

## POSSIBILITIES OF PERSONALIZING LANGUAGE LEARNING WITH THE HELP OF CHATGPT AND ARTIFICIAL INTELLIGENCE

*Dilfuza Akramkhodjayeva*

*Senior Lecturer, Tashkent State University of Oriental Studies, Uzbekistan*

**Abstract:** This article analyzes the possibilities of personalizing the process of learning a foreign language using artificial intelligence, in particular, modern language models such as ChatGPT. It reveals that artificial intelligence serves as an effective tool in forming an individual approach to the language learner in accordance with his age, level of knowledge, interests and learning style. The article shows the advantages of AI-based technologies in personalized exercises, real-time feedback, interactive communication, and the development of written and oral skills. Attention is also paid to the problems that may arise when using AI tools and their solutions.

**Keywords:** digital technologies, AI, language competence, interactive teaching, language skills, educational innovations.

**Introduction:** In the context of globalization and digital transformation, learning a foreign language is becoming an integral factor not only for personal development, but also for professional success. Unlike traditional forms of education, modern technologies, in particular, tools based on artificial intelligence (AI), allow organizing the language learning process in an effective, flexible and person-oriented way. In particular, through the ChatGPT model developed by OpenAI, users have the opportunity to master the language at their own pace, in a convenient and understandable way for them.

The personalized learning approach is considered one of the advanced trends in pedagogy today. It involves organizing education in accordance with the individual needs, level of knowledge, learning style and interests of the student.

In this process, artificial intelligence tools such as ChatGPT significantly improve the quality of learning through interactive communication, real-time feedback, creating context-sensitive exercises, text analysis, and vocabulary building.

This article discusses the personalization capabilities of ChatGPT and other artificial intelligence technologies in language learning, their advantages and limitations, practical applications, and integration into the educational process.

Main part: Personalized learning is a learning system that is tailored to the needs, abilities, learning pace, and interests of each student. In this approach, the uniqueness of the student is considered a key factor. Artificial intelligence serves as a powerful tool in this process, automatically determining the student's level of knowledge based on the analysis of large amounts of data and providing appropriate tasks and recommendations.

The ChatGPT model, created by OpenAI, is distinguished by its ability to communicate live with the learner, answer questions, explain grammar, perform tasks such as writing, editing, and translating text. This model serves to personalize language learning through the following aspects:

In interactive communication, the user communicates with ChatGPT in real time in English (or another language) and strengthens speaking skills. There is an opportunity to create written or oral tasks that are tailored to the learner's level (A1–C2) and needs.

In error detection and analysis, the learner helps to reflect by checking the text written by the learner grammatically and stylistically, making corrections, and providing recommendations.

When teaching in a cultural context, ChatGPT can explain the cultural use of words and phrases using contextual examples.

With the help of artificial intelligence, the following basic language skills can be developed:

- ChatGPT provides the opportunity to practice with synonyms, antonyms, word combinations and phraseologisms to increase vocabulary.
- Each grammatical topic can be reinforced by explaining examples, creating exercises and analyzing them.
- It teaches how to write essays, e-mails, dialogues and other text types based on the topic, checks them and gives suggestions.
- Through dialogue simulation, oral expression, pronunciation and spontaneous response skills can be developed.

The advantages are that it provides a learner-centered approach, can be used 24/7, a flexible approach that suits the needs of each learner and enhances contextual learning based on dialogue.

The limitations are that artificial intelligence can still make mistakes out of context, it does not always have full pedagogical competence, the lack of emotional connection can deprive the student of motivation, and the dependence on the Internet - in the absence of technical conditions, limited access. In recent years, personalized language learning experiences through artificial intelligence-based educational applications (Duolingo, ELSA Speak, Replika, Grammarly, ChatGPT) have become widely popular in foreign countries, including the USA, South Korea, Japan, and Finland. One of the important tasks is to gradually introduce such technologies in educational institutions of Uzbekistan and train teachers in the use of artificial intelligence tools.

**In conclusion**, the widespread use of ChatGPT and artificial intelligence technologies in the language learning process is making the education system more effective and personalized. These technologies play an important role not only in developing language skills, but also in personalizing the learning process, taking into account the individual needs of students. With the help of ChatGPT, it is possible to create an interactive and dynamic learning experience for users, learners, and students, which in turn increases the effectiveness of learning.

Personalized learning, with the help of artificial intelligence analysis and support, allows you to provide individual learning plans and exercises that are appropriate for each student's level of knowledge. As a result, each stage of language learning is clearly monitored and the student has the opportunity to analyze and correct his mistakes. This, in turn, increases the student's motivation and increases his interest in learning.

However, along with the effective use of ChatGPT and other artificial intelligence technologies in the language learning process, it is necessary to take into account some of its limitations and difficulties. The ability of technology to provide a complete pedagogical approach is limited, and the role of the teacher in face-to-face communication with the student, psychological approach and motivation is still important.

#### References:

1. OpenAI (2023). Introducing ChatGPT: A new era of human-computer interaction. OpenAI Blog.

2. Abdullayeva, M., & Bekmahammadova, F. (2025). INGLIZ TILINI O'RGANISHDA SUNIY INTELLEKTDAN FOYDALANISH. Pedagogik islohotlar va ularning yechimlari, 12(01), 136-137.
3. Liu, H., & Ruan, J. (2020). Artificial Intelligence in Education: Applications and Future Directions. Springer.
4. González, M., & Vázquez, E. (2021). The Role of Artificial Intelligence in Education and Language Learning. Journal of Educational Technology & Society, 24(4), 42-55.
5. Davenport, T. H., & Ronanki, R. (2018). Artificial Intelligence for the Real World. Harvard Business Review, 96(1), 108-116.
6. Jalolov A. AI yordamida til o'rganish: Yangi imkoniyatlar. O'zbekiston ilm-fan va texnologiya jurnali, 8(1), 2022. -b. 65-73.
7. ABDUGANIYEVNA, AKRAMXODJAYEVA DILFUZA. "Effective Teaching of a Foreign Language Through a Contextual Approach." JournalNX 6.10 (2020): 180-181.
8. Saidbekova, R. R. (2022). ISSUES OF NATIONAL METHODOLOGICAL PROPERTIES IN TRANSLATIONS. Oriental renaissance: Innovative, educational, natural and social sciences, 2(3), 658-666.
9. Botirova, D. B., Abdullayeva, M. R., Khaydarov, I. Y., Khaydarova, R. N. A., & Sharofova, S. S. Social Psychological Features of the Process of Professional Stress in Pedagogical Activity. Journal Power System Technology ISSN, 1000-3673.
10. Abdullayeva, M. R. Ingliz va o 'zbek tillatirida semantik tarjima ma'nosini berish. Xorazm Ma'mun akademiyasi axborotnomasi-2/2022, 314-316.
11. Hamidov, X., & Abdullayeva, M. (2024). Alternative Versions and Functional Characteristics of Phraseologists in Uzbek. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 4(3), 51-54.