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Актуальные проблемы социальных и гуманитарных наук

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IJTIMOIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 3 (6) – 2026

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2026

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahammatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b,;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent,;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O‘zbekiston Respublikasida xizmat ko‘rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G‘aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo‘rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o‘g‘li — yuridik fanlar bo‘yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo‘yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo‘yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo‘yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po‘latovich – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O‘zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo‘tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O‘zbekiston milliy universiteti kafedra mudiri.

OAK Ro‘yxati

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STUDENTS' ATTITUDES TOWARD AI USE IN ENGLISH LANGUAGE LEARNING: HELP OR HINDRANCE?

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Abstract. The study was performed as part of a qualitative research using semi structured interviews. This research involved 10 students who are studying English in order to get certificate and enter to MA in Uzbekistan. The data was collected with the help of individual interviews and analysed by thematic analysis, which helped to identify persistent patterns in the perception and experience of AI using.

Keywords: Artificial intellegence (AI), Generative AI, ChatGPT, EFL learners, TESOL context, Uzbek EFL students, Academic writing support, grammar checking, students' motivation.

O'QUVCHILARNING INGLIZ TILINI O'RGANISHDA SUN'IY INTELLEKT QURILMALARIDAN FOYDALANISHGA BO'LGAN MUNOSABATI: YORDAM YO XAVF?

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Annotatsiya. Tadqiqot yarim tuzilgan intervyulardan foydalangan xolda sifatli tadqiqotning bir qismi sifatida foydalanildi. Ushbu tadkikotda sertifikat olish va Uzbekistonda magistraturaga kirish uchun ingliz tilini urganayotgan 10 nafar talaba ishtirok etdi. Ma'lumotlar individual intervyular yordamida tuplandi va tematik taxlil orkali taxlil kilindi. Bu esa sun'iy intellektni idrok etish va undan foydalanish tajribasidagi barkaror konuniyatlarni aniklashga yordam berdi.

Kalit so'zlar: sun'iy intellekt, Generativ SI, ChatGPT, Ingliz tilini urganuvchilar, TESOL, uzbek ingliz tilini urganuvchilar, Imloni tekshirish, akademik yozuv, studentlar motivatsiyasi.

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Introduction. In the last years artificial intellegence tools (AI) like ChatGPT and other generative systems became as an integral part of foreign language learning process. Especially, these technologies are being actively used by students who study English as a foreign (EFL) in order to do writing tasks, checking grammar, improve vocabulary and getting an immediately feedback for their works. Despite growing interest to the AI usage in a language education, a question about how AI is perceived by students: like a tool which supports their learning or like a factor which obstructs their improvement, critical thinking and independence still remains as debating, especially in under-researched national contexts.

Literature Review. Modern students more and more use AI tools for doing writing tasks, checking grammar exercises, to improve vocabulary and getting an immediately feedback for their works. Researches show that a considerable part of students perceive this kind of

technologies like convenient and available resource, which helps to save their time and improve productivity of their studying (Chan& Hu, 2023, Elkhodr et al., 2023)[4,6].

In the context of TESOL and EF AI tools are considered as potential support in improving language skills, especially writing and grammar. For example, a number of studies mentioned, that students use generative AI for brainstorming ideas, explaining language constructions and for checking writing tasks before passing them to their educators (Kacar, 2025)[7]. They approach decrease students' anxiety and increase their confidence while doing academic exercises in English.

However, alongside benefits, in the scientific literature there are actively discussed Risks, which are connected with the overusing of AI. Researchers highlighted fairs about dependence from AI, losing independent critical thinking and risks about academic honesty (Bae et al., 2024; Lien et al., 2025)[8,9]. It is important to mention that, these studies did not focus to objective consequences in the AI usage, they focused only for perceptions of students.

The modern researches demonstrates that perceptions of students according to AI using are almost positive. Chan & Hu (2023)[4] identified that a large number of students in Hong Kong consider AI as beneficial tool, which helps to increase effectivity of studying. The same results were taken in Australia too, where students mentioned the convenience and friendliness of ChatGPT as educational resource (Elkhodr et. al, 2023)[6].

