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METHODOLOGICAL POTENTIAL OF ARTIFICIAL INTELLIGENCE IN TEACHING THE RUSSIAN LANGUAGE AT UNIVERSITY

Kadirova M. X.

Lecturer, Department of “Russian Literary Studies”

Chirchik State Pedagogical University

Abstract

The article examines the methodological potential of artificial intelligence technologies in the process of teaching the Russian language in higher education. The relevance of the study is обусловлена by the transformation of the educational environment and the need to find effective tools for individualizing learning and for developing students’ academic written and spoken discourse.

Keywords: Artificial intelligence, methodology of teaching the Russian language, higher education, digital educational environment, individualized learning, academic discourse.

Introduction

МЕТОДИЧЕСКИЙ ПОТЕНЦИАЛ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ В ВУЗЕ

Кадирова М. Х.

Преподаватель кафедры «Русского литературоведения»

Чирчикского государственного педагогического университета

Аннотация

В статье рассматривается методический потенциал технологий искусственного интеллекта в процессе обучения русскому языку в высшей школе. Актуальность исследования обусловлена трансформацией образовательной среды и необходимостью поиска эффективных

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инструментов индивидуализации обучения, развития академической письменной и устной речи студентов.

Ключевые слова: искусственный интеллект, методика преподавания русского языка, высшее образование, цифровая образовательная среда, индивидуализация обучения, академическая речь.

Introduction

The modern higher education system is characterized by the active introduction of digital technologies, which inevitably affects the teaching methods of language disciplines. The Russian language at the university performs not only the function of a means of communication, but also serves as a tool for the professional and academic formation of the student's personality. In these conditions, there is an increasing need for methodological solutions that would take into account the individual educational needs of students, the level of their language training and the specifics of the professional orientation of training.

Artificial intelligence as a set of technologies for analyzing, generating and processing linguistic information opens up new opportunities for updating the traditional methods of teaching Russian. However, its use in the educational process does not require spontaneous implementation, but a scientifically based understanding from the standpoint of didactics and methodology.

The purpose of this study is to determine the methodological potential of artificial intelligence in teaching Russian at a university and to identify the conditions for its effective use in educational practice.

The methodology of teaching the Russian language is traditionally based on communicative, activity-based and personality-oriented approaches. In the context of digitalization, these approaches receive new meaningful content. Artificial intelligence, based on natural language processing technologies, is able to simulate speech situations, analyze language errors, and adapt educational material to the level of a particular student.

It is important to emphasize that AI does not act as an independent subject of learning. Its methodological value lies in expanding the teacher's toolkit, rather

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than replacing pedagogical interaction. From this point of view, artificial intelligence should be considered as an auxiliary tool that enhances the capabilities of traditional teaching methods.

One of the key methodological advantages of AI is the ability to personalize the educational process. The analysis of written and oral works of students makes it possible to identify typical mistakes, the level of mastery of lexical and grammatical structures, and the peculiarities of speech thinking. Based on these data, the teacher can build differentiated assignments and adjust the learning trajectory.

In university practice, the development of academic writing skills is of particular importance. Artificial intelligence tools can be used for preliminary analysis of text structure, presentation logic, coherence, and language correctness. At the same time, it is methodically justified to use AI not as a means of automatic correction, but as a tool for reflection and discussion of language solutions.

The use of AI contributes to the formation of self-control and self-esteem skills. Students have the opportunity to analyze their own speech, compare different ways of expressing thoughts, and recognize stylistic and semantic differences. This is especially important in the context of university education, focused on the development of students' autonomy.

The introduction of artificial intelligence into the Russian language learning process does not reduce, but, on the contrary, strengthens the role of the teacher. It is the teacher who determines the methodological expediency of using digital tools, formulates learning objectives and interprets the results of AI work in terms of educational goals.

University teaching experience shows that AI is most effective in combination with traditional forms of work: text analysis, discussion, written and oral assignments. Critical support from the teacher avoids the formal use of technology and promotes meaningful learning of language material.

