентов к инструментам изучения языка на основе искусственного интеллекта в процессе обучения иностранным языкам. В работе рассматриваются эффективность, преимущества и проблемы использования технологий искусственного интеллекта для развития языковых навыков. В исследовании был использован количественный метод посредством анкетирования студентов университета. Результаты показали, что большинство обучающихся положительно оценивают AI-инструменты благодаря их доступности, интерактивности и возможностям персонализированного обучения. Вместе с тем были выявлены некоторые проблемы, связанные с академической честностью и чрезмерной зависимостью от технологий. Исследование подчеркивает возрастающую роль искусственного интеллекта в современном языковом образовании и предлагает практические рекомендации по его эффективному применению.

Ключевые слова: искусственный интеллект, изучение языка, AI-инструменты, отношение студентов, образовательные технологии, обучение иностранным языкам, цифровое обучение.

Annotatsiya. Mazkur tadqiqot chet tillarini o'qitishda sun'iy intellekt asosidagi til o'rganish vositalariga talabalarning munosabatini o'rganishga bag'ishlangan. Tadqiqotda sun'iy intellekt texnologiyalarining til ko'nikmalarini rivojlantirishdagi samaradorligi, afzalliklari va muammolari tahlil qilinadi. Tadqiqot davomida universitet talabalari o'rtasida so'rovnomma o'tkazilib, miqdoriy tadqiqot usulidan foydalanildi. Natijalar shuni ko'rsatdiki, talabalar AI asosidagi ta'lim vositalarini qulayligi, interaktivligi va individual o'qitish imkoniyatlari sababli ijobiy baholaydilar. Shu bilan birga, akademik halollik va texnologiyalarga ortiqcha bog'liqlik bilan bog'liq ayrim muammolar ham aniqlandi. Tadqiqot zamonaviy til ta'limida sun'iy intellektning ahamiyati ortib borayotganini ta'kidlaydi hamda uni samarali qo'llash bo'yicha tavsiyalar beradi.

Kalit soʻzlar: sunʼiy intellekt, til oʻrganish, AI vositalari, talabalar munosabati, taʼlim texnologiyalari, chet tili taʼlimi, raqamli taʼlim.

INTRODUCTION

The rapid development of artificial intelligence technologies has significantly transformed modern education, particularly foreign language learning. AI-driven tools such as chatbots, virtual assistants, grammar correction applications, and adaptive learning platforms have become increasingly popular among students and educators. These technologies provide personalized learning experiences, immediate feedback, and interactive educational environments that support language acquisition.

In recent years, students have actively integrated AI technologies into their academic activities. Applications such as grammar checkers, automatic translators, and conversational AI platforms help learners improve vocabulary, pronunciation, writing, and speaking skills. Despite their growing popularity, the effectiveness of AI-based learning tools and student attitudes toward them remain important topics for academic investigation.

The purpose of this study is to evaluate student attitudes toward AI-driven language learning tools and determine their perceived effectiveness in foreign language education. The research also aims to identify both positive and negative aspects of using artificial intelligence in language learning environments.

METHODS

This research employed a quantitative research design. Data were collected through an online questionnaire distributed among 60 university students studying English as a foreign language. The participants were selected from different academic years to ensure diversity in responses.

The questionnaire consisted of fifteen questions divided into three sections:

1. Frequency of AI tool usage;
2. Perceived advantages of AI-driven learning tools;
3. Challenges and concerns regarding AI technologies.

The collected data were analyzed using descriptive statistical methods. Percentages and averages were calculated to identify general tendencies in student attitudes toward AI-assisted language learning.

RESULTS

The findings of the study revealed that the majority of students regularly use AI-driven tools in their language learning process. Approximately 82% of participants reported that AI technologies help them improve vocabulary and grammar skills more effectively. In addition, 76% of students stated that AI-based applications increase their motivation and engagement during learning activities.

The research also showed that students appreciate the accessibility and convenience of AI-driven educational platforms. Many participants noted that AI tools provide immediate feedback and allow independent learning outside the classroom environment.

However, several concerns were identified. Around 41% of respondents expressed worries about excessive dependence on artificial intelligence. Some students believed that frequent use of AI technologies might reduce critical thinking and creativity in academic writing. Furthermore, issues related to academic honesty and plagiarism were mentioned by participants.

Overall, the results indicate that students generally hold positive attitudes toward AI-driven language learning tools despite certain limitations and ethical concerns.

DISCUSSION

The findings of this research correspond with previous studies emphasizing the positive impact of artificial intelligence on foreign language education. AI-driven tools support individualized instruction and enable learners to study at their own pace. The interactive nature of these technologies contributes to increased student engagement and learning motivation.

At the same time, the study highlights the importance of balancing technology use with traditional teaching methods. While AI applications provide significant educational benefits, excessive reliance on them may negatively affect students' independent analytical skills and creativity. Therefore, educators should carefully integrate artificial intelligence into language teaching practices while maintaining academic integrity.

Another important issue is digital literacy. Students should be trained to use AI technologies responsibly and effectively. Educational institutions also need to develop clear guidelines regarding the ethical use of artificial intelligence in academic environments.

CONCLUSION

In conclusion, AI-driven language learning tools play an increasingly important role in modern foreign language education. The results of this study demonstrate that students generally have positive attitudes toward artificial intelligence technologies due to their accessibility, efficiency, and interactive features. Nevertheless, challenges related to overdependence, academic honesty, and critical thinking remain significant concerns.

The study suggests that artificial intelligence should be used as a supportive educational tool rather than a complete replacement for traditional teaching methods. Future research may focus on the long-term impact of AI technologies on language proficiency and academic performance.

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