

**USING ARTIFICIAL INTELLIGENCE TO TEACH RUSSIAN AND ITS
EFFECTIVENESS****Yagafarova Nazilya Rafailovna**

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ABSTRACT

This article analyzes the theoretical foundations, practical methods, and effectiveness of teaching the Russian language using artificial intelligence tools. It provides information on modern AI tools (mobile applications, chatbots, pronunciation analysis systems, adaptive learning platforms). The article also highlights the specific features of teaching Russian in Uzbekistan – the bilingual environment, local platforms ("Zabon"), and teacher training programs (UNESCO IITE courses, the "One Million Prompters" project). The advantages of using artificial intelligence (personalization, instant feedback, convenience) and its limitations (lack of emotional connection, inability to understand cultural context, internet connectivity issues) are discussed. Practical recommendations for Russian language teachers are provided on lesson planning, teaching pronunciation and grammar, assessment, and professional development. The article concludes that the most effective model in education is a hybrid approach based on the collaboration between artificial intelligence and teachers.

Keywords: artificial intelligence, Russian language, teaching methodology, hybrid education, mobile applications, chatbots, adaptive learning, pronunciation analysis, Uzbekistan, bilingualism, "Zabon" platform, teacher professional development, digital transformation, communicative competence, gamification

Today, technology is developing and penetrating all areas of our lives. The field of education is no exception. Specifically, the use of artificial intelligence (AI) tools in teaching foreign languages is becoming widespread. In Uzbekistan, Russian is important as a language of interethnic communication. According to data from 2026, education is conducted in Russian in

862 schools in the republic. At the same time, many Uzbeks want to know Russian because this language is needed for work, study, and daily life.

This article discusses how teaching Russian using artificial intelligence is being implemented, its effectiveness, the situation in Uzbekistan, and useful recommendations for Russian language teachers.

Artificial intelligence opens up many opportunities in language teaching. Let's list the most important ones:

- Personalized approach – AI analyzes each student's knowledge level, errors, and learning speed, providing them with suitable tasks. In other words, the program adapts to the student.
- Quick error correction – In traditional lessons, the teacher spends time correcting mistakes. AI immediately points out the error and explains the correct option.
- Speaking practice – Using chatbots powered by AI, students can have conversations in Russian at any time. This allows for free communication without fear of making mistakes.
- Pronunciation analysis – Special programs listen to the student's pronunciation, show where they are making mistakes, and help correct them.
- Gamification – Engaging students and motivating them to learn through game elements (points, levels, rewards).

Today, there are many mobile applications and platforms for learning Russian. Let's look at the most popular ones:

- Duolingo, Memrise, Quizlet – these apps allow for interactive exercises, vocabulary building, pronunciation, and grammar practice. Students can learn at their own pace.
- Zabon – The first major online platform for learning Russian created in Uzbekistan. This program is adapted for the Uzbek people, enriched with real-life situations and examples. "Zabon AI," a special artificial intelligence assistant, helps students develop speaking skills. The platform has over 15,000 learners and has achieved 90% effectiveness.
- ChatGPT and Yandex.Alisa – Students can have free conversations in Russian with these chatbots. They help with writing texts, correcting errors, and learning new words.
- Google Classroom and Moodle – These platforms allow teachers to organize hybrid and "flipped" lessons. Students familiarize themselves with the material before the lesson, and during the lesson, they focus more on communication and practice.

Let's review research conducted in this field. Komilova and Shokirov (2025), in their article, studied the impact of technology on teaching Russian. They emphasized that mobile apps and online platforms help develop student independence, speech fluency, and cultural competence. Begnayeva (2025) analyzed the methodology of integrating artificial intelligence technologies into

teaching foreign languages in schools. According to her, AI-powered chatbots, voice recognition systems, and adaptive learning platforms significantly increase lesson effectiveness. An experiment conducted by Murodova (2026) involving 140 students from four higher education institutions in Uzbekistan showed that adaptive teaching systems based on artificial intelligence, which account for students' individual learning speeds, significantly enhance educational effectiveness.

Teaching Russian in Uzbekistan takes place under unique conditions.

- Bilingual environment – A large part of the population in Uzbekistan knows Uzbek and Russian. Starting from the 2024-2025 academic year, Uzbek language class hours in Russian-language schools have increased by 35% (from 20 to 27 hours per week). According to Minister of Public Education Sherzod Shermatov, "Regardless of which school they graduate from, every citizen of Uzbekistan should have the opportunity to learn the Uzbek language. At the same time, they will need to learn Russian, as well as English or another foreign language."

