ishlanmalarni mustaqil oʻrganishga doir tavsiyanomalarning ishlab chiqilmaganligi, shuningdek, oʻquvchilarning mavzuni oʻzlashtirganlik darajalarini bevosita elektron nazorat qilishning tizimlashtirilmaganligi yaqqol namoyn boʻldi. Tadqiqot ishlari natijasiga muvofiq, fizika fanidan kreativ fikrlash koʻnikmalarini rivojlantirishda axborot-komunikatsiya texnologiyalarining imkoniyatlaridan foydalanish, zamonaviy pedagogik texnologiyalarni AKT asosida tadbiq etish hamda ushbu sohada dasturiy ishlanmalarni tizimlashtirishni taqozo etadi.

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AI IN TEACHING ENGLISH LANGUAGE

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Annotation: This article discusses the increasing role of Artificial Intelligence (AI) in English language education, highlighting its benefits and potential drawbacks. Three main purposes of AI in education have been outlined. Moreover, practical examples such as ChatGPT, Mentimeter, Gencraft, and Aspose Grade calculator are used to illustrate how AI is transforming teaching and learning processes. While acknowledging the advantages of AI in providing personalized learning, creating engaging materials, and automating assessment, the text also emphasizes the importance of critical thinking, teacher guidance, and responsible AI use. The conclusion stresses that AI is no longer a futuristic tool but a present-day resource, and educators must equip students to use it wisely and ethically.

Keywords: Artificial Intelligence (AI), English language teaching, personalized learning, educational technology, AI tools, classroom innovation, administrative support, teacher guidance, ChatGPT, Mentimeter, critical thinking, responsible AI use, scaffolding.

ИИ в преподавании английского языка

Аннотация: В этой статье обсуждается растущая роль искусственного интеллекта (ИИ) в образовании английского языка, подчеркиваются его преимущества и потенциальные недостатки. Были обозначены три основные цели ИИ в образовании. Кроме того, практические примеры, такие как ChatGPT, Mentimeter, Gencraft и калькулятор оценок Aspose, используются для иллюстрации того, как ИИ преобразует процессы преподавания и обучения. Признавая преимущества ИИ в предоставлении персонализированного обучения, создании увлекательных материалов и автоматизации оценки, текст также

подчеркивает важность критического мышления, руководства учителями и ответственного использования ИИ. В заключении подчеркивается, что ИИ больше не является футуристическим инструментом, а современным ресурсом, и преподаватели должны вооружить студентов, чтобы использовать его разумно и этично.

Ключевые слова: Искусственный интеллект (ИИ), преподавание английского языка, персонализированное обучение, образовательные технологии, инструменты ИИ, инновации в классе, административная поддержка, руководство учителями, ChatGPT, Mentimeter, критическое мышление, ответственное использование ИИ, методика поддержки.

Ingliz tilini o'rgatishda AI

Annotatsiya: Ushbu maqolada ingliz tilini o'qitishda sun'iy intellektning (AI) ortib borayotgan roli muhokama qilinadi, uning afzalliklari va mumkin bo'lgan kamchiliklari ta'kidlanadi. Ta'limda AIning uchta asosiy maqsadi ko'rsatilgan. Bundan tashqari, ChatGPT, Mentimeter, Gencraft va Aspose Grade kalkulyatori kabi amaliy misollar sun'iy intellekt o'qitish va o'qitish jarayonlarini qanday o'zgartirayotganini ko'rsatish uchun ishlatiladi. Shaxsiylashtirilgan ta'limni ta'minlash, qiziqarli materiallar yaratish va baholashni avtomatlashtirishda sun'iy intellektning afzalliklarini e'tirof etgan holda, matn tanqidiy fikrlash, o'qituvchilarga rahbarlik qilish va AIdan mas'uliyatli foydalanish muhimligiga ham urg'u beradi. Xulosa shuni ta'kidlaydiki, AI endi futuristik vosita emas, balki hozirgi resursdir va o'qituvchilar talabalarni undan oqilona va axloqiy foydalanish uchun jihozlashlari kerak.

Kalit so'zlar: Sun'iy intellekt (AI), ingliz tilini o'rgatish, shaxsiylashtirilgan o'rganish, ta'lim texnologiyasi, AI vositalari, sinfda innovatsiyalar, ma'muriy yordam, o'qituvchilarga yo'l-yo'riq, ChatGPT, Mentimeter, tanqidiy fikrlash, mas'uliyatli AI foydalanish, iskala o'qitish uslubi.

English plays a central role in global communication, work, and education, yet learners often face difficulties such as limited access to English outside the classroom, lack of background knowledge, irregular spelling, and anxiety about making mistakes. Artificial Intelligence (AI), defined as systems that mimic human intelligence and language understanding, has been applied to reduce some of these barriers. It has helped improve specific English skills like reading and pronunciation, as well as supported teachers with tasks like marking, feedback, and personalized learning. According to Crompton et al. (2024), generally, AI serves three educational purposes: first is helping pupils to learn, secondly – facilitates creative activities and handouts, and thirdly is used for administrative purposes like analysing the data.

Being specific about each of these categories, firstly, AI tools are widely used by pupils to look for new information and seek answers to all sorts of questions not only in language learning but also in other subjects, due to the limitless powers of AI assistants these days. For example, I would say that pupils are not using Google as a source of answers, but rather Chatgpt for its convenient interface and speedy responses. Meanwhile, this tendency also raises challenges, such as neglect of research and analyses, forgetting about applying critical thinking and getting the answers as an etalon, without even proofreading and second thoughts. Getting used to and taking this for granted will lead to some difficulties in the future life, not only professional but also personal. For example, without mastering basic school subjects a person can not step into professional training and education, or without socializing and communication a person will face the challenges in building up the relationships.

