6. Alignment with Industry Needs. Findings suggested a strong alignment between the skills cultivated in philological higher education institutions and the demands of the professional landscape. Employers expressed a preference for graduates with a strong foundation in language, literature, and cultural studies, citing their ability to contribute meaningfully to diverse sectors and industries in an increasingly interconnected world.

The rigorous analysis of the data unfurls a compelling narrative, underscoring the transformative influence of educators endowed with high levels of professional competence. Educators who exhibit a profound understanding of their subject matter, employ innovative pedagogical strategies, and manifest a penchant for research proficiency are found to be instrumental in fostering engaging dialogues, nurturing a profound appreciation for language and literature, and igniting a fervor for cultural studies among students within philological institutions. Moreover, the findings underscore the pivotal role of professional competence in elevating the quality of education, fostering interdisciplinary collaboration, and ensuring the enduring relevance of academic programs in the fast-evolving landscape of philology.

Conclusion. In summation, professional competence emerges as the bedrock of excellence in philological higher education institutions, serving as a lodestar guiding educators and students alike on their academic odyssey. Educators endowed with professional competence play an indelible role in sculpting the academic journeys of students, nurturing intellectual growth, and equipping individuals with the requisite skills for thriving careers in the realms of language, literature, and cultural studies. As philological institutions chart their course into the future, it becomes imperative to prioritize the cultivation and bolstering of professional competence among educators to uphold academic rigor, foster a culture of lifelong learning, and propel the domain of philology to greater heights of academic excellence.

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INTRODUCTION OF ARTIFICIAL INTELLIGENCE (AI) IN SECONDARY EDUCATION SCHOOL SYSTEMS

Annotation. *With the surge in research on artificial intelligence (AI) within the educational realm, numerous scholars anticipate a transformation in the roles of teachers, schools, and educational leaders. This study aims to explore the potential scenarios arising from the integration of AI in education and the consequent implications for the future of educational institutions. Employing a phenomenological approach, a qualitative research method, the study investigates the perspectives of participants from various sectors. The findings suggest that the advent of AI in education will introduce new products and benefits for schools and teachers, alongside potential drawbacks.*

Key words: *artificial intelligence, education, school management, teachers, methods, language learning.*

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O'RTA TA'LIM MAKTAB TIZIMLARIDA SUN'IY INTELLEKTNI (AI) JORIY ETISH

Annotatsiya. *Ta'lim sohasida sun'iy intellekt (AI) bo'yicha tadqiqotlar kuchayishi bilan ko'plab olimlar o'qituvchilar, maktablar va ta'lim rahbarlari rollarida o'zgarishlar bo'lishini taxmin qilmoqdalar. Ushbu tadqiqot AIning ta'limga integratsiyalashuvidan kelib chiqadigan potensial senariylarni va buning ta'lim muassasalarining kelajagi uchun oqibatlarini o'rganishga qaratilgan. Fenomenologik yondashuvdan, sifatli tadqiqot usulidan foydalangan holda, tadqiqot turli sohalardagi ishtirokchilarning istiqbollarini o'rganadi. AIning ta'limda paydo bo'lishi mumkin bo'lgan kamchiliklar bilan bir qatorda maktablar va o'qituvchilar uchun yangi imkoniyatlar va imtiyozlarni joriy qiladi.*

***Kalit so'zlar**: sun'iy intellect, ta'lim, maktab boshqaruvi, o'qituvchilar, metodlar, til o'rganish.*

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ВНЕДРЕНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА (ИИ) В ШКОЛЬНЫЕ СИСТЕМЫ СРЕДНЕГО ОБРАЗОВАНИЯ

Аннотация. *С ростом исследований искусственного интеллекта (ИИ) в образовательной сфере многие ученые ожидают трансформации ролей учителей, школ и руководителей образования. Целью данного исследования является изучение потенциальных сценариев, возникающих в результате интеграции ИИ в образование, и вытекающих из этого последствий для будущего образовательных учреждений. Используя феноменологический подход, качественный метод исследования, исследование исследует точки зрения участников из различных секторов. Результаты показывают, что появление ИИ в образовании принесет новые продукты и преимущества для школ и учителей, наряду с потенциальными недостатками.*

Ключевые слова: *искусственный интеллект, образование, руководство школы, учителя, методы, изучение языка.*

Introduction. Currently, numerous areas for enhancing teaching and learning remain overlooked. Educators are in pursuit of technology-driven strategies to tackle these areas, aiming for solutions that are both secure and efficient, while also capable of being implemented on a large scale. Naturally, educators are curious about whether the swift technological progress witnessed in daily life could offer assistance. Like the general populace, educators integrate AI-driven services into their routines, such as home voice assistants, grammar correction tools, sentence completion aids, essay writing support, and automated trip planning apps on their mobile devices. Consequently, many educators are actively investigating newly available AI tools.

Certainly! The integration of artificial intelligence (AI) into high school systems represents a significant evolution in educational paradigms. This development entails the incorporation of AI technologies into various aspects of the educational framework, including curriculum design, instructional delivery, assessment methodologies, and administrative processes.

