DEVELOPING LEARNER AUTONOMY OF FUTURE ENGLISH LANGUAGE TEACHERS THROUGH AI-ENHANCED BLENDED LEARNING ENVIRONMENTS

Usarov Ibroximjon Kurpashayvich,
Professor of the National Pedagogical University of Uzbekistan named after Nizami, Ph.D.
E-mail: ibroximusarov@gmail.com
Ibodova E’zoza Anvarovna,
Freelance Researcher, New Uzbekistan University
E-mail: ezozakhon5206@gmail.com

Introduction

The rapid development of digital technologies and artificial intelligence has changed educational practices around the world. Higher education institutions increasingly integrate blended learning models into learning environments to combine face-to-face instruction with online learning opportunities. These changes have created new possibilities for organizing independent learning activities and fostering learner autonomy among university students. The preparation of future English language teachers requires not only the development of linguistic and pedagogical competencies but also the ability to engage in lifelong learning. Learner autonomy has become one of the key objectives of modern language education. According to Little (1991), learner autonomy refers to learners' capacity to take responsibility for their own learning discipline. Benson (2001) further emphasizes that autonomous learners can control their learning processes, set goals, select learning strategies, and assess outcomes independently. Recent advances in artificial intelligence have introduced interactive tools capable of supporting independent learning. AI tools can provide personalized feedback, adaptive learning plans, automated assessments, and immediate language support. Despite the growing availability of AI, there remains insufficient methodological guidance on effectively integrating these tools into blended learning environments.

Research Problem

Current teacher education programs actively use digital technologies; however, many students continue to struggle to create independent learning activities outside the classroom. Current blended learning models often focus on technological integration rather than the systematic development of learner autonomy. Furthermore, the

pedagogical potential of artificial intelligence in supporting independent language learning has not yet been fully explored within teacher education programs.

Research Aim

This research aims to develop and validate a methodology to foster learner autonomy among future English language teachers through AI-enhanced blended learning environments. Additionally, this can help students to work on themselves and see different ways of using AI tools in an educational way.

Research Objectives

1. To analyze theoretical approaches to learner autonomy in language education.
2. To examine pedagogical principles and models of blended learning in higher education.
3. To investigate the educational potential of artificial intelligence for supporting autonomous learning.
4. To design a methodological model for developing learner autonomy through technological blended learning.
5. To experimentally evaluate the effectiveness of the proposed methodology among future English language teachers.

Research Questions

1. What pedagogical conditions contribute to the development of learner autonomy in blended learning?
2. How can artificial intelligence tools support independent learning among English language teachers?
3. What impact does AI-enhanced blended learning have on students' autonomy, motivation, and academic achievement?
4. Which methodological strategies ensure effective integration of AI into teacher education programs?

Theoretical Framework

The study will be based on the concepts of learner autonomy developed by Little (1991) and Benson (2001). The principles of blended learning proposed by Graham (2006), Bonk and Graham (2006), Garrison and Vaughan (2008), and Horn and Staker (2015) will provide the foundation for designing the learning environment. Methodological aspects of language teaching will be informed by the works of Dudeney and Hockly (2007), Jalolov (2012), Polat et al. (2005), and Andreev (2002). Contemporary studies on artificial intelligence in language education will complement the classical theoretical framework.

Methodology

The research will use a mixed-methods design combining qualitative and quantitative approaches.

Theoretical methods:

• Analysis and synthesis of pedagogical, psychological, and methodological literature.

• Comparative analysis of blended learning and AI-based educational models.

• Pedagogical modeling.

Empirical methods:

• Surveys and questionnaires.

• Interviews with university students and instructors.

• Classroom observations.

• Pedagogical experiment involving future English language teachers.

Statistical methods:

• Quantitative analysis of experimental data.

• Comparative evaluation of control and experimental groups.

Expected Outcomes

The study is expected to present:

• A theoretically grounded model of learner autonomy development in AI-enhanced blended learning.

• A methodology for organizing independent learning activities of future English language teachers.

• Practical recommendations for integrating artificial intelligence into education programs.

• Empirical evidence demonstrating the effectiveness of the proposed methodology.

Scientific Novelty

The scientific novelty of the research lies in the development of an integrated methodological framework that combines learner autonomy theory, blended learning principles, and artificial intelligence technologies for the professional preparation of future English language teachers. The study will provide new pedagogical solutions for organizing independent learning activities in higher education and encourage students to work on themselves outside the class. The findings may be used in teacher education institutions, foreign language departments, and professional development programs. The proposed methodology can support instructors in designing effective blended learning courses and, at the same time, promote students' independent learning skills.

References:

1. Andreev, A.A. (2002). Pedagogika vysshei shkoly. Novyi kurs. Moscow.
2. Benson, P. (2001). Teaching and Researching Autonomy in Language Learning. London: Longman.
3. Bonk, C.J., & Graham, C.R. (2006). The Handbook of Blended Learning: Global Perspectives, Local Designs. San Francisco: Pfeiffer.
4. Dudeney, G., & Hockly, N. (2007). How to Teach English with Technology. Harlow: Pearson Education.
5. Garrison, D.R., & Vaughan, N.D. (2008). Blended Learning in Higher Education: Framework, Principles, and Guidelines. San Francisco: Jossey-Bass.
6. Graham, C.R. (2006). Blended Learning Systems: Definition, Current Trends, and Future Directions.
7. Horn, M.B., & Staker, H. (2015). Blended: Using Disruptive Innovation to Improve Schools. San Francisco: Jossey-Bass.
8. Jalolov, J.J. (2012). Chet til o‘qitish metodikasi. Toshkent: O‘qituvchi.
9. Little, D. (1991). Learner Autonomy 1: Definitions, Issues and Problems. Dublin: Authentik.
10. Polat, E.S., Bukharkina, M.Y., Moiseeva, M.V., & Petrov, A.E. (2005). Novye pedagogicheskie i informatsionnye tekhnologii v sisteme obrazovaniya. Moscow.