O’ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI HUZURIDAGI PEDAGOG KADRLARNI QAYTA TAYORLASH VA MALAKASINI OSHIRISH TARMOQ MARKAZI

“Filologiya va tillarni o‘qitish:ingliz tili” yo’nalishi

O’QUV-USLUBIY MAJMUA

XORIJIY TILNI O’QITISHDA SUN’IY INTELLEKT TEXNOLOGIYALARIDAN FOYDALANISH

2025

O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

OLIY TA’LIM TIZIMI KADRLARINI QAYTA TAYYORLASH VA MALAKASINI OSHIRISH INSTITUTI

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XORIJIY TILNI O’QITISHDA SUN’IY INTELLEKT TEXNOLOGIYALARIDAN FOYDALANISH

moduli bo‘yicha
“Filologiya va tillarni o‘qitish:ingliz tili” yo’nalishi va
“Tarjima nazirayasi va amaliyoti”

O‘QUV-USLUBIY MAJMUA

Toshkent – 2025

Modulning o‘quv-uslubiy majmuasi Oliy ta’lim, fan va innovatsiyalar vazirligining 2024-yil 27-dekabrdagi 485-sonli buyrug‘i bilan tasdiqlangan o‘quv dasturi va o‘quv rejasiga muvofiq ishlab chiqilgan.

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O‘quv-uslubiy majmua O‘zbekiston davlat jahon tillari universiteti kengashining qarori bilan nashrga tavsiya qilingan
(2025-yil 28-fevraldagidagi 4-sonli bayonnoma)

MUNDARIJA

I. ISHCHI DASTUR

KIRISH

Joriy yilning “Insonga e’tibor va sifatli ta’lim yili” deb belgilanishi ta’lim-tarbiya jarayonining sifati va samaradorligini aniqlash mezoni talabalarning kasbiy tayyorgarligini majmua holda nazorat qilish va baholash jarayoniga innovatsion yondashuvni taqozo etadi.

Dastur O‘zbekiston Respublikasining 2020 yil 23 sentabrda tasdiqlangan “Ta’lim to‘g‘risida”gi Qonuni, O‘zbekiston Respublikasi Prezidentining 2022 yil 28 yanvardagi “2022-2026 yillarga mo‘ljallangan Yangi O‘zbekistonning Taraqqiyot strategiyasi to‘g‘risida” PF-60-son, 2015 yil 12 iyundagi “Oliy ta’lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida” gi PF-4732-son, 2020 yil 29 oktabrdagi “Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-6097-sonli Farmonlari, shuningdek, 2020 yil 27 fevraldagi “Pedagogik ta’lim sohasini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi PQ-4623-sonli Qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 8 dekabr 2018 yilda qabul qilingan 997-sonli “Xalq ta’limi tizimida ta’lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to‘g‘risida”gi qarori, 2020 yil 15 maydagi “O‘zbekiston Respublikasida Kasbiy malakalar, bilim va ko‘nik-malarni rivojlantirish milliy tizimi faoliyatini tashkil etish choralari to‘g‘risida”gi 287-son qarorlarida belgilangan ustuvor yo‘nalishlar mazmunidan kelib chiqqan holda tuzilgan bo‘lib, u zamonaviy talablar asosida qayta tayyorlash va malaka oshirish jarayonlarining mazmunini takomillashtirish hamda oliy ta’lim muassasalari pedagog kadrlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

O‘zbekiston Respublikasi oliy ta’lim tizimini mazmunan yangilash, axborotlar globallashgan bir davrda mazkur ta’lim tizimida pedagogik faoliyat yuritayotgan pedagogik faoliyat yuritayotgan professor- o‘qituvchilar ta’lim-

tarbiya jarayonini tashkil etishni modernizatsiyalash, maqsadga muvofiq tashkil etishga zamin tayyorlaydigan o‘quv-metodik majmua, elektron darsliklar, nostandart adaptiv testlar banki, o‘quv kurslari bo‘yicha silabus yaratish orqali talabalarning bilish faoliyatini faollashtirish, ta’lim samaradorligiga erishish uchun zarur bo‘lgan metodik bilim, ko‘nikma va malakalarini rivojlantirish va yangilash, ularni davlat talablari va jahon ta’lim standartlari darajasiga ko‘tarish islohotlar davrining asosiy masalalaridan biri hisoblanadi.

Yuqoridagi vazifalarni e’tiborga olgan holda professor-o‘qituvchilar ta’lim-tarbiya jarayonida ta’lim mazmuniga bog‘liq innovatsion ta’lim texnologiyalarini tanlash, mashg‘ulotlar ishlanmasi va texnologik xaritalarni loyihalash, ularda belgilangan o‘quv maqsadlarni amalda qo‘llay olishi, talabalarning yosh, psixologik va ergonomik xususiyatlariga asosan talaba shaxsiga yo‘naltirilgan ta’limni tashkil eta olishi lozim.

Modulning maqsadi va vazifalari

Modulning maqsadi: “Xorijiy tilni o’qitishda sun’iy intellekt texnologiyalaridan foydalanish” o‘qituvchilarni sun’iy intellekt texnologiyalaridan foydalanishga o‘rgatish va xorijiy til o‘qitish jarayonini samarali tashkil qilishni maqsad qiladi. Sun’iy intellekt yordamida dars rejalarini tuzish, materiallarni moslashtirish va talabalarni individual yondashuv bilan ta’minlash imkoniyatlari yaratiladi. Modul o‘qituvchilarning interaktiv darslar tashkil etishi, yozma va og‘zaki topshiriqlarni avtomatlashtirish hamda talabalarning ko‘nikmalarini samarali baholash uchun yordam beradi. Natijada, o‘qituvchilar innovatsion yondashuvlar va zamonaviy texnologiyalar yordamida ta’lim sifatini oshiradi.

Modulning vazifalari: Ushbu modulning vazifalari OTM o‘qituvchilariga xorijiy tilni o‘qitishda sun’iy intellekt texnologiyalarini qo‘llash ko‘nikmalarini shakllantirish. Dars rejalarini tuzish, materiallarni moslashtirish va baholashda sun’iy intellekt vositalaridan samarali foydalanishni o‘rgatish. Ta’lim jarayonini interaktiv, individual va samarali qilish uchun zamonaviy

texnologiyalarni joriy etish. O‘qituvchilarni talabalar bilan ishlashda innovatsion yondashuvlardan foydalanishga tayyorlash.

Modul bo‘yicha tinglovchilarning bilim, ko‘nikma, malaka va kompetensiyalariga qo‘yiladigan talablar

Tinglovchi:

- sun’iy intellektning asosiy tushunchalari, texnologiyalari va ta’lim jarayonidagi qo‘llanilishi haqida bilimlarga ega bo‘lish;
- xorijiy tilni o‘qitishda dars rejalarini tuzish, materiallarni moslashtirish va avtomatlashtirilgan baholashni amalga oshirish uchun sun’iy intellekt vositalaridan foydalanishni o‘rganish;
- talabalar bilan interaktiv va individual ishlash uchun chat-botlar, talaffuz tekshiruvi, matnni tahlil qilish va audio-vizual resurslar yaratish kabi vositalarni qo‘llash ;
- sun’iy intellekt vositalarini xavfsiz va etika qoidalariga muvofiq qo‘llashni hamda o‘z pedagogik faoliyatida ularning samaradorligini baholashni *bilishlari kerak.*

Tinglovchi:

- sun’iy intellekt vositalari yordamida dars rejalarini tuzish, mashqlar va testlarni yaratish hamda talabalarning darajasiga moslashtirishni o‘rganish;
- chat-botlar, talaffuz tekshirish dasturlari va vizual resurslardan foydalangan holda talabalar bilan interaktiv darslarni samarali o‘tkazish ;
- avtomatlashtirilgan baholash va tahlil qilish: Talabalarning yozma va og‘zaki topshiriqlarini sun’iy intellekt yordamida tekshirish va ularning o‘zlashtirish darajasini tahlil qilishni bilish;
- sun’iy intellekt bilan ishlashda xavfsizlik va etikaga rioya qilish;
- ma’lumotlar xavfsizligi, talabalarning shaxsiy ma’lumotlarini himoya qilish va sun’iy intellektdan mas’uliyatli foydalanish *ko‘nikmalariga ega* bo’ladilar.