Thus, these systems should be used to provide **personalized learning experiences** by adapting content and difficulty based on the learner's performance. For example, AI-powered language apps should offer tailored vocabulary practice, and feedback on grammar, not just checking or error correcting, help with pronunciation correction, and giving some adaptive reading

tasks. This individualized support helps learners progress at their own pace and targets their specific needs, which is particularly valuable for them to advance their skills on the way of learning English. Secondly, AI can assist educators in **designing engaging teaching materials**, as example, Mentimeter is an online platform which helps with creating worksheets, quizzes, games, and interactive activities. According to Kavgic (2024), tools like AI-powered content generators or visual design platforms help teachers save time while producing **creative and customized resources**. For instance, the website Gencraft.com helps to visualise the idea that a teacher has in his mind to use as an aid during the lesson. These technologies also enable teachers to create differentiated tasks that match students' levels, making it easier to support mixed-ability groups. In language teaching, this might include generating example sentences, story prompts, or even simulating conversational practice scenarios which will scaffold students facing academic challenges.

Thirdly, AI is also used to ease and improve **administrative tasks**, helping teachers to make better decisions and manage time and taking the burden of data processing from their shoulders. For instance, AI system such as Aspose Grade calculator can **analyze assessment data**, track student progress, identify learning gaps, and even predict student performance. This allows teachers to dedicate their time to creating interesting materials, making their classroom more fun, and making detailed lesson plans. As Almira (2023) said, one of the disadvantages of this aid is not personalized feedback for students' performance because those tools are only means of grading, however, the teacher's duty and calling is not only to assess but also to guide them to achieve better next time, to explain how to avoid those mistakes and how to make a research to improve. In conclusion, it should be said that AI-assisted learning is not a distant future anymore, it is our presence and as teachers, we all should guide pupils on how to use it efficiently for learning purposes not blindly copying everything that is written. AI has become an integral part of modern English language education, offering valuable support for both learners and educators. It assists pupils by providing personalized learning experiences, helps teachers design creative and differentiated materials, and reduces the administrative burden through automated tools.

However, while the advantages of AI are clear, it is essential to approach its use critically. Students must be taught not to rely blindly on AI-generated content but to develop research skills, apply critical thinking, and reflect on their learning. Educators play a key role in guiding learners to use AI responsibly and meaningfully. As AI continues to evolve, the challenge lies not only in adopting new technologies but in using them to enhance, rather than replace, human understanding and interaction in the learning process.

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ИССЛЕДОВАНИЕ СОСТАВА ВОДЫ В РАЗНЫХ РЕГИОНАХ РЕСПУБЛИКИ УЗБЕКИСТАН И ПОСЛЕДУЮЩЕЕ ВЫЯВЛЕНИЕ ЗАКОНОМЕРНОСТЕЙ

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РАЗВИТИЯ СТОМАТОЛОГИЧЕСКИХ БОЛЕЗНЕЙ

Аннотация: Определены уровни нитратов, ионов аммония и pH в водах Самаркандской, Джизакской, Гулистанской областей. Изучалось, насколько эти значения выше нормы и какое вредное воздействие они оказывают на здоровье зубов. Был предложен эффективный фильтр, улавливающий ионы нитратов и аммония в воде и нормализующий pH.

Ключевые слова: ионы нитрата и аммония, эффективный фильтр, кариес, цеолит, активированный уголь.

INVESTIGATION OF WATER COMPOSITION IN DIFFERENT REGIONS OF THE REPUBLIC OF UZBEKISTAN AND SUBSEQUENT IDENTIFICATION OF PATTERNS OF DENTAL DISEASES DEVELOPMENT

Annotation: Nitrate, ammonium ions and pH levels in the waters of the Samarkand, Jizzakh, Gulistan regions have been identified. It was studied how high these values are compared to the norm and the harmful effects on the health of teeth. An effective filter has been proposed that captures nitrate and ammonium ions in water and normalizes the pH.

Key words: nitrate and ammonium ions, effective filter, caries, zeolite, active coal.

O'ZBEKISTON RESPUBLIKASINING TURLI MINTAQALARIDA SUV TARKIBINI O'RGANISH VA KEYINCHALIK TISH KASALLIKLARI RIVOJLANISH QONUNIYATLARINI ANIQLASH

Annotatsiya: Samarkand, Jizzax, Guliston mintaqalari suvlaridagi nitrat, ammoniy ionlari va pH miqdorlari aniqlandi. Bu qiymatlar normaga nisbatan qancha yuqori ekanligi va tishlar salomatligiga zararli ta'siri o'rganildi. Suv tarkibidagi nitrat va ammoniy ionlarini tutib qoluvchi va pH qiymatini normallashtiruvchi effektiv filtr taklif qilindi.

Kalit so'zlar: nitrat va ammoniy ionlari, effektiv filtr, kariyes, seolit, faol ko'mir.

Введение. На основании множества исследований был сделан вывод о влиянии геохимических факторов на развитие кариеса у человека [1]. Одним из значимых факторов риска возникновения кариеса и последующего развития вторичной адентии является водоснабжение и качество питьевой воды [2], [3].

Существуют нормы и стандарты, которым должна соответствовать питьевая вода с химической точки зрения. Они включают в себя оценку таких показателей, как: жесткость, минерализация, окисляемость и кислотно-щелочной баланс.

Исследование воды в разных регионах Республики Узбекистан и последующее выявление закономерностей развития стоматологических болезней поможет организовать