



**AI AS A TOOL FOR SHAPING A STUDENT'S LINGUISTIC PERSONALITY:
OPPORTUNITIES AND LIMITATIONS.**

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Abstract: The article highlights the positive and negative sides of the introduction of AI in the formation of a student's linguistic personality. The modern problems posed by the research emphasize the strengths of AI-tools such as adaptability, accessibility, imitation of speech interaction, as well as the development of a number of cognitive and pragmatic skills. Along with this, there are negative risks associated with superficial language acquisition, sociocultural imbalance, long-term addiction, and lack of emotional contextuality. The author provides a justification for the pedagogical adequate approach to the use of AI tools in language education with the advanced task of serving as auxiliary rather than substitute.

Keywords: AI, linguistic personality, AI in education, intercultural communication, linguistic autonomy, ChatGPT, cognitive development, language practice.

In the context of the rapid progress of digital technologies and, as a result, the active introduction of intelligent systems based on machine learning, traditional approaches to teaching foreign languages are undergoing significant changes. Previously, only teachers, textbooks, and live practice served as means of language experience. Nowadays, students are increasingly using programs that can simulate speech situations, provide instant feedback, and maintain coherent communication. ChatGPT, Duolingo, Google Gemini and a number of others are gradually transforming from auxiliary tools into active participants in the educational process. There is a need to investigate their impact not only on the level of language competence, but also on more complex psycholinguistic phenomena, in particular on the development of a student's linguistic identity. This goes beyond simple communication. This refers to the development of a subject who is able not only to use language, but also to interpret, re-conceptualize and culturally adapt it within a variety of sociolinguistic contexts. Therefore, this poses a challenge for modern pedagogy: is it possible for artificial intelligence to participate in such a complex process of language identity formation, and if so, to what extent, with what capabilities, and what limitations?

The concept of linguistic personality is a key one in the fields of linguistics, intercultural communication and modern approaches to teaching foreign languages. As defined by Y. N. Karaulov (1987), a linguistic personality is a multi-layered system with three main components: verbal-semantic (language skills), cognitive (a system of knowledge about the world) and motivational-pragmatic (values, goals, attitudes). According to his interpretation, a linguistic personality is a carrier of individual linguistic consciousness, which can participate in speech acts in a wide socio-cultural context. V. V. Krasnykh (2001) emphasizes that the development of a linguistic personality is possible only in a dialogue of cultures and through lively interpersonal communication, and not through the mechanical assimilation of linguistic norms.

In the West, there is more talk about the dynamic, socially constructed nature of linguistic identity than about fixed approaches. Claire Kramsch (1998) identifies linguistic personality as an initial product that arises from the interaction of language, culture, and individual experience. She notes that language learning is not a simple skill, but a process of "re-creating" a

personality in a different linguistic and cultural world. Rod Ellis (2003) also emphasizes that the formation of a linguistic personality has little to do with mastering the structure of language and is more related to the assimilation of norms and communication strategies that allow the student to fully participate in intercultural relations.

In recent years, the focus of research has shifted to digital and technological aspects of language personality formation. In her work on mobile-assisted language learning, Kukulska-Hulme (2020) focuses on the role of digital intermediaries, including AI, in expanding a student's language experience. At the same time, as she points out, technology can influence the formation of linguistic identity only if the relationship with technology is meaningful, reflective and personal. Liu & Zhang (2023), in the context of learning English by Chinese students, note that communication with AI promotes increased confidence and activity in speech, but does not replace the social and cultural experience of communication.

Consequently, the linguistic personality is considered as a complex phenomenon assimilating linguistic knowledge, socio-cultural attitudes, as well as personal reflections. This understanding raises the question of the possibilities of artificial intelligence as an educational tool: is it capable of influencing such a multifaceted phenomenon, or is its role limited to mechanical assistance?

Today, the available artificial intelligence-based tools provide significantly more opportunities for creating and developing a student's linguistic personality. Generative models, such as ChatGPT, Claude, or Gemini, can substitute for natural speech interaction, creating the impression of a conversation with a live interlocutor. This is especially important in the initial and middle stages of language personality formation, when constant practice, emotional support and instant feedback are required. According to Tegos, Demetriadis & Papadopoulos (2021), AI can serve as an educational agent capable of adapting conversation to the user's level, while contributing to the development of cognitive and pragmatic discourse strategies.

The use of AI in learning has demonstrated positive dynamics in a number of empirical studies. For example, students who used ChatGPT as a conversational practice training partner in the study by Ahmad et al. (2023) demonstrated increased confidence in oral speech, expanded thematic vocabulary, and reduced anxiety during public speaking. A similar result was observed in the work of Wu, Yuan & Lin (2022), where students from China used AI to prepare written assignments: according to the results of the semester, they showed a higher level of development of coherence and argumentation compared with the control group.

