Artificial Intelligence Tools In Teaching English For Economics

Makhmudov Islombek Muhiddin o'g'li
Teacher of Kokand University of Andijan Branch
Islombek0326@gmail.com
Tursunboyev Muhammadiso Akbarjon o'g'li
Kokand University, Andijan Branch
Faculty of Social Humanities and Pedagogy, 1st-year student
muhammadisotursunboyev21@email.com

Abstract

The rapid development of artificial intelligence (AI) technologies has significantly influenced modern education, particularly in foreign language teaching. This article explores the role of artificial intelligence tools in teaching English to students majoring in Economics. AI-based platforms such as intelligent tutoring systems, chatbots, automated assessment tools, and adaptive learning applications provide personalized learning experiences, improve students' motivation, and enhance language competence relevant to economic contexts. The study analyzes the effectiveness of AI tools in developing vocabulary, reading, writing, and speaking skills related to economics. Research findings indicate that integrating AI tools into English language instruction contributes to higher learning outcomes, learner autonomy, and practical language use in professional settings.

Keywords: artificial intelligence, English for Economics, AI tools, language learning, higher education

Annotatsiya

Sun'iy intellekt (SI) texnologiyalarining jadal rivojlanishi ta'lim tizimiga, ayniqsa, xorijiy tillarni o'qitish jarayoniga sezilarli ta'sir ko'rsatmoqda. Mazkur maqolada iqtisod yo'nalishi talabalari uchun ingliz tilini o'qitishda sun'iy intellekt vositalaridan

foydalanish masalalari yoritiladi. Intellektual o‘quv tizimlari, chatbotlar, avtomatlashtirilgan baholash va moslashuvchan o‘quv platformalari orqali ta’lim jarayonini individuallashtirish, talabalar motivatsiyasini oshirish hamda kasbiy yo‘naltirilgan til ko‘nikmalarini rivojlantirish imkoniyatlari tahlil qilinadi. Tadqiqot natijalari SI vositalaridan foydalanish talabalarning o‘quv samaradorligini oshirishini ko‘rsatadi.

Kalit so‘zlar: sun’iy intellekt, iqtisod uchun ingliz tili, SI vositalari, til o‘qitish, oliy ta’lim

Аннотация

Быстрое развитие технологий искусственного интеллекта (ИИ) оказывает значительное влияние на систему образования, особенно на процесс обучения иностранным языкам. В данной статье рассматривается использование инструментов ИИ в обучении английскому языку студентов-экономистов. Анализируются возможности индивидуализации образовательного процесса, повышения мотивации студентов и развития профессионально-ориентированных языковых навыков с помощью интеллектуальных систем обучения, чат-ботов, автоматизированной оценки и гибких обучающих платформ. Результаты исследования показывают, что использование инструментов ИИ повышает эффективность обучения студентов.

Ключевые слова: искусственный интеллект, английский язык для экономики, инструменты ИИ, преподавание языков, высшее образование

Introduction

In the context of rapid digital transformation, higher education systems around the world are increasingly integrating advanced technologies into the teaching and learning process. One of the most influential innovations is artificial intelligence (AI), which has reshaped traditional approaches to education. For students majoring in Economics,

mastering English is not only an academic requirement but also a professional necessity, as global economic discourse, research, and business communication are predominantly conducted in English.

Traditional teacher-centered methods often fail to address individual learning differences, limited classroom time, and the need for real-life professional language practice. Artificial intelligence tools offer adaptive, interactive, and personalized learning opportunities that respond to learners' needs in real time. By incorporating AI-powered applications into English language instruction, educators can create more engaging, efficient, and profession-oriented learning environments. This article aims to explore the pedagogical potential of AI tools in teaching English for Economics and to analyze their effectiveness in improving language skills and professional competence.

Literature Review

The role of artificial intelligence in education has gained increasing attention in recent years. Numerous studies emphasize that AI technologies contribute to the modernization of teaching methods by enabling adaptive learning environments, personalized instruction, and continuous assessment. According to Holmes, Bialik, and Fadel, AI-driven educational systems enhance learner autonomy and support data-informed pedagogical decisions.

In language education, artificial intelligence has been applied through intelligent tutoring systems, speech recognition software, automated writing evaluation tools, and conversational agents. These technologies facilitate immediate feedback, error correction, and individualized learning pathways. Godwin-Jones highlights that digital tools supported by AI promote authentic and contextual language learning, which is essential for developing communicative competence.

Research in English for Specific Purposes (ESP) further confirms the effectiveness of AI integration in professional fields such as economics, business, and finance. Scholars

argue that ESP learners benefit from AI-based platforms that provide access to authentic materials, simulate professional communication, and focus on domain-specific language use. However, the literature also addresses challenges related to ethical issues, data privacy, teacher readiness, and the need for balanced integration of technology and pedagogy.

Research Methodology

This research adopted a mixed-methods approach combining both quantitative and qualitative methods to provide a comprehensive analysis of AI tool effectiveness in teaching English for Economics. The quantitative component involved pre-test and post-test assessments designed to measure improvements in students' language proficiency, particularly in economics-related vocabulary, reading comprehension, and writing skills. The qualitative component consisted of questionnaires and semi-structured interviews conducted with participating students. These instruments aimed to explore learners' perceptions, motivation levels, and attitudes toward the use of AI-based learning tools. The participants were undergraduate students majoring in Economics at a higher education institution, who were exposed to AI-supported English instruction over the course of one academic semester.

Data collected from tests and surveys were analyzed using descriptive statistics and thematic analysis. This methodology allowed for both measurable outcomes and in-depth insights into the learning experience.

Analysis and Results

The findings of the research indicate that the integration of artificial intelligence tools into English language teaching for economics students yields substantial academic and pedagogical benefits. A comparative analysis of pre-test and post-test results demonstrates a significant increase in students' overall language proficiency,

particularly in the areas of specialized vocabulary, reading comprehension, academic writing, and communicative competence.

One of the most notable improvements was observed in economics-related vocabulary acquisition. AI-powered learning platforms provided repeated exposure to key terms through adaptive exercises, contextual examples, and instant feedback. As a result, students were able to use professional terminology more accurately in written assignments and oral discussions. Reading comprehension tasks supported by AI tools enabled learners to analyze authentic economic texts such as reports, articles, and case studies more effectively.

Writing skills also showed measurable progress. Automated writing evaluation tools assisted students in identifying grammatical errors, improving sentence structure, and enhancing coherence in academic and professional writing. Continuous feedback encouraged self-correction and independent learning. Furthermore, AI-based chatbots played a crucial role in developing speaking and interaction skills by simulating real-life professional communication scenarios related to economics and business.

The questionnaire results revealed that the majority of students had a positive attitude toward AI-assisted learning. Learners reported increased motivation, reduced anxiety, and greater confidence when using English. Many students emphasized that AI tools allowed them to practice language skills beyond classroom limitations and at their own pace. Overall, the combination of traditional teaching methods with artificial intelligence technologies proved to be more effective than conventional instruction alone

Conclusion and Recommendations

Based on the findings, it can be concluded that artificial intelligence tools significantly enhance the effectiveness of teaching English to economics students. AI technologies support personalized learning paths, facilitate autonomous study, and strengthen the

connection between language learning and professional application in economic contexts.

To maximize the benefits of AI integration, higher education institutions should incorporate AI-based tools into English language curricula systematically. Teacher training programs should be developed to ensure educators are equipped with the necessary digital and pedagogical skills. Furthermore, ethical considerations such as data privacy and responsible AI use must be addressed. Future research may focus on long-term impacts of AI-assisted learning and comparative studies across different academic disciplines.

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