

OPPORTUNITIES AND CHALLENGES OF ARTIFICIAL INTELLIGENCE
TOOLS IN SPOKEN LANGUAGE ACQUISITION

Bayimbetova Umida Salamat qizi

2-Year Student Of University Of Innovation Technologies Department Of Philology

Annotation: Oral fluency, a critical component of communicative competence, presents unique challenges to language learners. This paper explores the opportunities and challenges associated with the integration of artificial intelligence (AI) tools in the development of spoken language skills. AI-powered applications, such as speech recognition software, interactive chatbots and virtual reality language learning environments, offer learners personalized feedback, adaptive practice opportunities and immersive communicative experiences. However, the effective implementation of these tools requires careful consideration of potential drawbacks, including over-reliance on technology, algorithmic biases, and the erosion of crucial interpersonal communication skills. This study examines the potential of AI systems to enhance and strengthen students' speaking skills while simultaneously addressing the associated challenges. It concludes by advocating for a balanced and pedagogically informed approach to the integration of AI in spoken language acquisition.

Key words: AI (Artificial Intelligence), AI tools, speaking skill apps, language learning, speaking process, creative expression, scaffolding theory, oral fluency, interactive learning, strengths and weaknesses, individual approach, social interaction, feedback.

Аннотация: Свободное владение устной речью, являющееся важнейшим компонентом коммуникативной компетенции, представляет собой уникальные проблемы для изучающих язык. В данной статье рассматриваются возможности и проблемы, связанные с интеграцией инструментов искусственного интеллекта (ИИ) в развитие навыков устной речи. Приложения на основе ИИ, такие как программное обеспечение для распознавания речи, интерактивные чат-боты и среды изучения языка в виртуальной реальности, предлагают учащимся персонализированную обратную связь, адаптивные возможности практики и захватывающий коммуникативный опыт. Однако эффективная реализация этих инструментов требует тщательного рассмотрения потенциальных недостатков, включая чрезмерную зависимость от технологий, алгоритмические предубеждения и эрозию важнейших навыков межличностного общения. В этом исследовании рассматривается, как системы искусственного интеллекта могут помочь укрепить и развить навыки устной речи учащихся, одновременно решая связанные с этим проблемы. В заключение предлагается сбалансированный и педагогически обоснованный подход к интеграции ИИ в обучение устной речи.

Ключевые слова: ИИ (искусственный интеллект), инструменты ИИ, приложения для развития навыков устной речи, изучение языка, процесс говорения, творческое самовыражение, теория построения, беглость речи,

интерактивное обучение, сильные и слабые стороны, индивидуальный подход, социальное взаимодействие, обратная связь.

In the 21st century, communicative competence, particularly the ability to speak fluently and effectively has become a paramount skill for success in a globalized world. As educational paradigms shift to embrace digitalization and innovative technologies, artificial intelligence (AI) tools are increasingly integrated into language learning methodologies. While traditional approaches to language acquisition remain valuable, AI offers novel avenues for learners to develop and refine their spoken language skills, providing personalized feedback, adaptive practice opportunities and immersive communicative experiences.

Artificial intelligence (AI) tools play a multifaceted role in fostering the development of spoken language skills within the contemporary educational landscape. One of the most prominent applications lies in the enhancement of pronunciation accuracy. For instance, speech recognition software, such as that incorporated into applications like ELSA Speak, provides users with immediate feedback on their pronunciation of individual sounds, words and phrases. This real-time feedback mechanism allows learners to identify and correct errors in their pronunciation, thereby improving their intelligibility and reducing the likelihood of miscommunication. Furthermore, these tools often incorporate visual aids, such as spectrograms and articulatory animations to help learners understand the physical movements required to produce target sounds accurately.

Beyond pronunciation, AI tools also contribute to the improvement of oral fluency and conversational competence. Interactive chatbots, powered by natural language processing (NLP) algorithms, offer learners the opportunity to engage in simulated conversations on a wide range of topics. These chatbots can adapt to the learner's proficiency level, providing increasingly challenging prompts and feedback as the learner progresses. By engaging in these simulated conversations, learners can develop their ability to formulate their thoughts quickly and clearly to respond spontaneously to unexpected questions, and to negotiate meaning in real-time. It is also possible to offer various feedback using artificial intelligence, which helps students expand their communication skills. By introducing feedback to improve their spoken speech, students can practice it better.

