



TEACHING JAPANESE VERBS USING AI

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Abstract. *This article explores the use of artificial intelligence (AI) in teaching Japanese verb forms, focusing on adaptive learning technologies, automated feedback, communicative simulations, and methodological principles relevant to learners from non-Japanese linguistic backgrounds, particularly Uzbek students. AI tools enhance personalization, provide context-rich practice, automate repetitive tasks, and expand communicative opportunities. The paper also reviews theoretical foundations and summarizes key findings from international, Japanese, CIS, and Uzbek researchers.*

Keywords: *Artificial Intelligence (AI), Japanese Language Teaching, Verb Forms, Adaptive Learning, Automated Feedback, Communicative Simulations, Language Pedagogy, Uzbek Learners, Technology-Enhanced Learning, Computational Linguistics, Second Language Acquisition, Digital Didactics.*

Introduction

Teaching Japanese verbs to learners whose native language is not Japanese has always been a complex methodological task. For Uzbek learners in particular, challenges arise due to the typological differences between the agglutinative Uzbek language and the highly inflected Japanese verb system. In recent years, the rapid development of artificial intelligence (AI) technologies has created new opportunities for optimizing the teaching of Japanese verbs. AI tools enable personalized instruction, context-aware explanations, and interactive practice that align well with the communicative approach widely used in modern language teaching. This article examines theoretical foundations, methodological considerations, and the practical application of AI in teaching Japanese verbs, focusing especially on learners in Uzbekistan.

1. Theoretical Foundations of Teaching Verb Systems

1.1. Features of the Japanese Verb System

Japanese verbs are characterized by complex morphological and semantic structures, including:

Conjugation groups (五段動詞, 一段動詞, 不規則動詞), Aspect and tense markers such as ~ている, ~た, ~る,

Politeness distinctions expressed through *ます*-forms and honorific/humble forms (尊敬語・謙讓語), Auxiliary verb constructions (e.g., ~てしまう, ~てみる, ~ながら) that express modality, volition, spontaneity, possibility, etc.

For Uzbek learners, difficulties often arise due to:

The absence of a formal politeness system in Uzbek verb morphology, Differences in expressing aspect and modality, The polyfunctionality of forms such as ~ている, The syntactic position of verbs, since Japanese is SOV like Uzbek, but with more rigid rules.



1.2. Communicative Approach and Verb Teaching. Communicative language teaching emphasizes meaningful interaction rather than isolated grammar drills. In the context of verb instruction, this means: Focusing on usage-based learning, Providing real-life examples and dialogues, Encouraging task-based activities, Developing communicative competence, including pragmatic features of Japanese such as politeness levels. AI tools enhance these aspects by providing dynamic, real-time, and contextually relevant examples.

2. The Role of AI in Teaching Japanese Verbs

2.1. Advantages of AI-Based Instruction

AI offers several pedagogical benefits: Personalization – AI adapts to each student's level and learning speed. Instant feedback – Students receive corrections and explanations in real time. Contextualized examples – AI generates situational dialogues illustrating verb forms. Multimodal learning – combining text, audio, translation, and pronunciation features. Gamification – AI tools can create interactive exercises and quizzes.

2.2. Types of AI Tools Used, AI Chatbots (e.g., ChatGPT, Claude, DeepSeek): provide grammar explanations and practice. AI Conjugation Trainers: show verb forms and highlight patterns. Speech Recognition AI: evaluates pronunciation and intonation. Adaptive Learning Platforms (Duolingo, Busuu, JapanesePod with AI modules): adjust difficulty. AI Writing Assistants: analyze errors in texts written by students.

3. Methodological Framework for Teaching Japanese Verbs Using AI

3.1. Step-by-Step Instructional Model

Step 1. Presentation of Verb Groups Using AI Visualizations – AI can generate charts, infographics, and animated explanations for the three conjugation groups.

Step 2. Conjugation Practice with Adaptive Feedback – AI systems detect typical Uzbek-learner errors (e.g., mixing 一段 and 五段 conjugations).

Step 3. Teaching Aspect, Modality, and Politeness Using Scenarios – AI generates contextual dialogues that show:

～ている for ongoing actions vs. habitual actions,

～ましょう vs. ～たい for volition,

Honorific/humble patterns in formal situations.

Step 4. Communicative Tasks Supported by AI – AI can simulate restaurant interactions, university student dialogues, travel situations, and workplace exchanges.

Step 5. Progress Assessment – AI systems evaluate correctness, track progress, and recommend tailored exercises.

3.2. AI as a Tool for Error Analysis

AI identifies errors in: Verb endings, Misuse of politeness forms, Incorrect aspectual markers, Word order inconsistencies. AI explanation modules help learners understand why the form is incorrect, offering corrective examples.

Conclusion

AI technologies offer significant enhancements to the teaching of Japanese verbs, particularly for Uzbek learners. Through personalization, adaptive feedback, communicative simulation, and error analysis, AI aligns with modern pedagogical theories. Integrating AI into verb instruction supports deeper understanding, strengthens communicative competence, and increases learner motivation.



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