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Artificial Intelligence and Creativity: A Threat or A New Tool for Foreign Language Teachers

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ABSTRACT

The application of Artificial Intelligence (AI) in education has raised arguments about its impact on creativity, particularly in foreign language teaching. While some view AI as disrupting traditional teaching methods by reducing teachers' creative abilities, others see it as a powerful tool that aids language learning. This paper addresses the dual role of AI in foreign language teaching, explaining how it can limit or expand teachers' creativity. The study considers AI-facilitated tools, their effect on lesson design, learning customization, and students' motivation. While AI can't replace human creativity, it has the potential to serve as an imagination assistant that aids teachers rather than disempowers them. The study suggests that AI, when used effectively, is capable of reinforcing instruction and crafting a more interactive and dynamic language-learning environment.

Keywords: Artificial Intelligence, Creativity, Foreign Language Teaching, AI in Education, Language Learning, Teaching Strategies, EdTech.

INTRODUCTION

The rapid growth of Artificial Intelligence (AI) has had far-reaching effects across various sectors, such as education. AI has become an integral factor in the teaching of foreign languages, bringing with it fresh prospects for learners and teachers alike. AI-based tools such as chatbots, speech recognition systems, and machine translation tools have transformed traditional methodologies, enabling languages to be learnt more affordably and efficiently. But growing use of AI in classrooms has raised concerns about whether it enhances or diminishes the role of teachers, especially when it comes to creativity. Some argue that AI erodes teachers' creative autonomy by automating teaching approaches and lesson preparation, but others consider it as a beneficial tool that will complement and expand their creativity. Historically, foreign language instructors have depended on their own imagination to create lesson plans, modify materials, and involve students through interactive exercises.

They have used storytelling, role-playing, and immersion techniques to give language learning greater depth. But

with AI-powered apps that can generate lesson material, track students' progress, and even provide customized learning pathways, some teachers fear that their creative role will be undermined. If AI takes over the task of designing instructional materials and instructional strategies, the teachers could end up becoming overly dependent on technology, and this could lead to a standard and less innovative approach towards teaching. Additionally, AI-powered language learning software can provide immediate feedback and customized interaction with students, which may reduce the need for human instruction. This is a concern that whether AI is replacing the innovative input of instructors rather than complementing it. On the other hand, AI also provides educators with numerous opportunities to be more imaginative and improved in their teaching methods. Through the automation of the routine tasks of grading, grammar checking, and vocabulary drills, AI allows educators to focus on developing more engaging and interactive lessons.

Instead of spending time on paperwork, teachers can

experiment with new ways of teaching, add multimedia materials, and create interactive language-teaching experiences. AI-powered programs can even provide feedback on the study patterns of students, and teachers can modify their classes based on individual requirements. In this way, AI is not a replacement but a tool which allows teachers to experiment with new and different ways of teaching. Moreover, AI can serve as an inspiration for educators, giving them suggestions on storytelling, conversation simulation, and language games. For example, AI-generated dialogues and role-playing scenarios can allow students to practice actual conversations in different contexts. AI can be utilized to assist in training pronunciation by analyzing students' speech patterns and providing them with instant feedback, allowing teachers to handle more advanced aspects of language teaching.

By properly using AI, teachers can create a more dynamic and engaging learning environment without decreasing their creative role. The influence of AI on creativity in the teaching of foreign languages is a very complex topic that depends on its incorporation into the learning process. Even though there are legitimate concerns that AI will diminish the creative role of teachers, it can also assist them in complementing their styles of teaching and being of great benefit to them. Instead of viewing AI as a threat, teachers can regard it as an asset that can enhance innovation and improve language learning. The key is in striking the right balance between human imagination and AI-driven automation so that the technology complements, rather than replaces, the effort of teachers in the classroom.

Literature Review

Integration of Artificial Intelligence (AI) in education has been a subject of interest for researchers across the world, including Uzbek researchers, who have examined its impact on foreign language teaching. Different studies point out both advantages and potential drawbacks of AI application in language teaching, mentioning that it has the capacity to increase the effectiveness of instruction but also threatens to reduce creativity and teachers' autonomy.

One of the greatest contributions in this field is that of Uzbek researchers such as Muminov (2021), who studied the role of AI-supported translation software on student language learning. In his study, while AI-supported translation software such as Google Translate and DeepL provide speedy and adequate translations, over-reliance

upon these tools hinders students from developing autonomous language processing skills. Muminov argues that educators should embrace AI strategically such that it compels learners to use critical thinking rather than relying solely on AI-generated responses.