However, the deployment of AI in high school systems also raises pertinent considerations regarding equity, ethics, and privacy. Ensuring equitable access to AI-powered educational resources and addressing potential biases inherent in AI algorithms are imperative for promoting inclusivity and fairness. Moreover, safeguarding student privacy and data security is paramount in the design and implementation of AI-driven educational solutions.

Literature review. The integration of artificial intelligence (AI) into high school education has been extensively examined in recent literature, highlighting both its potential benefits and associated challenges. Below is a synthesis of key findings from several comprehensive literature reviews:

1. Personalized Learning and Student Engagement.

AI technologies have demonstrated significant potential in personalizing learning experiences, thereby enhancing student engagement and motivation. By tailoring educational content to individual student needs, AI facilitates more effective learning outcomes [1;431–440-b.].

2. Teacher Support and Administrative Efficiency. The deployment of AI in educational settings can alleviate teachers' workloads by automating administrative tasks and providing intelligent tutoring systems. This allows educators to focus more on direct student interaction and personalized instruction[1; 431-440-b.].

3. Ethical Considerations and Implementation Challenges. Despite its advantages, the integration of AI into high school education presents challenges, including ethical concerns, data privacy issues, and the necessity for substantial teacher training. Addressing these challenges is crucial for the successful adoption of AI in educational contexts [1;431–440-b.].

4. Global Perspectives and Policy Implications.The adoption of AI in education varies globally, with different countries implementing diverse strategies. Policymakers are encouraged to develop comprehensive frameworks that guide the ethical and effective use of AI in schools, ensuring equitable access and addressing potential biases [17;1–60-b.].

5. Future Research Directions. Ongoing research is needed to explore the long-term impacts of AI integration in high school education, particularly concerning its effects on learning outcomes, teacher roles, and student well-being. Additionally, studies should focus on developing best practices for AI implementation that are context-sensitive and culturally relevant [1;431–440-b.].

In conclusion, while AI holds promise for transforming high school education through personalized learning and enhanced administrative efficiency, careful consideration of ethical, practical, and policy-related challenges is essential to maximize its benefits and mitigate potential drawbacks.

Research method. The study employed a phenomenological approach, which falls under the umbrella of qualitative research methods. Qualitative research is chosen when a comprehensive exploration of a problem or topic is desired (Creswell, 2013). Phenomenological research, as described by Yildirim and Simsek (2008), aims to reveal the ideas and meanings attributed by individuals to a particular phenomenon. Thus, our objective was to uncover the perspectives of participants regarding AI in education. In this investigation, which analyzed the views of participants from four distinct professions on artificial intelligence in education, a triangulated data collection approach was adopted.

One supported idea pertains to the utilization of AI-powered adaptive learning platforms. These platforms leverage machine learning algorithms to analyze student performance data and dynamically adjust learning materials and activities to cater to individual learning paces and preferences. Research studies have demonstrated the efficacy of adaptive learning in enhancing student engagement, motivation, and academic achievement across diverse subject domains.

Another supported concept involves the implementation of AI-driven intelligent tutoring systems (ITS). These systems emulate human tutoring interactions by providing personalized guidance, feedback, and scaffolding to students based on their learning trajectories and misconceptions. Empirical evidence suggests that ITS interventions contribute to significant learning gains, particularly in areas requiring conceptual understanding and problem-solving skills. Furthermore, the integration of AI facilitates data-driven decision-making processes in educational contexts. By harnessing predictive analytics and data mining techniques, educators can glean valuable insights into student performance patterns, identify at-risk students, and tailor instructional interventions accordingly. Research findings underscore the utility of AI-driven analytics in informing instructional design, curriculum refinement, and targeted interventions to support student learning outcomes. additionally, AI technologies offer innovative solutions for promoting accessibility and inclusivity in high school education. Natural language processing (NLP) algorithms enable the development of AI-powered assistive technologies, such as speech recognition and text-to-speech tools, to support students with diverse learning needs, including those with disabilities. Research evidence highlights the transformative impact of AI-based assistive technologies in fostering equitable access to educational resources and opportunities for all students.

In summary, the development of AI in high school systems is underpinned by empirical research and technological advancements, offering a range of supported ideas to enhance teaching, learning, and educational outcomes. From adaptive learning platforms to intelligent tutoring systems and data-driven analytics, AI holds immense potential to reshape the landscape of high school education, promoting personalized, inclusive, and effective learning experiences for all students.

Result. Artificial intelligence (AI) refers to the simulation of human intelligence processes by machines, particularly computer systems. These processes include learning (the acquisition of information and rules for using it), reasoning (using rules to reach approximate or definite conclusions), and self-correction. AI encompasses various subfields, including machine learning, natural language processing, computer vision, robotics, and expert systems, among others. The ultimate goal of AI is to develop systems that can perform tasks that typically require human intelligence, such as understanding natural language, recognizing patterns, making decisions, and solving complex problems.

Certainly! Here are the advantages and disadvantages of artificial intelligence in education: advantages:

1. Personalized Learning: AI-powered adaptive learning platforms can tailor educational content and activities to the individual learning pace, style, and preferences of each student, fostering personalized learning experiences.