Tinglovchi:

- sun’iy intellekt vositalaridan foydalanib, xorijiy til darslari uchun moslashtirilgan rejalar, materiallar va mashqlarni yaratish ko‘nikmalarini egallash;
- ChatGPT, Duolingo, ELSA Speak kabi vositalar orqali talabalar bilan interaktiv va individual ishlashni tashkil etish ko‘nikmalariga ega bo‘lish;
- talabalarning grammatik, yozma va talaffuz ko‘nikmalarini sun’iy intellekt yordamida baholash va ularga aniq tavsiyalar berish imkoniyatini o‘rgish;
- sun’iy intellektni qo‘llash jarayonida ma’lumotlar xavfsizligini ta’minlash va axloqiy me’yorlarga rioya qilish *ko‘nikmalariga ega* bo‘ladilar.

Modulni tashkil etish va o‘tkazish bo‘yicha tavsiyalar

“Xorijiy tilni o’qitishda sun’iy intellekt texnologiyalaridan foydalanish” moduli ma’ruza va amaliy mashg‘ulotlar shaklida olib boriladi.

Modulni o‘qitish jarayonida ta’limning zamonaviy metodlari, pedagogik texnologiyalar va axborot-kommunikatsiya texnologiyalari qo‘llanilishi nazarda tutilgan:

- ma’ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;
- o‘tkaziladigan amaliy mashg‘ulotlarda texnik vositalardan, ekspress-so‘rovlar, test so‘rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash, kollokvium o‘tkazish, va boshqa interaktiv ta’lim usullarini qo‘llash nazarda tutiladi.
- modulni o‘qitish jarayonida ta’limning zamonaviy metodlari, pedagogik texnologiyalar va masofaviy ta’limga asoslangan raqamli texnologiyalari qo‘llanilishi nazarda tutilgan:
- video ma’ruzada zamonaviy interaktiv texnologiyalar yordamida prezentatsiya va elektron-didaktik texnologiyalardan;
- o‘tkaziladigan amaliy mashg‘ulotlarda bulutli texnologiyaga asoslangan dasturiy vositalardan, ekspress-so‘rovlar, test so‘rovlari va boshqa interaktiv ta’lim usullarini qo‘llash nazarda tutiladi.

Modulning o‘quv rejadagi boshqa modullar bilan bog‘liqligi va uzviyligi.

Modulli o‘qitish jarayonida muhim jihatlar

O‘qituvchilarni qo‘llab-quvvatlash;

- Modul davomida o‘qituvchilarga texnik yordam ko‘rsatish.
- Sun’iy intellekt vositalaridan foydalanishni bosqichma-bosqich tushuntirish.

Qayta aloqani tashkil etish;

- Har bir mashg‘ulotdan keyin o‘qituvchilarning fikrlarini yig‘ish.
- Ularning savollariga javob berish va ularga ko‘maklashish.

Xatolarni tahlil qilish;

- O‘qituvchilarning SI vositalaridan foydalanishdagi xatolarini aniqlash va ularga tushuntirish ishlari olib borish.

Kutilayotgan natijalar;

- O‘qituvchilar sun’iy intellekt vositalaridan darslarni rejalashtirish, o‘tkazish va baholash uchun foydalanishni o‘rganadilar.
- SI yordamida interaktiv va individual o‘quv jarayonini tashkil etish imkoniyatiga ega bo‘ladilar.
- Ma’lumotlar xavfsizligi va etika qoidalariga rioya qilish ko‘nikmalarini shakllantiradilar.

Modulning oliy ta’limdagi o‘rni

Modulni o‘zlashtirish orqali tinglovchilar standart va nostandart testlarni tuzishni o‘rgatish, amalda qo‘llash va baholashga doir kasbiy kompetentlikka ega bo‘ladilar. Modulni o‘zlashtirish orqali tinglovchilar kurs davomida dastlab namunaviy darslarda “til o‘rganuvchi” rolida qatnashadilar, so‘ngra o‘qituvchi sifatida tavsiya etilgan darslar va mashqlarni tahlil qilishadi, maxsus testlarni yechishadi, portfolio topshiriqlarini bajarishadi, namunaviy dars o‘tib berish orqali o‘zlarining til o‘qitish ko‘nikmalarini rivojlantirishadi. Kurs ishtirokchilaridan kasbiy malakalaridan kelib chiqqan holda chet tillarni

o‘qitishdagi dolzarb masalalarni belgilab olishlari shuningdek, guruh ahzolari bilan darsda hamkor holda ish yuritishlari, o‘zaro fikr almashishlari, interfaol usullarining samarali shakllarini tahlim sohasiga tadbiq etishga erishishlari, mavjud ish tajribalarini hamkasblari bilan o‘rtoqlashishlari, xususan, ilg‘or tajribalarni seminar-treninglar, amaliy kurslar, didaktik materiallar, metodik qo‘llanmalar ko‘rinishida ommalashtirish va ta’lim tizimida qo‘llash ko‘nikmalarini rivojlantirish ustida ish olib boradilar.

MODUL BO‘YICHA SOATLAR TAQSIMOTI

№	Modul mavzulari	Auditoriya o‘quv yuklamasi		
		Jami	Nazariy	Amaliy mashg‘ ul
1.	**Sun’iy intellekt: Asosiy tushunchalar va ta’limdagi ahamiyati**	2	2	
2.	**Talafuz qilish va tinglanishni o'rgatishda SI qo'llanish. Yozishni o‘rgatish uchun matnli neyro tarmoqlari bilan ishlash.**	2		2
3.	**Sun'yiy intellektdan foydalanish orqali o'quv materiallarini tayyorlash va joriy etish. SI foydalanishda foydali yo’l-yo’riqlar (PROMT)**	2		2
	Jami:	**6**	**2**	**4**

NAZARIY MASHG‘ULOTLAR MAZMUNI

1-MAVZU: SUN’IY INTELLEKT: ASOSIY TUSHUNCHALAR VA TA’LIMDAGI AHAMIYATI. (2 soat)

Sun’iy intellektning ta’rifi va asosiy funksiyalari. Ta’limdagi o‘zgarishlar va SI texnologiyalari roli. Chet tillarni o‘qitishda sun’iy intellektdan foydalanish imkoniyatlari. ChatGPT va boshqa chat-botlardan foydalanish orqali interaktiv suhbatlar tashkil qilish. Talaffuzni rivojlantirishda ELSA Speak kabi vositalardan foydalanish. Har bir talaba uchun o‘quv jarayonini personalizatsiya qilish usullari. Sun’iy intellekt yordamida talabalarning o‘zlashtirish darajasini tahlil qilish. Ma’lumotlar xavfsizligi va etik masalalar.