EFL students said that they use AI in the field of writing and grammar especially. For checking their works, and explanation of new grammar rules. Kacar (2025)[7] showed that, EFL students perceive AI like supportive helper, which facilitates process of learning making it more personal. At the same time students showed some concerns about possible losing of their logic and decreasing motivation to active thinking. Some learners said that when they get ready made answers from AI they feel themselves less connected to the studying process, and they feel inclined to analyze problems independent and generate original ideas.

A lot of researchers pay attention to the emotional part of AI using. Bae et. al (2024)[9] mentioned that lack of exact rules and policy from the university causes the sense of guilt, anxiety and decreasing confidence at students while using ChatGPT. It is especially actual in academic writing tasks, where the line between permissible aid and violation of academic integrity remains unclear.

Despite that this theme was researched from different scientist around the world, in the scientific literature the question about perceptions of students according to AI usage in the exact national and educational context is still remaining as understudied. In particular, in the Uzbek EFL context there almost do not have empirical studies which are directed to studying how students assess the influence of AI tools to their English learning process.

Research gap. Thus, despite that there are many researches according to AI, it is still a research gap exactly in Uzbek EFL context. The student installations, their positions, experience have not fully studied yet exactly in language learning.

Unlike experimental studies aimed at measuring only objective consequences of AI use, this study focuses on students' self-Estee, attitudes and perceptions, which is consistent with a descriptive research design. This approach allows to understand deeply how students realize their own dependence on technology, what benefits they see and what concerns they feel.

Purpose of this research is to study the perceptions of students in the usage of AI tools in English learning. The study aims to identify what kind of advantages from AI students see

while using it for English language learning; analysis subjective risks which are connected with overusing of AI.

Methodological focus. To achieve these goals, it is assumed to use a descriptive research design using semi structured interviews. This approach allows to collect the data on the real subjective experience of students, their attitudes and beliefs.

In our modern world, people are surrounded with different types of AI tools like ChatGPT, Gemini and e.g. Because of this it is difficult to avoid them in every field of life. AI tools have already became as inseparable part of every day routine. They make our life easier, freeing us with a lot of daily tasks. Analyzed researches also show that, despite the context, method, and direction of students AI tools are received as reliable tool, at the same time it also causes concern according to academic honesty, improvement of own skills and losing critical thinking. Almost all researches, which are dedicated to perceiving of AI, we can see a positive results. Students in Hong Kong (Chan & Hu, 2023)[4] and Australia (Elkhodr et al., 2023)[6] mentioned value of AI to increasing of productivity and doing creative tasks. Chan & Hu (2023)[4] highlighted GenAI tools' benefit in the research sphere, they can synthesize information, generate ideas, filter them. In the another research (Chan & Lee, 2023)[5] students, especially non-native English speakers said that ChatGPT helps to them improve their academic writings by enabling them to brainstorm ideas and get feedback before they submit. Similar findings demonstrates among EFL learner students of Turkey (Kaçar, 2025)[7]: AI is accepted as comfortable and effective supporter in language learning.In this study EFL learners expressed a high level of engagement with AI applications for both academic and non-academic purposes. These include using AI for just having a fun, entertainment, to develop language skills or to do home tasks. Nevertheless, to positive views always are added concerns:

- decreasing own activity and depending from algorithms;
- losing creative thinking, it leads to narrowing world view, analytic abilities;
- possible distortions of academic honesty.

In the research of Bae at el.(2024)[9] emphasized emotional sights too: uncertainty and lack of clear instructions leads students to feel sense of guilt and psychological discomfort in using ChatGPT.

The another research (Lien et al., 2025)[8] compares students' and teachers' positions. In this findings, educators and learners clearly said that AI is something new that is shaking up the established rules and norms, and none of them know how to interpret AI for their usual life. Despite this, both sides are agree with usefullness of ChatGPT, but teachers always use it very carefully, accenting at possible risks: changing skills, complicating the verification of work and reducing the independence of students. Among this 74 students only one reported his own decrease in AI usage in the academic conxtext due to the poor quality of the information it provided. He said that: "Tried it a bit to work more efficiently with schoolwork but the information was not always correct, so I stopped using it. Have also played around a bit since you can ask it to write jokes or stories." However, both interviewed teachers and students are agree with that, universities should provide exact rules and policy towarding to the usage of AI, which was recommended earlier too(Bates et al., 2020)[3]. Chan et al.(2023)[5] also give comparisons between teachers and learners positions according to AI by focusing on their age differencies. They showed how Gen Z students more interested in adopting generative AI like ChatGPT in studying trhan their Gen X and Millennial Generation teachers, exactly focusing that

people from different generations will have another opinions. Wang et al.(2023)[10] relying on the theory expectancy-value, showed that a student seeks to learn and use AI, when:

- he takes a support from educational sphere;
- believes own ability in mastering technology;
- perceives AI as useful and significant resource.

