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# THE USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN TEACHING RUSSIAN IN PEDAGOGICAL UNIVERSITIES

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## Abstract

The article discusses the possibilities and prospects of using artificial intelligence technologies in the process of teaching the Russian language in pedagogical universities. The relevance of the study is due to the digital transformation of higher education and the need to train future teachers who are able to effectively use AI tools in their professional activities. Based on the analysis of modern scientific publications and international experience in the implementation of generative AI in language education The key areas of technology use are identified: personalization of learning, automation of assessment, creation of educational materials and development of foreign language written speech. Particular attention is paid to the formation of critical AI literacy of future teachers, the ethical aspects of the use of technologies and the need to develop institutional guidelines. The author comes to the conclusion that the integration of AI into teaching the Russian language requires a revision of traditional methodological approaches and targeted training of teachers.

**Keywords:** Artificial intelligence, teaching the Russian language, pedagogical education, generative AI, digital transformation, AI literacy, personalization of learning.

## Introduction

The digital transformation of higher education in recent years has acquired qualitatively new characteristics due to the massive spread of generative artificial intelligence technologies. The launch of ChatGPT in late 2022 and the subsequent



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emergence of many similar tools have fundamentally changed the landscape of educational activities, affecting all levels and areas of training. These processes are of particular importance in the context of teacher education, where it is not only about improving the effectiveness of student learning, but also about training future teachers who are able to adequately respond to the challenges of the new technological reality and use its capabilities in their professional practice.

Teaching Russian as a native, foreign or non-native language is an area where the use of AI technologies opens up fundamentally new prospects. Traditional methods of teaching language, focused on the formation of communicative competence, can be significantly enriched by the capabilities of artificial intelligence in terms of modeling speech situations, providing authentic language practice and individualizing educational trajectories. At the same time, as the researchers note, the use of AI in language education requires not just technical equipment of the educational process, but a deep rethinking of pedagogical approaches, which is reflected in the emergence of the term "pedAIgogies".

In pedagogical universities that train teachers of the Russian language, the problem of introducing AI technologies acquires a double dimension. On the one hand, it is necessary to provide high-quality language training for students themselves using modern tools. On the other hand, it is necessary to form in future teachers the readiness and ability to use these technologies in their own teaching activities. As research shows, the existing gaps between technological capabilities and real pedagogical practice can only be overcome through the purposeful formation of AI literacy in future teachers. In this regard, the purpose of this article is to identify the main directions and pedagogical conditions for the effective use of artificial intelligence technologies in teaching the Russian language in pedagogical universities.

### **Methodology**

The theoretical and methodological basis of the study is the competence and personal-activity approaches to the organization of the educational process, as well as the concept of digital transformation of language education. The paper uses a set of methods: analysis of scientific literature on the research problem, generalization of international experience in the implementation of AI



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technologies in language education, systematization of data on modern educational resources and advanced training courses for teachers in the field of generative AI.

Of particular importance for this study were UNESCO materials on the development of digital competencies of higher education teachers, as well as publications reflecting the results of empirical studies of the use of ChatGPT in teaching foreign languages, including Russian as one of the studied languages. When analyzing the possibilities of using AI in teacher education, data on new training courses for teachers developed in 2024-2025 and aimed at forming skills for the effective and ethical use of generative neural networks were taken into account.

## **Results**

The analysis allows us to identify several key areas of the use of artificial intelligence technologies in teaching the Russian language in pedagogical universities. The first direction is related to the personalization of learning and the creation of adaptive educational trajectories. Research shows that AI tools, including chatbots based on large language models, are able to provide individualized language practice that takes into account the level of training, professional interests, and cognitive characteristics of each student. The second area covers the automation of assessment and feedback processes. As evidenced by the data of experimental studies, generative AI can be an effective tool for the formation of writing skills, providing students with detailed feedback on their texts in the target language. The third direction includes the creation of educational materials of a new generation: interactive tasks, texts for reading, sample dialogues, language games using content generation technologies.