AMALIY MASHG‘ULOTLAR MAZMUNI

1-AMALIY MASHG‘ULOT. TALAFUZ QILISH VA TINGLANISHNI O'RGATISHDA SI QO'LLANISH. YOZISHNI O‘RGATISH UCHUN MATNLI NEYRO TARMOQLARI BILAN ISHLASH. (2 soat)

Talaffuzni tahlil qilish va aniqlangan xatolarni ko‘rsatib, ularni to‘g‘rilash bo‘yicha maslahat berish.

Har bir tovush va intonatsiyani maxsus tahlil qilish orqali talaffuzni mukammallashtirish. Matnni SI yordamida ovozli formatga o‘tkazing va talabalarni o‘qitilgan namunaga mos talaffuz qilishga undang. ELSA Speak orqali talabalarning talaffuzdagi xatolarini aniqlang va ularni muhokama qiling. ChatGPT yoki Claude: Yozma topshiriqlarni yaratish, masalan, esse mavzusini taklif qilish yoki tayyor matnni talabaning darajasiga moslashtirish. Matnlarni grammatik va stilistik jihatdan tahlil qilish va talabalarga fikr bildirish imkoniyatini berish. Grammarly va LanguageTool: Talabalar yozgan matnni grammatik xatolar va stilistik kamchiliklar uchun avtomatik tekshirish. To‘g‘rilash bo‘yicha maslahatlar va muhokamalarni tashkil etish.

2-AMALIY MASHG‘ULOT. Sun'yiy intellektdan foydalanish orqali o'quv materiallarini tayyorlash va joriy etish. SI foydalanishda foydali yo’l-yo’riqlar (PROMT). (2 soat)

O‘quv materiallarini sun’iy intellekt yordamida tayyorlashning asosiy tamoyillari. Sun’iy intellekt orqali o‘quv materiallarini moslashtirish va soddalashtirish. Interaktiv o‘quv materiallari yaratish uchun sun’iy intellekt imkoniyatlari. O‘quv materiallarining grammatik va leksik jihatdan to‘g‘riligini sun’iy intellekt yordamida baholash. Avtomatik tahlil va takomillashtirish uchun vositalar (Grammarly, LanguageTool).

O‘QITISH SHAKLLARI

Mazkur modul bo‘yicha quyidagi o‘qitish shakllaridan foydalaniladi:

- ma’ruzalar, amaliy mashg‘ulotlar (ma’lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);

- davra suhbatlari (ko‘rilayotgan loyiha yechimlari bo‘yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);

- bahs va munozaralar (loyihalar yechimi bo‘yicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

II. MODULNI O‘QITISHDA FOYDALANILADIGAN INTERFAOL TA’LIM METODLARI

II. MODULNI O‘QITISHDA FOYDALANILADIGAN INTERFAOL TA’LIM METODLARI

1. "Case-study" (Vaziyatli masalalar)

Tavsif:

- Talabalar yoki o‘qituvchilarga dars jarayonida sun’iy intellekt vositalarini qo‘llash bo‘yicha real hayotiy vaziyatlar taqdim etiladi.

Qo‘llanilishi:

- Masalan, talabalar darajasiga mos dars rejasi yaratish uchun ChatGPT yoki boshqa vositalardan foydalanish topshiriladi.
- Talabalar yozgan esse yoki matnlarni Grammarly orqali tahlil qilish va xatolarni muhokama qilish.

Afzalliklari:

- Amaliy ko‘nikmalarni rivojlantiradi.
- Talabalarning o‘zlashtirish darajasiga mos yondashuvni shakllantiradi.

2. "Guruhli muhokama" (Debatlar yoki kollaborativ ish)

Tavsif:

- Talabalar kichik guruhlarga bo‘linib, sun’iy intellekt vositalaridan foydalanib, birgalikda topshiriqlar bajaradi va natijalarni taqdim etadi.

Qo‘llanilishi:

- Guruhlar bir mavzu bo‘yicha dars materiali tayyorlaydi, masalan:
  - Bir guruh "Talaffuz mashqlari uchun vositalar".
  - Ikkinchi guruh "Grammatik xatolarni aniqlash".
  - Uchinchi guruh "Tinglash topshiriqlari uchun SI vositalari".
- Har bir guruh o‘z ishlari bo‘yicha taqdimot qiladi.

Afzalliklari:

- Talabalar o‘rtasida fikr almashish va birgalikda ishlashni rivojlantiradi.
- SI texnologiyalari bilan ishlashda amaliy tajriba orttiradi.

3. "Role-play" (Rolli o‘yinlar)

Tavsif:

- Talabalar sun’iy intellekt yordamida yaratilgan ssenariy bo‘yicha o‘z rollarini bajaradilar.

Qo‘llanilishi:

- ChatGPT yoki boshqa vositalar orqali diyaloglar yaratilib, talabalar o‘rtasida rollar bo‘lib beriladi.
- Masalan:
  - Talaba 1: Mehmonxona xodimi.
  - Talaba 2: Mehmon, xonani bron qilishni xohlaydi.
- ELSA Speak orqali talaffuzni rivojlantirish va mashg‘ulotni qayta tekshirish.

Afzalliklari:

- Real hayotiy vaziyatlarga mos mashqlarni bajarish imkonini beradi.
- Suhbat ko‘nikmalarini rivojlantiradi.

4. "Teskari ta’lim" (Flipped Classroom)

Tavsif:

- Talabalar yoki o‘qituvchilar darsga tayyorgarlik ko‘rishda sun’iy intellekt vositalaridan foydalanib, uyda mustaqil mashg‘ulotlarni bajaradi, so‘ngra sinfda olingan natijalarni muhokama qiladi.

Qo‘llanilishi:

- Uy vazifasi:
  - Talabalar sun’iy intellekt yordamida grammatik mashqlarni bajaradi.
  - Yoki Duolingo orqali talaffuz va leksikani rivojlantirish mashg‘ulotlarini o‘tkazadi.
- Sinfda:
  - Uyda bajarilgan ishlar muhokama qilinadi va aniqlangan xatolar tahlil qilinadi.

Afzalliklari:

- Mustaqil o‘rganish va mas’uliyatni rivojlantiradi.
- Dars vaqtida yanada chuqurroq tahlil qilishga imkon beradi.

5. "Workshop" (Amaliy seminarlar)

Tavsif:

- O‘qituvchilar sun’iy intellekt vositalaridan foydalanishni amalda o‘rganadilar va qo‘llaydilar.

Qo‘llanilishi:

- Amaliy mashg‘ulot:
  - ChatGPT yordamida dars rejasini tuzish.
  - Grammarly orqali talabalar yozuvlarini tahlil qilish.
  - DALL-E yordamida vizual materiallar yaratish.
  - Speechify yordamida matnlarni audio shaklga o‘tkazish.

Afzalliklari:

- Amaliy tajribani oshiradi.
- Dars jarayoniga innovatsion yondashuvlarni kiritadi.

Bu interfaol metodlar yordamida o‘qituvchilar sun’iy intellekt texnologiyalaridan samarali foydalanishni o‘rganadilar va o‘z darslarini yanada qiziqarli va samarali qilish imkoniyatiga ega bo‘ladilar.

