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

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Preserving TFL Communicative Competence

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Abstract

Artificial intelligence has quickly become a part of foreign language learning. However, its expanding role raises worries about the decline of effective communication in real social situations. This article looks at the conflict between AI-driven efficiency and the loss of skills needed for contextual and culturally based communication. Based on Dugošija 2024 and Kolegova & Levina 2024, it suggests a human-only role-play framework aimed at keeping important interpersonal skills alive. It also presents the study's claim that genuine human communication should stay at the center of TFL practice.

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Introduction

The rapid dissemination of artificial intelligence tools in foreign language education has transformed the way learners practice grammar, vocabulary and even conversational patterns. However useful AI may be in terms of immediate feedback and personalized tasks, one emerging concern in TFL is that students are increasingly substituting real communication for structured digital dialogues. According to Dugošija (2024), it is impossible for AI systems to model cultural nuance, emotional tone or context-sensitive interpretation—all integral parts of communicicative competence. Meanwhile, Kolegova and Levina (2024) underline such aspects of AI as efficiency, objectivity and motivational benefits that drive teachers to use it even in tasks which fall into the sphere of communicative skills.

In the Uzbek TFL context, where many classrooms already suffer from limited speaking practice and a strong exam-oriented environment, the growing use of AI would only deepen the gap between linguistic knowledge and real communicative ability. This article argues that it is necessary to set up a human-only high-stakes role-play framework in order to preserve communicative competence by providing contextual richness and cultural depth that no AI-driven dialogue tool could substitute.

Literature Review

Artificial intelligence provides great benefits to foreign language teaching, from individualized learning and saving teachers' time to increasing students' motivation. According to Kolegova and Levina (2024), AI tools adapt tasks to individual learner needs and provide immediate, objective feedback, thus improving efficiency in language acquisition. Such advantages make AI especially attractive in resource-limited contexts like Uzbekistan, where large class sizes and limited speaking practice hinder communicicative development.

However, Dugošija (2024) warns of ethical and pedagogical risks linked to over-dependence on AI. AI is not capable of grasping cultural subtlety, emotional tone and pragmatic cues that are such an integral component of authentic communication. Students who rely heavily on AI tend to generate grammatically appropriate but socially inappropriate language, reflecting a decline in real communicative competence. Furthermore, the objective nature of AI feedback is insufficient for developing flexibility and adaptability needed in dynamic social interactions.

This creates a fundamental tension: while AI develops learning efficiency and motivation, it simultaneously endangers communicative competence because it cannot simulate the complexity of human interaction. This contradiction must be addressed to maintain balance in TFL pedagogy—ensuring linguistic accuracy without losing genuine social skills. Therefore, a human-only role-play approach is proposed as a necessary pedagogical strategy that complements AI's technical strengths with authentic interpersonal practice.

Conclusion

In other words, while AI brings efficiency and personalization to TFL, it cannot replace the depth of human interaction required for developing true communicative competence. As noted by Dugošija (2024) and Kolegova & Levina (2024), AI provides objective feedback, but its cultural limitations must be supplemented with human-centered activities. A well-designed, human-only role-play framework is an effective way to inspire emotional involvement, develop cultural awareness and strengthen adaptive social skills. Integrating such role-plays in Uzbekistan's TFL classrooms will help balance language education toward real-life communication. Further research should examine the long-term effects of these role-plays and explore hybrid models combining AI support with meaningful human interaction.

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