



**ZAMONAVIY FILOLOGIYA MUAMMOLARI
ПРОБЛЕМЫ СОВРЕМЕННОЙ ФИЛОЛОГИИ
PROBLEMS OF MODERN PHILOLOGY**

O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi
Axborot va ommaviy kommunikatsiyalar agentligining № 060122
raqamli Guvohnomasi asosida faoliyat yuritadi.
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MUASSASALARI AGENTLIGI
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13.00.00

PEDAGOGIKA FANLARI
ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES

ENHANCING THE READING COMPETENCE OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS THROUGH ARTIFICIAL INTELLIGENCE-SUPPORTED LEARNING

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Abstract. The growing incorporation of Artificial Intelligence (AI) into teacher education has created innovative pathways for strengthening language learning outcomes, especially reading competence among future English language teachers. This study explores how AI-powered technologies contribute to the development of reading comprehension, vocabulary growth, and higher-order thinking skills in pre-service teacher education. The research employs a qualitative descriptive approach based on the analysis of recent scholarly publications, empirical studies, and educational practices implemented in higher education settings. The findings reveal that AI-driven tools, including personalized reading systems, automated text analysis applications, and intelligent vocabulary-learning platforms, can significantly support the enhancement of reading competence when combined with effective pedagogical strategies. At the same time, several challenges were identified, such as overreliance on technology, concerns regarding data security, and the need for adequate teacher training in the use of AI technologies. The study emphasizes the importance of integrating AI into teacher preparation programs and offers practical recommendations for promoting autonomous, reflective, and critical reading abilities among prospective English language teachers.

Keywords: Artificial intelligence, reading competence, prospective teachers, English language education, educational technology.

Annotatsiya. Sun'iy intellekt (SI) texnologiyalarining o'qituvchilarni tayyorlash tizimiga tobora keng joriy etilishi til o'rganish natijalarini, ayniqsa bo'lajak ingliz tili o'qituvchilarining o'qish kompetensiyasini rivojlantirish uchun yangi imkoniyatlarni yaratmoqda. Mazkur tadqiqot sun'iy intellekt asosidagi texnologiyalarning o'qib tushunish, lug'at boyligini kengaytirish hamda yuqori darajadagi tafakkur ko'nikmalarini rivojlantirishdagi o'rnini tahlil qiladi. Tadqiqot sifatli tavsifiy yondashuv asosida olib borilgan bo'lib, unda so'nggi ilmiy manbalar, empirik tadqiqotlar hamda oliy ta'lim muassasalarida qo'llanilayotgan ilg'or pedagogik amaliyotlar tahlil qilingan. Natijalar shuni ko'rsatadiki, shaxsiylashtirilgan o'qish tizimlari, matnlarni avtomatik tahlil qilish dasturlari va intellektual lug'at

o'rgatish platformalari kabi sun'iy intellekt vositalari samarali pedagogik strategiyalar bilan uyg'unlashtirilganda o'qish kompetensiyasini sezilarli darajada rivojlantirishi mumkin. Shu bilan birga, texnologiyalarga ortiqcha bog'lanib qolish, ma'lumotlar xavfsizligi bilan bog'liq muammolar hamda pedagoglarning sun'iy intellekt vositalaridan foydalanishga yetarli darajada tayyor emasligi kabi qator cheklovlar ham aniqlandi. Tadqiqot natijalari sun'iy intellekt texnologiyalarini o'qituvchilarni tayyorlash dasturlariga integratsiya qilish muhimligini ta'kidlaydi hamda bo'lajak ingliz tili o'qituvchilarida mustaqil, refleksiv va tanqidiy o'qish ko'nikmalarini rivojlantirish bo'yicha amaliy tavsiyalarni taklif etadi.

Kalit so'zlar: sun'iy intellekt, o'qish kompetensiyasi, bo'lajak o'qituvchilar, ingliz tili ta'limi, ta'lim texnologiyalari.