“Tushunchalar tahlili” metodi

Metodning maqsadi: mazkur metod talabalar yoki qatnashchilarni mavzu buyicha tayanch tushunchalarni o‘zlashtirish darajasini aniqlash, o‘z bilimlarini mustaqil ravishda tekshirish, baholash, shuningdek, yangi mavzu buyicha dastlabki bilimlar darajasini tashhis qilish maqsadida qo‘llaniladi. Metodni amalga oshirish tartibi:

- ishtirokchilar mashg‘ulot qoidalari bilan tanishtiriladi;
- o‘quvchilarga mavzuga yoki bobga tegishli bo‘lgan so‘zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi (individual yoki guruhli tartibda);
- o‘quvchilar mazkur tushunchalar qanday ma’no anglatishi, qachon, qanday holatlarda qo‘llanilishi haqida yozma ma’lumot beradilar;
- belgilangan vaqt yakuniga yetgach o‘qituvchi berilgan tushunchalarning to‘g‘ri va to‘liq izohini o‘qib eshittiradi yoki slayd orqali namoyish etadi;

•har bir ishtirokchi berilgan to‘g‘ri javoblar bilan o‘zining shaxsiy munosabatini taqqoslaydi, farqlarini aniqlaydi va o‘z bilim darajasini tekshirib, baholaydi.

“Moduldagi tayanch tushunchalar tahlili”

Tushunchalar	**Sizningcha bu tushuncha qanday ma’noni anglatadi?**	**Qo‘shimcha ma’lumot**
Kognitsiya		
Konsept		
Konseptual tuzilma		
Kognitiv modellashtirish		

Xulosalash» (Rezyume, Veyer) metodi

Metodning maqsadi: Bu metod murakkab, ko‘ptarmoqli, mumkin qadar, muammoli xarakteridagi mavzularni o‘rganishga qaratilgan. Metodning mohiyati shundan iboratki, bunda mavzuning turli tarmoqlari bo‘yicha bir xil axborot beriladi va ayni paytda, ularning har biri alohida aspektlarda muhokama etiladi. Masalan, muammo ijobiy va salbiy tomonlari, afzallik, fazilat va kamchiliklari, foyda va zararlari bo‘yicha o‘rganiladi. Bu interfaol metod tanqidiy, tahliliy, aniq mantiqiy fikrlashni muvaffaqiyatli rivojlantirishga hamda o‘quvchilarning mustaqil g‘oyalari, fikrlarini yozma va og‘zaki shaklda tizimli bayon etish, himoya qilishga imkoniyat yaratadi. “Xulosalash” metodidan ma’ruza mashg‘ulotlarida individual va juftliklardagi ish shaklida, amaliy va seminar mashg‘ulotlarida kichik guruhlardagi ish

shaklida mavzu yuzasidan bilimlarni mustahkamlash, tahlili qilish va taqqoslash maqsadida foydalanish mumkin.

Metodni amalga oshirish tartibi:

trener-o‘qituvchi ishtirokchilarni 5-6 kishidan iborat kichik guruhlarga ajratadi;

trening maqsadi, shartlari va tartibi bilan ishtirokchilarni tanishtirgach, har bir guruhga umumiy muammoni tahlil qilinishi zarur bo‘lgan qismlari tushirilgan tarqatma materiallarni tarqatadi;

har bir guruh o‘ziga berilgan muammoni atroflicha tahlil qilib, o‘z mulohazalarini tavsiya etilayotgan sxema bo‘yicha tarqatmaga yozma bayon qiladi;

navbatdagi bosqichda barcha guruhlar o‘z taqdimotlarini o‘tkazadilar. Shundan so‘ng, trener tomonidan tahlillar umumlashtiriladi, zaruriy axborotlr bilan to‘ldiriladi va mavzu yakunlanadi.

Kognitiv tilshunoslik yo‘nalishlari					
Kognitiv semantika		**Kognitiv grammatika**		**Kognitiv stilistika**	
afzalligi	kamchiligi	afzalligi	kamchiligi	afzalligi	kamchiligi
Xulosa:					

«FSMU» metodi

Texnologiyaning maqsadi: Mazkur texnologiya ishtirokchilardagi umumiy fikrlardan xususiy xulosalar chiqarish, taqqoslash, qiyoslash orqali axborotni o‘zlashtirish, xulosalash, shuningdek, mustaqil ijodiy fikrlash ko‘nikmalarini shakllantirishga xizmat qiladi. Mazkur texnologiyadan ma’ruza

mashg‘ulotlarida, mustahkamlashda, o‘tilgan mavzuni so‘rashda, uyga vazifa berishda hamda seminar mashg‘ulot natijalarini tahlil etishda foydalanish tavsiya etiladi.

Texnologiyani amalga oshirish tartibi:

- qatnashchilarga mavzuga oid bo‘lgan yakuniy xulosa yoki g‘oya taklif etiladi;
- har bir ishtirokchiga FSMU texnologiyasining bosqichlari yozilgan qog‘ozlarni tarqatiladi:

- ishtirokchilarning munosabatlari individual yoki guruhiy tartibda taqdimot qilinadi.

FSMU tahlili qatnashchilarda kasbiy-nazariy bilimlarni amaliy mashqlar va mavjud tajribalar asosida tezroq va muvaffaqiyatli o‘zlashtirilishiga asos bo‘ladi.

Fikr: Kontsept kognitiv tuzilma hisoblanadi

Topshiriq: Mazkur fikrga nisbatan munosabatingizni FSMU orqali tahlil qiling.

Venn Diagrammasi metodi

Metodning maqsadi: Bu metod grafik tasvir orqali o‘qitishni tashkil etish shakli bo‘lib, u uchta o‘zaro kesishgan aylana tasviri orqali ifodalanadi. Mazkur metod turli tushunchalar, asoslar, tasavurlarning analiz va sintezini turli aspekt orqali ko‘rib chiqish, ularning umumiy va farqlovchi jihatlarini aniqlash, taqqoslash imkonini beradi.

II. NAZARIY MATERIALLAR

Topic 1

LECTURE: FOUNDATIONS OF APPLICATION OF ARTIFICIAL INTELLIGENCE IN TEACHING FOREIGN LANGUAGES

Lecture plan:

1. Introduction (10 minutes)

- The purpose and importance of studying AI for foreign language teachers.
- Brief discussion: what the audience already knows about AI.

2. Historical development of artificial intelligence (10 minutes)

- Main stages: from the Turing algorithm to modern neural networks.
- Al-Khwarizmi's contribution and its importance in the development of computing.
- Examples of key achievements (ELIZA, AlphaGo, GPT).

3. Basic concepts and types of AI (15 minutes)

- What is artificial intelligence?
- Types of AI: narrow, general and superintelligence.
- What are neural networks and how do they work?

4. Application of AI in teaching foreign languages (15 minutes)

- Personalization of learning.
- Automation of checking (grammar, pronunciation).
- Audio applications (ELSA Speak, Speechify).
- Interactive technologies (virtual environment, chatbots).

5. Advantages and Disadvantages of AI in Education (10 minutes)

- Advantages: personalization, automation, accessibility.
- Disadvantages: lack of empathy, dependence on technology, ethical issues.

6. Ethics and Safety in Using AI (10 minutes)

- Data Security Rules.
- Problems of transparency of AI decisions.
- The importance of human control.

7. Conclusion (10 minutes)

- Summing up: the role of the teacher in the era of AI.
- Questions and Answers.

I. The Purpose of Studying AI in Teaching Foreign Languages. Artificial intelligence (AI) has become an important tool in modern education. For foreign language teachers, it provides unique opportunities to improve the effectiveness of teaching.

The main goals are to improve the quality of lessons through personalization and automation, master modern technologies that students already use, and adapt to the requirements of the modern labor market, where AI skills are becoming mandatory.

The importance of AI in language teaching

- **Improving the learning process:** Using AI allows you to create interactive tasks and materials. Automation of homework checking (grammar, vocabulary, pronunciation).
- **Teacher support:** AI helps reduce time spent on routine tasks, allowing the teacher to focus more on the creative process. Using AI gives access to a large number of educational resources (e.g. adapted texts and exercises).
- **Meeting Student Expectations:** Students are already actively using AI for language learning (Duolingo, ChatGPT), and educators need to keep up with these technologies.

