PEDAGOGIK TADQIQOTLAR JURNALI
ISSN: 3060-4923 Impact Factor –7,212

# METHODOLOGY FOR INTEGRATING ARTIFICIAL INTELLIGENCE INTO FUTURE ENGLISH TEACHERS TRAINING PROGRAMS

**Malikova Ozoda**
Termiz davlat pedagogika institute Tillar fakulteti
Xorijiy til va adabiyoti ingliz tili yo‘nalishi talabasi
malikovao839@gmail.com
https://doi.org/10.5281/zenodo.20620280

**Abstract.** The rapid development of artificial intelligence has created new requirements for the professional preparation of future English teachers. AI tools can support lesson planning, materials development, differentiated instruction, language assessment, and reflective practice. However, the effective use of these technologies requires more than basic digital skills. Future teachers should be able to evaluate AI-generated content critically, adapt it to specific learning objectives, protect learners’ personal data, and preserve the human-centred nature of education. This article examines the methodological foundations of integrating artificial intelligence into English teacher training programs.

**Keywords:** artificial intelligence, future English teachers, teacher education, teaching methodology, AI literacy, pedagogical competence, digital technology, reflective practice.

Artificial intelligence is becoming an increasingly important part of contemporary education. The emergence of generative AI tools has expanded the possibilities available to teachers and students. Such tools can generate texts, create exercises, suggest classroom activities, simplify reading passages, provide examples of written communication, and offer preliminary feedback. In English language teaching, these opportunities are particularly significant because language lessons require a wide variety of materials and tasks. Teachers regularly prepare vocabulary exercises, grammar activities, reading questions, listening tasks, speaking prompts, and writing assignments. Artificial intelligence can make this process faster and more flexible. Nevertheless, the availability of technology does not automatically guarantee the improvement of educational quality. The results depend on the professional competence of the teacher and the methodological principles applied during the use of AI tools.

The aim of this article is to examine effective methods for integrating artificial intelligence into future English teacher training programs. The main objective is to identify practical ways of developing AI literacy while preserving the central role of the teacher in the educational process. The article also focuses on the development of critical thinking, methodological competence, ethical responsibility, and reflective practice.

The first important principle of AI integration is pedagogical purposefulness. Artificial intelligence should not be used only because it is modern or convenient. Every digital tool must contribute to a specific learning objective. For example, if a future teacher uses AI to generate vocabulary exercises, the task should correspond to the topic of the lesson, the learners’ proficiency level, and the skill being developed. An exercise may be grammatically correct but methodologically weak if it does not help learners use vocabulary in a meaningful context. Therefore, future teachers should evaluate not only the accuracy of the material but also its educational value.[1]

[1] Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology, 55*(6), 2503–2529. DOI: 10.1111/bjet.13460.

The explanatory method is useful at the initial stage of teacher preparation. Students should first understand what artificial intelligence is, how generative tools produce responses, and why their output may not always be reliable. This method can be implemented through lectures, guided discussions, and short demonstrations. The purpose is not to provide detailed technical knowledge but to develop a realistic understanding of AI. Future teachers should know that artificial intelligence does not think or understand learners in the same way as a human teacher. It identifies patterns in data and produces responses based on these patterns. As a result, AI-generated content may contain factual errors, unnatural expressions, cultural stereotypes, or inappropriate examples. This introductory knowledge prevents students from treating AI responses as final and unquestionable answers.

The practical method should follow theoretical explanation. Students need direct experience of working with AI tools in controlled educational situations. For instance, they may be asked to generate a reading text for intermediate learners, create several comprehension questions, and prepare a short speaking activity based on the text. After receiving the generated material, students should revise it independently. They need to check the vocabulary, grammar, factual accuracy, and suitability of the topic. They should also decide whether the questions encourage critical thinking or merely require learners to repeat information from the text. This activity demonstrates that AI can provide an initial draft, but the teacher remains responsible for the final quality of the material.

