



THE IMPORTANCE OF ARTIFICIAL INTELLIGENCE IN IMPROVING PRAGMALINGUODIDACTIC COMPETENCE OF FUTURE TEACHERS OF ENGLISH

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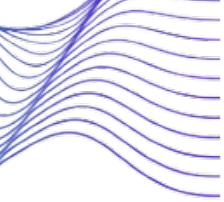
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Abstract. *AI is changing many different types of fields, and training teachers of future English teachers is no different. Of self and teacher education, one of the most needed and under-attained lately is the teacher education pragmalinguodidactic competence, and the focus of this paper is the analysis and theoretical rationale on the value of tools, pedagogy and environments centered on artificial intelligence on preservice teachers of English pragmalinguodidactic competence. Some of the most under utilized ai solutions, such as natural language processing, language processing intelligent tutoring systems, dialogue chatbots, adaptive and multimodal feedback systems, ai support teachers in the modeling of authentic communicative environments and in the analysis of communication that is designed to raise the user's cultural and self awareness of the user and of teaching. Some of the changes include the building the communication is designed to raise the user's self awareness of teaching and of their teaching students from an authentic communicative of the teaching of communication including the pragmatic aspect, the construction communication and the lesson, and the language of the students. AI, teacher preparation, digital pedagogy, and the integration of AI in teaching has AI supports and drives education. AI to digital pedagogy is the support of pragmatic teaching preparation, communication and lesson construction as well as interactive use of the students language, and the preparation of the teacher from AI use in teaching.*

Keywords: *Artificial Intelligence; Pragmatics; Pragmalinguodidactic Competence; English Language Teacher Education; Natural Language Processing; AI-assisted Language Learning; Digital Pedagogy; Data-driven Learning; Conversational Agents; Teacher Professional Development; Corpus Linguistics; Speech Acts; Intercultural Communication; Adaptive Learning Technologies.*

INTRODUCTION

The interconnectedness of the global economy, technological advancement, and communication encountered throughout the 21st century exemplifies the novel phenomena of the modern age. These phenomena influence changing English language teaching (ELT) around the world, requiring educators to upgrade additional professional competencies; among these remain the linguistic, methodological, and intercultural; however, modern-day educators should be able to also teach pragmatic competence – knowledge of language and how to use it in various social situations. The teaching of pragmatic knowledge constitutes pragmalinguodidactic competence. The competence encompasses the theory and teaching of pragmatics and is developed over time and through consistent practice and use of real language, contextual linguistic data, and analysis of communicative events from different theoretical frameworks.



One of the most novel technologies, Artificial Intelligence (AI) has the potential to achieve these objectives. Unlike traditional course books and classroom teaching simulations, AI tools have the capacity to produce varied and contextualized instances of language and to create realistic scenarios for users to enact and withdraw from. AI tools can analyze user contributions and provide feedback on the details of the user's output. Conversational chatbots can modify tone, style, and degree of politeness in real time to accommodate users. AI speech recognition systems can assist learners and their educators in identifying pragmatic features, such as stress, intonation, hesitation, and indirectness. AI language resources can assist teacher trainees to exemplify the experience of particular sociolinguistic contexts to use speech acts and discourse markers. Although the potential for AI to transform many languages processes is becoming more prevalent, the potential for AI to transform comprehensive training for novice educators remains unexplored; specifically the training and maturation of educators' pragmlinguodidactic competencies. Such as the cognitive and contextual intricacies of teaching, the educational pragmatics of teaching are cross-culturally situated and technologically mediated. Because of the distinct advantages that AI systems offer, it can potentially provide substantial leverage for educators training worldwide. This paper discusses the potential of AI to support the development of pragmlinguodidactic competencies and offers suggestions for incorporating AI systems into educators' training.

LITERATURE REVIEW

The triangulation of competencies at the intersection of pragmatics and the teaching of a language involves the use of language. Prominent researchers such as: Kapers, Rose, Taguchi, and Bardovi-Harlig, recognize range of the educational pragmatics/al pedagogical competencies, to include but not be limited by: educational/communication acts, the manifestation of polite discourse, the culturally situated and contextualized use and use of discourse, and the interrelatedness of dialogue, and in cases, the absence of dialogue. This pedagogical competence is for educators, the articulation of teaching moments through the explanation of such competencies, the crafting of materials, the diagnosing of instructional challenges for students, and the assessing the intercommunication errors/ gaps. Teacher preparation programs suffer the cognitive and contextual challenges due to limited access to real communication.

The last ten years have witnessed unprecedented developments in AI-assisted language learning. Current research has identified how AI fosters individualized learning experiences, facilitates instructional customization, and provides immediate feedback during the learning process. The use of AI enriched tools and corpora like COCA (_Corpus of Contemporary American English_), the BNC (_British National Corpus_), GloWbE (_Global Web-Based English_), and concordances has helped both teachers and learners in the exploratory analysis of authentic language data. Interactive dialogue systems and intelligent tutoring systems are helpful in the provision of communicative practice, and multimodal systems assist learners in the perception of the prosodic and nonverbal features of language.

The last few years have seen the emergence of AI-assisted pragmatic teaching and learning systems. These NLP-based systems can diagnose interlocutors' communicative dysfunctions, underpinned by overdirected discourse, excessive politeness, and discourse



sequencing defect. AI can effortlessly structure role plays by simulating scenarios like negotiation and complaint handling for both students and teachers, and in some cultural contexts, these gaps make AI an invaluable resource in contemporary pragmalinguodidactic training.