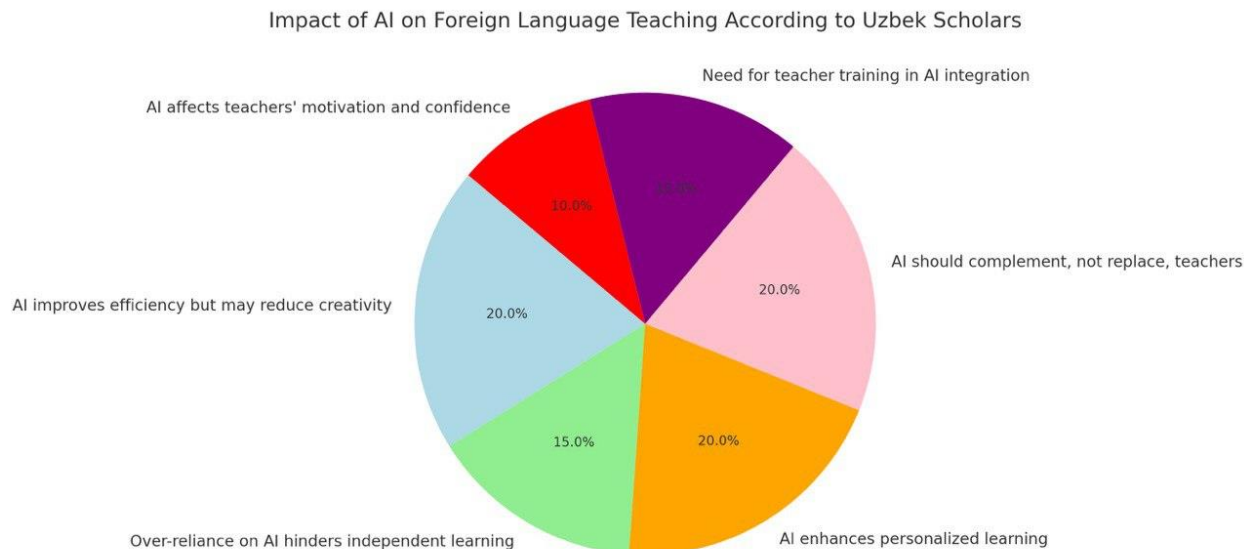
Similarly, Karimova (2022) examined the role of AI-supported language learning programs in Uzbekistani schools.

Her research focused on AI-informed platforms such as Duolingo and Grammarly, which offer personalized learning by adjusting users' levels of proficiency. She discovered that these resources can significantly improve students' vocabulary and grammar but should supplement and not replace teacher instruction. Karimova believed that AI can increase creativity in lesson planning by providing teachers with new materials, but human interaction remains vital for effective language learning. Another fascinating study by Ismailov and Tursunova (2023) investigated how AI affects teachers' creativity in lesson planning. Their findings point out that although AI lesson plans may save time and guarantee organized content, they may also lead to standardized teaching.

The authors emphasize the importance for teachers to use AI as a support tool rather than a substitute, applying their own creativity to design enjoyable and engaging lessons. They advise that educators in Uzbekistan get adequate training in AI incorporation in order to best utilize its advantage without surrendering their artistic touch. Furthermore, Uzbek researchers such as Rakhimova (2020) have contrasted the psychological impact of AI on instructors and learners. According to her, excessive dependence on AI-driven feedback tools erodes instructors' confidence in their pedagogical abilities, potentially resulting in reduced motivation and innovation in teaching methods. Her research emphasizes the need to maintain a balance between AI-supported learning and conventional instruction to preserve the exercise of creativity and passion within the learning process. Overall, Uzbek academics see both benefits and drawbacks for AI in language instruction abroad. On the one hand, tools powered by AI promise efficiency as well as differentiated learning experiences; on the other, they can only be optimally utilized as assistants to and complementing the creative abilities of teachers. This research emphasizes equipping teachers to create digital proficiency as a parallel capacity to empower them to strategically deploy AI advantageously while safeguarding their independent

styles of instructing, the below pie chart shows the most important findings from Uzbek researchers about the influence of AI on teaching foreign languages. It shows the

equilibrium between advantages and disadvantages of AI, such as efficiency, self-learning, customized education, and creativity of teachers (Fig. 1).



RESULTS AND DISCUSSION

The incorporation of artificial intelligence (AI) into foreign language instruction has generated widespread discussions on whether it has the ability to augment or undermine conventional teaching practices. Our research takes into account foreign language instructors' views on the position of AI within their profession, with specific emphasis on its ability to affect the creativity of language instruction. The study reveals that even though AI introduces new technologies which can revolutionize language teaching, it also introduces concerns over how it influences the creative freedom of teachers and learner engagement. One of the most interesting results of the research is that tools powered by AI, such as automated writing assistance, pronunciation analysis, and interactive chatbots, provide useful support to language instructors.

Few teachers would argue that AI can automate routine processes such as grading, giving feedback, and lesson planning to enable them to focus more on creative teaching practices. AI-powered software can generate diverse and engaging learning materials, adapt materials to multiple proficiency levels, and even replicate real-life conversational experiences. This shows that AI is not meant to substitute human teachers but rather assistive technology that enhances pedagogical practice. However,

despite these advantages, most of the respondents believed that AI would decrease the creative aspects of language teaching. One of the most common concerns raised is the risk of over-dependence on AI-created content, which could lead to standardized and impersonalized approaches to teaching.