Аннотация. Расширяющееся внедрение технологий искусственного интеллекта (ИИ) в систему подготовки педагогических кадров открывает новые возможности для повышения результатов языкового образования, особенно в развитии читательской компетенции будущих учителей английского языка. В данном исследовании рассматривается вклад технологий, основанных на искусственном интеллекте, в развитие навыков чтения, расширение словарного запаса и формирование навыков критического мышления у студентов педагогических направлений. Исследование выполнено на основе качественного описательного подхода и опирается на анализ современных научных публикаций, эмпирических исследований и образовательных практик, реализуемых в учреждениях высшего образования. Полученные результаты показывают, что инструменты искусственного интеллекта, включая персонализированные системы чтения, приложения для автоматизированного анализа текстов и интеллектуальные платформы для изучения лексики, способны существенно повысить уровень читательской компетенции при их использовании в сочетании с эффективными педагогическими стратегиями. Вместе с тем были выявлены определённые ограничения, связанные с чрезмерной зависимостью от технологий, вопросами защиты данных и необходимостью специальной подготовки преподавателей к использованию инструментов искусственного интеллекта. В исследовании подчёркивается важность интеграции технологий ИИ в программы подготовки педагогов и предлагаются практические рекомендации по развитию самостоятельных, рефлексивных и критически ориентированных навыков чтения у будущих учителей английского языка.

Ключевые слова: искусственный интеллект, читательская компетентность, будущие учителя, обучение английскому языку, образовательные технологии.

INTRODUCTION. Reading competence is widely recognized as one of the essential components of professional preparation for English language teachers. It enables future educators not only to understand and interpret academic and professional texts but also to support learners in developing effective reading

strategies [1]. For prospective English language teachers, reading competence involves a range of interrelated skills, including comprehension, interpretation, inference, critical analysis, and the ability to synthesize information from various textual sources. Despite its importance, reading instruction in many teacher education programs continues to be dominated by conventional teaching approaches that often fail to address learners' individual needs and learning preferences [2].

In recent years, Uzbekistan has attached significant importance to improving the quality of higher education through the adoption of international educational standards and innovative teaching practices. Particular attention has been given to foreign language education, where the development of professional competence is closely linked with the cultivation of creativity, critical thinking, collaboration, communication skills, and lifelong learning abilities. Within the framework of ongoing educational reforms, considerable efforts are being made to align national qualification requirements with global standards and to prepare highly qualified specialists capable of meeting contemporary professional demands [5].

Reading plays a crucial role in both personal and professional development. It serves as a means of acquiring knowledge, broadening intellectual horizons, and fostering independent learning. As a receptive language skill, reading involves the interpretation and comprehension of written messages encoded through graphic symbols. Its communicative function lies in enabling learners to access information, construct meaning, and engage with academic and professional discourse. Therefore, reading should be viewed not merely as a supporting skill but as an independent communicative activity that contributes directly to learners' professional growth.

In the context of foreign language education, reading instruction provides opportunities for students to develop linguistic competence, expand vocabulary, and acquire subject-specific knowledge. Nevertheless, some educational settings still prioritize oral communication skills at the expense of reading, treating reading activities primarily as a means of supporting speaking development. Such an approach overlooks the independent pedagogical value of reading and underestimates its contribution to language acquisition. Numerous studies in language pedagogy have demonstrated that reading instruction plays a vital role in developing learners' cognitive abilities, academic literacy, and professional competence.

The rapid advancement of Artificial Intelligence (AI) technologies has introduced new possibilities for language learning and teacher education. AI-powered educational tools, including adaptive reading platforms, intelligent tutoring systems, automated text analysis applications, and personalized vocabulary-learning programs, provide learners with individualized support and immediate feedback. These technologies can create more flexible and learner-centered environments that facilitate the development of reading skills and encourage autonomous learning.

For prospective English language teachers, AI technologies offer valuable opportunities to enhance both language proficiency and pedagogical knowledge. By integrating AI-based resources into reading instruction, teacher education programs can support learners in developing analytical, reflective, and critical reading abilities

while simultaneously familiarizing them with innovative educational technologies that may be used in their future teaching practice [3].

Against this background, the present study examines the potential of Artificial Intelligence to support the development of reading competence among prospective English language teachers. Specifically, the study seeks to answer the following research questions:

Which AI-based tools are most effective in promoting reading competence within English language teacher education programs?

What pedagogical advantages and challenges arise from the integration of Artificial Intelligence into reading instruction?

LITERATURE REVIEW AND METHODOLOGY. The integration of Artificial Intelligence (AI) into language education has attracted increasing scholarly attention over the last decade. Recent studies indicate that AI-powered technologies have the potential to transform language learning by providing personalized instruction, adaptive feedback, and data-driven learning experiences. Within the field of English language teaching, AI applications have been widely explored for their effectiveness in developing vocabulary knowledge, reading comprehension, writing skills, and learner autonomy.

