

## PROSPECTS AND CHALLENGES OF USING CHATGPT IN UZBEKISTAN: STUDENTS' PERCEPTION IN FOREIGN LANGUAGE LEARNING

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### **Abstract**

The rapid advancement of artificial intelligence (AI) technologies has introduced new opportunities and challenges in the field of education, particularly in language learning. This study explores the prospects and challenges of using ChatGPT as a supportive tool for foreign language learning among undergraduate students in Uzbekistan. A quantitative research method was employed, utilizing a close-ended questionnaire completed by 30 students from the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" in Tashkent.

The findings revealed that students generally perceived ChatGPT as a beneficial tool, helping them to improve vocabulary, receive instant grammar feedback, engage more actively in language learning, and study at their own pace. Additionally, many participants noted that ChatGPT reduced their anxiety and increased their confidence when practicing a foreign language. However, concerns were also raised regarding the accuracy of ChatGPT's responses, the lack of real human interaction, the complexity of its language, and the risk of overdependence on AI tools.

The study highlights the importance of critical and mindful integration of ChatGPT into educational practices, suggesting that while AI can significantly enhance learning, it should complement, rather than replace, traditional language learning methods. Future research with a broader sample and mixed methodologies is recommended to deepen understanding of AI's role in education.

**Keywords:** ChatGPT, foreign language learning, artificial intelligence in education, student perceptions, language acquisition, educational technology, AI tools, higher education, language learning challenges, Uzbekistan undergraduate students.

### **Introduction**

The integration of Artificial Intelligence (AI) tools into educational settings has become increasingly prevalent, with significant implications for language learning. Among these tools, large language models such as ChatGPT have gained attention for their potential to provide real-time, personalized assistance in

language acquisition. By offering instant feedback on vocabulary, grammar, and syntax, AI-powered platforms like ChatGPT can enhance student engagement, foster independent learning, and facilitate more flexible study practices. Despite these advantages, concerns remain regarding the accuracy of AI-generated content, its impact on student autonomy, and the diminished role of human interaction in the learning process.

While much of the existing research on AI in education has been conducted in Western contexts, limited attention has been paid to how students in Uzbekistan—an emerging educational environment—perceive and utilize these technologies. With the increasing adoption of digital tools in Uzbek universities, it is essential to understand local student experiences and attitudes towards AI tools, particularly in the domain of foreign language learning. This understanding can inform effective pedagogical strategies and policies for integrating AI into the curriculum.

This study seeks to address this gap by examining the perceptions of undergraduate students at the National Research University “Tashkent Institute of Irrigation and Agricultural Mechanization Engineers” regarding the use of ChatGPT for foreign language learning. Specifically, the research explores two primary questions: (1) What benefits do Uzbek students perceive in using ChatGPT for learning foreign languages? and (2) What challenges or limitations do they encounter when using this AI tool? By investigating these aspects, this study aims to provide valuable insights for educators and policymakers, ensuring that AI technologies are used in a manner that complements traditional language instruction and supports the educational needs of students.

The paper proceeds by outlining the research methodology, presenting the key findings, and discussing their implications for language education in Uzbekistan. Finally, it highlights the study’s limitations and proposes directions for future research, contributing to a broader understanding of AI’s role in educational settings.

### **Literature Review**

In recent years, the emergence of AI tools such as ChatGPT has sparked significant interest in the field of education. A growing body of research has examined students' and educators' perceptions of ChatGPT, its benefits in learning, and the challenges associated with its use across various disciplines and educational contexts.

Asell, Ajlouni, Almahair, Fatima, Abdulkareem, and Wahba (2023) conducted a quantitative study on students enrolled in the counselling and mental health

program at the University of Jordan. Their research focused on the students' experiences with ChatGPT in their academic learning, revealing that while students benefited from its use, they also encountered moderate challenges and concerns, particularly regarding reliability and ethical use. In a similar context, Sarwanti et al. (2024) applied a mixed-method approach to explore how university language students perceive ChatGPT. Their findings emphasized that students not only frequently use ChatGPT—especially for writing assignments—but also possess a high level of awareness, readiness, and concern about its role in academic work.

