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Xalqaro miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur’atlar bilan rivojlantirish bo‘yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e’tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma’ruza tezislari to‘plamida mamlakatimiz va xorijlik turli yo‘nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o‘qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

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Mazkur to‘plamga kiritilgan ma’ruza tezislarining mazmuni, undagi statistik ma’lumotlar va me’yoriy hujjatlarning to‘g‘riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o‘zlari mas’uldirlar.

INTEGRATING SOCIAL MEDIA AND ARTIFICIAL INTELLIGENCE INTO ENGLISH LANGUAGE TEACHING

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Abstract. The rapid development of digital technologies has created new opportunities for English language teaching and learning. Social media platforms and artificial intelligence (AI) tools are increasingly being used to provide learners with authentic language input, interactive communication, personalized learning, and immediate feedback. This article examines the role of social media and AI in English language teaching and discusses how these technologies can support the development of listening, speaking, reading, and writing skills. Social media provides learners with access to authentic English through videos, posts, discussions, podcasts, and online communities, while AI can support language practice through personalized feedback, conversational activities, writing assistance, vocabulary development, and learning-material generation. The integration of both technologies can create a more flexible, interactive, and learner-centered learning environment. At the same time, their use presents challenges related to distraction, privacy, unequal access to technology, misinformation, academic integrity, and overdependence on AI-generated content. Therefore, effective integration requires clear learning objectives, appropriate teacher guidance, digital literacy, and responsible use of technology. The article argues that social media and AI should complement rather than replace teachers and traditional pedagogical approaches. When integrated thoughtfully, these technologies can provide learners with meaningful opportunities to practice English and develop the digital competencies required in contemporary society.

Keywords: artificial intelligence, social media, English language teaching, language learning, digital learning, EFL, educational technology, AI-assisted learning

The Role of Social Media in English Language Teaching

Social media provides English learners with access to a large amount of authentic and contemporary language. Platforms such as YouTube, Instagram, TikTok, Facebook, and other online communities contain videos, discussions, interviews, comments, and written posts produced for real communication. These materials expose students to vocabulary, pronunciation, expressions, and communication styles that may not always appear in traditional textbooks.

One important advantage of social media is increased exposure to English. Classroom instruction is often limited to several hours per week, whereas students can encounter English online every day. Teachers can encourage learners to follow educational accounts, watch English-language videos, listen to podcasts, or read posts related to their interests. This can help students develop the habit of interacting with English beyond formal classroom activities.

Social media can also be used to develop the four major language skills. For listening practice, teachers can select short videos, interviews, or podcasts and ask

students to identify the main ideas or specific information. For speaking practice, students can discuss online content, record short video responses, or participate in group discussions. Reading activities can use online posts, articles, comments, and captions, while writing activities can involve creating reviews, captions, responses, or short digital stories.

Another benefit is collaboration. Students can work together to create digital presentations, videos, or educational posts in English. Such projects require learners to plan, discuss, write, revise, and present their ideas. Consequently, social media can provide opportunities for meaningful communication rather than language practice based entirely on isolated exercises.

The Role of Artificial Intelligence in English Language Teaching

Artificial intelligence has introduced additional possibilities for language education. AI-powered systems can analyze language, generate text, provide feedback, simulate conversations, and adapt activities to individual learners. These capabilities can support both teachers and students in different stages of the learning process.

One important application of AI is personalized learning. Students in the same English class may have different strengths and weaknesses. One learner may need additional vocabulary practice, while another may require support with grammar or writing. AI-based tools can provide exercises and explanations based on individual needs. This can complement classroom instruction by giving students additional opportunities to practice at their own pace.

Another potential application is conversational practice. AI-powered conversational systems can simulate dialogues in English and allow learners to practice without the pressure of speaking in front of classmates. Students can practice everyday situations such as ordering food, asking for directions, participating in an interview, or discussing academic topics. Such practice can be especially useful for learners who lack regular opportunities to communicate with English speakers.

AI can also help teachers prepare educational materials. Teachers may use AI to generate discussion questions, vocabulary exercises, lesson ideas, differentiated activities, or examples of texts at different proficiency levels. However, teachers should review AI-generated materials carefully because AI systems can sometimes produce inaccurate, inappropriate, or misleading information.

Combining Social Media and AI

The combination of social media and AI can create particularly interesting possibilities for English language teaching. Social media provides authentic content and communication environments, while AI can help learners analyze, understand, and respond to that content.

For example, a teacher can select a short English-language video from a social media platform. Students can first watch the video and identify unfamiliar vocabulary. An AI tool can then be used to explain selected words, provide example sentences, or create additional practice exercises. Students can subsequently discuss the video's topic in groups and write a short response.

Another activity could involve analyzing social media posts. Students can collect several English-language posts about a particular topic and examine vocabulary, sentence structures, tone, and expressions. AI can assist students in identifying linguistic patterns or comparing formal and informal language. The teacher can then lead a discussion about which expressions are appropriate in academic, professional, and casual communication.

