

## PSYCHO-LINGUISTIC ASPECTS OF REINFORCING COMMUNICATIVE SKILLS OF ENGLISH AS A FOREIGN LANGUAGE OF HIGHER EDUCATION STUDENTS USING AI

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**Abstract.** *The overall aim of the research is to give the foreign language teachers all important insight into current attitudes of the relationship between artificial intelligence and teaching English for Specific Purposes, and how they can use these trends in foreign communication for High Education students. It also raises the key questions about what impact will AI have on how our learners gain knowledge and develop their skills, further consideration and points of critical review of the challenges and the opportunities to its safe integration into foreign language practice.*

**Keywords:** *communicative skills, ESP, Pscho-linguistic factors, Artificial Intelligence, Interactive teaching strategies.*

The following research work focuses both on the psycho-linguistic aspects and the advantages of the process of developing speech competency of English as a foreign language of Higher Education students of non-linguistic departments using Artificial Intelligence (AI). It is aimed to analyze the existing obstacles and barriers which are preventing the learners from foreign oral communication using AI and find the appropriate solutions to these problems.

We highlight the importance of nurturing students' need to use a foreign language as a means of interaction, cognition, self-realization and social adaptation as their field of future profession demands not only mastering the language use but more for their soft-skills. This case is overwhelmed now, when the students are tending to spend more time on their smart-phones and their virtual life is becoming more active than their studies in the auditory.

The aim of developing oral speech competency of English language is to develop a foreign interactive competence in the aggregate of all its components - speaking, language, sociocultural, compensatory, educational and cognitive. It should be noted the importance of nurturing student's need to use a foreign language as a means of communication, cognition, self-realization and social adaptation. If we talk about the educational role of learning a foreign language, it is important here - the education of the qualities as a part of the society, development of national self-awareness, aspirations for mutual understanding between people of different communities, tolerant attitude to the manifestations of a different culture.

The focus of teaching English for specific purposes at the stage of higher education is to develop the personality of the future professionals who are able and willing to participate in intercultural communication in the language of study and independently develop in the speech activity that he learns in another language. Oral speech is the most



## Section-1: Artificial Intelligence in Language Teaching

natural, and at first and the most accessible way of communication, which allows students to plunge into the atmosphere of the language, to feel its originality.

The oral basis of training presupposes the mastery of the students' knowledge of the understanding of speech by ear from the very beginning of teaching English. The most difficult thing is to form the basic methods of teaching activity in students, both general and specific. In this sense, the most important and at the same time the most favorable is the concentration to the components in which the students' needs meet with the teachers' to establish the successful language learning.

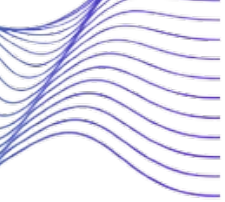
Therefore, AI (artificial intelligence) skills are becoming increasingly important. According to PwC's Global AI Jobs Barometer 2025, employees who can work with AI earn an average of 56% higher salaries, making them more competitive in the job market. According to the World Economic Forum's Future of Jobs Report 2025, 86% of employers expect AI to fundamentally change business processes by 2030. That's why 77% of companies plan to retrain employees to work with AI ([www.pwc.com/structure](http://www.pwc.com/structure)).

AI is also opening up new professions - demand for such areas as AI development, AI coaching, prompt engineering, generative AI consulting and data analysis is growing. In the education sector, students and pupils are actively using generative AI tools: 43% of them have tried such technologies, and 90% rate them as more effective than a regular tutor. AI-based personalized learning systems have been shown to increase retention by up to 305%. AllAboutAI predicts that by 2030, AI could eliminate 92 million jobs and create 170 million new ones – resulting in +78 million net new opportunities. So my main advice to students and young professionals: learning AI skills today will strengthen your resume and make you a «language-savvy” professional.

The results of studies in developing competency of oral speech of English as a FL shows that although receptive and expressive forms of communication are clearly separated in lingual-psychological works, sometimes the components of the listening and speaking are not taken into account in teaching practice. The receptive types of speech activity include listening (listening comprehension) and reading, but listening cannot be considered part of reading and teaching listening through reading. Despite close ties with other language skills, listening is a completely independent and specific type but undivided part of speech activity.

Samsung's Solve for Tomorrow competition is a challenge where schoolchildren in the US are creatively solving a variety of technological problems. The ideas range from AI tools that can predict panic attacks in children with autism to using drones to put out fires. 42 percent of teams participating in the 2025 competition used artificial intelligence (AI) technologies – a significant increase from 6 percent in 2024. Samsung spokesperson Angie Adams sees this as a positive development and is confident that all students will use AI tools in the workplace in the future. Therefore, she sees the technology as necessary to teach in schools (source: <https://www.samsung.com/us/solvefortomorrow>)

Teachers, among others, agree. In a survey conducted by DonorsChoose, a Samsung-affiliated organization, of more than 1,000 public school teachers, 96 percent said that AI «will become an integral part of education in the next decade.” At the same time, they also admit that they lack the necessary resources to incorporate this technology into their textbooks, according to a survey conducted by Samsung and DonorsChoose: –



96% of teachers believe that SI will become an integral part of education in the next 10 years.

However, many currently do not have the resources to integrate this technology into their lessons. According to teachers, AI is useful in areas such as individualized teaching of students, creating interactive learning tools, and analyzing student achievement. However, they also expressed the following concerns:

- plagiarism (copying),
- lack of special training for teachers,
- spread of incorrect information,
- decreased interaction in the classroom.

Interestingly, only 5% of teachers are afraid of losing their jobs. How to teach artificial intelligence? According to Zarek Drozda, director of the non-governmental organization Data Science for Everyone, in order to teach artificial intelligence, it is first necessary to explain to students the basics of working with data (data science). You can start by:

- Working in Excel or Google Sheets,
- Learning the Python programming language,
- Learning to use tools like ChatGPT with care.

Concluding, we attempt to create more suitable teaching strategies of teaching English for specific purposes (ESP) using AI. The research considers different types of methods and means of developing speaking skills of a foreign language of the students of non-linguistic educational institutions taking into account the psycho-linguistic barriers causing AI in the process of language acquisition. AI initially caused misunderstanding and fear among teachers, but that many have since found it useful in lesson planning and management. We advocate integrating AI into all subjects, not as a separate subject. Use of AI in foreign language classes is essential in areas such as individualized teaching of students, creating interactive learning tools, and analyzing student achievement.

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