The practice of using artificial intelligence technologies in teaching Russian at the university shows that their effectiveness is largely determined by compliance with a number of methodological conditions. First of all, the use of AI should be integrated into the overall structure of the training course and correlated with its

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goals and learning outcomes. The use of digital tools outside the methodological logic of the discipline reduces their educational value and can lead to the formalization of educational activities.

An important condition is the phased implementation of AI. At the initial stage, it is advisable to use it as a means of supporting traditional types of work — text analysis, written assignments, and speech development exercises. Gradually, it is possible to expand the functionality due to more complex tasks related to students' independent work and research elements of learning.

An equally important condition is the formation of students' critical attitude to the results obtained with the help of AI. The teacher should purposefully focus the attention of students on the need to comprehend the proposed options, assess their linguistic and stylistic relevance, and compare them with the norms of modern Russian.

Despite the significant potential of artificial intelligence, its use in teaching Russian is associated with a number of methodological limitations. One of the main risks is a decrease in the level of independent speech activity of students with the uncontrolled use of digital tools. Automated text generation can create the illusion of linguistic competence without a deep understanding of linguistic patterns.

In addition, AI operates with average language models, which does not always meet the requirements of academic and professional discourse. This is especially important to take into account when teaching students in non-philological fields, for which the accuracy of terminology and the logic of presentation are of fundamental importance.

From a methodological point of view, it is unacceptable to consider artificial intelligence as a universal learning tool. Its use should be strictly dosed and accompanied by analytical work aimed at developing students' language awareness and speech culture.

The prospects of using artificial intelligence in Russian language teaching are related to the development of flexible methodological models focused on a combination of digital and traditional forms of learning. In the context of higher education, AI can become an effective tool for supporting students' independent

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work, preparing for writing scientific and educational texts, as well as developing academic communication skills.

Thus, the integration of artificial intelligence into the teaching methodology of the Russian language opens up new horizons for the development of language education in higher education institutions, provided that the leading role of the teacher is maintained and the principles of pedagogical expediency are respected.

Conclusions

Artificial intelligence has significant methodological potential in teaching Russian at a university, primarily in the aspects of individualization of learning, the development of academic speech and the formation of students' reflexive skills. At the same time, its application requires a clear methodological design and awareness of the boundaries of pedagogical expediency.

The use of AI does not negate the traditional principles of teaching Russian, but rather complements them, creating conditions for more flexible and targeted learning. The prospects for further research are related to the development of theoretical and methodological models for integrating AI into the language education system and empirical verification of their effectiveness in university practice.

The analysis of the methodological potential of artificial intelligence in teaching Russian at the university allows us to conclude that these technologies are not just an auxiliary digital resource, but a significant factor in the transformation of modern methods of language education. Their use contributes to the rethinking of traditional approaches to the organization of the educational process, expanding the possibilities of individualizing learning and increasing the effectiveness of the formation of students' linguistic and communicative competencies.

In the course of the study, it was found that artificial intelligence acquires the greatest methodological value in those types of educational activities that are focused on the development of academic written and oral speech, as well as on the formation of skills for independent work with text. The analytical and

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generative capabilities of AI make it possible to identify typical language difficulties of students, to carry out targeted correction of speech errors and to create conditions for the conscious development of the norms of modern Russian. At the same time, the use of AI as a reflection tool that promotes the development of students' linguistic thinking is of particular importance.

The findings suggest that the integration of artificial intelligence into the teaching methodology of the Russian language in higher education institutions should be based on a scientifically sound model that includes clearly formulated methodological goals, a system of criteria for evaluating effectiveness and mechanisms of pedagogical support. The prospects for further research are related to the development and testing of such models, as well as empirical studies aimed at identifying the impact of AI technologies on the quality of language training for students in various fields of study.

Thus, artificial intelligence, being competently integrated into the educational process, can not only improve the quality of Russian language teaching at a university, but also contribute to the formation of students' language culture, academic responsibility and the ability to use digital resources meaningfully in professional and scientific activities.

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