In the domain of STEM education, Lu Ding, Tong Li, Shiyan Jiang, and Albert Gapud (2023) investigated ChatGPT's role in a physics class, highlighting how students used it as a virtual tutor. While some students displayed misconceptions about generative AI, the majority trusted its ability to provide accurate information despite occasional inaccuracies. Similarly, Rad and Davis (2024) examined the use of ChatGPT in fundamental mechanics courses. Their findings underscored the potential of AI to provide real-time assistance, personalized feedback, and dynamic content generation, which positively influenced student learning outcomes in engineering education.

Exploring ChatGPT in different cultural and educational settings, Pavlenko and Syzenko (2024) focused on Ukrainian university students across three specializations. The results indicated high satisfaction levels with ChatGPT, especially in its application for completing assignments and improving learning quality. Assad's (2024) research on media students in Egypt also highlighted ChatGPT's practical value for media-related tasks, though it raised important questions about ethical use and the tool's limitations. Lean et al. (2024) broadened the focus by analyzing both faculty and student responses at Texas A&M University. Their quantitative findings indicated that ChatGPT not only altered student learning strategies but also influenced institutional practices and policies.

Further expanding the scope, Tala, Muller, and Nastase (2023) found that university students had a high level of awareness and a favorable perception of generative AI models, especially for content creation. Ana et al. (2023) focused on Brazilian undergraduate students, discovering that while ChatGPT enhanced productivity, helped with organizing tasks, and supported coding and writing, it also introduced concerns about over-reliance, answer accuracy, and academic ethics.



In terms of language teaching and learning, Thi Chi (2023) explored university teachers' perceptions of ChatGPT. Her study revealed that although teachers acknowledged the tool's usefulness, many expressed concerns about how it could affect teaching methods, assessment practices, and students' language development. Kivrak (2024) contributed to this discussion by investigating how Turkish EFL students of different proficiency levels used ChatGPT in writing classes. While both A1 and B1 students had positive views, B1 students found it more helpful for organizing ideas and improving coherence, whereas A1 students used it more for grammar and vocabulary support.

Student engagement was another recurring theme. Serhan and Welcome (2023) found that students studying calculus believed that ChatGPT positively influenced their participation and understanding of complex mathematical concepts. Similarly, Thi Thuy An Ngo (2023) explored both the benefits and limitations of ChatGPT from university students' perspectives.

Students appreciated time-saving features and personalized assistance but expressed concerns about source reliability and citation issues. The study recommended using ChatGPT as a supplementary tool and emphasized the importance of promoting academic integrity.

In the context of Korean higher education, Rha and Baek (2025) examined how college students' perceptions of ChatGPT evolved over the course of a semester in an English-speaking class. Although there was no significant change in students' overall class satisfaction, the study suggested implications for integrating AI in EFL settings. Finally, O'Brien and Dunlop (2024) investigated students' experiences with large language models in a data science course. Their results revealed a divided opinion: while 61% of students felt ChatGPT met their expectations, the remaining 39% were concerned about the time needed to verify the tool's output and its factual accuracy.

In summary, the existing literature presents a generally positive attitude toward ChatGPT across various disciplines and educational levels. Students benefit from its assistance in writing, organization, and content understanding. However, recurring challenges such as ethical concerns, dependency, accuracy, and citation issues highlight the need for critical integration of AI tools in education. The reviewed studies collectively suggest that while ChatGPT holds great potential to support academic learning, its effectiveness depends on thoughtful implementation, appropriate guidance, and continuous evaluation.

### **Research Questions:**



1. What are the prospects of using ChatGPT by undergraduate students of Uzbekistan in foreign language learning?
2. What are the challenges of using ChatGPT by university students of Uzbekistan in foreign language learning?

### **Research Objectives:**

The following objectives are formulated to complete the study:

1. The objective of the study is to identify the prospects of using ChatGPT by university students.
2. The aim of this study is to investigate the challenges of utilizing ChatGPT among undergraduate students.

### **Research Methodology:**

Following an extensive review of the relevant literature, a questionnaire was developed and a survey was carried out to investigate topic on prospect and challenges of using ChatGPT: Students' perception.

### **Participants**

For the purpose of the study, a sample of 30 bachelor's degree students of Tashkent were invited to participate in the survey and a total number of 30 responses were obtained. Out of 30 bachelor's degree students, 5 were male, 22 were female and 3 students preferred not to say their gender.