II . ***The main stages of AI development: from the Turing algorithm to modern neural networks (5 minutes)***

The origin of the idea of AI: In 1936, Alan Turing developed a theoretical model of computation (the Turing machine), laying the foundation for the development of artificial intelligence. In 1950, Turing proposed **the Turing Test** to determine whether a machine can think like a human.

The origin of the term "Artificial Intelligence": In 1956, John McCarthy first coined the term "Artificial Intelligence" at a conference in Dartmouth. This event is considered the beginning of AI research.

Development of expert systems (1960s–1980s): Development of early programs such as ELIZA (1966), which could simulate dialogue. Development of systems capable of making decisions, such as MYCIN for diagnosing diseases.

The era of machine learning and big data (2000s): Development of machine learning technologies, processing of large volumes of data. Image recognition, speech recognition and text translation became key tasks.

Modern neural networks and generative models (2010s–present): DeepMind's AlphaGo beat the world champion at Go in 2016. Development of GPT models (including ChatGPT) and DALL-E for text and image generation.

Al-Khwarizmi's Contributions and Significance in the Development of Computing. Al-Khwarizmi (783–850): *a prominent Central Asian mathematician born in Khorezm (modern-day Uzbekistan). His work on algorithms and algebra laid the foundation for the development of computing. The word "algorithm" itself comes from his name, and his work influenced the development of modern mathematics and programming. Without his contributions, the methods that underlie modern computing and neural networks would not exist.*

Key achievements in AI

1. **ELIZA (1966):** A program developed by Joseph Weizenbaum that simulated a therapist by answering users' questions. The first example of a chatbot that simulated conversation.

2. **AlphaGo (2016):** A program from DeepMind that beat the world champion at the strategy game Go, a feat previously thought impossible due to the game's complexity. A demonstration of the power of deep learning and neural networks.

3. GPT and ChatGPT (2018–2023): Developing language models that can generate text, translate, explain, and assist in learning. An example of the use of generative AI in education, content creation, and communication.

III . What is artificial intelligence?

Artificial intelligence (AI) is a field of computer science that focuses on creating systems that can mimic human intelligence. This includes learning (the ability to adapt based on data), reasoning (making decisions), and self-learning (improving their algorithms based on experience).

Comparison with the evolution of the Internet: Web 1.0, 2.0 and 3.0 *To explain AI, let's start with the development of the Internet, which is already clear to most:*

1. **Web 1.0 (1990s): "Static Internet"**

- The Internet in its early days: sites were simple, read-only (e.g. news portals).
- Users received information but were unable to interact with the content.

2. **Web 2.0 (2000s): "Interactive Internet"**

- Platforms have emerged where users create and share content (social networks, blogs, forums).
- Examples: Facebook, YouTube, Wikipedia.

3. **Web 3.0 (present): "Smart Internet"**

- The Internet has become smart: data is analyzed and adapted to each user.
- Artificial intelligence is a key technology of Web 3.0. It allows:
  - Recommend videos on YouTube.
  - Offer products in online stores.
  - Create texts like ChatGPT does.

A simple analogy: If Web 2.0 gave people the ability to interact, Web 3.0 and AI create a “personal assistant” for them that understands their needs and helps them solve problems.

Artificial Intelligence: A Concept for Teachers. AI is a technology that makes machines “smart”. It learns from large amounts of data and helps solve problems that previously required human intervention.

Examples from the lives of teachers:

- **Do you check assignments manually?** Grammarly does it in seconds.
- **Are you creating texts for lessons?** ChatGPT can generate material on request.
- **Looking for an interesting video for a lesson?** YouTube already selects it for you based on your preferences.

The main difference between AI and conventional technologies

- **Programs:** work strictly according to given instructions (for example, a calculator).
- **Artificial intelligence:** learns and adapts based on data (for example, Duolingo adjusts lessons to the student's level).

A simple metaphor to explain AI

AI is like a "smart assistant". Imagine you have a student who quickly learns from mistakes and offers better solutions. It does not replace the teacher, but helps, making the routine faster and easier.

AI is not something complicated or distant. It is an assistant that is already actively used in our lives. If you use Google Translate, YouTube, Duolingo or Grammarly, you are already interacting with artificial intelligence. The task of the teacher is to learn to use these technologies more consciously to improve the learning process.

Types of AI: Narrow, General, and Superintelligence

1. **Narrow AI:**
   - Specialized systems that perform one task.
   - Examples: text translation, disease diagnostics, chess programs.
   - This is the level of AI we use today.
2. **General AI:**
   - A hypothetical system that can perform any intellectual task as well as a human.
   - It is still in the research stage.
3. **Super Intelligence (Super AI):**
   - A level of intelligence superior to that of humans.
   - A theoretical concept that has not yet been implemented.

What are neural networks and how do they work? Neural networks are mathematical models inspired by the structure and functions of the human brain.

The main components of the neural network:

1. **Input layer:** Accepts data (eg image, text).
2. **Hidden layers:** analyze data using mathematical functions.
3. **Output layer:** provides the output (e.g. text translation, object recognition).

How do neural networks work?

- Neural networks are trained on large amounts of data.
  - They look for patterns and regularities in data to predict or classify information. For example, facial recognition (Facebook, smartphone cameras) or text and image generation (ChatGPT, DALL-E).

Artificial intelligence is a tool that can support the teaching of foreign languages. Narrow AI, such as text neural networks, is already actively used. Understanding the principles of neural networks will help to better use them in the educational process.

IV . Using Artificial Intelligence for University Teachers in Teaching Foreign Languages

Using AI in preparing for classes. *AI greatly simplifies lesson preparation, allowing you to automate routine tasks and focus on the creative and pedagogical components of the work. Foreign language teachers can use AI to create high-quality teaching materials adapted to the level and needs of students.*

Lesson planning. How AI helps:

- Services like ChatGPT or Claude can generate detailed lesson plans tailored to students' levels (e.g. A1, B2).
- AI helps create a lesson structure that includes an introduction, grammar exercises, listening tasks, writing tasks, and a summary.

Example:

- **Request:** "Create a lesson plan on the topic 'Travel' for level B1, including exercises on speaking, grammar and writing".
- **Result:** A ready-made detailed plan with a clear breakdown into stages that the teacher can use immediately.

Advantages:

- Save time on preparing lessons.
- Ability to quickly adapt to the topic or specific needs of the group.

Preparation of teaching materials

Creating texts and dialogues:

- AI helps create adapted texts and dialogues on given topics, for example, "Dialogue in a restaurant" or "Conversation at customs".
- Examples of tools:
  - **ChatGPT** - for text generation.
  - **DALL-E** - for creating illustrations.

Exercise development:

• Generate tasks on grammar, vocabulary, word formation or questions on text comprehension.

• **Example of the task:** “Create 10 sentences with gaps to practice the Present Perfect”.

Advantages:

• Quickly create a variety of materials for different levels of students.

• Ability to add visual context through image generation.

Creation of multimedia materials

AI enables teachers to develop audio and video materials for lessons:

• **Audio:** The Speechify app converts text into audio, which is useful for creating listening tasks.

• **Visual materials:** DALL-E can be used to create illustrations and images for lessons.

Advantages:

• Variety of training formats.

• The ability to work with multimedia content even without special technical skills.

Using AI during classes

AI can be actively used in the classroom to provide interactive learning, help adapt material, and engage students in the learning process.

Interaction with students

Explanation of the material:

• ChatGPT can instantly explain grammar rules or translate complex text.

• **Example request:** “Explain how to use the modal verbs ‘must’ and ‘should’ for level B2”.