An important result of the analysis was the identification of the fact that the integration of AI into teaching the Russian language is actively developing not only in Russia, but also in the countries of near and far abroad. Thus, a joint project of UNESCO IITE and the International Center for Innovation in Higher Education has led to the creation of a series of Russian-language online courses for higher education teachers, including topics such as "Generative Artificial Intelligence as a Teaching Tool in Higher Education" and "Prompt Engineering



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for Higher Education Teachers". These courses, which brought together more than a thousand participants from different countries, are aimed at forming basic competencies in the field of using generative neural networks to create educational materials, develop assessment systems and improve the effectiveness of teaching in general.

In the context of teacher education, the fourth direction is of particular importance - the formation of critical AI literacy of future teachers of the Russian language. The researchers emphasize that the use of generative AI requires students not only to have technical skills in interacting with tools, but also the ability to critically evaluate the results obtained, identify possible errors and cultural biases ("hallucinations" of models), and understand the ethical limitations of the use of technology. In this regard, the experience of Masaryk University (Czech Republic) is indicative, where a special course "Digital Competencies and AI for Russian Language Teachers" has been developed, which includes modules on critical thinking in the digital environment, gamification, adaptive learning and personalization using digital tools.

The fifth direction of the use of AI in teaching the Russian language is related to the development of professional competencies of future teachers in the field of designing the educational process. Modern research shows that the acquaintance of students of pedagogical universities with the capabilities of AI in the creation of educational tasks, the development of criteria-based rubrics for assessment, and the generation of personalized recommendations for students contributes to the formation of readiness for innovative pedagogical activities. It is especially important that future teachers get the opportunity not only to use ready-made AI tools, but also to critically comprehend their didactic potential, adapting technologies to the specific conditions of teaching the Russian language.

## **Discussion**

The results obtained allow us to assert that the use of artificial intelligence technologies in teaching the Russian language in pedagogical universities is not just a tribute to the technological fashion, but an objective necessity due to the transformation of the entire education system. At the same time, the analysis of international experience reveals a number of problems and contradictions that



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require comprehension and solution. First of all, we are talking about the need to maintain a balance between technological capabilities and pedagogical expediency. As researchers rightly note, AI should be considered not as a substitute for the teacher, but as a tool that expands his capabilities and frees up time for solving pedagogical problems that require human participation.

The issue of academic honesty and prevention of plagiarism in the use of generative AI by students remains debatable. The experience of Durham University shows that clear institutional guidelines that define the permissible limits of the use of AI tools in educational work make it possible to remove many of the concerns of teachers and at the same time form a responsible attitude among students to the use of technology. With regard to the training of teachers of the Russian language, this means the need to include modules on academic ethics in the context of the use of AI in educational programs.

Another important aspect of the discussion is the problem of access to AI technologies and bridging the digital divide. The researchers point out that inequalities in access to quality technological solutions can exacerbate existing educational imbalances. In the context of teacher education, this requires special attention to ensuring equal opportunities for all students in mastering AI tools and methods of their application in teaching the Russian language.

A promising area for further research is the study of the impact of the use of AI on the quality of language training of future teachers. Empirical data obtained in foreign studies indicate the positive impact of AI tools on the development of written speech, motivation to learn the language and the formation of students' autonomy. However, it is necessary to conduct similar studies in Russian pedagogical universities, taking into account the specifics of teaching Russian as a native, as a foreign language and as a non-native language.

## **Conclusion**

Summing up, it can be stated that the use of artificial intelligence technologies in teaching the Russian language in pedagogical universities opens up broad prospects for improving the quality of language training of students and forming their readiness for professional activity in the context of the digital transformation of education. The key areas of AI application are the personalization of learning,



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the automation of assessment, the creation of educational materials, the development of critical AI literacy and the improvement of design competencies of future teachers.

At the same time, the effective integration of AI into the educational process requires the solution of a number of tasks: the development of institutional guidelines for the use of generative AI, the inclusion of relevant modules in teacher training programs, professional development of teaching staff, and further empirical studies of the effectiveness of the use of specific AI tools in teaching the Russian language. Only if these conditions are met, artificial intelligence technologies will be able to become an effective means of improving the training of future teachers who are able to successfully work in the new educational reality.

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