### **Research Tools**

This research adopts a quantitative methodology using a close-ended questionnaire. The questionnaire was formulated following the completion of a pilot study. Questionnaire was administered randomly to the Bachelor's degree of English language learners of various courses; 1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year and 4<sup>th</sup> year students of "National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers institute" in Tashkent. The samples were the students who learn foreign languages in Tashkent. Students who are learning English, Korean, German, French participated in this survey.

The questionnaire was divided into three Sections: a) students' background (demographic information); b) benefits of using ChatGPT for foreign language learning; c) challenges of using ChatGPT for foreign language learning. For section B and C, five points Likert scale (5 being strongly agree to 1 being strongly disagree) was designed to find out the prospects of using ChatGPT by undergraduate students of Uzbekistan in foreign language learning, and challenges faced by university students of Uzbekistan in foreign language learning. The section B of the questionnaire consisted of 10 questions about



benefits of ChatGPT to language learners. Section C consisted of 10 questions focusing on the challenges of using ChatGPT for foreign language learning.

**Procedure**

This study was conducted by survey method. To collect the data for the study, the researcher created one survey likert scale questionnaire. A questionnaire consisting of 30 questions was conducted among students of all courses at the National Research University “Tashkent Institute of Irrigation and Agricultural Mechanization Engineers”. The data of the responses were quantified and was analyzed by google document. Data calculated with the google document was expected to determine the mean and standard deviation which were used to interpret the data and to draw conclusion.

**Analysis and Discussion**

The obtained data from the questionnaire was analysed in order to study the benefits of using ChatGPT for language learning and to identify the challenges faced by the students in using ChatGPT for language learning.

Gender	Male	16.7%
	Female	73.3%
	Prefer not to say	10%
Academic year	1 <sup>st</sup> course	6.7%
	2 <sup>nd</sup> course	16.7%
	3 <sup>rd</sup> course	73.3%
	4 <sup>th</sup> course	3.3%
Foreign language learning	English	90%
	Spanish	-
	French	6.7%
	Chinese	-
	Japanese	-
	Korean	10%
	German	6.7%
Using ChatGPT	Daily	73.3%
	A few times a week	20%
	Occasionally	3.3%
	Rarely	3.3%
	Never	-



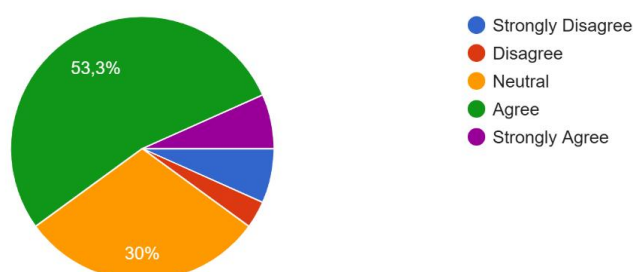
The table presents a demographic and behavioral overview of a group of participants in a study, focusing on gender, academic year, foreign language learning preferences, and ChatGPT usage frequency. A significant majority of the participants are female (73.3%), while males account for 16.7%, and 10% preferred not to disclose their gender. Most of the respondents (73.3%) are in their third academic year, with fewer in the second year (16.7%), and only small percentages in the first (6.7%) and fourth years (3.3%).

In terms of foreign language learning, English is overwhelmingly the most commonly studied language (90%), followed by Korean (10%), French (6.7%), and German (6.7%), while other languages such as Spanish, Chinese, and Japanese were not reported. Regarding the use of ChatGPT, the majority (73.3%) reported using it daily, 20% use it a few times a week, while occasional and rare use were each noted by 3.3% of the participants. No participants reported never using ChatGPT. This data provides a clear picture of both the linguistic interests and digital habits of the participants.

### Sections 2:

In figure 1, the pie chart illustrates participants' responses to the statement: "ChatGPT helps me improve my vocabulary in a foreign language." Out of 30 respondents, a significant majority (53.3%) agreed that ChatGPT is beneficial in this regard. An additional 10% strongly agreed, further emphasizing its positive impact. Meanwhile, 30% remained neutral, suggesting that they neither found it particularly helpful nor unhelpful. On the other hand, a small percentage of participants expressed disagreement—3.3% disagreed and another 3.3% strongly disagreed. Overall, the chart suggests a largely favorable perception of ChatGPT's role in foreign language vocabulary improvement.