The integration of AI-driven tools into spoken language instruction aligns seamlessly with Vygotsky's sociocultural theory of cognitive development. Vygotsky posited that learning occurs most effectively within a "zone of proximal development" (ZPD), where learners are challenged to perform tasks that are slightly beyond their current capabilities with the assistance of a more knowledgeable other (MKO). AI tools can effectively serve as MKOs, providing learners with the individualized support and guidance they need to progress through their ZPD.

For example, a learner who is struggling to master a particular grammatical structure can benefit from personalized feedback from an AI grammar checker, which provides immediate and targeted assistance with identifying and correcting errors. This scaffolding approach allows learners to gradually internalize new linguistic concepts and skills,

ultimately leading to greater autonomy and proficiency. However, the effective implementation of AI in spoken language acquisition necessitates a nuanced understanding of the multifaceted factors that influence learning outcomes. While AI tools can provide valuable support for improving pronunciation, fluency, and grammatical accuracy, they are less adept at addressing the affective and socio-cultural dimensions of language learning. As emphasized in Krashen's Input Hypothesis, comprehensible input is a necessary condition for language acquisition, but it is not sufficient on its own. Learners must also be motivated, confident and willing to take risks to actively engage in the learning process. These affective factors are often best cultivated through human interaction and a supportive learning environment.

The presence of a skilled and empathetic educator is crucial for fostering a positive learning atmosphere, providing encouragement and motivation, and creating opportunities for meaningful social interaction. Teachers can leverage AI tools to personalize instruction and provide targeted feedback, but they must also be mindful of the potential for these tools to create feelings of anxiety or inadequacy. It is essential to emphasize that AI is a tool to support learning, not a replacement for human interaction. Furthermore, teachers can play a vital role in helping learners develop critical thinking skills and in evaluating the credibility and reliability of information obtained from online sources. In the 21st century the educational process is closely related to the ability to know English. But the rational and moderate use of these technologies is required. Teachers and students should improve English using not only technology but also human thinking for the development of writing and spoken skills.

The integration of AI into language education also raises a few ethical considerations that must be addressed proactively. One prominent concern is the potential for algorithmic bias which can perpetuate existing inequalities and reinforce harmful stereotypes. AI algorithms are trained on vast datasets of text and audio data, and if these datasets reflect societal biases, the algorithms will inevitably reproduce those biases in their output. For example, speech recognition software may be less accurate in recognizing the speech of individuals from certain regional or ethnic backgrounds, thereby disadvantaging those learners.

In final analysis, artificial intelligence (AI) can be an effective tool for developing writing skills. It plays an important role in reducing grammatical errors, ensuring the fluency of the text and demonstrating an individual approach to students. However, the rational and moderate use of these technologies is required. Teachers and students should use artificial intelligence tools not only as an auxiliary program, but also as an opportunity to develop creative thinking. Through this approach, students can maintain their creative abilities and develop independent thinking skills.

REFERENCES:

1. Bradlow, A. R. (2008). Training talkers to talk learners through speech: An attempt to operationalize pronunciation instruction in second language classrooms. *Second Language Research*, 24(2), 225-256.

2. Brandt, W. C. (2022). AI-Driven Grammar Checkers as Scaffolding Tools for Language Learners. *Journal of Educational Technology*, 48(3), 112-128.
3. Dwivedi Y.K., Hughes L., Baabdullah A.M. et al. Artificial Intelligence (AI): Multidisciplinary perspectives on emerging challenges, opportunities and agenda for research, practice and policy. *International Journal of Information Management*, 2021.
4. Fryer, L. K., Nakao, K., & Thompson, A. (2017). Virtual exchange: Fostering intercultural communicative competence through online interaction. *Language Learning & Technology*, 21(1), 12-24. (Mentioned in Page 2, Page 3)
5. Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
6. Vygotsky L.S. *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press, 1978.