Creating additional exercises:

• Additional tasks can be quickly generated in real time.

• **Example:** “Create 5 questions to practice speaking on the topic ‘Travel’ ”.

Adaptation of materials in the lesson

Adaptation to the level of students:

• If a group is learning the material faster or slower, the AI can instantly adapt the tasks.

• **Example:** “Create 5 additional questions to discuss the text at C1 level”.

Working with texts:

• Students can analyze AI-generated texts to improve their reading and comprehension skills.

2.3. Interactive technologies

Conversational practice:

• Chatbots like ChatGPT can be used to simulate conversations.

• **Example:** “Make a dialogue on the topic ‘Booking a hotel room’ ”.

Working with pronunciation:

• Apps like ELSA Speak help students practice accent, intonation and fluency.

Feedback and evaluation

Automatic check:

• Tools like Grammarly and LanguageTool can quickly find errors and suggest corrections.

• **Advantage:** Fast checking of written work.

Progress Analysis:

• AI can track which topics are difficult for students and offer additional exercises.

Benefits of Using AI for Foreign Language Teachers

1. **Save time:** AI takes over routine tasks.

2. **Personalization:** Adapting materials to meet the individual needs of students.

3. **Interactivity:** Makes lessons more fun and engaging.

4. **Accessibility:** Quickly create materials for any topic and level.

AI does not replace the teacher, but becomes his irreplaceable assistant, allowing to focus on creative and pedagogical aspects of the work. This makes the learning process more effective and modern.

IV. Advantages and Disadvantages of AI in Education (10 minutes)

1. Benefits of using AI in education Personalization of learning. *AI can adapt learning to the individual needs of students. This allows each student to move at their own pace. For example, Duolingo suggests assignments based on the student’s progress and mistakes, and ChatGPT helps explain complex topics in an accessible language. This helps improve the effectiveness of learning by focusing on the student’s weaknesses.*

Automation of processes. AI frees teachers from routine tasks, such as checking tests, creating exercises and curricula. For example, Grammarly automatically checks written works, and LanguageTool finds grammatical and stylistic errors in texts. As a result, teachers have more time for creative and methodological work.

Accessibility of education. AI makes learning accessible to more people, including those with disabilities or access to educational resources. For example, Speechify converts text to audio for visually impaired students, and online courses using AI are available anywhere in the world. Education is becoming inclusive and accessible to different categories of students.

Disadvantages of using AI in education.

Lack of empathy. Machines cannot understand students' emotions and adapt their work to their state. For example, AI cannot notice that a student is upset or tired, and a teacher can motivate and support, which AI cannot do. AI can be an effective tool, but it does not replace live communication with a teacher.

Dependence on technology. The use of AI makes the educational process dependent on technology and stable internet access. For example, connection problems can lead to disruptions in the learning process, and teachers and students can lose traditional learning skills. As a result, many processes become inaccessible without technology, which can be a problem in remote or less developed regions.

Ethical issues. The use of AI raises questions about data protection and copyright. For example, collecting student data for analysis may violate privacy, and the generation of texts and content may raise authorship disputes. As a **result,** clear rules for the use of AI are needed to avoid ethical issues. AI offers great potential for improving the educational process, including personalization, automation, and increased accessibility. However, to use it effectively, its limitations must be taken into account: lack of empathy, technological dependence, and possible ethical issues. Educators should use AI as a tool that complements, but does not replace, their role in teaching.

V. Ethics and Safety in the Use of **AI**

Safe Data Use Guidelines: *AI often uses student and teacher data to analyze and improve learning. However, this raises privacy concerns. For example, language learning apps (Duolingo, ELSA Speak) collect data on students' progress and results.*

Recommendations for safe use of data:

- **Transparency:** Inform students what data is collected and for what purpose.
- **Data minimization:** Use only the data that is actually needed for the AI to work.
- **Compliance with laws:** Adhere to privacy regulations such as the GDPR (General Data Protection Regulation) or local data protection laws.

Example for educators: Using AI tools like ChatGPT or Grammarly, avoid sharing personal information with students and explain to students how their data is used in educational applications.

Many AI models, especially neural networks, operate as a 'black box'. This means that their internal processes and the reasons behind certain decisions are difficult to understand. For example, a program may recommend a certain course material, but the teacher does not know why it was chosen. **How to solve this problem?** Use AI tools that provide explanations for their decisions. For example, systems with "explainable AI" can provide reasons for why a particular solution was chosen. Always double-check the AI's recommendations and do not rely solely on its conclusions.

Recommendation for teachers:

- Compare AI results with your professional knowledge.
- Take a critical look at automatically generated assignments to ensure they meet your learning goals.

It is very important to maintain teacher control. *AI is a tool, not a replacement for a teacher. Only a human can take into account the emotional state of students, motivate and inspire them, and evaluate their work based on individual characteristics. Without human participation, AI can generate tasks or texts with inaccuracies. There is a risk of relying on AI without critical analysis, which can affect the quality of education.*

Use AI as a tool to help save time, but make the final decision yourself and continually educate yourself and your students on how to interact with AI properly to avoid mistakes. **Are Ethics and Safety Important?**

The use of AI in education should be transparent, safe and under the control of the teacher. This will not only protect the data and rights of students, but also ensure the high quality of the educational process. The teacher, while maintaining a leading role, will be able to use AI as a reliable assistant to achieve better learning results.

Questions for the audience:

- What do you know about the use of AI in teaching?
- Do you use AI or other technologies in your practice?
- What benefits and challenges do you think it can bring to learning?

III. AMALIY MAShG‘ULOTLAR

PRACTICAL LESSON 1:

APPLICATION OF AI IN TEACHING PRONUNCIATION AND LISTENING. WORKING WITH TEXT NEURAL NETWORKS TO DEVELOP WRITING SKILLS

Topic: ***Audio applications and text neural networks for developing listening and pronunciation skills.***

Practical lesson plan (90 minutes):

1. Introduction (10 minutes)

- Introduction to audio applications: ELSA Speak, Speechify.
- An example of AI at work in pronunciation recognition and correction.

2. Practice with audio applications (40 minutes)

- Task 1: Using ELSA Speak to practice pronunciation.
  - Example: "Say a dialogue on the topic 'In a cafe'."
- Task 2: working with Speechify.
  - Example: Convert text to audio and train speech perception.

3. Listening Analysis Using AI (20 minutes)

- Example: listening to text with automatic question generation via ChatGPT.
- Task: formulate questions and tasks based on the audio material.

4. Discussion and conclusions (20 minutes)

- What are the advantages and limitations of AI in developing listening and pronunciation?

Topic: ***Using AI for text development, editing and checking of written assignments.***

Practical lesson plan (90 minutes):

1. Introduction (10 minutes)

- What is Prompt and Prompt Engineering?
- Prompt levels: easy, intermediate, advanced.

2. Practice with text neural networks (50 minutes)

- Task 1: creating text.

- Simple: “Write a letter to a friend in English”.
- Medium: “Compose a text for level B1 with 5 grammatical errors that students must correct”.
- Advanced: “Create a text on the topic 'Future Technologies' and add questions to analyze the text”.

- Task 2: Editing text.
  - Preparation of text with errors.
  - Edit grammar and style with ChatGPT or Gemini.
- Task 3: text analysis.
  - Identifying key ideas of text using neural networks.

3. Group work (20 minutes)

- Division into groups:
  - One group makes up text assignments.
  - The second group tests the neural network for editing.
  - The third group analyzes the results and suggests improvements.

4. Discussion and conclusions (10 minutes)

- Which tasks were the most effective?
- Which prompt level gave the best results?

