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# ARTIFICIAL INTELLIGENCE AS AN ESSENTIAL TOOL FOR PERSONALIZED LEARNING AMONG PHILOLOGY STUDENTS IN HIGHER EDUCATION

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### Abstract

Artificial intelligence has become an increasingly significant pedagogical tool in higher education, particularly in disciplines where language, interpretation, translation, textual analysis, academic writing, and intercultural communication are central. Philology students require individualized academic support because their learning needs differ in vocabulary development, grammar accuracy, reading comprehension, writing competence, translation practice, pronunciation, discourse awareness, and literary interpretation. Although numerous studies have examined the general role of artificial intelligence in education, less attention has been paid to its potential for supporting personalized learning specifically among philology students. This article investigates how artificial intelligence can function as an essential tool for personalized learning in philological education. The study applies a qualitative literature-based analytical method and synthesizes recent research on artificial intelligence in higher education, personalized learning, AI-assisted language learning, learner autonomy, feedback, and

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academic integrity. The findings indicate that AI can support philology students through adaptive explanations, individualized feedback, vocabulary and grammar support, writing assistance, translation comparison, pronunciation practice, self-assessment, and flexible learning pathways. However, the article also emphasizes that AI should not replace the teacher's pedagogical, ethical, and emotional role. Challenges such as overdependence, plagiarism, inaccurate information, algorithmic bias, weak critical thinking, and data privacy concerns must be addressed through clear institutional policies and AI literacy. The article concludes that artificial intelligence can become an effective pedagogical assistant for philology students when it is used critically, ethically, and under teacher guidance.

**Keywords:** Artificial intelligence, personalized learning, philology students, higher education, AI-assisted language learning, learner autonomy, academic integrity

### Introduction

Artificial intelligence is transforming the landscape of higher education by changing how students access information, receive feedback, practice skills, complete academic tasks, and organize independent learning. The development of generative AI tools, intelligent tutoring systems, adaptive learning platforms, automated feedback systems, machine translation applications, and AI-supported writing assistants has created new possibilities for individualized and flexible learning. In this context, AI is no longer only a technological innovation; it is becoming a pedagogical instrument that influences teaching methods, learning strategies, assessment practices, and student autonomy.

Personalized learning is an educational approach in which learning content, pace, feedback, tasks, and assessment are adapted to individual learners' needs, abilities, interests, goals, and progress. In traditional higher education settings,

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teachers often face difficulties in providing detailed individual support to every student, especially in large groups. Artificial intelligence can partly address this challenge by analyzing learner performance, identifying weaknesses, recommending appropriate materials, and providing instant feedback. As a result, AI can help create a more student-centered and adaptive learning environment.

The relevance of artificial intelligence is especially strong in philology education. Philology students work with language, literature, translation, communication, discourse, culture, and meaning. Their academic development requires constant practice in reading, writing, speaking, listening, grammar, vocabulary, pronunciation, stylistic analysis, translation, and interpretation. However, students do not develop these skills at the same pace. One student may need more support in academic writing, another may struggle with grammar accuracy, while another may require practice in translation or oral communication. Therefore, philological education naturally requires personalization.

Despite the growing number of studies on AI in education, the specific relationship between AI-supported personalized learning and philology students remains insufficiently explored. Much of the existing literature discusses AI in general higher education, STEM education, or language learning broadly. However, philology students represent a specific academic group because their learning involves not only linguistic accuracy but also textual interpretation, cultural awareness, stylistic sensitivity, translation competence, and critical thinking. This creates a research gap that requires closer attention.

The purpose of this article is to examine artificial intelligence as an essential tool for personalized learning among philology students in higher education. The article addresses the following research questions:

1. How can artificial intelligence support personalized learning among philology students?
2. What philology-specific skills can be developed through AI-assisted learning?

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3. What pedagogical benefits and risks are associated with AI use in philological education?
4. How can teachers integrate AI ethically and effectively into higher education?

### Artificial Intelligence in Higher Education

Artificial intelligence in education refers to digital systems capable of analyzing data, recognizing patterns, generating content, recommending resources, supporting decision-making, and adapting learning processes to individual learners. In higher education, AI has been used for intelligent tutoring, automated assessment, student support, learning analytics, feedback generation, and adaptive learning. These tools can assist both students and teachers by making learning more flexible, interactive, and responsive.

Zawacki-Richter et al. (2019) emphasize that AI applications in higher education are widely connected with student support, profiling, assessment, tutoring, and learning management. However, they also point out that many studies focus more on technological possibilities than on the role of teachers and pedagogical design. This observation is important because AI becomes educationally meaningful only when it is connected with learning objectives, teacher guidance, and ethical practice.