The similar conclusions demonstrates the research Sultana et al. (2025)[2], they allocate three components attitude according to AI. The first is motivation, the second interest to observe AI, and the last is the desire to work with a partner, even it is a robot.

Practical researches show that AI brings a significant benefit, when it is used consicuosly and pedagogically justified. Interviews among students proved that AI helps them to improve their writings, faster information analys, and effectiveness of preparation. Another experimental laboratory research (Elkhodr et al., 2023)[6] found that ChatGPT can improve skills of problem-solving, when it is used carefully, and with the help of teachers. On the another hand, there have been challenges babout the limitations of GenAI and issues which are related to ethics, plagiarism, and academic integrity. And almost all researches mentioned the risks of AI: over relying from automation, decreasing motivation to think independently, ruin of academic honesty. There is a need of exact rules and university policy about how can students and educators use AI carefully without feeling sense of guilt. If it is used without restriction and instructions, it leads to over using, anxiety. University and other educational places should provide to students policy based on yearly updating of AI tools.

Analysed scientific literature show that there are studying actively students' perceptions toward AI usage in English learning in different countries. But there is a gap in Uzbek EFL context. The perceptions, experiences about advantages and disadvantages of AI in EFL have not discovered yet. This research gap directs the research to study about learners attitudes, their thoughts about possible risks of AI in English studying.

Based on analysed literature this research will focus on how Uzbek EFL students' perceive AI in the educational process. Particularly, this tudy focuses to possible risks, students' subjective experiences while using AI tools.

Qualitative analysis

Research focus and structure

In the last five years artificial intellegence (AI) became as an important part of educational process, especially in studying foreign languages. Modern students more and more refer to these kind of tools, like ChatGPT, Gemini, AI assistents in mobile apps,online-translaters. Because of these tools learning process becomes more flexible and available at any time. However the usage of AI causes not only positive reaction, but also fair abou taccuracy of information. And we can meet some negative moments where students lose theirindependence and it leads to form depending on technologies. Exactly because of this it is important to study about how students perceive AI in learning English. What kind of benefits and difficulty they face while using? And how AI is effecting to their learning motivation and critical thinking.

Method and data description. The interview were analysed using thematic analysis. As a result four main themes were found: 1. AI as a productive learning tool; 2. AI is a source of feedback and emotional support; 3. Concerns about dependence on AI tools and decreased critical thinking; 4. Students' views about the future role of AI tools. In order to find answers to these questions exactly in Uzbek EFL context there were used qualitative method of data

collecting by interviewing 10 students. There were chosen studentswho finished Russian philology in National University of Uzbekistan, but now study English inorder to get certificate. They all from Uzbekistan, but from different regions. Participants are not at the same level, but all of them have their own experience in using AI for studying purposes.From each student were asked ten open questions. Questions were about the frequency of use AI,advantages and disadvantages of it, also about the future role of AI in learning languages. Dates were analysed by thematic analysis. The interview data was coded inductively. Firstly, open codes were generated from repeated sentences in the students' answers. Then they were grouped to broader categories and from them were made final themes. In order to get true and clear results the ideas were compared between participants' answers too.

Presentation of findings/ Results

AI as a productive learning tool

Almost all participants mentioned that use AI actively in English learning. Most of them do this on a daily basis, others several times in a week. They explained the usage of AI,especially ChatGPT as available and comfortable. One of the students said that: "Honestly speaking, I use ChatGPT not every day, I even can say every hour. Because it is like a handbook with all functions and information". One of them mentioned that AI tools create an opportunity to do tasks at any time, even at the midnight., which is useful especially before deadlines. This comments showed the affect of AI to productivity, which we can meet also in findings Chan &Hu (2023)[4], where students also reported GenAI helps them to organize their tasks quickly.

