THE AI REVOLUTION IN EDUCATION: WILL AI REPLACE LANGUAGE TEACHERS?

Elmanova Mastura Toshnazarovna
Senior teacher of English Linguistics Department
Bakhshilloeva Nigina Ixtiyorovna
Student of Bukhara State University

Abstract:*This abstract aims to explore the current landscape of language teaching with AI, examining the advantages and challenges associated with AI-driven language instruction. It also considers the unique qualities that human language teachers bring to the learning environment and the potential implications for their role in an AI-integrated future. Through a review of existing literature and case studies, this abstract offers insights into the evolving relationship between AI and language education, and presents considerations for the future coexistence of AI and human language instructors.*

Keywords: *artificial intelligence, language, tools, classroom atmosphere, education, relationship, ChatGPT, Bing, Bard.*

The integration of artificial intelligence (AI) in language education has sparked debates about the potential for AI to replace language teachers. AI platforms and tools have taken some duties that teachers are responsible for. AI can perform all administrative tasks such as checking the attendance, assessing students' work and paperwork. This liberates teachers from time-consuming tasks, allowing them to focus on their curriculum development and lesson planning. As AI technologies continue to advance, they hold promising potential for personalized and adaptive learning, real-time feedback, and intelligent administrative and support systems [1. 23.]. However, many language teachers are concerned about the fact that various AI tools may integrate their job. AI-powered language learning platforms such as ChatGPT, Bing and Bard serve as language tutors explaining everything in detail. They feature listening and speaking functions which enable learners to practice their speaking and listening in addition to reading and writing. In addition to traditional computer-based AI systems, innovative technologies such as humanoid robots, chatbots, and virtual reality systems are being integrated into the educational process [2.21.]. These technologies can enhance student engagement by providing interactive, personalized, and immersive learning environments [Malik, Tayal & Vij, 2019; Chen, Chen & Lin, 2020]. And not just that, in a study by Blikstein (2016), he found that AI-supported classrooms yielded higher engagement levels and greater student achievement compared to traditional classrooms. Consequently, research into the integration of AI technologies in education is expected to accelerate, as the potential benefits of AI in education become more widely recognized."Robots will replace human teachers by 2027" this was the prediction made by Sir Anthony Seldon in September 2017[Houser, 2017]. With the recent launch of ChatGPT (OpenAI, 2023), a generative AI software that can generate human-like responses to a wide range of topics and the

increasing capabilities of AI technologies, the question of whether AI can completely replace the role of teachers is becoming more pressing.It seems that this possibility may be closer than ever before. With the anticipation that more than five million jobs will be replaced by AI, news media is definitely mulling with the idea whether teachers will be the next to be replaced.

This article studies the differences between AI programs and teachers in language learning, which of them is more efficient and provides long-term effects.AI has been of great help in almost all spheres for several decades. In the field of education students and teachers can use the help of such tools, too. But there are disparities that we should admit while considering using AI or real tutor's help. First of all, learners can not have real emotions in the process of using AI platforms. Admittedly, they can get all information they need at the click of a mouse, but feelings and emotions are important, especially, in language learning. Tutors deliver real emotions and create friendly and memorable classroom atmosphere, which is considered irreplaceable. Every language has its own uniqueness and peculiarities in terms of accent, pronunciation and grammar. Tutors are the ones who can explain and navigate students by practicing these things together during the lesson. Since AI lacks self-awareness, it provides only mechanical responses without emotions. Real-life human interaction makes learning process more engaging and powerful, giving students motivation and inspiration to move forward. Teachers play an important role in guiding and facilitating students which cannot be performed by AI. A crucial element in education is how teachers motivate and facilitate students in their learning. As mentioned by Schiff [2020], "a teacher must know their students" in order to deliver effective guidance and facilitation for the students (p.335). Additionally, relying on AI and online platforms may limit peer interactions and hinder the development of essential social skills [Wogu, Misra, Olu-Owolabi, Assibong, & Udoh, 2018]. Teacher-student relationships, peer interactions, and connections between students, families, communities, and schools form the "social milieu" of education, where teaching and learning occurs [Yang & Zhang, 2019, p. 4]. Despite AI's capabilities, scholars only view AI as "cognitive prostheses" that can aid teaching and learning, but not yet capable of replacing the values of human thoughts or collaborative relationships between teachers and students [Cope, Kalantzis & Searsmith, 2021; Felix, 2020; Kim, Lee & Cho, 2022]. Thirdly, other concerns on the limitations and drawbacks of AI technologies also confine their roles in education. Synergistic relationship between AI and humans in organizational contexts also shed lights on how both can complement each other's weaknesses [Jarrahi, 2018]. AI can support teachers by automating routine tasks, providing personalized feedback, and generating insights from student data. Conversely, teachers can offer the human touch that AI lacks by providing emotional support, facilitating social interaction, and adding context to learning experiences. On the other hand, AI platforms can assist teachers to perform some tasks. Siemens and Baker (2012) found that a combination of human and machine intelligence resulted in more effective learning outcomes than working alone. In their review of literature within the field of AI in education, Roll & Wylie (2016) also revealed the increased collaboration of teachers and AI technologies in creating interactive learning