Prompt design is another essential component of practical training. The quality of AI-generated content often depends on the clarity of the request. A vague instruction such as “create an English lesson” may produce a general and ineffective result. A more precise prompt should include the learners’ age, language level, topic, lesson duration, learning objective, and preferred type of activity. For example, a future teacher may ask the AI tool to create a fifteen-minute speaking activity for intermediate learners on the topic of environmental protection, with the aim of developing the ability to express and justify personal opinions. This form of instruction is more likely to generate relevant material. However, students should also understand that a well-written prompt does not remove the need for revision. It only improves the starting point.[2]

The comparative method is particularly valuable in the professional preparation of future English teachers. Students can first create a lesson activity independently and then ask an AI platform to generate a similar task. After that, they compare the two versions. The comparison should focus on linguistic accuracy, level appropriateness, clarity of instructions, communicative value, creativity, and cultural relevance. This process teaches students to identify the advantages and limitations of both approaches. A teacher-created activity may reflect the local classroom context more accurately, while an AI-generated activity may provide additional ideas. The purpose is not to prove that one version is always better than the other. The main goal is to develop the ability to make informed methodological decisions.[3]

Artificial intelligence can be especially helpful in differentiated instruction. In a typical classroom, learners may have different levels of English proficiency. Some students may need simplified tasks, while others require more complex activities. AI tools can assist future teachers in adapting the same material to different learning needs. For example, a reading passage can be modified for elementary, intermediate, and upper-intermediate learners. The elementary version may include shorter sentences and familiar vocabulary. The intermediate version may introduce more

---

[2] Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R. (2023). *Artificial Intelligence and English Language Teaching: Preparing for the Future*. British Council.

[3] Hockly, N. (2023). Artificial intelligence in English language teaching: The good, the bad and the ugly. *RELC Journal, 54*(2), 445–451. DOI: 10.1177/00336882231168504.

detailed information and several new words. The upper-intermediate version may contain complex grammatical structures and discussion questions requiring analysis. Nevertheless, each version must be reviewed carefully. Excessive simplification can reduce the meaning of the text, while automatically generated advanced materials may include unnatural language. The teacher's role is to ensure that adaptation improves learning without reducing quality.[4]

Task-based learning can also be effectively combined with artificial intelligence. This method focuses on the completion of meaningful communicative tasks rather than the mechanical practice of isolated language elements. Future teachers may use AI tools to create role-play situations, problem-solving activities, debates, and project tasks. For instance, students can receive a scenario in which they need to plan an environmentally friendly school event, discuss possible solutions, and present their final decision in English. AI may help generate the initial scenario and supporting materials, but the teacher should revise them to ensure that they encourage genuine interaction. The activity must create a real need for communication, cooperation, and the expression of personal opinions.

The project-based method is another effective way to integrate AI into teacher education. Future English teachers can prepare a mini-project that includes a lesson plan, adapted materials, assessment criteria, and a reflective explanation of how AI was used. For example, students may design a forty-five-minute lesson for secondary school learners. They can use AI to generate several possible activities, select the most appropriate ones, revise the content, and explain their decisions. The final project should include both the original AI-generated material and the improved version. This makes the process transparent and demonstrates that the student has not simply copied the content. The project-based method develops independent thinking, creativity, and methodological responsibility.

Microteaching is closely connected with project-based learning. It is a practical method in which future teachers present a short part of a lesson to their peers. During AI-supported microteaching, students may use a generated reading passage, speaking activity, or vocabulary exercise. After the presentation, the group discusses the effectiveness of the lesson. The student explains which AI tool was used, which changes were made, and why the final version was considered suitable. Peer feedback allows students to observe different teaching approaches and learn from one another. It also develops the habit of evaluating digital materials critically.

The reflective method is necessary at every stage of AI integration. Future teachers should not judge technology only according to speed or convenience. A tool may save time but fail to improve the learning process. Reflection helps students understand whether AI has contributed to the lesson objective or merely produced additional content. After completing an AI-supported task, students may answer several questions: What was the original purpose of using AI? Which generated ideas were useful? Which suggestions were rejected? What changes were introduced? Did the final material become more suitable for learners? Could the task have been completed more effectively without AI? These questions encourage thoughtful decision-making and prevent automatic dependence on technology.

