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TEACHER TRAINING FOR INCLUSIVE FRENCH LANGUAGE EDUCATION IN UZBEKISTAN IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE

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ANNOTATION
The integration of artificial intelligence into education has created new opportunities and challenges for inclusive foreign language teaching. In Uzbekistan, the growing emphasis on inclusive education and digital transformation requires the development of new competencies among French language teachers. This article examines the role of artificial intelligence in preparing teachers for inclusive French language education and analyzes the pedagogical, technological, and methodological implications of AI-supported teaching. Particular attention is given to the development of teacher competencies necessary for supporting students with diverse learning needs, including those with disabilities and different learning profiles. The study proposes a pedagogical framework for integrating artificial intelligence into teacher training and demonstrates how AI tools can enhance accessibility, individualized instruction, and inclusive classroom practices. The findings suggest that artificial intelligence represents a valuable pedagogical resource that supports teachers in creating accessible and inclusive French language learning environments while preserving the essential role of human pedagogical guidance.

Introduction. The development of inclusive education represents a fundamental priority in contemporary educational systems, reflecting the principle that all learners must have equal access to educational opportunities regardless of their cognitive, physical, or social characteristics. This principle has gained particular importance in Uzbekistan, where educational reforms emphasize accessibility, equity, and modernization of teaching practices. Foreign language education, including French language teaching, plays a significant role in preparing students for global communication and academic mobility. However, inclusive language education requires teachers to possess specialized pedagogical competencies that allow them to support students with diverse educational needs. The integration of artificial intelligence into educational environments introduces new possibilities for supporting inclusive teaching while simultaneously transforming the professional competencies required of language teachers.

Literature review. This transformation corresponds to broader developments identified in French higher education research, where artificial intelligence is understood not as a replacement for pedagogical activity but as a structural component of contemporary learning environments that reshapes teacher competencies and instructional design. According to François Taddei, artificial intelligence requires a redefinition of teacher roles toward pedagogical mediation, adaptive guidance, and ethical supervision, particularly in inclusive educational contexts where individual learner needs must be interpreted rather than mechanically processed.[1]

Inclusive French language teaching involves addressing diverse learning conditions. Students differ in their learning pace, cognitive processing, sensory abilities, and communicative confidence. Some students may experience difficulties related to reading, listening comprehension, pronunciation, or language production. Others may require alternative modes of content presentation or additional support in processing linguistic information. Inclusive education therefore requires flexible teaching methods that accommodate individual differences while ensuring equal participation in learning activities. Artificial intelligence technologies provide tools that enable teachers to implement adaptive instructional strategies and support individualized learning.

Artificial intelligence systems offer several pedagogical functions that enhance inclusive language teaching. Speech recognition technologies enable students to practice pronunciation and receive immediate feedback, allowing teachers to identify specific difficulties and provide targeted instruction. Text-to-speech systems provide auditory access to written materials, supporting students with reading difficulties or visual impairments. Automated translation and language generation tools allow students to access linguistic input and clarify meaning independently. These technologies support accessibility by providing multiple pathways for engaging with language learning materials.

Methods. The use of artificial intelligence in language education also facilitates differentiated instruction. AI-based learning platforms can adjust the difficulty level of learning tasks according to individual student performance. This adaptive capacity enables teachers to provide personalized learning experiences without requiring excessive manual intervention. For example, students who require additional practice in listening comprehension can engage with interactive AI-based listening exercises, while students with advanced proficiency can access more complex linguistic input. Artificial intelligence therefore supports inclusive pedagogy by enabling flexible and individualized learning. This adaptive capacity reflects a broader structural transformation in educational systems, where artificial intelligence enables scalable personalization while maintaining the necessity of human pedagogical interpretation. Taddei emphasizes that AI-driven personalization enhances accessibility but cannot independently ensure inclusive education without teacher mediation, as inclusive pedagogy depends on contextual and social interpretation of learner needs.[2]

However, the effective integration of artificial intelligence into inclusive French language teaching requires systematic teacher training. Teachers must develop digital competence, technological literacy, and inclusive pedagogical competence. Digital competence includes the ability to use educational technologies effectively and evaluate their pedagogical relevance. Technological literacy involves understanding the capabilities and limitations of artificial intelligence systems. Inclusive pedagogical competence requires the ability to adapt instruction to diverse learner needs and create accessible learning environments. This multidimensional competence framework corresponds to contemporary French educational research, which identifies artificial intelligence literacy as a core professional competence for teachers in technologically mediated education. Taddei argues that teachers must develop the ability to evaluate AI systems critically, guide student interaction with algorithmic environments, and ensure pedagogical equity, particularly in inclusive educational settings.[3]

