



## **AI-ENHANCED DIGITAL DIDACTICS FOR THE UZBEK LANGUAGE**

Saodat Adilova

Associate Professor, National Pedagogical  
University of Uzbekistan named after Nizami.  
saodat.adilova@gmail.com

### **Abstract**

The article discusses the possibilities of utilizing artificial intelligence in teaching Uzbek as a foreign language. The author proposes specific methodological tools and practical exercises designed to enhance students' communicative competence in the Uzbek language.

**Keywords:** Uzbek language, cognitive approach, artificial intelligence, agglutination, speaking competence, digital didactics, creative-cognitive task, Muxlisa AI, “linguistic detective.”

### **Introduction**

Modern trends in education necessitate the use of adaptive platforms and cognitive programs—intellectual tools that mimic human cognition—within the teaching process. This need aligns with the state's strategic goals regarding the strengthening of the Uzbek language's status in the digital space. In particular, the task of integrating the state language with AI capabilities, as defined in the Decree of the President of the Republic of Uzbekistan dated October 20, 2025, “On additional measures for further development of the state language”<sup>1</sup>, sets new methodological requirements for linguodidactics. Such digital resources adapt to the individual needs of the learner and serve as a vital tool in transforming theoretical knowledge into practical skills. Especially in teaching Uzbek to foreigners, AI technologies act as a unique “bridge” that helps students transition from the stage of mere information reception to the stage of active communication.

Due to its ability to analyze student performance metrics, teacher needs, and curriculum requirements, AI is becoming an increasingly important tool for educators

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<sup>1</sup> Decree of the President of the Republic of Uzbekistan dated October 20, 2025, “On additional measures for further development of the state language”.



in creating individualized lesson plans and assessment systems tailored to each student's learning style. This, in turn, serves to increase student motivation and achieve high results<sup>2</sup>.

Artificial intelligence is becoming an instant assistant not only for the student but also for the teacher. With the help of AI, a pedagogue can simplify complex literary texts according to the student's proficiency level, create tests based on any relevant text within seconds, and generate exercises such as "fill in the blanks" or "solve a crossword based on the text." A neural network can even instantly perform tasks like "find a case study on the topic, 3 interesting facts, and a problematic situation." AI possesses great potential, particularly in preparing authentic and learner-authentic materials that reflect everyday communication situations.

Integrating AI into the educational process allows not only for the reinforcement of theoretical knowledge but also for the development of students' speaking competencies through creative approaches. One of the proposed strategies based on the analysis of AI's practical application is the "Linguistic Detective" method, which is based on analyzing errors in AI-generated texts. For example, a teacher provides a student with a text written in Uzbek by a neural network with deliberate errors. By finding and correcting these errors, the student not only reinforces their knowledge but also realizes they can be "superior to technology," thereby increasing their self-confidence and developing critical thinking skills.

Today, the art of "prompt engineering" occupies an important place in linguodidactics. Students must learn to formulate clear and logical queries (prompts) for AI in the Uzbek language. For instance, if a student is given the task: "Create an interesting advertising text about a travel agency using at least five adjectives, adverbs, and verbs," they begin to formulate queries to be sent to the AI. To perform this creative-cognitive task, the student strives to systematize their thoughts in the target language while increasing their vocabulary. Another example is the "Mahalla Blogger" exercise, where the student imagines themselves as a famous food blogger and must promote somsa from the university canteen or palov from home within one minute. According to the task, 10 action/movement verbs must be used in the speech. In developing listening comprehension skills, AI can be used to create scenarios for dialogues reflecting real-life situations. For example, in the "Bazaar" exercise, a one-minute dialogue involving words like "expensive," "cheap," and "discount" is created

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<sup>2</sup> Danesi M. AI in Foreign Language Learning and Teaching. New York: Nova Science Publishers, 2024. - P. 16.



via AI and presented for listening. Furthermore, AI's search and analysis capabilities can be used to enrich students' vocabulary through context. In the "Sharp Listener" game, the teacher compiles a list of words related to a specific topic and asks ChatGPT to find popular Uzbek songs where these words appear. The student listens to, understands, remembers, and activates new words within the context of the song. Simultaneously, it is advisable to systematically introduce the "Muxlisa AI" platform—which converts Uzbek speech to text and vice versa—into Uzbek language lessons as an intellectual trainer for monitoring speaking skills<sup>3</sup>.

To develop written speech through modern communication tools, the "Telegram Battle" exercise is recommended. In this task, the student must respond to everyday messages from relatives as briefly as possible, yet within the bounds of etiquette and using appropriate suffixes. To express thoughts through visualization, the "Emoji Dictation" exercise can be used, where students are taught to construct logical and elegant sentences based on given symbols.

To prevent students from simply copying information, methods of "Intellectual Transformation" and the encouragement of live speech can be utilized. Gathering information using AI (for example, on the topic of "Professions of the Future") is only the preparatory stage; as a final result, the student must retell the information without looking at the screen or notes. This prioritizes the student's speaking skills, elevating technology from a source of knowledge to an instrument for speech development.

Organizing role-playing games with AI also yields high efficiency in Uzbek language classes. The AI is assigned the role of a tourist visiting Uzbekistan for the first time, while the student acts as a guide. The "guide" answers the tourist's various questions in Uzbek. If such simulations are modeled for various situations, the lessons will be engaging and effective.

Of course, the use of AI in Uzbek language classes requires caution. It is necessary to take into account that currently popular neural networks have not yet fully "mastered" certain grammatical and stylistic aspects of the Uzbek language. Specifically, nuances such as the agglutinative nature of our language, polysemy (multiple meanings) in words, and cultural aspects of speech still present difficulties for AI systems, causing algorithms to produce unexpected stylistic awkwardness. Therefore, the teacher must

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<sup>3</sup> Muxlisa AI – Speech Intelligence for the Future. Uzbek language speech technology platform. <https://muxlisa.uz>



scrutinize the materials and direct the student toward independent thinking and analysis.

Such integration in the educational process transforms language learning from tedious memorization into an exciting research process. Artificial intelligence should not be the ultimate goal of education, but rather serve as a “springboard” for the student to achieve high results.

In conclusion, the rational harmony of digital technologies and traditional methodology serves to increase the international prestige of the Uzbek language and accelerate the speed of language acquisition. Therefore, today’s educators must deeply master various forms of AI, their extensive capabilities, and the methodology of adapting these technologies to their subject. By accepting the demands of the time and staying in step with the era, understanding the principles of AI operation and its specific limitations<sup>4</sup> will serve to create effective language education strategies. This approach, while ensuring the individual professional development of the teacher, creates a foundation for preparing high-quality, interesting, and competitive educational and methodological materials.

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<sup>4</sup> Кувшинова Е. Е. Применение искусственного интеллекта в обучении иностранному языку // Гуманитарий Юга России. – 2024. – Т. 13. – № 2 (66). – С. 84.