Chat GPT helps me improve my vocabulary in a foreign language.  
30 ответов



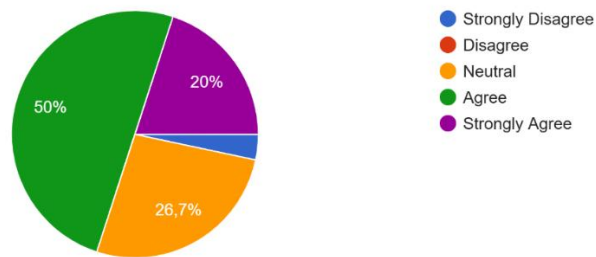
**Figure 1:** ChatGPT's help in order to improve vocabulary in a foreign language

In figure 2, participants responded to the statement, "ChatGPT provides instant feedback on my grammar mistakes". Among the 30 respondents, the half



(50%) agreed that ChatGPT plays a helpful role in giving feedbacks in term of grammar mistake. Additionally, 20% strongly agreed, reinforcing this positive view. About 26.7% of participants chose a neutral stance, indicating uncertainty or mixed feelings. Only a small fraction strongly disagreed, with 3.3% strongly disagreeing. In general, the data reflects a predominantly positive attitude toward ChatGPT’s usefulness in enhancing foreign language vocabulary.

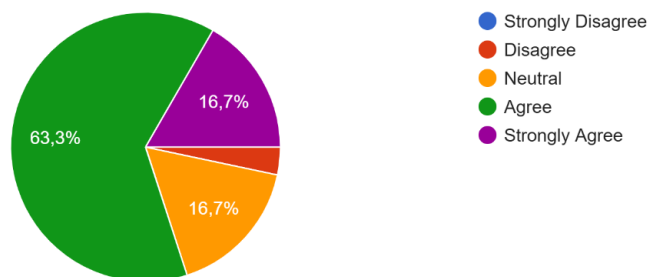
Chat GPT provides instant feedback on my grammar mistakes.  
30 ответов



**Figure 2:** ChatGPT’s instant feedback on grammar mistakes

In figure 3, it shown the feedback of participants regarding the statement: “Using ChatGPT makes foreign language learning more interesting and engaging.” Among the 30 individuals surveyed, a majority of 63.3% agreed with the statement, indicating that they find ChatGPT is more interesting and engaging in language learning. Furthermore, 16.7% of the respondents strongly agreed, reinforcing the positive sentiment. In the same time, 16.73.3% selected a neutral response, implying they neither supported nor opposed the statement. Only one respondent disagreed with this statement (3.3%).

Using Chat GPT makes foreign language learning more interesting and engaging.  
30 ответов

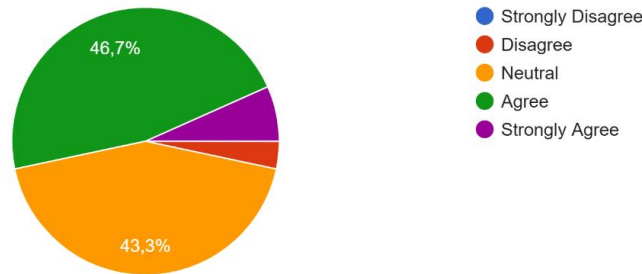


**Figure 3:** The use of ChatGPT enhances the interest and engagement in language learning

In figure 4, it shows participants’ reactions to the statement: “I feel more confident practicing a foreign language with ChatGPT”. A majority (46.7%) agreed, and 6.7% strongly agreed, indicating a generally positive impact.

Meanwhile, 43.3% were neutral, and only 3.3% disagreed, suggesting that most participants find ChatGPT helpful in building language confidence.

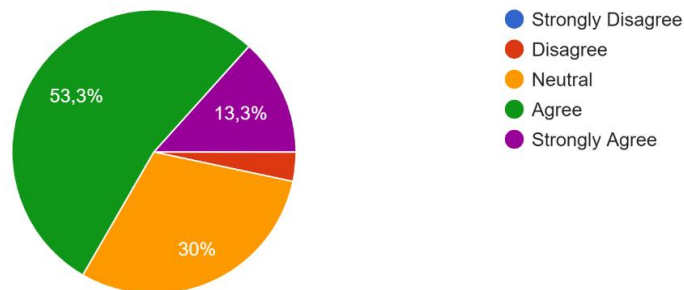
I feel more confident practicing a foreign language with Chat GPT.  
30 ответов



**Figure 4:** Practicing a foreign language with ChatGPT

In figure 5, “ChatGPT helps me better understand cultural contexts and usage of the language” statement was responded by 30 participants. While 53.3% agreed and 13.3% strongly agreed, showing a positive outlook, 30% remained neutral, and just 3.3% disagreed.