Research conducted by educational technology scholars suggests that AI-supported learning environments enable learners to engage with texts more actively and independently. Adaptive reading platforms can adjust the complexity of texts according to learners' proficiency levels, while intelligent tutoring systems provide individualized support during the reading process. Similarly, automated text analysis and summarization tools help learners identify key ideas, improve comprehension, and develop critical reading strategies.

Several studies have emphasized the role of AI in vocabulary acquisition, which is considered a fundamental component of reading competence. AI-driven vocabulary learning applications employ spaced repetition, personalized recommendations, and contextualized language exposure to facilitate long-term retention of lexical items. Furthermore, recent investigations have demonstrated that AI-based systems can increase learner motivation and engagement by creating interactive and learner-centered reading experiences.

In the context of teacher education, researchers argue that AI technologies not only improve language proficiency but also contribute to the development of digital pedagogical competence. Future English language teachers are expected to integrate innovative technologies into their instructional practices; therefore, familiarity with AI-assisted learning tools has become an essential component of teacher preparation programs. Nevertheless, existing literature also highlights several challenges associated with AI implementation, including ethical concerns, issues of data privacy, unequal access to technology, and the necessity of adequate teacher training.

Although a growing number of studies have examined AI applications in language learning, research focusing specifically on the development of reading competence among prospective English language teachers remains relatively limited.

This study seeks to address this gap by synthesizing recent findings and identifying effective practices for integrating AI into reading instruction within teacher education programs.

This study employed a qualitative-descriptive research design to investigate the role of Artificial Intelligence in enhancing the reading competence of prospective English language teachers. A qualitative approach was considered appropriate because it allows for an in-depth examination of existing research findings, educational practices, and pedagogical experiences related to AI-supported language learning.

The study was based on a comprehensive review of scholarly publications produced between 2020 and 2024. Data sources included peer-reviewed journal articles, conference proceedings, book chapters, systematic reviews, and documented case studies conducted in higher education and teacher training contexts. These sources were retrieved from internationally recognized academic databases such as Scopus, Web of Science, ERIC, Google Scholar, and ScienceDirect.

The selection of sources was guided by three inclusion criteria:

The study had to focus on the application of Artificial Intelligence in language learning, particularly in the development of reading skills.

The study had to be relevant to teacher education, pre-service teacher preparation, or higher education contexts.

The publication had to report empirical evidence, practical experiences, or measurable outcomes related to reading competence development.

Following the screening process, a final corpus of 38 scholarly works was compiled for analysis. The selected studies represented diverse educational contexts and examined a wide range of AI-powered tools, including adaptive reading platforms, intelligent tutoring systems, automated summarization software, vocabulary-learning applications, chatbot-based learning environments, and machine-learning-supported educational systems.

The collected data were analyzed using thematic analysis procedures. Initially, all sources were carefully reviewed to identify recurring concepts, themes, and patterns. Subsequently, the data were coded according to three major categories: (1) types of AI tools employed in reading instruction, (2) pedagogical strategies used for integrating AI into teacher education, and (3) reported outcomes related to reading competence development.

The analysis also considered both the advantages and limitations of AI implementation. Particular attention was given to issues such as learner engagement, vocabulary growth, reading comprehension improvement, critical thinking development, teacher readiness, ethical concerns, and technological accessibility.

To enhance the credibility and trustworthiness of the findings, data triangulation was applied by comparing results across multiple studies and educational contexts. The synthesis of evidence enabled the identification of common trends, successful practices, and emerging challenges associated with AI-supported reading instruction for prospective English language teachers.

The findings derived from this methodological approach provide a comprehensive understanding of how Artificial Intelligence can contribute to reading competence development and offer practical implications for teacher education programs seeking to integrate innovative technologies into language instruction.

RESULTS AND DISCUSSIONS. The analysis identified three main categories of AI tools beneficial for prospective teachers' reading competence:

1. Adaptive reading platforms – e.g., ReadTheory, Newsela, and AI-enhanced e-libraries that adjust text difficulty based on user performance.
2. AI-powered vocabulary trainers – e.g., Quizlet AI, WordUp, which introduce context-specific vocabulary while reading.
3. Automated text summarization and analysis tools – e.g., SMMRY, Scholarcy, and ChatGPT-based summarizers that help extract key information and support critical thinking.