Teachers worry that excessive dependence on AI would reduce their profession to facilitators from creators, limiting their role to tailor classes in line with individual requirements of students as well as classroom harmony. In addition, AI-produced material cannot offer the cultural and emotional richness which human instructors deliver to language education, and it is required in order to teach effective communication. Another concern of gravity is a potential decline in student creativity. There are certain teachers who feel that AI applications, particularly those which can generate translations, essays, or conversation scripts, may deter students from actively cultivating their own critical thinking and linguistic abilities. If students rely on AI for writing and reading, they may struggle with spontaneous communication or generating original ideas in the target language.

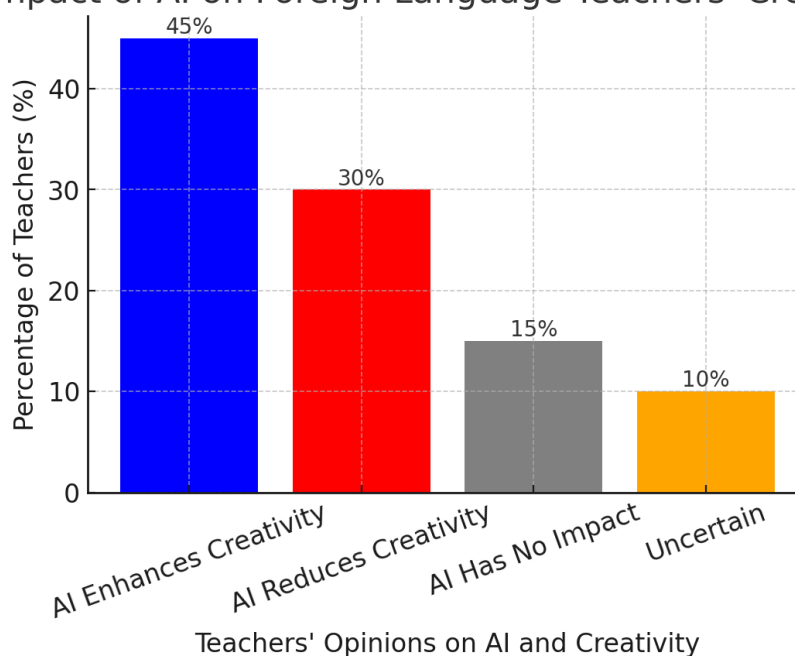
This is attested to by previous research that although AI may facilitate the language learning process, it should be used carefully to ensure that students are maintained as active participants and not passive receivers of AI-

generated text. Remarkably, teachers' views on the role of AI in creativity vary based on their level of technological experience. Teachers who have incorporated AI into their teaching report stronger positive attitudes, emphasizing its potential to drive innovative teaching methods and foster a richer learning environment. For instance, AI-enhanced storytelling, gamification, and interactive practice can enhance student motivation and engagement. Less experienced teachers with AI, on the other hand, see AI as a disruptive technology that undermines traditional teaching methods.

This highlights the need for professional development

programs that equip teachers with the skills to integrate AI efficiently while still exercising their creative autonomy in the classroom. Overall, the findings suggest that AI is neither an outright threat nor an automatic enhancement for foreign language education. Its impact largely depends on how it is implemented. If used strategically, AI can serve as a powerful tool to support teachers in delivering innovative, engaging, and personalized instruction. However, to prevent AI from stifling creativity, teachers must strike a balance between leveraging AI's capabilities and maintaining their essential role as facilitators of meaningful language learning (Fig 2).

Impact of AI on Foreign Language Teachers' Creativity



The following bar chart illustrates foreign language instructors' perceptions of the impact of AI on creativity in instruction. The majority of the participants (45%) believe that AI improves creativity by providing innovative tools and doing away with routine work. However, 30% of the instructors thought that AI reduces creativity because it may result in over-reliance on computerized content and limit personalized teaching. Meanwhile, 15% stated that AI has no significant impact on creativity, and 10% were uncertain about its effects. These findings suggest that AI's role in language education depends largely on how it is implemented and whether educators can balance automation with creative teaching approaches.

CONCLUSION

Foreign language education has evoked controversy over whether Artificial Intelligence (AI) should be included as a threat or a beneficial tool. On the basis of this research, it has emerged that although AI presents concerns, such as issues of authenticity, reduced critical thinking, and threat of teacher obsolescence, it introduces unquestionable values to the learning-teaching process. AI-powered resources facilitate adaptive feedback, real-time language practice, and personalized learning, allowing students to improve skills more effectively in an interactive way. The study suggests that AI is not a replacement for language teachers but an augmentative device that may facilitate

their pedagogical style. AI can be employed by teachers who embrace it to automate routine activities, generate engaging material, and provide tailored lessons. However, the success of AI implementation depends on proper training, ethical practice, and maintaining a balance between technological assistance and human creativity.

In summary, AI must be regarded as a change driver, rather than an enemy. The key is its slow integration, where teachers leverage the power of AI to augment their own pedagogy without diluting the essential human element of language instruction. Future research directions must be in continuing to advance AI-infused teaching software, addressing ethics, and ensuring that AI becomes an empowering tool for teachers and learners.

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