



INTEGRATING SCIENCE, THOUGHT, AND TECHNOLOGY: TOWARD AN ARTIFICIAL INTELLIGENT ENVIRONMENT

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Mandatory AI Literacy for TFL Teachers

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Abstract

This investigates the level of AI ignorance exhibited by foreign language educators in Uzbekistan, which ultimately limits their ability to perform effectively and responsibly with AI tools in their classrooms. Drawing on the research of Dugošija (2024), Crompton et al. (2024), and Kolegova & Levina (2024), the researcher proposes a three-part AI Literacy Workshop for teachers to advance instructional practices, decrease ethical pitfalls, and develop more equitable learning spaces.

Introduction

Presently, a lot of the foreign language instructors in Uzbekistan rely on artificial intelligence (AI) as a teaching aid in their class. Nevertheless, this reliance is oftentimes a result of different problems like unproductive teaching methods and instructors' limited knowledge of contemporary teaching styles. Consequently, it is not easy for the teachers to utilize the AI tools in an absolutely efficient and ethical manner. The benefits of AI are numerous such as customized learning, quick feedback, and increased participation of students. But if the teachers are not adequately trained, then the reliance on AI will lead to the disappearance of human interaction, diminishing of critical thinking, and lessening of creativity in the process of language learning. This dilemma underscores the necessity for AI literacy programs that are well-structured and that will provide teachers with not only the practical skills but also the ethical guidance for the proper use of technology.

Literature Review

According to Dugošija (2024), AI may improve many spheres of human life including transportation, healthcare, entertainment, and education. In recent years, AI-based language learning tools have become very popular because they hold the potential to change how languages are taught and learned. The use of AI in ELT provides exciting opportunities, but also a number of challenges. A few advantages consist of personalized educational experiences and adaptive lessons tailored to the individual requirements of each student through engaging AI

applications. AI tools can adjust the content to match students' learning styles and pace, enabling more effective and efficient learning.

Kolegova and Levina (2024) observed that AI supports teachers in the creation of resources that are based on the individual strengths and weaknesses of each student. AI tools are able to assess students' abilities, monitor their objectives, and suggest individualized practice. Virtual role-playing and interactive tasks provide learners with opportunities to develop their speaking and listening skills in non-threatening yet realistic environments. These tools increase motivation and engagement.

On the other hand, Crompton et al. (2024) point out challenges of using AI in foreign language classrooms. Many teachers are not trained on how to use AI, and not all schools have equal access to technology. Overreliance on AI reduces face-to-face interaction and critical thinking among students. Ethical concerns include data privacy and algorithmic bias. Although AI holds significant promise, educators need adequate knowledge and skills to use it effectively.

Step-Three AI Literacy Workshop Framework

The first step is **Awareness and Understanding**. Teachers learn the basics of AI and ethical concerns. Interactive sessions introduce chatbots and adaptive learning platforms. Group discussions help educators explore risks and benefits. Case studies highlight positive impacts and ethical dilemmas. By the end, teachers understand AI capabilities and responsibilities.

The second step is **Skill Development and Application**. Teachers gain hands-on experience with AI tools like ChatGPT, Quizlet AI, and speech recognition applications (Kolegova & Levina, 2024). In groups, they develop AI-integrated lesson plans and test them. Peer feedback encourages reflection and reduces overreliance on AI (Dugošija, 2024). Ethical discussions address data privacy, biases, and equitable access (Crompton et al., 2024; Dugošija, 2024).

The final step emphasizes **Reflection and Ethical Use**. Teachers think critically about how they use AI in classrooms. Sessions address data privacy, algorithmic bias, and fairness. Teachers keep reflective logs documenting challenges and responsible strategies. Groups present their AI Literacy Plans to identify best practices. This cultivates reflective practitioners who balance AI advantages with ethical considerations.

Conclusion

Developing AI literacy for foreign language teachers in Uzbekistan is essential for effective and ethical classroom integration. This three-step framework provides awareness, practical skills, and ethical reflection. Teachers become empowered to use AI without overdependence, maintaining

students' active roles. The framework promotes improved teaching outcomes and more human-centered learning environments.

Implications for Practice

This workshop framework can be used to introduce AI into foreign language teaching. It supports responsible use, reduces digital skill gaps, and provides ethical guidance. With proper training, schools can ensure equitable access and foster reflective teaching practices. Further research may evaluate the real-world effectiveness of the workshop and explore implementing AI literacy in subjects beyond language teaching. Long-term tracking would reveal the impact of AI training on teaching quality and learner experiences.

References:

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