

LINGUISTIC ISSUES OF ORGANIZING PERSONNEL TRAINING AND
EDUCATION BASED ON ARTIFICIAL INTELLIGENCE AND AN INNOVATIVE
APPROACH

Shokirova Muhayyo Ismoiljon kizi

Andijan State Pedagogical Institute

2nd year master's student in Uzbek language and literature

Muhayyoshokirova0921@gmail.com

Annotation: this article analyzes linguistic issues arising in organizing personnel training based on artificial intelligence and an innovative approach. The study analyzes the importance of introducing artificial intelligence and digital technologies into the education system, the impact, opportunities and existing problems on the development of linguistic competence using artificial intelligence, the methodology for organizing training. Recommendations are also given to eliminate problems associated with artificial intelligence.

Keywords: artificial intelligence, innovative approach, personnel training, linguistic competence, language education, digital technology, Chatgpt, LanguageTool, Synthesia, Pictory.

Today all areas are effectively using the wide possibilities of artificial intelligence and digital technologies. In the process of rapidly developing globalization, in particular, digital technologies are being widely integrated into the education system. Organizing the educational process based on artificial intelligence and digital technologies ensures that the quality of education is more effective, a new innovative approach is achieved and high results are achieved. Linguistic issues are of particular importance in this process, because language, in addition to being a means of communication, is also a key component of thinking and professional competencies. Also, the Law of the Republic of Uzbekistan "On Education", the "National Program for Personnel Training" and the State Development Strategies, which are aimed at modernizing the education system in our country and preparing mature, competent personnel using virtual technologies and artificial intelligence, set the tasks of digitizing the education system and training innovative personnel, which require organizing lessons based on modern linguistic approaches in the education system, in particular in language education. Therefore, scientific substantiation of linguistic approaches to organizing lessons based on artificial intelligence is one of the urgent tasks.

One of the possibilities of organizing a lesson using artificial intelligence is the ability to analyze, model and evaluate language-related processes. In particular, artificial intelligence



provides such conveniences as identifying errors in students' written and oral speech, evaluating them based on their individual abilities, and improving text composition skills. This process, along with developing students' independent work skills, also creates a basis for improving teachers' pedagogical skills. Also, organizing a lesson using artificial intelligence significantly increases students' interest and motivation in the lesson process. Therefore, students' interest and attention to artificial intelligence and digital technologies have a much higher indicator. For example, the Chatgpt language model developed by OpenIA is today considered an artificial intelligence with many users. However, it is recommended to use it as an auxiliary device, not as a copyist of ready-made material. This artificial intelligence has the convenience of analyzing texts semantically, syntactically and logically. Analyzing students' essays and texts with this artificial intelligence allows them to work on errors and form self-control skills in students. Another widely used tool is LanguageTool, which performs text analysis in several languages and serves to identify grammatical and stylistic errors. This program is open source and has the ability to be used methodically to adapt the educational process. However, this platform does not have a full version of the Uzbek language, it can only perform basic spelling analyzes. Currently, there are not enough artificial intelligence checks with a fully functional grammar check for the Uzbek language. This situation indicates the need to develop special artificial intelligence models for Uzbek language education. One of the possibilities of organizing a lesson using artificial intelligence is the ability to analyze, model and evaluate language-related processes. In particular, artificial intelligence provides such conveniences as identifying errors in students' written and oral speech, evaluating them based on their individual abilities, and improving text composition skills. This process, along with developing students' independent work skills, also creates a basis for improving teachers' pedagogical skills. Also, organizing a lesson using artificial intelligence significantly increases students' interest and motivation in the lesson process. Therefore, students' interest and attention to artificial intelligence and digital technologies have a much higher indicator. For example, the Chatgpt language model developed by OpenIA is today considered an artificial intelligence with many users. However, it is recommended to use it as an auxiliary device, not as a copyist of ready-made material. This artificial intelligence has the convenience of analyzing texts semantically, syntactically and logically. Analyzing students' essays and texts with this artificial intelligence allows them to work on errors and form self-control skills in students. Another widely used tool is LanguageTool, which performs text analysis in several languages and serves to identify



grammatical and stylistic errors. This program is open source and has the ability to be used methodically to adapt the educational process. However, this platform does not have a full version of the Uzbek language, it can only perform basic spelling analyzes. Currently, there are not enough artificial intelligence checks with a fully functional grammar check for the Uzbek language. This situation indicates the need to develop special artificial intelligence models for Uzbek language education.