Hwang et al. (2020) argue that artificial intelligence in education should be understood through its pedagogical roles. AI may function as a tutor, learning partner, assessment assistant, or decision-support system. In this sense, AI is not merely a digital tool but a system that can influence the organization of teaching and learning. For philology students, this means that AI can support language practice, text analysis, writing development, and translation activities when properly integrated into coursework.

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### Personalized Learning and Artificial Intelligence

Personalized learning is based on the principle that students learn more effectively when instruction corresponds to their individual needs. In higher education, personalization may involve differentiated tasks, flexible learning pathways, individualized feedback, adaptive assessment, and student-centered resources. Artificial intelligence can support these processes by identifying learner difficulties, recommending materials, generating practice tasks, and providing immediate responses.

Merino-Campos (2025) notes that AI-driven personalized learning in higher education can improve engagement, feedback, learning adaptation, and educational efficiency. This is particularly relevant in disciplines where students need repeated practice and individualized correction. Philology is one such discipline because students' linguistic and analytical skills develop unevenly. AI can help diagnose specific weaknesses and provide targeted support.

For example, a student who repeatedly makes errors in article usage may receive additional grammar explanations and exercises. A student with weak academic vocabulary may receive discipline-specific word lists and example sentences. A student who struggles with essay coherence may receive feedback on paragraph organization and logical flow. Thus, AI can make philology learning more individualized and needs-based.

### AI-Assisted Language Learning

Language learning is one of the areas most directly affected by artificial intelligence. AI tools can support grammar correction, vocabulary development, pronunciation analysis, translation comparison, reading comprehension, summarization, paraphrasing, and conversation practice. Godwin-Jones (2023) explains that AI bots and digital environments are creating new spaces for language learning by extending learning beyond the physical classroom.

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Large language models also provide opportunities for interactive and dialogic learning. Jeon and Lee (2023) argue that ChatGPT and teachers can have complementary roles in education. AI can provide explanations, examples, feedback, and practice opportunities, while teachers guide students, evaluate deeper understanding, provide emotional support, and develop critical thinking. This complementary relationship is highly relevant for philology education, where language learning involves not only correctness but also interpretation, context, culture, creativity, and communication.

Recent empirical research also suggests that AI-assisted language learning may influence self-reflection, creativity, anxiety reduction, and emotional resilience among EFL learners (He et al., 2025). Such findings are important for philology students because they often experience anxiety in speaking, academic writing, translation tasks, and oral presentations. AI can provide a low-pressure environment where students can practice repeatedly before presenting their work in real academic settings.

### **AI Provides Personalized Feedback**

The first major finding is that AI can provide immediate and individualized feedback, which is highly valuable for philology students. In traditional classroom settings, teachers may not always have enough time to correct every student's grammar, vocabulary, writing style, pronunciation, and translation in detail. AI tools can support this process by identifying common errors and offering suggestions for improvement.

For example, when students write academic paragraphs, AI can highlight unclear sentences, repeated vocabulary, weak transitions, grammatical errors, and problems with coherence. This allows students to revise their work before submitting it to the teacher. As a result, AI can support process-based writing and encourage students to become more reflective learners.

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However, AI feedback should not be accepted automatically. Philology students need to evaluate AI suggestions critically because not every correction is suitable for the intended context, genre, or style. A sentence may be grammatically correct but inappropriate for academic writing, literary interpretation, or translation. Therefore, AI feedback should be treated as a starting point for revision, not as a final authority.

### **AI Supports Vocabulary and Grammar Development**

The second finding is that AI can personalize vocabulary and grammar development. Philology students need not only general vocabulary but also academic, literary, linguistic, and cultural terminology. AI can generate word lists, example sentences, collocations, synonyms, antonyms, and context-based explanations according to the learner's level and field of study.

Grammar learning can also become more individualized. Instead of giving all students the same grammar tasks, AI can identify recurring errors and recommend targeted exercises. For example, if a student frequently makes mistakes with prepositions, articles, tense forms, or sentence structure, AI can provide focused explanations and practice tasks.

This type of personalized grammar and vocabulary support is useful because philology students must understand not only rules but also usage, register, context, and meaning. AI can help students see how linguistic forms function in different texts and communicative situations.

### **AI Enhances Academic Writing Skills**

Academic writing is one of the most challenging areas for philology students. They are expected to write essays, literature reviews, summaries, research articles, analytical papers, reports, and reflective texts. AI can support academic writing by helping students generate ideas, organize outlines, improve coherence, revise grammar, and develop academic style.

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AI can also explain the structure of academic writing, including thesis statements, topic sentences, paragraph development, argumentation, citation practices, and conclusion writing. This is particularly useful for students who are learning to write research papers in English.

