interconnected stages. First, theoretical sources on reflection and competency development were analyzed to establish the conceptual basis of the study. Second, reflective assignments were implemented during classroom activities to encourage self-analysis and professional evaluation.

Data were collected through multiple instruments, including classroom observations, reflective journals, structured questionnaires, and comparative analysis of student performance. Reflective journals were used to track the depth of student reflection over time, while questionnaires measured changes in motivation, confidence, and professional awareness.

The combination of these methods ensured a comprehensive analysis of how reflection contributes to educational effectiveness and professional development within engineering education.

Analysis and Results. The analysis revealed that reflective activities produced significant positive effects on students' professional development. Students demonstrated increased awareness of their learning processes and became more capable of evaluating their strengths and weaknesses. Over time, reflective writings showed a transition from descriptive statements toward deeper analytical reflections, indicating growth in higher-order thinking skills.

Reflective practice also contributed to improved decision-making abilities. Students became more confident in evaluating alternative solutions and justifying their professional choices. This is particularly important in engineering contexts, where effective problem-solving requires critical analysis and careful consideration of consequences.

Furthermore, participation in group reflection sessions enhanced communication and teamwork skills. Students learned to discuss professional challenges openly and consider different perspectives, which contributed to collaborative learning environments. Increased motivation and responsibility for personal learning were also observed, suggesting that reflection supports self-directed learning behavior.

Overall, the findings confirm that reflective practice enhances both academic performance and professional competence development among engineering students.

Conclusion and Recommendations. The study confirms that reflection serves as a powerful pedagogical mechanism in the formation of professional competence among future engineers. By encouraging self-analysis and critical thinking, reflective practice transforms the learning process into an active and meaningful experience that supports long-term professional development.

Based on the findings, several recommendations are proposed. First, reflective activities should be integrated systematically throughout engineering curricula rather than applied occasionally. Second, reflective tasks should be closely connected to real engineering problems to ensure professional relevance. Third, educators should encourage self-assessment and peer feedback to strengthen reflective thinking and collaborative learning. Finally, reflection should be combined with project-based and practice-oriented educational approaches to maximize learning effectiveness.

Future research may explore digital and technology-enhanced reflective tools and examine their role in supporting continuous professional development among engineering students.

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TEACHING ENGLISH USING ARTIFICIAL INTELLIGENCE

Annotation. *The use of artificial intelligence (AI) in teaching English as a foreign or second language is examined in this article. It looks at how AI-powered solutions improve language learning and student engagement, including chatbots, intelligent tutoring systems, automated assessment platforms, and tailored learning apps. The paper also covers the advantages of AI for educators, including less work, more assessment accuracy, and the ability to make data-driven educational decisions. The results indicate that, when applied carefully, artificial intelligence can greatly increase the efficacy of teaching English while enhancing rather than taking the place of the teacher. The article concludes that AI is a potential instrument for contemporary language instruction and urges more study and professional growth to guarantee its appropriate and successful application.*

Keywords: *AI, AI-powered tools, language learning, learning apps, reducing workload, teaching English, potential instrument.*

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SUN'IY INTELLEKT YORDAMIDA INGLIZ TILINI O'QITISH

Annotatsiya*. Ushbu maqolada ingliz tilini chet yoki ikkinchi til sifatida o'qitishda sun'iy intellektdan (AI) foydalanish ko'rib chiqiladi. Unda chatbotlar, aqlli repetitorlik tizimlari, avtomatlashtirilgan baholash platformalari va moslashtirilgan o'quv ilovalari kabi AI asosidagi yechimlar til o'rganishni va talabalarning ishtirokini qanday yaxshilashi ko'rib chiqiladi. Maqolada shuningdek, o'qituvchilar uchun AI ning afzalliklari, jumladan, kamroq ish, ko'proq baholash aniqligi va ma'lumotlarga asoslangan ta'lim qarorlarini qabul qilish qobiliyati yoritilgan. Natijalar shuni ko'rsatadiki, ehtiyotkorlik bilan qo'llanilganda, sun'iy intellekt ingliz tilini o'qitish samaradorligini sezilarli darajada oshirishi mumkin, shu bilan birga, o'qituvchining o'rnini bosish o'rniga uni yaxshilaydi. Maqolada AI zamonaviy til o'qitish uchun potensial vosita ekanligi va uning to'g'ri va muvaffaqiyatli qo'llanilishini kafolatlash uchun ko'proq o'rganish va professional o'sishga chaqirilganligi haqida xulosa qilinadi.*

Kalit so'zlar: *AI, AI asosida ishlaydigan vositalar, til o'rganish, o'quv ilovalari, ish yukini kamaytirish, ingliz tilini o'qitish, potensial vosita.*