Another important aspect is the formation of a motivational component. According to a study by Kukulska-Hulme et al. (2020), students who regularly interact with AI show greater independence in language practice, turn to additional sources more often, and feel more involved in the process. This is because AI provides a safe and uncritical space in which learners can experiment with language without fear of being ridiculed or misunderstood — an essential condition for developing language initiative and autonomy.

Tools based on artificial intelligence can also be valuable in developing sociocultural competencies. For example, applications such as Replica or Bard from Google allow you to model dialogues, where it simulates the communicative behavior of different cultures, explains pragmatics and interprets cultural norms. As Li & Teng (2023) point out, these features are especially useful for students who study in a multilingual environment without opportunities for lively intercultural interaction.

In addition, AI can contribute to the formation of a student's reflexive attitude. When properly integrated into the learning process, it can not only suggest "how to do it right", but also explain why a particular language construct is appropriate or inappropriate in a given context. This brings AI closer to the function of a metacognitive tool that engages learners in conscious language behavior, which is an important criterion for a mature language personality (Byrnes, 2010).

As a result, with the modern use of AI, it becomes possible to effectively maintain the verbal-semantic, cognitive, and even partially socio-cultural level of the student's linguistic personality.

However, with all the power of these tools, it is important to be aware of the risks that may arise from their uncritical use. Let's talk about it in this section.

Despite the obvious advantages, the use of artificial intelligence in teaching a foreign language is fraught with a number of limitations and potential risks, especially if we consider the process through the prism of language personality formation. First of all, AI is not a subject of communication, but an algorithm trained on huge amounts of texts, devoid of personal experience, cultural sense and intentionality. As V. V. emphasizes. Safonova (2016), the formation of a full-fledged linguistic personality is possible only in conditions of lively interpersonal communication, including emotional empathy, reaction to nonverbal signals, understanding cultural nuances - something that is still beyond the reach of even the most advanced language models.

Moreover, AI is still poorly versed in context, especially from an intercultural perspective. Kasneci et al. (2023) point out the possibility of generating culturally inappropriate, stylistically inappropriate texts, despite grammatical and logical correctness. This approach poses a serious danger when teaching pragmatic competence, one of the most important components of linguistic personality according to the classification of Celce-Murcia et al. (1995). Students can unwittingly borrow speech clichés without noticing their social labeling, which, in turn, leads to the formation of a "synthetic" linguistic identity, far from sincere communicative behavior.

The risk of superficial assimilation of the material is also a significant concern. In a study by Park, Son & Kim noted that students using AI to generate texts demonstrate a low level of linguistic awareness – they copy sentences without analyzing their structure, and are unable to independently use similar constructions in other contexts. This leads to passive language consumption and a weakening of internal motivation, which contradicts the idea of the active formation of a linguistic personality as a subject of communication.

Ethical and psychological issues deserve special attention. With excessive dependence on modern technologies, the student runs the risk of losing a sense of responsibility for the result of his work, which prevents the formation of an autonomous personality capable of self-expression and critical thinking. Kukulska-Hulme (2023) emphasizes that technology should serve as an extension of learning opportunities rather than a substitute for speech activity. Without teacher monitoring and metacognitive control, the use of AI can lead to the formation of a receptive rather than a productive linguistic personality.

Thus, AI is not able to completely replace the active social environment and emotional interactions in which an adult language identity is formed, despite its great capabilities. Its role should be considered as auxiliary, aimed at expanding the language experience, but not as a universal means of language development.

Ultimately, artificial intelligence is a significant auxiliary tool in the formation of the learner's linguistic personality, and especially in the initial and intermediate phases of learning a foreign language. The advantages of AI are its ability to simulate speech interaction, adapt content to the required level of the learner, and create a safe environment for practice. With the proper integration of pedagogical approaches, AI can develop the verbal-semantic, cognitive and pragmatic level of learners' linguistic personality, increasing their motivation to learn a language. As research has shown, the potential of AI is not comprehensive. The lack of emotional intelligence, deep understanding of the socio-cultural context and reflexive intention limits AI. In addition, excessive dependence on algorithmic solutions can lead to a decrease in linguistic autonomy, the formation of superficial knowledge and imitation of linguistic activity without real mastery of the means of communication. These risks require meaningful pedagogical support, a critical approach, and the development of ethical standards when using AI in an educational environment.

In the future, AI will be an important component of the developing language environment, but its effectiveness will depend on measures aimed at targeted, informed and informed integration into the learning system. The formation of a linguistic personality is the formation of a person as a subject of speech and cultural activity. Within this process, technologies without emotions,

animating interpersonal interaction, are not able to bypass the imaginary boundary of live communication, where genuine linguistic individuality manifests itself.

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