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A METHODOLOGY FOR DEVELOPING TECHNICAL COLLEGE STUDENTS' ENGLISH-SPEAKING AND INTERACTION COMPETENCIES THROUGH GENERATIVE AI

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Annotatsiya. Ushbu tezisda texnikum o'quvchilarining ingliz tilida gapirish va muloqot kompetensiyalarini rivojlantirishda generativ sun'iy intellektdan foydalanish metodikasi yoritilgan. Tadqiqotda sun'iy intellekt asosidagi suhbatlar, rolly vaziyatlar, individual topshiriqlar, lug'at bilan ishlash va tezkor fikr-mulohazalardan foydalanish imkoniyatlari ko'rib chiqiladi. Mazkur yondashuv o'quvchilarga ingliz tilida muntazam va amaliy muloqot qilish, xatolarini aniqlash, nutq ravonligini oshirish hamda o'ziga bo'lgan ishonchni mustahkamlash imkonini beradi. Shuningdek, generativ AI vositalarini texnikum o'quvchilarining kasbiy ehtiyojlariga moslashtirish orqali professional ingliz tilini rivojlantirish imkoniyatlari tahlil qilinadi. Tezisdan sun'iy intellektdan foydalanishda o'qituvchi nazorati, axborot xavfsizligi va texnologiyadan mas'uliyatli foydalanishning ahamiyati ham ta'kidlangan.

Kalit so'zlar: generativ sun'iy intellekt, ingliz tilini o'qitish, speaking kompetensiyasi, muloqot kompetensiyasi, texnikum o'quvchilari, AI asosidagi ta'lim, kommunikativ kompetensiya, raqamli pedagogika, individual ta'lim.

Abstract. This thesis presents a methodology for developing technical college students' English-speaking and interaction competencies through the use of Generative Artificial Intelligence. It explores the application of AI-supported conversations, role-play situations, individualized tasks, vocabulary

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practice, and immediate feedback in English language learning. The proposed approach provides learners with additional opportunities to communicate in English, identify language difficulties, improve speaking fluency, and develop greater confidence. Particular attention is given to adapting Generative AI activities to the professional needs of technical college students in order to support the development of practical and occupational English skills. The thesis also emphasizes the importance of teacher supervision, responsible technology use, and data protection when integrating AI into the educational process.

Keywords: Generative AI, English language teaching, speaking competence, interaction competence, technical college students, AI-assisted learning, communicative competence, digital pedagogy, personalized learning.

Аннотация. В данном тезисе представлена методика развития навыков говорения и коммуникативного взаимодействия на английском языке у учащихся техникумов с использованием генеративного искусственного интеллекта. Рассматриваются возможности применения AI-поддерживаемых диалогов, ролевых ситуаций, индивидуализированных заданий, работы с лексикой и оперативной обратной связи в процессе изучения английского языка. Предлагаемый подход предоставляет учащимся дополнительные возможности для практического общения на английском языке, выявления языковых трудностей, повышения беглости речи и развития уверенности в своих коммуникативных способностях. Особое внимание уделяется адаптации AI-заданий к профессиональным потребностям учащихся техникумов для развития практических и профессионально ориентированных навыков английского языка. Также подчёркивается необходимость педагогического контроля, ответственного использования технологий и

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защиты данных при внедрении искусственного интеллекта в образовательный процесс.

Ключевые слова: *генеративный искусственный интеллект, обучение английскому языку, навыки говорения, коммуникативное взаимодействие, учащиеся техникумов, AI-поддерживаемое обучение, коммуникативная компетенция, цифровая педагогика, персонализированное обучение.*

The development of effective English communication skills has become increasingly important in vocational and technical education. Technical college graduates are expected not only to possess professional knowledge and practical skills but also to communicate effectively in professional, educational, and international environments. English is particularly important because technical documentation, digital resources, professional training materials, and international communication frequently rely on English-language content.