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ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА С ИСПОЛЬЗОВАНИЕМ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Аннотация. *В данной статье рассматривается использование искусственного интеллекта (ИИ) в преподавании английского языка как иностранного или второго языка. Анализируется, как решения на основе ИИ улучшают изучение языка и вовлеченность студентов, включая чат-боты, интеллектуальные системы обучения, автоматизированные платформы оценки и специализированные учебные приложения. В статье также рассматриваются преимущества ИИ для преподавателей, включая сокращение трудозатрат, повышение точности оценки и возможность принятия решений в образовательной сфере на основе данных. Результаты показывают, что при тщательном применении искусственный интеллект может значительно повысить эффективность преподавания английского языка, дополняя, а не заменяя учителя. В заключение статьи утверждается, что ИИ является потенциальным инструментом для современного обучения языкам, и содержится призыв к дальнейшему изучению и профессиональному росту для обеспечения его надлежащего и успешного применения.*

Ключевые слова: *ИИ, инструменты на основе ИИ, изучение языков, обучающие приложения, снижение рабочей нагрузки, преподавание английского языка, потенциальный инструмент.*

Introduction. The incorporation of artificial intelligence (AI) into education has opened up new avenues for teaching and learning languages. As English continues to be a global language, there is an increasing need for effective and current teaching methods. AI technology such as intelligent tutoring systems, chatbots, speech recognition tools, and automated assessment platforms are revolutionizing traditional English language education methods.

By tailoring content to each student's unique needs and offering instant feedback, artificial intelligence makes personalized learning possible. Additionally, it helps teachers by streamlining assessments, monitoring student progress, and cutting down on repetitive tasks. These benefits support better learning outcomes and increased student engagement. But there are drawbacks to using AI in English instruction, such as ethical issues, data privacy, and the requirement for adequate teacher preparation. This article explores the use of artificial intelligence in English instruction, emphasizing its advantages, difficulties, and potential to improve language learning.

Literature review. A more adaptable, contemporary, and productive learning environment is made possible by the integration of artificial intelligence at different levels of the educational system.

The significance of neural networks as a tool for giving students access to a wealth of instructional resources, such as texts, audio, and video content, is emphasized by modern researchers. This helps students improve their communication abilities. [1;23 c.]. The fact that methodology is constantly changing is one of the biggest issues faced by language teachers, particularly those who are new to the field. The methodology of teaching foreign languages has changed significantly over the past fifty years, according to McCarthy [2;2 p.]., with emphasis at various points being placed on a remarkable array of philosophies and approaches under banners like grammar-translation, audio-lingual, structuro-global audiovisual, inductive/deductive, functional, notional, situational, communicative, immersion, learning/acquisition,

suggestopedia, directivist\constructivist, etc. From a distance, it appears that teachers have learned that no strategy is a magic wand that can turn any class of foreign language learners into near-native speakers of the target language, despite the fact that each approach has its share of ardent purists.

Aldosari defines [9;145–151 p.] artificial intelligence (AI) as an intelligent program that can do a variety of jobs. For example, people can use AI-powered tools to help them with their academic research, and these tools quickly give them the knowledge they need. AI can be used in educational settings to make intelligent decisions that are similar to those made by humans. AI is also frequently used in language learning to improve students' language proficiency and related abilities.

An AI-assisted tool called ChatGPT, for example, might be used in language learning environments to assist students in honing their language learning abilities and sub-abilities. In order to support language learners' overall language achievement, ChatGPT [12;44–58 p.] can offer the necessary feedback and comments on various language learning skills and sub-skills concerns. The ability of ChatGPT to generate grammatically correct phrases can assist students in creating messages that are well-structured. Additionally, this AI-powered language learning tool [13;1148–1154 p.] is able to comprehend human questions and offer the most insightful responses.

Research Methodology. The usefulness of artificial intelligence in teaching English as a foreign language is examined in this study using a mixed-methods approach. Students studying English were split into two groups for the study: an experimental group and a control group. While the control group was taught using conventional techniques, the experimental group received English teaching backed by AI-based tools. Pre-tests and post-tests [A14:1261955] were used to gauge learning outcomes by evaluating students' development in reading, writing, grammar, and vocabulary.

Questionnaires, classroom observations, and teacher and student interviews were used to gather qualitative data in addition to quantitative data. These techniques made it easier to investigate participants' motivation, attitudes, and involvement in AI-assisted learning. Thematic analysis and descriptive statistical techniques were used to examine the gathered data. Throughout the study, ethical guidelines were adhered to, guaranteeing voluntary participation, anonymity, and the use of data only for scholarly reasons.

Analysis and results. The examination of the research data reveals that the employment of artificial intelligence in English language education improved students' learning outcomes. A comparison of pre-test and post-test data [p. 6-10] found that the experimental group improved more in vocabulary, grammar, reading, and writing skills than the control group. Responses to the questionnaire showed that learners were more engaged, motivated, and self-assured when speaking English. Students were more engaged and eager to participate in AI-assisted lessons, according to classroom observations and interviews. The overall findings indicate that, when utilized as a supportive tool, artificial intelligence improves the efficacy of English language instruction.

Conclusion/Recommendations. The study demonstrates how artificial intelligence may improve vocabulary, grammar, reading comprehension, and writing abilities while boosting student enthusiasm and engagement in English language instruction. Chatbots and writing assistants are examples of AI systems that facilitate individualized learning and encourage independence.

Teachers should integrate AI with engaging classroom activities, offer direction on its application, and guarantee dependable access to technology in order to use it effectively

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