

**ARTIFICIAL INTELLIGENCE REVOLUTION IN FOREIGN LANGUAGE  
TEACHING AND JOURNALISM***Yunusova Nodira Komiljonovna**Associate Professor, Department of Human Rights and Media,  
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**Abstract:** This article analyzes the role and potential of artificial intelligence (AI) technologies in foreign language teaching and journalism. AI-based applications, especially language learning platforms, translation tools, and text analyzers, are playing an important role in individualizing and increasing the efficiency of the educational process. In the field of journalism, AI is bringing revolutionary changes in processes such as automatic analysis of news, fact-checking, content creation, and adaptation to the target audience. The article also discusses the problems, ethical issues, and future prospects associated with these technologies.

**Keywords:** Journalism, educational technologies, AI tools, digital media, automated content, language learning, algorithmic journalism.

**Introduction:** In this era of rapid development of digital technologies, artificial intelligence (AI) is deeply penetrating almost all aspects of human life. Artificial intelligence technologies are bringing about revolutionary changes in the fields of science, industry, medicine, economics, as well as education and the media. In particular, in socio-informational areas such as foreign language teaching and journalism, the widespread use of AI tools is not only increasing work efficiency, but also prompting a fundamental rethinking of the traditional methodology of these areas.

In foreign language learning, advanced AI tools such as ChatGPT, Duolingo Max, Grammarly, DeepL have enabled individualized language learning, real-time analysis and practice. This is changing not the teacher's task, but his role: an interactive, personalized learning model centered on the learner is being formed.

The field of journalism has reached a new level with the use of AI tools for information search, news creation, fact-checking, and even article writing. Algorithmic journalism, automated content production, and audience analysis using artificial intelligence are accelerating media activities and increasing their efficiency. At the same time, ethical issues, the risk of disinformation, and the possibility of AI replacing human labor have also become topical topics of discussion.

This article provides an in-depth analysis of the use of artificial intelligence in foreign language teaching and journalism, the innovations and problems it brings, as well as the social, ethical, and methodological implications associated with these technologies. The article also attempts to shed light on the future development prospects of these two areas by examining current trends.

**Main part:** Artificial intelligence technologies have opened up new opportunities in the field of foreign language teaching. Unlike traditional teaching methods, AI creates a personalized learning environment, taking into account the individual needs of students.

AI-based platforms, such as Duolingo Max, ChatGPT, Grammarly, Quizlet AI, provide language learners with opportunities such as automatic grammar analysis, written speech correction, pronunciation assessment, and vocabulary building. In particular, through a

generative model such as ChatGPT, the user can conduct a conversation on any topic and practice language skills close to real life. This greatly helps in developing communicative competence.

In addition, artificial intelligence is also serving as an assistant to teachers. It is effectively used in creating lesson plans, developing exercises, analyzing student knowledge, assessing and providing a differentiated approach. At the same time, there are also concerns about excessive automation of AI tools, the risk of giving incorrect or inappropriate answers, and replacing the role of the teacher with an artificial system.

Artificial intelligence is also causing revolutionary changes in the field of journalism. Today, many news agencies - for example, Reuters, Bloomberg, Associated Press - use AI to create news, optimize headlines, and automatically translate content into different languages.

AI tools perform functions such as analyzing text, extracting important facts, segmenting the audience, and distributing information according to their interests. For example, Natural Language Processing (NLP) technology is used to separate the main ideas in texts, and GPT models are used to generate news based on them. This is especially effective for frequently updated content, such as sports, finance, and weather news.

However, these processes should not affect the basic principles of journalism - accuracy, impartiality, human reasoning. AI tools can spread false information, create manipulative headlines or misrepresent the source of information. Therefore, artificial intelligence can be a tool for journalism, but it should not replace it. For journalists, AI is an assistant, not an author.

In both areas, the common features of artificial intelligence - automation, speed, personalization and working with large amounts of data - deserve special attention. At the same time, the threats and precautions associated with AI cannot be ignored.

While in foreign language teaching the student is strengthening independent learning, in journalism speed is a priority, and verification based on human reasoning and ethical criteria are becoming increasingly important. The most optimal approach for both areas is to form a hybrid model based on human and AI cooperation.

Based on the data studied, it can be said that artificial intelligence is not only creating technical conveniences in the fields of foreign language teaching and journalism, but also has a significant impact on the methodological foundations and ideological approaches of these areas. In both areas, the strongest aspects of artificial intelligence are automation, personalization, rapid analysis, and the ability to work with large amounts of data.

In particular, in foreign language education, artificial intelligence allows you to create content that meets the needs of students, providing an individual approach. In addition, AI tools can automatically analyze pronunciation, written and spoken speech and provide feedback in real time. For teachers, artificial intelligence serves as an effective assistant in preparing, evaluating, and analyzing resources.

In the field of journalism, AI technologies are also increasing the speed of creating and editing news, making the work of journalists easier. AI also has the potential to curate information that is relevant to the audience and combat disinformation, using algorithmic fact-checking tools.

However, analyses in these areas also reveal some problematic aspects. For example, in language teaching, AI can sometimes provide answers that are out of context or contain grammatical errors. In journalism, the lack of full guarantees of authorship and ethical criteria in materials created by artificial intelligence remains a pressing problem. In both areas, the use of AI tools without human participation can lead to an overly simplified and dangerous approach.

Therefore, in order to effectively use AI in foreign language teaching and journalism, it is necessary to follow a number of important approaches. First of all, artificial intelligence should be perceived as a tool that complements human activity. It is also important for teachers and journalists to develop continuous digital competencies and strictly adhere to ethical and legal standards. It is also necessary to critically analyze the algorithms of AI tools, understand and evaluate the decisions they make.

In conclusion, artificial intelligence can serve as a tool to enhance human potential. However, these technologies must be used in conjunction with critical thinking, a scientific and methodological approach, and professional supervision. Only then will it be possible to achieve real and sustainable innovative progress through artificial intelligence in the fields of foreign language education and journalism.

**Conclusion:** The rapid development of artificial intelligence technologies in the fields of foreign language teaching and journalism has ushered in a new era in these two important social directions. While AI tools serve to make the language learning process interactive, person-oriented and effective, in journalism they are expanding the possibilities of creating news, analyzing facts and quickly delivering it to the audience.

However, this revolution is not only about opportunities - it also brings important issues such as responsibility, ethical standards, quality control and the value of the human factor to the agenda. For teachers and journalists, artificial intelligence should be perceived not as a competitor, but as an effective partner, a tool that facilitates the creative process.

In the future, by using artificial intelligence in these areas correctly, responsibly and on the basis of critical thinking, it is possible to bring both the quality of education and the culture of information to a higher level. Combining the capabilities of human intelligence with artificial intelligence, and using these technologies for the benefit of society, is one of the urgent tasks of today.

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