Results. Teacher training programs must therefore incorporate artificial intelligence as a component of professional preparation. Teachers must learn how to use AI tools to support student learning, assess student progress, and adapt instructional strategies. This training must also emphasize the pedagogical role of teachers in guiding student

[1] Taddei F. Learning in the Age of Artificial Intelligence: Toward a New Educational Paradigm. Paris: Learning Planet Institute, 2023.
[2] Taddei F. Artificial Intelligence and the Future of Education. – Paris: Learning Planet Institute, 2022. – p.18-24.
[3] UNESCO. Artificial Intelligence and Education: Guidance for Policy Makers. Paris: UNESCO, 2021.

interaction with artificial intelligence. AI systems provide technological support, but teachers remain responsible for interpreting student needs and facilitating meaningful learning.

From my pedagogical experience in higher education in Uzbekistan, the integration of artificial intelligence into French language teaching has demonstrated significant potential for supporting inclusive learning. Students who have trouble in traditional classroom environments benefit from AI-based learning tools that allow them to engage with language learning materials at their own pace. AI systems provide opportunities for repeated practice, individualized feedback, and independent learning. At the same time, students require pedagogical guidance to use these tools effectively. Teachers play a crucial role in selecting appropriate technologies and integrating them into instructional practice.

Teacher competence in inclusive AI-supported education can be understood as a multidimensional framework that integrates pedagogical, technological, and inclusive competencies. The following table illustrates the pedagogical model for teacher training in inclusive French language education supported by artificial intelligence.

Table 1. Pedagogical Model for Teacher Training in Inclusive French Language Education Using Artificial Intelligence

Competence area	*Teacher role*	*AI support function*	*Inclusive pedagogical outcome*
Linguistic competence	Teaching pronunciation, grammar, and communication	Speech recognition and language generation tools	Supports diverse language learning needs
Pedagogical competence	Designing inclusive learning activities	Adaptive learning systems	Enables individualized instruction
Digital competence	Using educational technologies	AI-based educational platforms	Enhances accessibility and engagement
Inclusive competence	Supporting students with learning difficulties	Text-to-speech and accessibility tools	Improves participation and accessibility
Instructional adaptation	Monitoring and supporting student progress	Automated feedback systems	Enables continuous individualized support

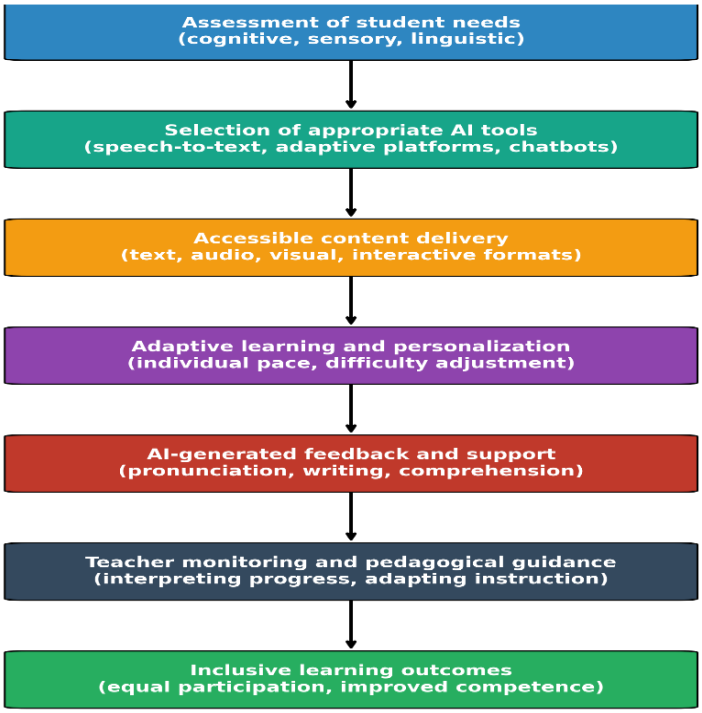
This pedagogical model demonstrates that artificial intelligence supports teachers in implementing inclusive teaching practices. However, artificial intelligence does not replace teachers. Human pedagogical expertise remains essential in interpreting student needs, providing emotional support, and facilitating communicative interaction. Teaching involves social interaction, motivation, and pedagogical decision-making that cannot be fully automated. This principle is strongly supported by contemporary French research on artificial intelligence in education. Taddei demonstrates that artificial intelligence functions as a pedagogical amplifier rather than a pedagogical agent, enhancing instructional efficiency while leaving essential pedagogical functions—including social interpretation, motivational support, and inclusive adaptation—to human teachers. Artificial intelligence processes data, whereas teachers interpret human learning.