environment (ILE) over the past 20 years. Consequently, researchers are increasingly focusing on conceptualizing the relationship between human teachers and AI to enhance both the learning capabilities of AI and teaching in general [Chen, Chen & Lin, 2020]. Tutors can create different games, activities and polls by just using some web-sites. It would be time-saving for teachers, and also very interesting for students. Students, in this case, can easily remember and consolidate the topic. A survey revealed that teachers spend as much as 15% of their time on such tasks [McKinsey & Company, 2020]. Utilizing AI technologies for these tasks can save time, allowing teachers to focus on addressing students' learning needs. As pointed out by Popenici & Kerr (2017), AI poses a particular threat to university staff and teaching assistants primarily responsible for administrative duties. Prof. Luckin from UCL Knowledge Lab even predicted that every teacher could have a dedicated AI assistant by 2030 [Luckin, Holmes, Griffiths, & Forcier, 2016]. Moreover, AI has the capability to assist teachers in student assessment, as developments in natural language processing facilitate applications such as plagiarism detection, assessment scoring, and automated feedback provision [1. 19]. Researchers have conducted a survey among students and teachers in Hong Kong universities to collect data on the usage and perceptions of generative AI in teaching and learning. The online questionnaire featured a combination of closed-ended and open-ended questions, addressing topics such as the integration of AI technologies like ChatGPT in higher education, potential risks associated with these technologies, and their impact on teaching and learning. Bulk email invitations were used to recruit participants, and responders were chosen for the convenience sample according to their availability and desire to participate. A written permission form was given to participants prior to them starting the survey. A total of 144 teachers from different disciplines and 384 undergraduate and graduate students made up the final sample. The survey data was analyzed using descriptive analysis, and the answers to the open-ended questions were examined using a theme analysis technique. Two rounds of a pilot study were carried out with randomly selected 20 teachers and students prior before the main survey. Based on comments from the initial investigation and conversations with a group of researchers involved in the project, the survey was updated. From the findings, it is suggested that students are more open to integrating generative AI technologies into their learning practices compared to teachers. Students, especially younger generations, are more accustomed to using digital tools and technology for various aspects of their lives. They may be more open to embracing AI technologies for educational purposes and value the convenience and accessibility they provide. In relation to student learning, students had a higher score than teachers, suggesting that students believe generative AI technologies can provide guidance for coursework as effectively as human teachers, more so than teachers do. AI technologies can provide immediate feedback, answers, or guidance without students having to wait for a teacher's availability or response. This enables students to get help with their academic tasks whenever they need it, fostering a sense of independence and control over their learning process.In 2008, renowned educational researcher Prof. John Hattie discovered that teachers had the most significant in-school impact on student learning, as discussed in his book "Visible Learning" (Hattie, 2008). Fifteen years later, his

recently published book "Visible Learning: The Sequel" (2023) reaffirms that teachers continue to be the most influential factor in student learning success, particularly in regard to what teachers think. Although in general the findings of this study follow Hattie's belief and finding with human teachers being irreplaceable. However, there is potential for these AI technologies to eventually replace teachers. As AI advancements progress, generative models' capabilities could surpass human educators' expertise and skills in various aspects of teaching and learning. This paradigm shift could lead to a reimagining of the educational landscape, with generative AI assuming a more prominent role and ultimately displacing traditional teaching roles.

In my opinion, it is true that nothing can replace teachers as they play an important role in education. But, since the advancement of technology continues to progress individuals rely on different online platforms. Teachers should not be worried about the role of AI tools in education but, rather they should consider their application and contribution to the learning process. They should take advantage of AI platforms by integrating them into their everyday work. Students should recognize the importance of the human touch in their education. While AI can provide resources and support, the emotional and interpersonal skills of human teachers are essential for personal growth, resilience, and critical thinking. Understanding the value of human teachers will encourage students to seek out personal connections and make the most of the learning opportunities that AI cannot fully replicate.

REFERENCE:

1. Эльманова, М. Т. (2023). Успех И Неудача В Романах Джойс Кэрол Оатс «Ради Чего Я Жил» И «Исповедь Моего Сердца». Miasto Przyszłości, 32, 312–315. Retrieved from http://miastoprzyszlosci.com.pl/index.php/mp/article/view/1156

2. Эльманова, М. (2023). ПРОБЛЕМЫ СОЦИАЛЬНОЙ МОБИЛЬНОСТИ В РОМАНАХ ДЖОЙС КЭРОЛ ОУТС. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 31(31). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/932

3. Toshnazarovna, E. M. (2023). The Fragrility of the" White" and the Grotesque of the" Black" Person in Joyce Carol Oates' Novel" Black Girl/White Girl". INTERNATIONAL JOURNAL OF LANGUAGE LEARNING AND APPLIED LINGUISTICS, 2(4), 125-129.

4. Toshnazarovna, E. M. (2022). ALLUSIONS TO HISTORICAL CHARACTERS AND EVENTS IN THE NOVEL BELLEFLEUR BY JOYCE CAROL OATES. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(1), 274-277.

5. M. T. Elmanova. (2023). An allusive way of conveying human relationships in the novel "Night. Dream. Death. Stars" by Joyce Carol Oates. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(9), 271–273. Retrieved from http://grnjournal.us/index.php/STEM/article/view/1479

6. Toshnazarovna, E. M. (2023). THE SOCIAL NOVEL AS A LITERARY GENRE: THE SPECIFICS OF THE GENRE. Finland International Scientific Journal of Education, Social Science & Humanities, 11(6), 1326-1331.

7. Тошназаровна, Э. М. (2022, January). Жанровые особенности социально-психологических романов джойс кэрол оутс. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 83-85).