Chat GPT helps me better understand cultural contexts and usage of the language.  
30 ответов



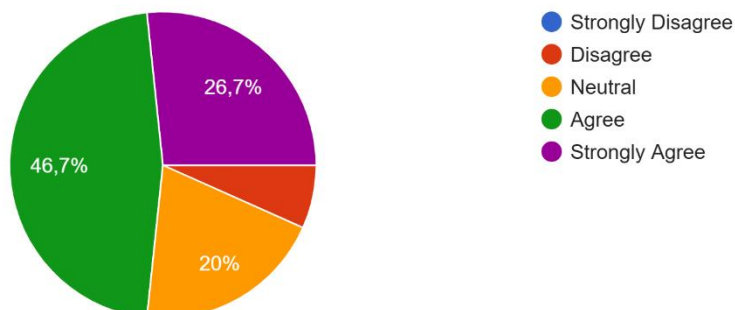
**Figure 5:** Improved understanding of cultural contexts and language usage through ChatGPT

In figure 6, participants responded to the statement, “I can practice writing and speaking skills more effectively with ChatGPT”. Among the 30 respondents, the almost half (46.7%) agreed that ChatGPT plays a helpful role in practicing writing and speaking skills. Additionally, 26.7% strongly agreed, reinforcing this positive view. About 20% of participants chose a neutral stance, indicating

uncertainty or mixed feelings. Only a small fraction disagreed, with 6.7%.

I can practice writing and speaking skills more effectively with Chat GPT.

30 ответов

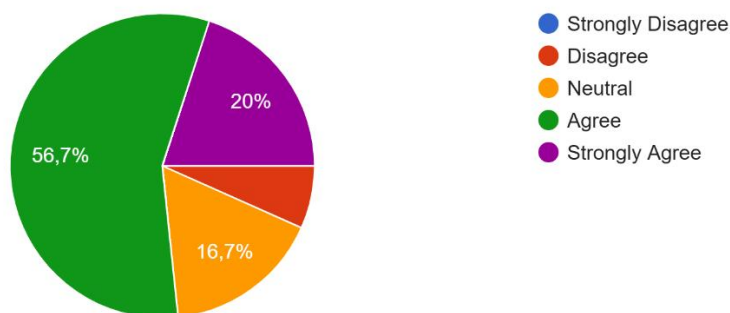


**Figure 6:** Practicing writing and speaking skills more effectively with ChatGPT

In figure 7, the chart shows how students feel about using ChatGPT alongside their classroom language lessons. Out of 30 people, most—about 57%—agreed that it’s a helpful extra tool for their learning. Another 20% felt even more strongly and said they strongly agreed. Around 17% were neutral, which might mean they’re still deciding how useful it really is. Only a small number, just over 6%, didn’t find it helpful.

Chat GPT is a useful supplement to my classroom language learning.

30 ответов



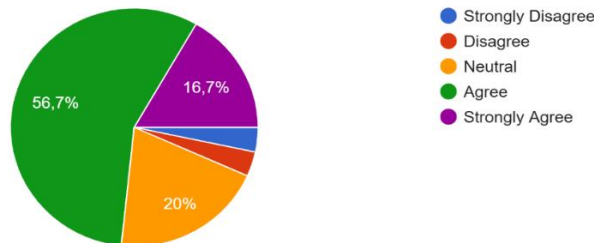
**Figure 7:** Useful supplement to classroom language learning

In figure 8, this pie chart reflects how people felt about the statement: “I can study at my own pace and time using ChatGPT.” Out of 30 respondents, most people — 56.7% — agreed that ChatGPT gives them the freedom to learn whenever it’s convenient for them. Another 16.7% strongly agreed, showing that quite a few found it especially flexible. Around 20% of participants felt neutral, meaning it didn’t make much of a difference for them either way. Only a small



number of people disagreed — 3.3% disagreed and 3.3% strongly disagreed — indicating that very few struggled with the timing or pace while using ChatGPT.