METHODOLOGY

The study employs a conceptual and analytical methodology based on a systematic investigation and the synthesis of current literature. Instead of collecting primary data, the focus is on determining the theoretical gaps, didactic pedagogy, and the potential technology that connects to the use of AI in the development of pragmalinguodidactic competence. The methodology comprises of: (1) analytical assessment of scholarly works in the areas of linguistics and AI-enhanced learning and pedagogy; (2) cross-sectional assessment of the AI applications and programs in teacher-training courses; (3) competence mapping that intersects the functionalities of AI with the components of pragmalinguodidactic competence; and (4) development of an integration theory of AI within the pedagogy of teacher education.

RESULTS

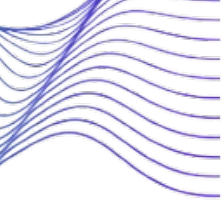
1. AI Supports Deep Development of Pragmatic Awareness

Currently, AI technologies provide access to an amount of pragmatic data, both in quantity and diversity, which was impossible for users to obtain in the past. For instance, candidates for the teaching profession, in contrast to previous possibilities, can obtain several hundreds of examples of a particular speech act, but this is supported by AI and is obtained in real time, which can be across different cultures in terms of formality and relational structure. AI elucidates the principle by which different contextual situations affect the choice of language, which contributes to future teachers understanding the pragmatic changes in discourse. For instance, the request, "I need your assistance/help" can be realised in different ways depending on the contextual parameters of the speech act, which include the interpersonal hierarchy, urgency, expectations of politeness, and the socio-cultural frameworks. The AI assistance in generating speech can represent these differences in discourse to graduate teacher trainees for the purpose of developing frameworks to a model of instruction.

2. AI Provides Realistic, Immersive Communication Simulations

Innovative AI technologies can provide real preservice teachers with opportunities to engage in lifelike communicative scenarios. In this regard, preservice teachers can interact with virtual students, AI-based classroom environments and real interactive role plays. Preservice teachers can practice facilitative classroom management, conflict resolution, feedback provision, and parent-teacher interaction. AI avatars use both speech and body-language which helps the teacher to perform a comprehensive pragmatics analysis of the situation, rather than limiting the analysis to only verbal features which would have been the case if audio were blocked. This contributes to the teacher's self-efficacy and ability to use the technology to systematise the teaching of the appropriate pragmatic skills.

3. Instructional methods augmented through AI technologies.
AI-integrated corpora facilitate analyzing real-life discourse samples from varying situational contexts. They probe into frequent utilizations of discourse, collocations, contextual patterns, and cultural disparity. For instance, examining how apologies are



constructed across different English varieties provides a thorough understanding of pragmatic patterns. Data from AI-integrated corpora help teacher candidates create lessons, tasks, and assessments grounded on evidence. AI-enhanced instruction encourages greater analytical and reflective skills.

3. AI Enables Data-Driven Pragmatic Pedagogy

With the help of AI, teacher trainees have the opportunity to view authentic discussions from a variety of communicative scenarios. They can investigate their occurrences, partnerships, situational contexts, contexts, and culture. For instance, analyzing the structure of apologies in different regional varieties of English can provide substantial understanding of the pragmatic norms. Using this information, teacher trainees create lessons, learning tasks, and evaluations that are aligned with the goals and objectives of the curriculum. AI-assisted instruction solidifies the analytical and reflective skills of the trainees.

4. AI strengthens the diagnostic and feedback competencies.

AI technologies can detect pragmatic mistakes, which is often a challenge even for professional instructors. They can flag instances of over-directness, erroneous sequencing of speech acts, and expressions that lack cultural appropriateness. Pre-service teachers interpret such feedback, adjust their instructional scaffolding, and guide learners toward the desired levels of competent pragmatics. This process gradually engrains sharp diagnostic intuition and encourages employment of precise pedagogical practices.

Discussion

AI's pedagogical potential is impressive, particularly in enhancing teacher cognition through metapragmatic awareness. It closes the gap between theory and practice, especially during the visualization of abstract pragmatic concepts. Undoubtedly, the pedagogical implications of AI technologies for personalized and culturally responsive learning are significant.

There's no denying how beneficial AI systems can be; however, they must be approached with a critical lens. Implementing AI for teaching presents some issues, such as potential cultural bias in the tools, excessive dependency on automation, privacy risks, the digital divide, and the need for digital literacy. Teacher education, therefore, must respond to these challenges with appropriate ethics, transparency, and critical AI engagement, and data that is ethically sourced and used.

CONCLUSION

The impact that AI can have on the development of the pragmalinguodidactic competence of teachers in a country is profound. AI is enhancing all areas of education and, in particular, the education of teachers on the pragmatics of the teaching profession, as it can offer real input, generate simulated contexts, analyze the language of learners, and assist in teachers reflecting on their practice. It is therefore obvious that the incorporation of AI into a teacher training program can develop teachers who are more equipped to handle the complexities of today's classrooms. The more we investigate AI in teaching/learning, the more we will be able to use it ethically to innovate the teaching of a language, as it will be not only a beneficial but a responsible means to use.



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