AI is a source of feedback and emotional support.

If it comes to which exact field of learning English students use AI apps the most students frequently use it for checking their grammar mistakes, essays, explanations of complex articles, texts. One girl said that, sometimes "AI gives more simple explanation of grammar rules than a teacher". Other one told that she is shy person from nature, and it is too hard her to speakwith real people. In order to improve her speech she uses AI every Day and it is very helpful.These dates show, that students apply AI for different purposes, based on their weaknesses andrequirements.If it comes to perception of AI's efficacy, almost all students assess positively. One of them described ChatGPT as personal tutor, which is available 24/7 and never becomes tired. For another one AI is thing, which helps to increase her confidence. In the past she afraid of writing huge texts. Because she thought that she can do some grammar mistakes. But now if she doubts about some word or sentence, she just checks it with the help of AI. All students consider that AI gives an opportunity to get quick feedback in more convenient way than a teacher. However, participants also faced some difficulties while using. Sometimes AI provides mistaken information, especially when they give unclear request. One of the participants mentioned that"The problem is sometimes you cannot notice that an answers is wrong. And you can continue with a wrong information". Another one also told about her story when AI provided her incorrectinformation, she wrote an essay connecting with this. And all her work became as invalid. These kind of situations make students to be careful and recheck AI answers, even when the answers look very true and understandable.

Concerns about dependence on AI tools and decreased critical thinking

Despite the benefits, some students have concerns about overrelying on AI apps. Because it can decrease an ability of critical thinking and independence. A girl from interview sharedwith her own experience. She noticed that she began to think less. She wants

immediately askfrom AI in order to get answers quickly, instead of find the solution. Another one added that “AI really makes our brain more relaxed. You will get accustomed to getting ready answers without thinking”. Also she said that every one should control their actions. The level of relevance to AItools depends on the self control of each person. If everyone will use it wisely, it is just a tool. But if overuse, of course, dependency will appear. Emotional reactions of students are differentand mixed. Some one feels interest, for some person it is motivation and even a sense of safety. One participant said that AI explains quietly even she asks several times, it has not nevercondemn her for not understanding. It motivates.

Students’ views about the future role of AI tools

Also there was a question about teachers' position and can AI tools replace them fully in the future? All students agree with the help of artificial intellegence, but it cannot never be as ateacher. Students predict that in the future universities and other learning places will provide exact policy about the usage of AI. And AI will integrated into studying process. One of the students said that soon it will become as normal part of books and tasks.

Discussion\ Interpretation. From theoretical perspective, results can be linked to the concept of autonomy learning, because students actively use AI to regulate their own learning skills. But over relying on Ai tools can lead to decreasing own decision making and critical making skills. The limitation of this analysis was a very little sample, only 10 students. But in order to deeply understand their positions they were interviewed face to face. In general, all participants see AI as positive tool in English learning, that economs their time, gives a feedback in just seconds. But at the same time they predict consequences when they will overuse. In Uzbek EFL context, where there are not so many opportunities for autheticnEnglish interaction, AI tools appear to fnction as an accessible learning source. However, the findings show a need for exact policy and rules to use AI without depending and losing own thinking, which was mentioned in other researches too (Lien et al. 2025; Bae et al. 2024)[8,9] In that case, AI tools will become as real assistent, which will help to improve language skills, not replacement of individual work.

Research proposal

Students’ Attitudes toward AI Use in English Language Learning: Help or Hindrance?

Background, problem, rationale

In the recent years artificial intellegence (AI) became as an integral part educational process, especially in studying foreign languages. Emergence of tools such as ChatGPT, Gemini, AI assistents in mobile apps and online translaters changed the way how students interact with learning materials. These technologies make a studying flexible, personal and available at any time. Analysed studies showed that in the recent years AI started to use not only for translating or grammar learning, but also for supporting in academic writing tasks, checking the grammar structures of sentences, problem solving, to get creative ideas and many other fields, which makes AI attractive and important especially for EFL learners (Chan & Hu, 2023)[4].