AI can also support social media content creation. Students might be asked to create an educational post, short video script, or digital story in English. They can use AI during the planning and revision stages to brainstorm ideas or receive language feedback. However, students should remain responsible for the final content and demonstrate their own understanding of the language.

This combination can create a learning cycle: students encounter authentic English through social media, use AI to support comprehension and language development, communicate with classmates, and then produce their own English content. Such a cycle connects input, interaction, feedback, and production.

Developing the Four Language Skills through Social Media and AI

The integration of social media and AI can support all four major language skills.

Listening

Students can use videos, interviews, podcasts, and other social media content to practice listening. AI can help generate comprehension questions, explain difficult vocabulary, or provide summaries that students can compare with their own understanding. Teachers can also select content containing different accents and varieties of English to help students develop broader listening skills.

Speaking

Social media provides topics for discussion, while AI can provide opportunities for simulated conversation. Students can discuss a video or post with classmates and then use an AI conversational system for additional practice. They can role-play situations such as job interviews, travel conversations, or academic discussions. The teacher can focus on communication strategies, pronunciation, fluency, and appropriate use of language.

Reading

Online articles, posts, comments, and captions can provide authentic reading materials. AI tools can help learners understand difficult vocabulary or grammatical structures. However, students should first attempt to understand a text independently. AI should function as a support mechanism rather than preventing learners from developing their own reading strategies.

Writing

Students can use social media as a context for practical writing activities. They can create captions, reviews, comments, short articles, or digital stories. AI can provide feedback on grammar, vocabulary, organization, and clarity. Teachers can require students to submit both an original draft and a revised version so that the learning process remains visible.

Benefits for Learners and Teachers

The integration of social media and AI can provide several educational benefits. First, these technologies can increase students' exposure to English. Learners can encounter the language in contexts that are relevant to their interests and everyday lives.

Second, technology can support learner autonomy. Students can independently select content, practice vocabulary, communicate with AI systems, and review their mistakes. This can encourage learners to take greater responsibility for their own progress.

Third, AI can provide additional opportunities for individualized feedback. In a large classroom, it may be difficult for a teacher to provide detailed feedback to every student immediately. AI tools can offer preliminary feedback that students can use before receiving teacher guidance.

Teachers can also benefit from these technologies. Social media provides a wide range of contemporary teaching materials, while AI can assist with lesson planning and the preparation of differentiated activities. This can help teachers adapt materials to different proficiency levels and learning needs.

Strategies for Effective Integration

For social media and AI to be effective in ELT, teachers should begin with learning objectives rather than technology. The first question should be what students need to learn, followed by how technology can help them achieve that goal.

Teachers should select age-appropriate and reliable social media content and provide clear tasks. Instead of simply asking students to watch a video, teachers can ask them to identify vocabulary, summarize the content, discuss an issue, or create their own response.

AI should similarly be integrated into specific stages of learning. For example, students can first complete a writing task independently, then use AI to identify possible areas for improvement, and finally revise their work. This approach makes AI part of the learning process rather than a substitute for learning.

Teachers should also develop students' digital literacy. Learners need to know how to evaluate online information, protect their privacy, communicate respectfully, and use AI responsibly. These skills are increasingly important not only in education but also in future workplaces and everyday communication.

Most importantly, teachers should remain actively involved. Technology can provide resources and feedback, but teachers understand their students' needs, classroom dynamics, and educational objectives. The teacher's role is therefore evolving from being the primary source of information to becoming a facilitator, guide, evaluator, and designer of meaningful learning experiences.

Conclusion

The integration of social media and artificial intelligence into English language teaching offers significant opportunities for improving language learning. Social media provides authentic language, real-world communication, and opportunities for collaboration, while AI can offer personalized practice, feedback, conversational interaction, and support for teachers in preparing learning materials. Together, these

technologies can extend English learning beyond the traditional classroom and provide students with more flexible opportunities to develop their language skills.

At the same time, technology should be used thoughtfully. Problems related to distraction, privacy, unequal access, misinformation, academic integrity, and inappropriate language need to be addressed. AI-generated content also requires critical evaluation, and students should not become dependent on technology to complete tasks that are intended to develop their own skills.

The most effective approach is therefore not to replace traditional English teaching with social media and AI, but to integrate digital tools with sound pedagogical principles. When teachers establish clear objectives, select appropriate content, guide students' use of technology, and encourage critical and responsible digital behavior, social media and AI can become valuable additions to English language education. Their greatest potential lies in creating a learning environment in which students have more opportunities to encounter, practice, produce, and communicate in English both inside and outside the classroom.

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SINERGETIK RAQAMLI TEXNOLOGIYALARNING BO‘LAJAK TURIZM MUTAXASSISLARINING KASBIY-KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISHDAGI DIDAKTIK IMKONIYATLARI

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