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ARTIFICIAL INTELLIGENCE AND TEACHING RUSSIAN AS A FOREIGN LANGUAGE: OPPORTUNITIES, RISKS, AND PROSPECTS

Olimjonova R. B.
4th-Year Student, Faculty of Philology,
Department of Russian Language and Literature, JSPU
ruxshona27olimjonova@gmail.com

Dzhelyalov M. Z.
Scientific Supervisor, PhD, Associate Professor, First Deputy Executive Director for Youth Affairs and Spiritual and Educational Activities at the Jizzakh Branch of KFU.

Abstract
The article examines the impact of artificial intelligence (AI) on the teaching of Russian as a Foreign Language (RFL). It analyzes the possibilities of applying AI technologies in the educational process, including automated assessment, personalized learning, and the development of interactive educational materials. The study discusses potential risks related to ethical concerns, information reliability, and the possible reduction of the teacher's role. It also identifies prospects for integrating AI into the RFL teaching system, including the development of adaptive platforms and hybrid learning models.

Keywords: Artificial intelligence, Russian as a foreign language, digital linguodidactics, adaptive learning, natural language processing.

Introduction

Modern artificial intelligence technologies are actively penetrating the field of education, transforming traditional teaching methodologies. In the field of teaching Russian as a Foreign Language (RFL), AI opens new opportunities for optimizing the learning process; however, its implementation is accompanied by a number of challenges.

One of the most promising and simultaneously debatable areas is the application of artificial intelligence technologies in language education. AI creates new

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opportunities for both teachers and students by providing tools for automation, personalization, and optimization of educational processes. At the same time, the integration of such technologies involves certain risks, including the loss of the human factor, ethical dilemmas, and technological limitations.

This article explores the opportunities provided by AI in RFL teaching, examines the potential risks of its application, and outlines future prospects for the development of this field. The purpose of this study is to systematize the advantages, risks, and prospects of using artificial intelligence in teaching Russian to foreign learners.

Methodological Framework

The methodological basis of this study focuses on analyzing the effectiveness, accessibility, and pedagogical value of artificial intelligence technologies in RFL teaching. The main objective is to determine how AI can complement or transform traditional approaches to teaching Russian as a foreign language.

The research tasks include:

- examining existing AI tools;
- evaluating their impact on the educational process;
- identifying optimal strategies for their integration into teaching practice.

Researchers have investigated various aspects of AI application in education, including automated assessment systems, adaptive learning platforms, and interactive tools aimed at improving learning outcomes. Special attention is paid to preparing teachers for working with AI technologies through the development of a conscious and technologically informed approach.

An important aspect involves training educators to effectively combine traditional teaching methods with innovative AI technologies, thereby improving both learning quality and student interaction.

Opportunities for AI Application in RFL Teaching

The integration of artificial intelligence technologies into RFL teaching opens new opportunities for enhancing learning efficiency and personalization.

Personalized Learning. AI technologies enable educational materials to be adapted to individual learners' needs and proficiency levels. AI-based systems analyze

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students' progress, identify knowledge gaps, and provide appropriate exercises, contributing to deeper understanding and increased learning motivation.

Development of Interactive Tasks. Artificial intelligence facilitates the creation of diverse interactive exercises aimed at developing reading, writing, listening, and speaking skills. Such tasks may include adaptive tests, dialogue simulations, and educational games, making the learning process more engaging and effective.

Use of Chatbots and Voice Assistants. Chatbots and voice assistants can simulate real-life communication in Russian, allowing students to practice conversational skills at any time. These technologies provide opportunities for extracurricular speaking practice and support the development of spontaneous communication skills.

Assessment of Written Work. AI systems are capable of automatically detecting grammatical, spelling, and stylistic errors in students' texts while providing detailed feedback and recommendations for improvement. This approach accelerates assessment procedures and fosters learner autonomy in error correction.

Risks and Limitations

Despite its pedagogical potential, the integration of artificial intelligence into Russian as a foreign language (RFL) instruction entails several notable risks.

First, AI may weaken the intercultural dimension of language education. RFL teaching involves not only the development of linguistic competence but also engagement with sociocultural norms and nationally specific communicative practices. As AI systems lack lived cultural experience and contextual sensitivity, they cannot fully transmit pragmatic nuances and culturally embedded meanings, potentially constraining learners' comprehensive understanding of the target language environment.

Second, excessive reliance on AI tools may undermine learner motivation and autonomy. Dependence on automated prompts and pre-generated solutions can reduce cognitive engagement, critical thinking, and independent problem-solving abilities.

Third, AI-generated instructional materials remain susceptible to inaccuracies and algorithmic bias. Automatically produced texts and exercises may contain grammatical, stylistic, or contextual inconsistencies, particularly in non-standard

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communicative contexts. Consequently, such materials require systematic pedagogical validation and supervision.

Finally, ethical and legal considerations are central to AI implementation. Issues related to data protection, storage security, authorship, and intellectual property demand clear regulatory frameworks and compliance with international standards of digital ethics.

Prospects for Development

In the context of rapid digital transformation, identifying effective ways of integrating artificial intelligence into RFL teaching practice becomes increasingly important. AI is not intended to replace teachers but to function as an assistant and educational resource that supports deeper and more individualized learning.

A key direction involves the development of hybrid learning models combining traditional pedagogical approaches with AI capabilities. These models allow the use of automated grammar training systems, intelligent testing tools for rapid language proficiency assessment, and interactive digital platforms for monitoring learning progress. At the same time, the teacher maintains a leading role by guiding, interpreting, and adapting materials while ensuring cultural depth and pedagogical quality.

An essential condition for successful digital transformation is the development of teachers' digital competence. Educators must not only use AI tools but also critically evaluate their content and integrate them methodologically into teaching practice. This requires professional development programs, training courses, and continuous methodological support. There is also an increasing need to develop specialized RFL teaching methodologies incorporating AI technologies. Such methodologies should consider both technological capabilities and linguodidactic principles, including communicative orientation, situational learning, differentiation, and step-by-step instruction.

Finally, realizing the full potential of AI in education requires interdisciplinary research at the intersection of linguodidactics and information technologies. Collaboration among specialists in philology, pedagogy, linguodidactics, and IT will enable the development and implementation of innovative solutions that enhance the effectiveness of RFL teaching in the digital era.

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Conclusion

Thus, the prospects for integrating artificial intelligence into RFL teaching depend not only on technological advancements but also on scientific, methodological, and pedagogical readiness for responsible and meaningful use of digital tools in educational practice.

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