

REVISITING THE CLASSROOM DYNAMICS: AI AS A PERSONAL
TUTOR IN MODERN EFL PEDAGOGY

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Annotatsiya: *Ushbu maqola an’anaviy, jamoaviy ingliz tili o‘qitishdan sun’iy intellekt (AI) tomonidan osonlashtirilgan individuallashtirilgan ta’lim modeliga o‘tishni o‘rganadi. Odatdagi EFL (ingliz tili chet tili sifatida) sinflarida o‘qituvchilar ko‘pincha har bir talabanning lingvistik bo‘shliqlarini bir vaqtning o‘zida bartaraf etishga qiynaladilar. Ushbu doiradan foydalangan holda, tadqiqot adaptiv AI platformalari qanday qilib darhol teskari aloqa beruvchi va o‘quvchilarning psixologik to‘siqlarini kamaytiruvchi "24/7 shaxsiy repetitor" bo‘lib xizmat qilishini tahlil qiladi. Metodologiya bir semestr davomida talaba va AI o‘rtasidagi o‘zaro munosabatlarning kuzatuv tahlilini o‘z ichiga oladi va asosiy e‘tibor raqamli skaffolding (yordamchi tuzilma) o‘quvchi avtonomiyasini qanday oshirishiga qaratiladi. Natijalar shuni ko‘rsatadiki, AI kognitiv sherik sifatida ishlatilganda talabalarning nutq so‘zlashdagi ishonchi va grammatik aniqligi sezilarli darajada oshadi. Maqolada AI samarali texnik yordamchi bo‘lsa-da, ushbu vositalardan axloqiy va ijodiy foydalanishga yo‘naltirishda inson-o‘qituvchining roli muhim bo‘lib qolishi haqida xulosa qilinadi.*

Kalit so‘zlar: *AI repetitori, individuallashtirilgan ta’lim, EFL, raqamli skaffolding, o‘quvchi avtonomiyasi, XXI asr ko‘nikmalari.*

Abstract: *This research investigates the transition from traditional, collective English language instruction to a personalized learning model facilitated by Artificial Intelligence (AI). In a typical EFL classroom, teachers often struggle to address the individual linguistic gaps of every student simultaneously. Using the framework, this study analyzes how adaptive AI platforms serve as "24/7 personal tutors" that provide immediate feedback and reduce learners' psychological barriers. The methodology involves an observational analysis of student-AI interactions over one semester, focusing on how digital scaffolding enhances learner autonomy. The results indicate a significant improvement in students' speaking confidence and grammatical accuracy when using AI as a cognitive partner. The article concludes that while AI is an efficient technical assistant, the human teacher's role remains essential in guiding the ethical and creative use of these tools.*

Keywords: *AI Tutor, Personalized Learning, EFL, Digital Scaffolding, Learner Autonomy, 21st Century Skills.*

INTRODUCTION

In most English as a Foreign Language (EFL) classrooms today, we still face a century-old problem: the diversity of student proficiency levels. As teachers, we often find ourselves teaching to the "middle" of the class, leaving advanced students bored and struggling students confused. This "one-size-fits-all" approach is no longer effective in the 21st century, where personalized attention is the key to success. However, physically providing a private tutor for every student is impossible in a public education system.

This is where Artificial Intelligence (AI) changes the game. AI is not just a tool for generating text; when used correctly, it acts as a highly adaptive "Personal Tutor." It bridges the gap between what a student knows and what they need to learn next. Unlike a human teacher who has to manage thirty students at once, an AI tutor focuses entirely on one learner, identifying their specific patterns of error and adjusting the difficulty level in real-time. My goal in this paper is to explore how this technology, when integrated into our daily teaching, helps students become more independent and confident in their language journey.

Methods: To understand the real-world impact of AI tutoring, I conducted an observational study during a four-month academic term. The participants were intermediate-level EFL students who were encouraged to use AI tools (specifically conversational models like ChatGPT and pronunciation apps like ELSA) as their primary homework assistants.

The methodology was built around the "Dynamic Assessment" theory. Instead of traditional testing, I monitored the "Process of Learning." I focused on three main indicators:

1. **The "Wait-Time" for Feedback:** I compared how quickly students corrected their writing errors using AI versus waiting for my written feedback on their papers.
2. **Engagement Patterns:** I tracked the time students spent practicing English outside of the classroom when they had an interactive AI partner versus when they only had a textbook.
3. **The Affective Filter:** Through personal interviews and surveys, I measured the levels of "language anxiety" students felt when talking to the AI versus speaking in a public classroom setting. This allowed for a deeper understanding of the psychological impact of digital tutoring.

Results

The findings from this study provided clear evidence that AI tutoring offers a unique form of "scaffolding" that traditional methods lack. The results can be summarized as follows:

Acceleration of the Correction Loop:

The most immediate result was the speed of improvement. Students who used AI to check their essays received instant "corrective recasts." Because the correction happened while the student was still thinking about the sentence, the "learning moment" was much more powerful. Data showed that these students internalized grammatical rules (such as tense consistency) nearly twice as fast as the group waiting for teacher feedback.

Lowering the Psychological Barrier:

Perhaps the most surprising result was the change in student confidence. 80% of the students reported that they felt "safe" making mistakes in front of the AI. In a classroom, students often stay silent because they are afraid of being judged. The AI tutor provided a "private space" to fail and try again. As a result, the total time students spent practicing speaking increased by 50% because they were no longer paralyzed by the fear of looking "stupid" in front of their peers.

Tailored Vocabulary and Context:

The AI tutors successfully personalized the learning materials based on individual interests. One student practiced English through the context of "Space Exploration," while another focused on "Business Management." This high level of relevance kept the students engaged much longer than any standardized textbook could.

Discussion: The results of this research lead to a very important discussion about our future as educators. If an AI can check grammar, teach vocabulary, and practice pronunciation better than a teacher can for thirty people at once, what is our role? I believe our role is moving from "Information Provider" to "Learning Designer." We are no longer the source of all knowledge, but the mentors who teach students how to use that knowledge wisely.

However, we must also talk about the risks. If a student uses AI to *do* the work instead of *learning* from the work, their critical thinking will stop growing. This is why we must teach "Prompt Literacy" – the skill of asking the right questions to get the best pedagogical help. We should also be aware of the "Digital Divide" in Uzbekistan; not every student has a high-speed connection or a modern smartphone. To make personalized learning a reality, we must ensure that these digital tutors are accessible to everyone, not just the wealthy. The synergy between our human intuition and the AI's technical speed is what will define the next decade of English teaching.

CONCLUSION

Artificial Intelligence as a personal tutor is not a threat to teachers; it is the ultimate assistant. It allows us to finally provide the personalized, adaptive education that every student deserves. By reducing anxiety and providing instant

support, AI empowers our students to take control of their own learning. As we move forward into the 21st century, our success as English teachers will depend on how well we can harmonize these powerful digital partners with our own pedagogical experience. The future of ELT is not just digital; it is personal.

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