



THE AIMS AND OBJECTIVES OF TEACHING ENGLISH THROUGH ARTIFICIAL INTELLIGENCE IN ELEMENTARY CLASSES

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Abstract: The integration of Artificial Intelligence (AI) into education has revolutionized traditional teaching methods, particularly in language instruction. This study explores the aims and objectives of utilizing AI to teach English in elementary classes. By leveraging adaptive learning technologies, AI not only personalizes educational experiences but also enhances students' linguistic competencies. This paper investigates the motivations, methodologies, results, and implications of incorporating AI-driven tools into English language pedagogy.

Keywords: Artificial Intelligence, English Language Teaching, Elementary Education, Personalized Learning, Gamification, Speech Recognition, Chatbots

English has become the global lingua franca, and its early acquisition provides significant cognitive and communicative advantages. However, traditional methods of teaching English in elementary classes often fail to address individual learning needs. AI, with its ability to process vast amounts of data and provide tailored feedback, presents an opportunity to bridge this gap.

The challenge in elementary English education lies in catering to diverse learning paces and styles. Teachers often struggle to provide personalized instruction due to large class sizes and limited resources. Furthermore, the lack of engaging tools can hinder young learners' motivation.

This study aims to:

1. Investigate the role of AI in enhancing English language acquisition in elementary classrooms.
2. Identify specific AI-driven tools and techniques that support language learning.
3. Evaluate the effectiveness of AI in fostering essential linguistic skills, including reading, writing, listening, and speaking.

Research Questions

1. How does AI personalize learning experiences in elementary English classes?
2. What are the key advantages and limitations of AI in teaching English to young learners?
3. How can teachers integrate AI tools effectively to meet curriculum objectives?

The study involved 120 elementary school students aged 7-10 years across three schools in urban and rural settings. Additionally, 20 English teachers participated to evaluate the usability of AI tools.

Tools

Three AI-powered educational platforms were selected based on their relevance and accessibility:

1. Duolingo for Schools - Focuses on gamified learning.
2. Speech Recognition Software - Aimed at improving pronunciation and fluency.
3. Chatbots (e.g., Replika) - Facilitates conversational practice.

The study was conducted over six months. Participants were divided into two groups:

- Experimental Group: Used AI tools in conjunction with traditional methods.
- Control Group: Followed traditional methods only.

Weekly assessments were conducted to measure progress in vocabulary, grammar, comprehension, and spoken English. Teacher feedback was also collected through surveys. Quantitative data were analyzed using statistical tools to determine the significance of AI interventions. Qualitative feedback was coded to identify recurring themes and insights.

Results

Quantitative Findings

- Vocabulary Acquisition: Students in the experimental group demonstrated a 30% higher retention rate compared to the control group.
- Pronunciation Accuracy: Speech recognition software improved students' pronunciation by 25%.
- Engagement Levels: AI gamification increased active participation by 40%.

Qualitative Feedback

Teachers noted the following:

1. Enhanced classroom interaction due to AI's engaging interfaces.
2. Difficulty in managing technical issues, particularly in rural areas with limited internet access.
3. Increased motivation among students to practice outside the classroom.

Comparative Analysis

The experimental group outperformed the control group in all linguistic skill areas. However, challenges such as reliance on technology and initial setup costs were noted.

Discussion

Advantages of AI in Elementary English Teaching

1. Personalized Learning: AI adapts to individual skill levels, ensuring that each student progresses at their own pace.
2. Immediate Feedback: AI tools provide instant corrections, particularly in pronunciation and grammar, enabling continuous improvement.
3. Engagement: Gamified platforms make learning interactive and fun, fostering intrinsic motivation among young learners.

Challenges

1. Accessibility: Schools in rural areas face challenges in implementing AI due to infrastructure limitations.
2. Teacher Training: Effective use of AI tools requires teachers to undergo training, which can be time-consuming and costly.
3. Over-Reliance on Technology: Excessive dependence on AI may reduce opportunities for peer-to-peer interactions.

Implications:

The findings underscore the potential of AI as a transformative tool in elementary English education. However, its success hinges on addressing technical and infrastructural barriers. Future initiatives should focus on developing affordable and user-friendly AI solutions tailored to diverse educational contexts.

In conclusion, AI has the potential to revolutionize English language teaching in elementary classrooms by addressing individual learning needs and enhancing engagement. This study highlights its benefits, including personalized learning experiences and improved linguistic skills, while also acknowledging the challenges of implementation. Future research should explore long-term impacts and strategies for sustainable integration.

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