Improving linguistic competence in the process of personnel training serves as the basis for the productivity and effectiveness of professional activity. Organizing the educational process using artificial intelligence makes it easier to take into account the individual abilities of students, and allows not only to limit language education to theory, but also to apply it in a real environment. The educational process organized using artificial intelligence to improve the linguistic competence of future personnel in professional activity serves to increase the effectiveness of education, develop a culture of professional communication, and train specialists who can consciously use language in a digital environment. That is, artificial intelligence allows future teachers to model the lesson process based on written speech, developing their methodological and linguistic preparation. As a result, practical skills related to various situations that may occur during the lesson are formed for the young teacher. It can also create a simulated learning environment that imitates the educational and pedagogical environment close to the real lesson process through artificial intelligence technologies. For example, while the lesson environment is modeled in written speech through artificial intelligence tools such as Chatgpt, video lessons through platforms such as Synthesia and Pictory are used as an auxiliary tool for visually modeling an environment close to the real lesson process. The educational process organized through artificial intelligence allows for the elimination of deficiencies in written and oral speech through automatic analysis, instant feedback, and individual tasks.

There are also some shortcomings and problems in the educational process organized through artificial intelligence. In particular, there is a risk of dependence on ready-made text, copying, limitation of creative speech, and mechanical nature of the linguistic process. The use of only artificial intelligence technologies in the educational process can lead to the loss of teachers' research, creative creativity, and leadership role in the lesson process. For students, too much use of ready-made text and ready-made speech situations, dialogues can lead to the limitation of their creative thinking and independent speech competence.



Therefore, the use of ready-made text materials should be organized based on the teacher's methodological guidance, step by step and in harmony with independent speech activity. It is recommended that artificial intelligence technologies be used not as the main guide in the educational process, but as an auxiliary tool for the teacher. Organizing a lesson based on innovative approaches through the capabilities of artificial intelligence, while maintaining the methodological guidance of the teacher in the educational process, ensures the effectiveness of the quality of education.

References:

1. Law of the Republic of Uzbekistan "On Education". – New edition, Tashkent, 2020
2. Cabinet of Ministers of the Republic of Uzbekistan. Regulatory and legal documents on the "National Personnel Training Program". – Tashkent, 1997.
3. Development Strategy of the Republic of Uzbekistan for 2022-2026. – Tashkent, 2022
4. Jurafsky, D. Martin, J.H. Speech and Language Processing. Pearson, 2023. Chapters 1-3
5. Chapelle, C.A. Computer-Assisted Language Learning. Cambridge UP, 2020.
6. Warschaure, M. Technology and Language Learning. Routledge, 2019.
7. McCarthy, J. Artificial Intelligence and Language Education. Springer, 2021.
8. Sayfullayeva, R. Modern Uzbek language and speech culture: a textbook. –Tashkent: Science,2018.-256b
9. Jalolov,J.J. Methodology of teaching foreign languages: textbook. –Tashkent: Teacher,2012. -432 b
10. UNESCO. Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development,2019.
11. Xashimova, S. N. (2021). Sanoat korxonalarida outsorsingdan foydalanish mohiyati va imkoniyatlari. Science and Education, 2(11), 350-354.
12. Hasanzoda, R., & Khashimova, S. (2026). The richness of language is the richness of thought. Journal of Pedagogical and Philological Research, 1(2), 488-489.
13. Ollanazarov, B., & Sayyora, S. (2025). INNOVATION YONDASHUV ASOSIDA TURISTIK XIZMATLAR SOHASIDA INVESTITION FAOLLIKNI BOSHQARISH: NAZARIYA, AMALIYOT VA XORIJIY TAJRIBA. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(6), 90-100.
14. Xolmurodovna, X. S. (2025). OILA VA BOLALAR PSIXOLOGIYASI. TA'LIM, TARBIYA VA INNOVATSIYALAR JURNALI, 1(5), 79-82.



15. Bekmuhammad, U., & Sayyora, S. (2024). XORAZMDAGI JADID MAKTABLARIGA OID TA'LIM TASHKILOTLARI VA JAMIYATLARI. ИЖТИМОЙ-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(6), 25-31.
16. Хашимова, С. Х. (2024). ИНКЛЮЗИВ ТАЪЛИМНИНГ ИМКОНИАТИ ЧЕКЛАНГАН ЎСМИРЛАР ИЖТИМОЙЛАШУВИДА ТУТГАН ЎРНИ. Academic research in educational sciences, (1), 133-139.
17. Kosimovna, A. R. UDK: 81.39 PARADIGMATIC PROPERTIES OF DEICTIC UNITS IN THE TEXT.
18. Kosimovna, A. R. UDK: 81.39. Paradigmatic Properties of Deictic Units in the Text.
19. Abduraxmonova, R. N. (2025). Nemis tilidagi diniy matnlarning o'zbek tiliga qilingan tarjima namunalari asosida deiktik birliklarning lingvopragmatik tahlili. ИЖТИМОЙ-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(11), 177-182.
20. Kosimovna, A. R. N. (2025, November). SOCIODEIXIS AND TEXTUAL DEIXIS IN GERMAN RELIGIOUS TEXTS. In CONFERENCE OF MODERN SCIENCE & PEDAGOGY (Vol. 1, No. 7, pp. 842-845).