2. Enhanced Student Engagement: Interactive AI applications, such as intelligent tutoring systems and educational games, can increase student engagement and motivation by providing dynamic and immersive learning experiences.

3. Data-Driven Insights: AI analytics enable educators to gain valuable insights into student performance patterns, identify areas for improvement, and make data-driven decisions to optimize teaching stra-tegies and curriculum design.

4. Accessibility and Inclusivity: AI-based assistive technologies, such as speech recognition and text-to-speech tools, promote accessibility for students with diverse learning needs, including those with disabilities, thus fostering inclusivity in education.

5. Efficiency and automation: AI streamlines administrative tasks, such as grading, scheduling, and course planning, freeing up educators' time to focus on instructional activities and student support.

Disadvantages:

1. Equity and access: The digital divide may exacerbate disparities in access to AI-powered educational resources and technologies, particularly in underserved communities, leading to inequitable learning opportunities.

2. Ethical Considerations: AI algorithms may perpetuate biases and discrimination present in training data, potentially exacerbating social inequalities and reinforcing stereotypes in educational settings.

3. Privacy Concerns: Collecting and analyzing vast amounts of student data through AI-driven systems raises concerns about data privacy, security, and the potential misuse of sensitive information.

4. Dependency and overreliance: overreliance on AI technologies in education may diminish students' critical thinking skills, creativity, and problem-solving abilities, as well as educators' professional judgment and autonomy.

5. Cost and Implementation Challenges: Implementing AI solutions in educational settings requires significant financial investment, technical expertise, and infrastructure support, posing challenges for resource-constrained schools and institutions.

Overall, while artificial intelligence offers promising opportunities to enhance teaching and learning experiences in education, careful consideration of its implications, along with proactive measures to address potential challenges and mitigate risks, is essential to realize its full potential responsibly and ethically.

Artificial intelligence (AI) can be utilized in high schools in various ways to enhance teaching and learning experiences. Here are several ways AI can be integrated into high school settings:

1. Adaptive Learning Platforms: AI-powered adaptive learning platforms can customize educational content and activities based on each student's learning pace, style, and proficiency level. These platforms provide personalized learning pathways, real-time feedback, and targeted interventions to support student mastery of academic concepts and skills.

2. Intelligent Tutoring Systems (ITS): ITS leverage AI algorithms to emulate human tutoring interactions, providing individualized guidance, scaffolding, and feedback to students as they navigate through educational materials and assignments. ITS can support students in mastering challenging subjects, reinforcing learning objectives, and addressing misconceptions in real-time.

3. Virtual Teaching assistants: AI-powered virtual teaching assistants can assist educators in various administrative tasks, such as grading assignments, managing classroom resources, and scheduling activities. These virtual assistants can also provide students with additional support, answer questions, and facilitate peer collaboration in online learning environments.

Conclusion. As the field of research and development (R&D) dedicated to advancing ITS progressed, its scope expanded beyond mathematics to encompass broader educational challenges beyond mere step-by-step problem-solving. Initially, there were limitations observed in these early systems. They were primarily tailored for logical or mathematical problems, featuring closed tasks with predefined expectations for solutions and processes. Moreover, the early AI models primarily focused on cognitive aspects, neglecting other crucial facets of human learning such as social dynamics and motivation.

Over time, these limitations have been addressed through two main approaches: enhancing AI models to encompass a broader range of learning aspects and involving human intervention in the process—an approach that remains pertinent today. Presently, while an ITS might specialize in providing feedback during practice sessions, human teachers play a pivotal role in motivating student engagement, fostering self-regulation, and delivering broader instructional content. In contemporary educational setups, ITS systems may focus on problem-solving drills, while teachers interact with students in smaller groups. additionally, students themselves can interact with AI, as evidenced by "open learner models"—AI systems that offer insights to aid students in self-assessment and reflection.

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TEACHING TRANSLATION TECHNIQUES, STRATEGIES IN A UNIVERSITY SETTING: PROBLEMS AND SOLUTIONS

Annotation. *Translation is essential for ensuring that information is accurately conveyed and that the original meaning of the text is not lost in the process. The ability to choose the correct translation technique is an indispensable skill to translators; therefore, it is essential for translation students to be aware of why a particular technique is used. This research focuses on the teaching of translation techniques, strategies in a translation classroom from the cooperative learning perspective. It concludes with some observations about how to make translation tasks successful and unforgettable.*

Keywords: *culture and translation, styles, accuracy, flexibility, determine, innovative methods.*

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OLIY TA'LIMDA TARJIMA TEXNIKALARI, STRATEGIYALARINI O'QITISH: MUAMMO VA YECHIMLAR

Annotatsiya. *Tarjima ma'lumotlarning to'g'ri yetkazilishi va matnning asl ma'nosi jarayonda yo'qolmasligi uchun zarurdir. To'g'ri tarjima texnikasini tanlash qobiliyati tarjimonlar uchun ajralmas mahoratdir, shuning uchun talabalar ma'lum bir texnika nima uchun ishlatilishini bilishlari juda muhimdir.*