However, with benefits also some problems are appearing. On the one hand, AI helps to students improve the grammar, vocabulary, writing and even speaking. But in the another hand, overuse of it can decrease critical thinking and independence of learners. As Kacar (2025)[7] and Bae et al. (2024)[9] mentioned, there is a huge risk of dependence on technology and loss of personal initiative. In the uzbek context this theme is especially actual, because students almost all students use ChatGPT and other AI tools actively, but there are no exact

rules and policies from adminstration according to the usage of AI. Research of Lien et al. (2025)[8] highlighted the need of these rules in order to support academic honesty and effective learning. Thus, there is a contradiction: students recognize the advantages of AI, but at the same time they express concern about losing their independence and mistakes, which are generated by systems. This contradiction forms a basis to the research, and it highlights examine not only usefulness of AI, but also its pedagogical consequences. In Uzbek EFL context this issue is particularly relevant. Although university students use AI actively, there are no clearly defined institutional rules or guidelines regulatin this usage in higher education system. As a result despite the benefits of AI students have some concerns about using AI in educational purposes, they think that they are lying or breaking academic honesty. This contradiction and the lack of empirical research focusing on Uzbek EFL students form the central research problem to this study.

Research aim. To identify how EFL students in Uzbekistan perceive the usage of AI in the English learning process, what kind of advantages and disadvantages they face, and how these effects to their interest, motivation and logical thinking.

Research questions

1. How do Uzbek EFL learners perceive AI tools in learning English?
2. What advantages do students see while using AI tools, especially for grammar and writing?
3. What concerns do learners feel about over using of AI tools in English learning?

Methodology.

Design: In this research there was used qualitative method with semi-structured interview. This qualitative approach is appropriate because it allows to explore deeply students' personal perception, their emotional reactions and real experiences according to the using AI while EFL studying.

Participants: In this research there were participated 10 students from National University of Uzbekistan, which are learning English after graduating a direction "Russian philology". All participants live in the different regions of Uzbekistan, their levels of English are not same, but all of them use AI actively in the learning process, which makes them suitable for addressing the aims of this research.

Instruments and data collection: There was developed a guide which consists from ten open ended questions, which are contained the frequency and purposes in the using AI, a perception its effectiveness, possible difficulties, and also its effect to confidence, motivation and logical thinking. The interview questions were formed based on research questions. Questions were like this: How often do you use AI tools? What do you think what are the main benefits of it? Have you ever face the situation when AI provided you incorrect information? How the usage of AI effects to your ability of thinking and problem solving?

Research procedure: There are several stages in the collecting data. Firstly, there were collected participants with the help of social media. After, there were explained shortly about the purpose of the interview and research in order to get participants' permission to interview them. Then there were conducted individual semi-structured interview through video call. For each student there was spent about 20-30 minutes. The interviews were recorded with the permission of participants. The collected data was analysed with thematic analysis.

Ethical considerations: The research was conducted with following ethical principles academic researches. All participants were informed about purposes of the research, methods and how the collected information will be used in advance. Anonymity will be guaranteed. There were not used the names and surnames of participants. Participants were informed of their right to withdraw at any stage of the research. They were mentioned as a student. All collected answers only were used for research and were not transmit to third parties.

Expected outcomes and significance

The results of research showed that a large amount of students expressed a positive attitude to using AI assistents while English learning. Participants mentioned benefits AI such as time economing, an opportunity getting feedback immediately, and also confidence in writing tasks and speaking in English. At the same time, they told about contrast aspects. Students highlighted over dependence of automatic answers, decreasing their independence and personal analytic skills, and also problems related with the accuracy of answers, sometimes they cannot understand the mistake of AI, because it looks very correctly. Practical significance of this work is taken rests can be used by educators and adminstrators TESOL-programms in Uzbekistan. They help to create exact university policies in the AI using, offers methodical recommendations about smooth implementation AI into learning process.

The practical significance of this study lies in its potential contribution to the development of institutional policies and pedagogical recommendations for responsible AI usage in Uzbek TESOL programs. The limitation of this research was limited sample. There were interviewed only ten students. But at the same time, all participants were from diffirent regions of Uzbekistan, and were not at the same level of English, which helped to compare. Despite of limited sample this conducted research complements the research gap in Uzbek EFL context and works as a continuation of existed literature (Bae et al., 2024; Chan & Hu, 2023; Kacar, 2025 and etc.)[9,4,7].

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