Traditional foreign language instruction may provide students with vocabulary and grammatical knowledge, but learners often have limited opportunities to use English in spontaneous communication. Large classes, limited lesson time, different proficiency levels, and students' fear of making mistakes can reduce participation in speaking activities. Therefore, contemporary English language teaching requires additional tools that can provide learners with more flexible and individualized opportunities for communication practice.

Generative Artificial Intelligence offers new possibilities in this area. AI-based systems can simulate conversations, generate questions and scenarios, correct language errors, provide explanations, and adapt tasks to individual learners. UNESCO has emphasized the need for a human-centered and pedagogically responsible approach to Generative AI in education, particularly

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with regard to teacher involvement, ethical use, and learner protection. These principles are especially relevant when AI tools are introduced into language learning.

The main purpose of this thesis is to develop a practical methodology for using Generative AI to improve the English-speaking and interaction competencies of technical college students. The proposed methodology focuses not on replacing the teacher but on extending students' opportunities to practice communication beyond the limited time available in conventional classroom settings.

Speaking competence represents a learner's ability to express ideas, opinions, information, and emotions clearly and appropriately in spoken English. It includes several interconnected components such as pronunciation, vocabulary, grammatical accuracy, fluency, coherence, and appropriateness of language use.

Interaction competence is broader than individual speaking ability. It involves the ability to initiate and maintain communication, respond appropriately to another speaker, ask and answer questions, clarify meaning, demonstrate active listening, and adapt language to different social or professional contexts. For technical college students, these skills may include communicating with colleagues, explaining technical processes, participating in professional discussions, conducting interviews, presenting projects, and communicating with customers. Communicative language teaching emphasizes meaningful language use rather than the memorization of isolated grammatical structures. From this perspective, learners improve when they have regular opportunities to use language for authentic purposes. Generative AI can support this principle by creating simulated communicative situations that require learners to respond rather than simply select predetermined answers.

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The educational value of Generative AI therefore depends not only on the technology itself but also on how teachers structure learning activities. AI should be incorporated into a clear pedagogical framework with defined learning objectives, suitable tasks, teacher monitoring, and assessment criteria. The methodology can be implemented through a combination of classroom and independent learning activities. During classroom lessons, the teacher introduces the communicative objective, provides background information, explains the task, and demonstrates appropriate interaction strategies. Students then complete AI-supported speaking activities individually or in pairs. A typical lesson may begin with a short vocabulary warm-up. Students then interact with an AI system in a simulated situation. After completing the conversation, they analyze the language used and identify mistakes or communication difficulties. The teacher subsequently organizes a human-to-human speaking task in which students apply the language in a new situation.

This sequence is important because AI should not replace communication between students. Instead, it should increase the amount of preparation and practice that students receive before interacting with real people.

A useful lesson structure may therefore include four stages: **Preparation** → **AI-supported practice** → **Human interaction** → **Reflection**

This model combines technological support with the social and emotional dimensions of language learning.

Conclusion

The integration of Generative AI into English language education offers new opportunities for developing the speaking and interaction competencies of technical college students. Its main pedagogical value lies in providing

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additional opportunities for personalized communication practice, immediate feedback, professional simulations, and flexible learning beyond the classroom.

The proposed methodology combines diagnostic assessment, AI-supported preparation, interactive conversation, personalized feedback, and reflective assessment. Such an approach can connect English language learning with the professional needs of technical college students and create a more practice-oriented learning environment. However, Generative AI should be viewed as a complementary educational tool rather than a replacement for the English language teacher. Effective implementation requires clear learning objectives, appropriate task design, teacher supervision, responsible use of technology, and continuous human interaction.

For technical college education, the integration of Generative AI is particularly promising because it allows English learning to be connected with future professional situations. Further experimental research can examine the effectiveness of the proposed methodology through pre-test and post-test speaking assessments, comparative student groups, learner motivation surveys, and analysis of interaction quality.

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