

WHY ONE SHOULDN'T RELY COMPLETELY ON CHATGPT FOR LEARNING FOREIGN LANGUAGES

Safina Farida

Jizzakh State Pedagogical University, Jizzakh, Uzbekistan

ABSTRACT:

This paper explores the strengths and limitations of ChatGPT in learning foreign languages, highlighting its potential benefits alongside its shortcomings. It delves into why relying solely on this AI tool can be problematic, emphasizing the importance of using it as a supplementary resource rather than a replacement for traditional language-learning methods.

KEYWORDS: Simulate real-life conversations, adaptation, enhancing understanding and communication, rapid development.

INTRODUCTION

AI tools bring significant benefits to schools and universities. The popularity of ChatGPT, in particular, can be attributed to its versatility and user-friendly interface.

This makes it highly accessible to people from all walks of life, turning it into a tool for solving a wide range of tasks.

Although AI is not yet widely adopted, more than half of educators are optimistic that it will eventually become an essential part of teaching. Here are the advantages that make the combination of ChatGPT and education worth considering.

Personalized learning: Students learn better through approaches that go beyond standard methods. One such approach is personalized learning.

This educational strategy tailors learning plans based on the student's knowledge and identifies the most effective ways for them to learn.

ChatGPT can assist in this by offering personalized responses, answering standard questions in real time, and adapting to the student's level of understanding.

For example, if a student struggles with a specific math problem, ChatGPT can provide a step-by-step solution and even offer additional practice problems until the concept becomes clear.

Efficient content creation: ChatGPT is a popular tool for generating content. It can deliver high-quality material in just seconds.

Educators can use this to make the process of creating teaching materials more efficient and improve the overall quality of their work.

This saves them valuable time that would otherwise be spent preparing presentations, assignments, and lesson plans.

Such a reliable chatbot allows teachers to focus more on teaching and interacting with their students. Student use and challenges: Since ChatGPT is publicly available, it's no surprise that many students also use this tool to assist with their studies.

Around one in five students who are aware of ChatGPT have used it for this purpose.

To ensure academic integrity and prevent misuse, schools employ AI detectors.

These tools primarily analyze submitted text to determine whether it was generated by artificial intelligence.

The advantages of ChatGPT in education are easy to see. However, as AI becomes an increasingly integral part of classrooms, concerns are starting to emerge.

Nearly eight out of ten educators report that their districts still lack clear policies on the use of AI tools, leaving room for potential misuse. ChatGPT is not the perfect tool many imagine it to be. At times, it can generate incorrect information which, if not verified, could lead to issues. This can result in misinformation, which is particularly problematic in a school environment where accuracy is crucial. Students may also use ChatGPT to create assignments they present as their own, leading to AI-generated plagiarism.

AI plagiarism occurs when students rely solely on AI-generated content (where the AI tool pulls information from already published sources) and unintentionally fail to give proper credit. This can seriously undermine academic integrity and disrupt the learning process. Although AI detectors can help identify such instances, it is essential to develop guidelines for the proper use of AI in education to avoid confusion and promote a fair and innovative learning environment.

Although AI detectors can help identify such instances, it is essential to develop guidelines for the proper use of AI in education to avoid confusion and promote a fair and innovative learning environment.

One of the significant drawbacks of learning a foreign language with the help of artificial intelligence is the lack of feedback from native speakers. ChatGPT can simulate conversations but cannot replace interactions with native speakers. It fails to capture nuances in pronunciation, intonation, or cultural context, all of which are critical for achieving fluency. Secondly, the risk of learning incorrect information. ChatGPT may generate inaccurate or outdated data. If a learner relies solely on this tool, they risk adopting incorrect sentence structures or using inappropriate vocabulary in specific contexts. Thirdly, limited deep personalization. While ChatGPT adapts to a user's proficiency level, it cannot fully replace a teacher or a well-designed curriculum that considers individual goals, learning styles, and comprehension needs.

Another drawback is lack of motivation and structure. Learning with ChatGPT can feel less organized compared to traditional methods. This is particularly challenging for learners who struggle to maintain a schedule without external guidance or a structured learning environment. Finally, overdependence on technology. Relying on ChatGPT may reduce critical thinking skills, the ability to research independently, and the traditional methods of learning through books or real-world interactions.

CONCLUSION

In conclusion, it can be summarized that ChatGPT is a powerful supplement for learning foreign languages, its use should be balanced with other methods to mitigate these disadvantages.

Engaging with native speakers, attending structured classes, and using diverse learning resources remain essential to achieving comprehensive language proficiency.

REFENRENCES

1. <http://www.hurix.com/chat-gpt-pros-and-cons-of-using-chatgpt-in-higher-education>
2. Kavilova, Tamara. "Modern Methods of Teaching a Foreign Language." Theoretical Applied Science, 2022.
3. Safina, Farida. "LANGUAGE LEARNING AND LANGUAGE TEACHING APPROACHES "American Journal Of Philological Sciences, (ISSN – 2771-2273),2024
4. Safina, Farida. "Foreign language learning strategies" YANGI O'ZBEKISTON; FAN, TA'LIM VA INNOVATSIYA, 2024