Homework:

1. Develop 3 different prompts for a foreign language lesson (basic, intermediate, advanced).

2. Assess how effectively AI copes with writing or editing texts.

PRACTICAL LESSON 2:

IMPLEMENTATION AND ADAPTATION OF TRAINING MATERIALS USING ARTIFICIAL INTELLIGENCE. KEY CHARACTERISTICS OF PROPERTY HINTS

Task 1: Creating a Lesson Plan Using AI

Instructions:

1. Open a text AI (ChatGPT, Claude, or similar tool).
2. Make a lesson plan on the chosen topic.

Prompts for creating a lesson plan:

- **Easy level:**
  - "Make a lesson plan on the topic 'My Family' for level A1".
- **Intermediate level:**
  - "Create a lesson plan on the topic 'Travelling' for level B1. Include listening exercises, grammar exercises and a writing task".
- **Advanced level:**
  - "Develop a detailed lesson plan on 'Environmental Issues' for level C1, divided into an introduction, discussion, vocabulary exercises and a written essay".

Expected result:

- A lesson plan with a clear structure: goals, stages, tasks.

Task 2: Creating a test using AI

Instructions:

1. Use text AI to create a test on a specific topic.
2. Make sure the test includes a variety of question formats (multiple-choice questions, open-ended questions, matching questions).

Prompts for creating a test:

- **Easy level:**
  - "Create a 5-question test on 'Present Simple' for level A1".
- **Intermediate level:**
  - "Create a test on the topic 'Travel' for level B1. Add tasks on grammar, vocabulary and listening".

- **Advanced level:**
  - "Develop a test on the topic 'Modern Technologies' for level C1, including open-ended questions, text analysis tasks and essays".

Expected result:

- A ready-made test with tasks adapted to the specified level.

Task 2: Creating educational materials with multimedia elements

1. Using DALL-E or Canva:
   - Create visual content (such as an image or infographic) on your chosen topic.
   - Example: "Make an image that reflects the theme 'Trip to the Beach' ".
2. Using Speechify or another program:
   - Convert the text from the previous task into audio format to practice listening skills.

Expected result:

- An illustration or infographic that can be used as a visual aid.
- Audio recording of text for listening training.

Task 3: Adaptation of educational material

Instructions:

1. Find or take a ready-made text in a foreign language (for example, a news article).
2. Use AI to adapt text to different levels of students.

Prompts for text adaptation:

- "Shorten the text and adapt it to level A2".
- "Create a text on the topic 'Travel' with simple vocabulary for level B1".
- "Add comprehension questions and grammar tasks to the text for level C1".

Expected result:

- Adapted text for a specific level.

Task 1: Adapting the text to the students' level

1. Select a text in a foreign language (for example, a news article).
2. Using ChatGPT or a similar tool:
   - Rewrite the text for level A2 (with simple words and short sentences).
   - Create questions to understand the text (5 questions).

- Develop 3 grammar exercises based on the text.

Example request:

• "Rewrite the text about travel for level A2, add 5 comprehension questions and come up with 3 grammar exercises".

Expected result:

• Simplified text, questions and grammar exercises.

Task 4: Generating Dialogues and Exercises

Instructions:

1. Use AI to create dialogues and additional tasks on grammar and vocabulary.
2. Check how accurate and understandable the generated materials are.

Prompts for dialogues and exercises:

• "Write a dialogue on the topic 'In a restaurant' for level A2".

• "Make a word formation exercise with 10 sentences for level B1".

• "Create a dialogue on the topic 'Problems of Ecology' with tasks for discussion for level C1".

Expected result:

• Dialogue and exercises ready for use in the classroom.

Task 5: Analyzing the results and adjusting the prompts

Instructions:

1. Analyze how well the generated materials meet your expectations.
2. If the materials are inaccurate or incomplete, try correcting the request (prompt).

Prompts for adjustment:

• "Refine the lesson plan by adding a listening section".

• "Change the test to include more open-ended questions".

• "Complete the dialogue with grammar tasks".

Expected result:

• Corrected and improved materials based on analysis.

Task 3: Working with suggested properties (prompts)

1. Write three queries (prompts) of different levels of complexity:
   - Simple: "Create 5 sentences to practice Past Simple".

- Intermediate: “Create a dialogue on the topic ‘In a restaurant’ for level B1”.
- Advanced: “Create a lesson plan for level C1 on the topic ‘Environmental Issues’, including speaking, writing and grammar exercises”.

2. Perform these queries using text AI (ChatGPT or Claude).
3. Analyze the result:
   - How accurate and useful was the answer?
   - What improvements can be made to the query?

Expected result:

- Three sets of materials created for different levels of prompts.
- Analysis of query performance.

Reflection after completing the task:

1. Which queries (prompts) were the most effective?
2. What could be improved in the formulation of queries?
3. What AI capabilities have proven most useful for your practice?

Homework:

1. Using AI, develop a lesson plan, test and exercises on one topic (of your choice).
2. Test the materials you create with a group of students.
3. Write a short report about your experience using AI:
   - What went well?
   - What difficulties arose?
   - What can be improved?

Task 4: Interactive task in the lesson

1. Design an AI-based task for students:
   - Students are required to interact with a chatbot (e.g. ChatGPT) to practice speaking.
   - Example: “Ask students to ask questions about landmarks in Paris and then write a text about the information they received”.
2. Run a mini-simulation:
   - As students, ask the chatbot questions.
   - Discuss how students can better interact with AI.

Expected result:

- An assignment that can be immediately used in educational practice.
- Discussion of possible difficulties and solutions.

Key points to discuss after completing the tasks:

1. How to formulate queries correctly to obtain the desired results?
2. What tasks are best automated with AI?
3. What risks and limitations should be considered when using AI in education?

Homework:

1. Create a complete lesson plan using AI, including:
   - Text tasks (text simplification, exercises).
   - Visual materials.
   - Audio tasks.
2. Prepare an analysis:
   - How has AI helped simplify the preparation process?
   - What aspects of a lesson are best left under the teacher's control?

These tasks will help teachers master AI tools and integrate them into their professional activities, making the process of preparing and delivering lessons more efficient and modern.

These tasks will help teachers master working with AI, use it effectively to prepare materials and adapt the educational process to the needs of students.

V. GLOSSARIY

A

- **Algorithm:** A set of steps or instructions that a computer follows to solve a specific task.
- **Artificial Intelligence (AI):** The field of computer science focused on creating systems capable of performing tasks that require human intelligence.
- **Automated Learning:** The process by which AI systems improve their performance through experience without explicit programming.

B

- **Big Data:** Massive amounts of structured and unstructured data that are too large to process using traditional methods.
- **Bot:** A software application that performs automated tasks, often interacting with users (e.g., chatbots).

C

- **Chatbot:** An AI-driven program designed to simulate conversation with users in text or speech formats.
- **Classification:** An AI task where items are categorized into predefined classes or groups.
- **Computer Vision:** A field of AI focused on enabling machines to interpret and process visual information from the world.

D

- **Dataset:** A collection of data used to train and evaluate AI models.
- **Deep Learning:** A subset of machine learning that uses multi-layered neural networks to analyze and process data.

E

- **Ethics in AI:** Principles and guidelines to ensure the responsible development and use of AI technologies.

F

- **Feature Engineering:** The process of selecting and transforming raw data into a format suitable for AI models.

G

- **Generative AI:** A type of AI that can create new content such as text, images, and music (e.g., ChatGPT, DALL-E).

H

- **Hyperparameter:** Configurable parameters in AI models that influence their performance and training process.