The case-study method is particularly suitable for discussing ethical issues. Students can analyse realistic situations involving privacy, plagiarism, bias, and academic integrity. For example, a case study may describe a teacher who enters learners' names and assessment results into a public AI platform to generate personalised feedback. Students should discuss the risks and propose safer alternatives. Another case study may focus on a learner who submits an AI-generated essay as an independent assignment. Future teachers need to determine how the situation should be addressed

[4] Karataş, F., & Yüce, E. (2024). AI and the future of teaching: Preservice teachers' reflections on the use of artificial intelligence in open and distributed learning. *The International Review of Research in Open and Distributed Learning, 25*(3), 304–325. DOI: 10.19173/irrodl.v25i3.7785.

and how classroom rules can encourage responsible use. This method develops ethical awareness and prepares students for challenges they may encounter in professional practice.[5]

Data protection is one of the most important ethical principles. Future teachers should avoid entering confidential information into publicly available AI systems. Learners' names, personal difficulties, assessment results, and private classroom situations should be protected. Teachers also need to evaluate AI-generated content for possible cultural stereotypes and biased assumptions. English language teaching often includes social and cultural topics. Therefore, materials should promote respect, inclusion, and intercultural understanding.

The integration of AI into teacher education should be gradual. At the first stage, students develop basic AI literacy through explanations, discussions, and simple demonstrations. At the second stage, they complete guided practical tasks related to lesson planning and materials development. At the third stage, they compare AI-generated and teacher-created resources, evaluate their strengths and limitations, and participate in case-study discussions. At the final stage, students independently prepare and present AI-supported projects and microteaching activities. This gradual approach ensures that technological skills are developed together with critical thinking, ethical awareness, and pedagogical competence.[6]

Teacher educators have an important role in this process. Their task is not only to introduce new digital tools but also to demonstrate how these tools should be evaluated. They should provide examples of both successful and unsuccessful AI-generated materials. A weak activity can become a useful learning resource if students identify its problems and improve it. Teacher educators should also avoid focusing exclusively on one digital platform because AI tools change rapidly. Students need transferable skills that can be applied to different technologies. These skills include defining a clear objective, writing an appropriate prompt, checking information, adapting materials, protecting personal data, and reflecting on the final result.

In conclusion, the integration of artificial intelligence into future English teacher training programs should be systematic, gradual, and methodologically grounded. AI tools can support lesson planning, materials development, differentiated instruction, task-based learning, project work, assessment, and reflective practice. However, their effectiveness depends on the teacher's ability to evaluate and adapt generated content. The explanatory, practical, comparative, task-based, project-based, reflective, case-study, and microteaching methods can be used together to develop responsible AI literacy. Artificial intelligence should not replace the teacher's creativity, critical thinking, and professional judgement. It should serve as a supportive instrument that helps future English teachers respond effectively to the changing demands of modern education.

## REFERENCES

1. Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology, 55*(6), 2503–2529. DOI: 10.1111/bjet.13460.
2. Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R. (2023). *Artificial Intelligence and English Language Teaching: Preparing for the Future*. British Council.
3. Hockly, N. (2023). Artificial intelligence in English language teaching: The good, the bad and the ugly. *RELC Journal, 54*(2), 445–451. DOI: 10.1177/00336882231168504.
4. Karataş, F., & Yüce, E. (2024). AI and the future of teaching: Preservice teachers' reflections on the use of artificial intelligence in open and distributed learning. *The International Review of Research in Open and Distributed Learning, 25*(3), 304–325. DOI: 10.19173/irrodl.v25i3.7785.

[5] Moorhouse, B. L., & Kohnke, L. (2024). The effects of generative AI on initial language teacher education: The perceptions of teacher educators. *System, 122*, Article 103290. DOI: 10.1016/j.system.2024.103290

[6] https://www.sciencedirect.com

5. Mahapatra, S. (2024). Impact of ChatGPT on ESL students' academic writing skills: A mixed methods intervention study. *Smart Learning Environments, 11*. DOI: 10.1186/s40561-024-00295-9.
6. Moorhouse, B. L., & Kohnke, L. (2024). The effects of generative AI on initial language teacher education: The perceptions of teacher educators. *System, 122*, Article 103290. DOI: 10.1016/j.system.2024.103290.
7. Moorhouse, B. L., Wan, Y., Wu, C., Kohnke, L., Ho, T. Y., & Kwong, T. (2024). Developing language teachers' professional generative AI competence: An intervention study in an initial language teacher education course. *System, 125*, Article 103399. DOI: 10.1016/j.system.2024.103399.
8. UNESCO. (2024). *AI Competency Framework for Teachers*. UNESCO.
9. U.S. Department of Education, Office of Educational Technology. (2023). *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations*. U.S. Department of Education.
10. https://eric.ed.gov
11. https://www.sciencedirect.com
12. https://link.springer.com