- Local platforms – Local platforms are being created for teaching Russian in Uzbekistan. Zabon, mentioned above, is one of these. This program is specifically adapted for the Uzbek people, with examples and situations prepared in a way that is understandable to Uzbeks.

- Teacher professional development – In April 2025, the UNESCO Institute for Information Technologies in Education (IITE) launched courses in Russian, "Using Generative Artificial Intelligence as a Teaching Tool in Higher Education" and "Prompt Engineering." These courses were offered for free to teachers from Uzbekistan, Armenia, Azerbaijan, Kazakhstan, and other countries.

- "One Million Prompters" project – The "One Million Prompters" program is being implemented in Uzbekistan through the AiStudy.uz platform, which provides AI education. Within this program, users learn to work with generative AI, write effective prompts, and solve practical tasks.

Artificial intelligence has the following advantages and limitations:

Advantages

- Convenience – The student can learn anytime, anywhere – at home, at work, or while traveling.

- Individual approach – A personalized program is created for each student. Some may learn grammar quickly, others may need more attention on vocabulary.

- Safe environment – Students can practice conversing with AI without fear of making mistakes.

- Quick results – Errors are corrected immediately, which speeds up the learning process.

Limitations

- No emotional connection – AI cannot sense the student's mood or difficulties like a teacher can.
- Inability to understand cultural context – AI may not always correctly analyze irony, jokes, proverbs, and phraseologisms in Russian.
- Internet problems – In some rural areas of Uzbekistan, internet speed is poor, and power outages can occur. This makes using AI tools difficult.
- Teacher training – Not all teachers can use new technologies. They require retraining and professional development.

Below are simple and useful recommendations for Russian language teachers on how to use artificial intelligence tools.

In lesson planning

1. Apply a hybrid lesson model. Combine traditional lessons with AI tools. For example, assign students to learn new words via Duolingo before the lesson. During the lesson, focus on using those words in live communication.
2. Use chatbots. Give assignments using ChatGPT or Yandex.Alisa that model real-life situations (ordering food in a restaurant, booking a hotel).

In teaching pronunciation and grammar

3. Implement pronunciation analysis tools. Assign students to record their pronunciation and compare it with AI analysis. This allows them to see their mistakes clearly.
4. Automate grammar error correction. Use the built-in grammar check function in Google Docs. When students write their work, errors are shown automatically.

In developing intercultural competence

5. Use authentic materials. Use news, podcasts, films, and interviews in Russian. Use AI tools to adapt these materials to the student's level (slowed audio, pop-up translations).

In assessment

6. Enhance formative assessment with AI. Use interactive platforms like Kahoot, Quizlet Live to conduct quick tests during the lesson. This allows assessing student knowledge in real-time.

For the teacher's own professional development

7. Improve your AI literacy. Use the course "Using Generative Artificial Intelligence as a Teaching Tool in Higher Education" offered by UNESCO IITE. The course is free and offered in Russian.

8. Share experiences with the pedagogical community. Actively participate in forums, roundtable discussions, and methodological training organized for Russian language teachers across the republic.

Considering the local context

9. Take internet limitations into account. If the internet speed at your school is limited, choose AI tools that work offline. Mobile versions of some platforms require less traffic.

10. Make productive use of the bilingual environment. Since many students know both Uzbek and Russian, enrich their linguistic experience by using AI tools for language comparison and translation exercises.

Conclusion

Artificial intelligence is a powerful auxiliary tool in teaching Russian. It personalizes, accelerates, and makes the learning process more convenient. AI tools are particularly effective for individual exercises, correcting pronunciation, and reinforcing grammar.

In Uzbekistan, Russian language teaching takes place under unique conditions. A large part of the population knows Russian, and education is conducted in Russian in 862 schools. At the same time, there is the issue of a lack of methodological resources and teaching staff.

However, artificial intelligence tools cannot completely cover all aspects of language learning. They cannot fully understand cultural context or emotional connection. Therefore, to achieve the best results, AI tools and a qualified teacher must work in collaboration.

Teachers should not be afraid of new technologies but should apply them in their lessons. For this, they need state support, professional development courses, and methodological assistance. It is encouraging to see positive work being done in Uzbekistan in this regard – local platforms like Zabon are being created, UNESCO courses are being organized, and the "One Million Promoters" project is being implemented.

The most promising direction for teaching Russian in the future is a hybrid model based on the collaboration of artificial intelligence technologies and qualified teaching staff.

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