I

- **Inference:** The process of making predictions or decisions based on an AI model.
- **Interpretability:** The ability to understand and explain how an AI system makes decisions.

L

- **Labeling:** The process of tagging data with meaningful identifiers, often used in supervised learning.
- **Language Model:** A model trained to understand and generate human language (e.g., GPT, BERT).

M

- **Machine Learning (ML):** A subset of AI where models learn patterns from data to make decisions or predictions.
- **Model:** A mathematical structure trained on data to perform specific AI tasks.

N

- **Natural Language Processing (NLP):** A branch of AI focused on enabling machines to understand, interpret, and generate human language.
- **Neural Network:** A mathematical model inspired by the structure of the human brain, used for pattern recognition and prediction.

P

- **Prompt:** A text or command used to guide an AI system to perform a task or generate output.
- **Prompt Engineering:** The art of crafting effective prompts to maximize the quality of results from AI models.

R

- **Reinforcement Learning:** A type of machine learning where models learn to make decisions by receiving rewards or penalties.
- **Recommendation System:** AI-based systems that suggest items or content based on user preferences (e.g., Netflix, Amazon).

S

- **Supervised Learning:** A type of machine learning where the model is trained on labeled data with known outcomes.
- **Synthetic Data:** Artificially generated data used to train AI models.

T

- **Training:** The process of teaching an AI model by providing it with data to learn patterns and relationships.
- **Transfer Learning:** A technique where a model trained on one task is adapted for a different but related task.

U

- **Unsupervised Learning:** A type of machine learning where the model learns patterns and structures from unlabeled data.

V

- **Virtual Assistant:** AI-powered software that assists users with tasks through voice or text interaction (e.g., Alexa, Siri).

X

- **Explainable AI (XAI):** AI systems that provide insights into how decisions are made to enhance transparency.

Y

- **Yield Optimization:** The use of AI to improve efficiency and maximize results in a system or process.

Z

- **Zero-shot Learning:** A method where AI models generalize knowledge to perform tasks without direct training on specific data.

NAZARIY SAVOLLAR

Control questions

1. What is a key feature of effective AI prompts?
2. How can effective AI prompts improve the quality of responses?
3. Which of the following statements about effective AI prompts is true?
4. What is the primary characteristic of Web 1.0?
5. Which of the following best illustrates the concept of a 'read-only' web?
6. Based on the reading, what is a common misconception about Web 1.0?
7. How does Web 2.0 differ from Web 1.0 in terms of user interaction?
8. What does the term 'dynamic content' refer to in the context of Web 2.0?
9. Reflecting on your own experiences, how has Web 2.0 changed the way you learn?
10. Which statement best describes the role of users in Web 2.0?
11. What is an AI prompt?
12. Which type of prompts can some large language models support?
13. What is the role of an AI prompt engineer?
14. Why is it important for AI systems to depend on human input?
15. Which of the following statements about effective AI prompts is true?
16. How does providing context in a prompt enhance AI responses?
17. Which component is essential for creating a good AI prompt?
18. What is the specific task referred to in a prompt?
19. How can the output format in a prompt affect the AI's response?
20. What can be inferred about the relationship between prompt specificity and output quality?
21. Which of the following best describes 'embodied' AI?
22. Which of the following is NOT a type of AI software mentioned in the reading?
23. Which digital assistant is developed by Google?
24. What is a common misconception about AI in healthcare?
25. How does AI enhance personalized care in healthcare?
26. What is a key benefit of using AI algorithms in finance?
27. In what way do AI-driven chatbots benefit banks and insurance companies?
28. Based on the advancements in AI, what can be inferred about its future role in education?
29. What is the primary function of automated feedback systems in education?
30. How does AI use natural language processing in education?
31. What is the primary function of neural networks in AI?
32. How does AI typically enhance daily life?
33. Which of the following best illustrates the concept of 'strong AI'?
34. What does the term 'machine learning' refer to in AI?
35. What does the term 'machine learning' refer to in the context of AI?
36. Based on the advancements in AI, what can we infer about its future impact on daily life?
37. Which of the following best describes neural networks?
38. What is a key feature of neural networks that allows them to process language?
39. How does the concept of 'strong AI' differ from current AI systems?

40. What is a common misconception about current AI systems?
41. What is one of the main purposes of using AI in foreign language teaching?
42. How does AI support teachers in language teaching?
43. Why is it important for teachers to integrate AI into language learning?
44. Who is considered the founder of the theoretical model of computation?
45. What was the purpose of the Turing Test?
46. When was the term "Artificial Intelligence" first introduced?
47. What was ELIZA?
48. What technological advancement was key in the 2000s for AI?
49. What was a major AI breakthrough in 2016?
50. What are GPT models used for?
51. What is Al-Khwarizmi best known for in computing history?
52. What was the significance of ELIZA (1966)?
53. How did AlphaGo (2016) demonstrate the power of AI?
54. What is the main characteristic of Artificial Intelligence?
55. What is a key feature of Web 3.0?
56. How does AI assist teachers in their work?
57. What is the key difference between AI and traditional programs?
58. What is an example of Narrow AI?
59. What are the key components of a neural network?
60. What is the primary function of hidden layers in a neural network?
61. How does AI help in lesson planning?
62. What AI tool can be used to create illustrations for teaching materials?
63. How can AI assist in developing teaching exercises?
64. What is an advantage of using AI in preparing multimedia materials?
65. How can AI be used interactively during a lesson?
66. How can AI improve conversational practice in language learning?
67. What is a major benefit of using AI for feedback and evaluation?
68. What is a disadvantage of using AI in education?
69. Why is technological dependence a concern in AI-based education?
70. What ethical issue arises from using AI in education?
71. What is a key recommendation for safely using student data with AI tools?
72. What does "data minimization" mean in the context of AI in education?
73. What is a potential issue with AI systems that operate as a ‘black box’?
74. How can teachers address the issue of ‘black box’ AI?
75. What is the teacher's role when using AI in education?
76. What is the primary function of an algorithm?
77. What is Artificial Intelligence (AI)?
78. What is big data?
79. What is a chatbot?
80. What does the process of "classification" in AI involve?
81. What is computer vision in AI?
82. What does "training" an AI model involve?
83. What is the purpose of feature engineering in AI?

84. What is supervised learning?
85. What is explainable AI (XAI)?
86. Which AI technology helps machines understand, interpret, and generate human language?
87. Which tool can help teachers generate lesson plans, quizzes, and reading materials using AI?
88. What is the primary function of Generative AI in education?
89. Which AI-powered tool can be used to create custom images for visual aids in lessons?
90. Which adaptive learning platform provides personalized content based on a student's progress?
91. Which AI tool can be used to adjust difficulty levels in real-time based on student performance?
92. What is the function of speech recognition in education?
93. Which AI tool converts text into lifelike speech?
94. What can computer vision in AI be used for in education?
95. Which AI-powered tool helps create interactive visual content and designs for lessons?
96. What is the role of chatbots and virtual assistants in education?
97. Which AI tool can simulate conversational practice for language learners?
98. What type of data do learning analytics tools analyze to improve educational content?
99. Which AI tool visualizes learning analytics data for educators?
100. What is the main purpose of gamification and AI-driven games in education?
101. Which AI-powered tool can be used to create interactive quizzes and games for learning?
102. Which tool automatically grades assignments and provides feedback?
103. What type of AI tool is used for checking plagiarism and providing feedback on assignments?
104. Which AI tool is used to create virtual field trips for education?
105. Which VR tool provides language learning experiences in virtual reality?

VII. ADABIYOTLAR RO‘YXATI

ADABIYOTLAR RO‘YXATI

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