However, AI use in academic writing must be carefully controlled. If students use AI to produce entire assignments and present them as their own work, this creates a serious academic integrity problem. Therefore, teachers should explain the difference between acceptable and unacceptable AI use. Acceptable use may include brainstorming, grammar checking, vocabulary explanation, outline support, and revision guidance. Unacceptable use includes submitting AI-generated texts without personal contribution, citation, or critical engagement.

### **AI Assists Translation and Comparative Language Analysis**

Translation and comparative language analysis are central to philology education. AI translation tools can help students compare different translation versions and analyze lexical, grammatical, stylistic, and cultural differences. However, machine translation should not be used as a final answer. Instead, it should be used as material for critical analysis.

For example, students can first translate a text independently and then compare their translation with an AI-generated version. They can identify differences in word choice, sentence structure, idiomatic expression, tone, register, and cultural adaptation. This process helps develop translation competence and metalinguistic awareness.

AI can also support contrastive analysis between English and Uzbek or other languages. Students can examine how metaphors, idioms, academic terms, grammatical structures, and cultural concepts are expressed differently across languages. This is especially relevant for philology students because it connects language learning with cultural interpretation and critical thinking.

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### **AI Encourages Learner Autonomy**

The fifth finding is that AI can support learner autonomy and self-regulated learning. In higher education, students are expected to take responsibility for their own learning. AI tools can help students set learning goals, track progress, practice independently, ask for explanations, generate quizzes, and reflect on mistakes.

For philology students, this is particularly valuable because language and textual skills require regular independent practice. Students can use AI to prepare for seminars, revise grammar, practice speaking, analyze literary texts, compare translations, and improve academic writing. AI can also help students create personal learning plans based on their weaknesses and objectives.

Nevertheless, learner autonomy should not be confused with learning without teachers. Without proper guidance, students may become dependent on AI, avoid deeper thinking, or accept inaccurate information. Therefore, AI-supported autonomy must be combined with teacher supervision, reflective tasks, and critical evaluation.

### **AI Reduces Anxiety and Supports Repeated Practice**

Many language learners experience anxiety when speaking, writing, translating, or presenting in a foreign language. AI can provide a private and low-pressure environment where students can practice repeatedly. Students may rehearse oral answers, correct pronunciation, simulate dialogues, and improve fluency before participating in classroom communication.

This is useful for philology students because they often need to perform in seminars, presentations, discussions, and oral examinations. AI chatbots can help students prepare for real communication by offering practice opportunities outside the classroom.

At the same time, AI communication cannot replace human interaction. Real communication includes emotions, gestures, body language, cultural context,

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spontaneous response, and interpersonal meaning. Therefore, AI should be used as preparation for human communication, not as a substitute for it.

### Discussion

The findings show that artificial intelligence can be considered an essential tool for personalized learning among philology students because it addresses several important needs of philological education. First, AI provides individualized feedback that helps students revise and improve their work. Second, it supports personalized development of vocabulary, grammar, writing, translation, and speaking skills. Third, it promotes learner autonomy by allowing students to practice beyond classroom time. Fourth, it creates opportunities for reflective and comparative language analysis.

However, the term “essential” should be interpreted carefully. AI is essential not because education cannot function without it, but because contemporary higher education increasingly requires flexible, adaptive, and digitally supported learning. In modern philology education, students need not only linguistic competence but also AI literacy, digital literacy, critical thinking, academic integrity, and intercultural awareness.

The teacher’s role remains central. AI can generate explanations, examples, corrections, and recommendations, but it cannot fully understand students’ emotions, cultural backgrounds, academic development, or ethical responsibilities. Teachers design meaningful learning tasks, interpret student progress, guide critical thinking, and create a human-centered learning environment. Therefore, the most effective model is not “AI instead of teachers” but “AI with teachers.”

For philology students, this model is especially important because their future professional roles may include teaching, translation, editing, research, intercultural communication, and academic writing. These professions

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increasingly require the ability to use AI critically and responsibly. Therefore, AI literacy should become part of philological education.

### Conclusion

Artificial intelligence has significant potential to enhance personalized learning among philology students in higher education. It can provide individualized feedback, support vocabulary and grammar development, improve academic writing, assist translation practice, encourage learner autonomy, and reduce language learning anxiety. These functions make AI a valuable pedagogical tool in philological education, where students require continuous language practice, textual analysis, communication development, and cultural interpretation.

At the same time, AI should be integrated thoughtfully and ethically. It must not replace teachers, weaken critical thinking, or encourage academic dishonesty. The effective use of AI depends on teacher guidance, clear institutional policies, AI literacy, and discipline-specific learning tasks. When used responsibly, artificial intelligence can become an essential pedagogical assistant that helps philology students develop stronger linguistic, academic, digital, reflective, and intercultural skills.

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