Discussion. Artificial intelligence also introduces new professional requirements for teachers. Teachers must develop the ability to critically evaluate technological tools and integrate them appropriately into instructional practice. This requires continuous professional development and institutional support. Teacher training programs must therefore include training in artificial intelligence literacy and inclusive pedagogy.[4]

The educational context of Uzbekistan presents unique opportunities for integrating artificial intelligence into French language teacher training. The increasing availability of digital technologies creates favorable conditions for implementing AI-supported inclusive education. At the same time, effective implementation requires systematic pedagogical preparation. Teacher training institutions must provide future teachers with the knowledge and skills necessary to use artificial intelligence effectively and responsibly.

Artificial intelligence supports inclusive education through a structured pedagogical process involving assessment of student needs, adaptive content delivery, and continuous teacher-guided learning, as illustrated in Figure 1. This structured integration reflects global educational transformation patterns identified in French and European higher education research. Taddei emphasizes that the integration of artificial intelligence into education must be accompanied by institutional adaptation, teacher training, and pedagogical redesign to ensure equitable and inclusive educational outcomes.[5]

Figure 1. Model of Artificial Intelligence Integration in Inclusive Education



[4] Godwin-Jones R. Emerging technologies: Artificial intelligence and language learning // Language Learning & Technology. – 2019. – Vol. 23, No. 1. – P. 3–10.

[5] Taddei F. Artificial Intelligence and the Future of Education. – Paris: Learning Planet Institute, 2022.

The development of inclusive education in Uzbekistan has become a central component of national educational reform, particularly in the context of modernization and integration of digital technologies into higher education. Following the ratification of the United Nations Convention on the Rights of Persons with Disabilities in 2021, Uzbekistan committed itself to ensuring equal access to education at all levels, including higher education institutions. This commitment has resulted in the implementation of inclusive education policies aimed at providing equitable learning opportunities for students with disabilities and diverse educational needs. Universities have begun adapting their curricula, infrastructure, and teaching practices to accommodate inclusive learning, reflecting a broader national strategy focused on equity and social inclusion.[6]

In recent years, Uzbek universities have actively participated in international initiatives aimed at strengthening inclusive higher education. One of the most significant examples is the Inclusive University Initiative launched in 2022 by the British Council in partnership with Westminster International University in Tashkent and the Ministry of Higher Education, Science and Innovation of Uzbekistan. This initiative focused on embedding inclusive practices into university strategies, developing inclusive curricula, and improving student support systems. It also established a national working group dedicated to coordinating inclusive education development and sharing best practices across universities. These measures demonstrate the institutional commitment of Uzbek universities to creating inclusive learning environments supported by national and international collaboration.[7]

Digital transformation represents another essential component of educational reform in Uzbekistan, directly influencing inclusive education development. National educational strategies emphasize the integration of digital technologies, artificial intelligence, and innovative teaching methods to enhance educational accessibility and quality. The government has approved a national strategy for artificial intelligence development until 2030[8], which includes the modernization of education through the implementation of digital tools, adaptive learning platforms, and AI-based instructional systems. These technologies enable universities to provide flexible and accessible learning environments, particularly benefiting students with diverse learning needs.[9]

Higher education institutions in Uzbekistan are also implementing targeted teacher training programs focused on artificial intelligence and digital pedagogy. For example, New Uzbekistan University has been designated as a national training center for artificial intelligence education, where teachers undergo specialized training in AI-supported instructional methods. These trained educators then serve as mentors, supporting the integration of artificial intelligence into teaching practice across universities. This cascading training model ensures that artificial intelligence competencies are disseminated systematically throughout the educational system.[10]

Conclusion. The integration of digital technologies into higher education institutions in Uzbekistan has been significantly accelerated by national educational reforms aimed at modernization, accessibility, and global integration. These reforms reflect the broader strategic objective of transforming Uzbekistan into a technologically advanced knowledge-based society. Educational policy documents emphasize the importance of digitalization, artificial intelligence, and innovative pedagogical approaches as essential drivers of higher education development. In particular, the national Concept for the Development of Higher Education until 2030 identifies digital transformation and the integration of modern information technologies as key priorities for improving educational quality and accessibility.

The future development of inclusive higher education in Uzbekistan will depend on the balanced integration of digital technologies and human pedagogical expertise. Artificial intelligence and digital learning platforms provide valuable tools for supporting inclusive education, but teachers remain essential in guiding student learning and ensuring meaningful educational experiences. This conclusion aligns with contemporary French scientific perspectives, which emphasize that artificial intelligence transforms the conditions of teaching but does not eliminate the pedagogical role of teachers.

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