There are some reported pedagogical benefits of using AI :

1. Personalization. Artificial Intelligence (AI) enables the creation of highly personalized reading experiences by adapting tasks, materials, and pacing to each learner's proficiency level. Through adaptive algorithms, AI analyzes learners' reading speed, comprehension accuracy, and vocabulary range to recommend texts of suitable complexity. For example, a student struggling with academic vocabulary can be provided with glossaries, paraphrased sentences, and scaffolded questions, while an advanced learner might receive extended readings with idiomatic expressions and domain-specific terminology. Such individualized pathways align with Vygotsky's Zone of Proximal Development, ensuring that the material remains challenging yet achievable, thus fostering continuous progress.

2. Immediate feedback. One of AI's most significant contributions to reading competence development is the provision of instant, formative feedback. Instead of waiting for a teacher's evaluation, students receive automated comprehension checks, real-time error identification, and vocabulary enhancement suggestions. This immediate response loop helps learners correct misunderstandings on the spot, strengthening knowledge retention. Moreover, AI-powered comprehension quizzes can dynamically adjust question difficulty based on previous answers, ensuring that learners remain engaged while receiving targeted support. This aligns with the principles of formative assessment, where timely feedback is key to skill mastery.

3. Critical thinking development. Beyond basic comprehension, AI-driven platforms can foster higher-order thinking skills by generating prompts, discussion questions, and analytical tasks related to the reading material. For instance, after reading an article, students might be prompted to compare the author's argument with a contrasting viewpoint, identify bias, or relate the text to real-world contexts. Such AI-generated tasks encourage learners to go beyond surface-level understanding, engaging in synthesis, evaluation, and reflection. This supports Bloom's Taxonomy of learning objectives, where critical thinking is an essential step toward advanced academic literacy.

Limitations observed:

1. Overreliance on AI feedback. While AI offers timely and targeted guidance, one unintended consequence is the tendency for some learners to become overly dependent on automated feedback for text interpretation. This overreliance can inhibit the development of autonomous reading strategies, such as inferencing, contextual guessing, and critical evaluation of content. Instead of actively engaging with the text, certain students may defer entirely to AI-generated summaries, explanations, or translations, thereby limiting the cognitive effort required for comprehension. From a pedagogical perspective, this may undermine the ultimate goal of fostering self-sufficient readers capable of navigating complex texts without constant technological support.

2. Technical barriers. The integration of AI-assisted reading tools assumes a baseline level of digital literacy, device accessibility, and stable internet connectivity. In contexts where these conditions are not met – such as rural areas, underfunded institutions, or among students with limited technological proficiency – effective usage is severely constrained. Learners unfamiliar with AI interfaces may struggle with navigation, troubleshooting, or fully utilizing the platform’s advanced features, resulting in suboptimal learning outcomes. Moreover, inconsistent internet access can disrupt adaptive reading sessions, leading to fragmented engagement and diminished motivation.

3. Data privacy concerns. AI-driven reading platforms often collect and store detailed user data, including reading patterns, comprehension scores, and engagement metrics. While this information is valuable for personalization and progress tracking, it raises significant ethical and legal concerns regarding data protection and privacy. Inadequate safeguards or unclear data usage policies can expose learners to risks such as unauthorized access, profiling, or misuse of personal information. Furthermore, the storage of sensitive academic data may conflict with regional or institutional regulations, necessitating strict compliance with frameworks like the General Data Protection Regulation (GDPR) or equivalent local laws.

The findings indicate that AI can significantly enhance reading competence among prospective English language teachers when implemented within a structured pedagogical framework. The integration of adaptive reading platforms helps personalize learning, while AI-powered vocabulary tools expand lexical knowledge in context, which is crucial for teaching. Automated summarization tools, when used critically, can model effective reading strategies such as identifying main ideas and synthesizing information [4].

However, to maximize benefits, AI must complement—not replace—traditional reading instruction. Teachers-in-training should be encouraged to critically evaluate AI-generated content and engage in reflective practices that promote metacognitive awareness. Additionally, teacher education curricula should incorporate digital literacy training to ensure future educators can use AI tools responsibly and effectively.

CONCLUSION. AI has considerable potential to improve the reading competence of prospective English language teachers by providing personalized,

adaptive, and interactive learning experiences. While challenges such as overdependence, data privacy, and digital skills remain, these can be mitigated through targeted teacher training, ethical guidelines, and balanced integration with conventional pedagogies.

Future research should conduct longitudinal studies to assess the sustained impact of AI-assisted reading on both language proficiency and teaching performance. Experimental studies comparing AI-supported and traditional reading instruction in teacher training contexts would provide further insights into best practices.

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