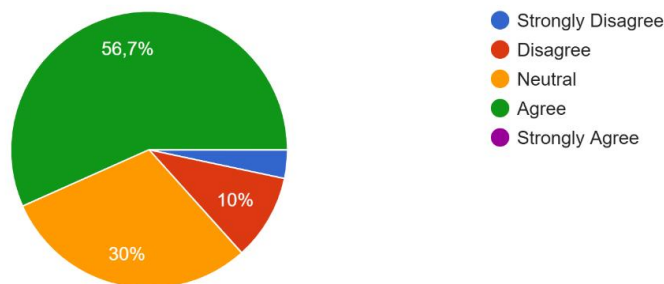
I can study at my own pace and time using Chat GPT.  
30 ответов



**Figure 8:** Flexible and self-paced learning with ChatGPT

In figure 9, the pie chart shows how people responded to the statement: “ChatGPT helps reduce my anxiety when practicing a new language.” Out of 30 participants, the majority — 56.7% — agreed that using ChatGPT makes them feel less anxious while learning. About 30% of respondents chose a neutral option, suggesting they didn’t feel strongly one way or the other. On the other hand, 10% disagreed, and a small 3.3% strongly disagreed, indicating that only a few found it unhelpful in easing their language-learning nerves.

Chat GPT helps reduce my anxiety when practicing a new language.  
30 ответов



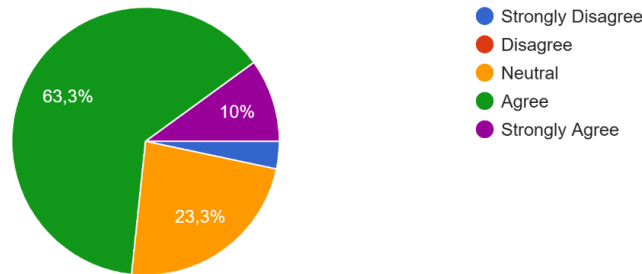
**Figure 9:** Reduced language learning anxiety with ChatGPT

In figure 10, this pie chart highlights how people felt about the statement: “Overall, ChatGPT enhances my foreign language learning experience.” Out of 30 respondents, the majority — 63.3% — agreed that ChatGPT improves their learning process. Another 10% strongly agreed, showing that some users found it especially useful. About 23.3% remained neutral, meaning they didn’t have strong opinions either way. Only a small number, 3.3%, disagreed, while no one strongly



disagreed. Overall, the results suggest that most learners find ChatGPT to be a helpful companion in their language-learning journey.

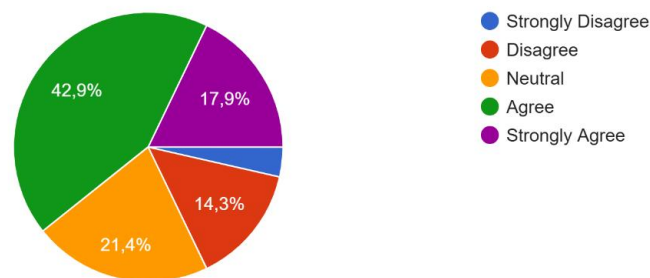
Overall, Chat GPT enhances my foreign language learning experience.  
30 ответов



**Figure 10:** Enhanced foreign language learning experience with ChatGPT  
**Section C:**

In figure 1, the chart shows responses from 28 participants about the accuracy of ChatGPT’s language explanations. 42.9% agreed and 17.9% strongly agreed that ChatGPT sometimes gives incorrect or misleading explanations. Only 17.9% disagreed or strongly disagreed, while 21.4% remained neutral. Overall, most participants expressed concerns about the tool’s reliability in language learning.

Sometimes, Chat GPT gives incorrect or misleading language explanations.  
28 ответов

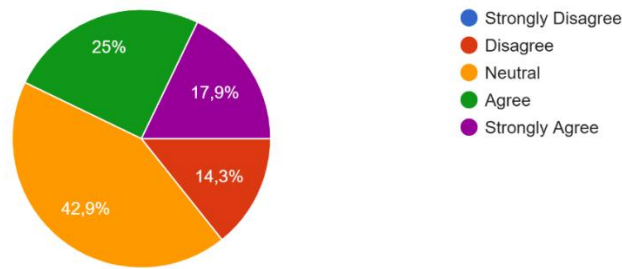


**Figure 1:** Occasional incorrect or misleading language explanations from ChatGPT

In figure 2, the chart shows how users feel about ChatGPT’s lack of real human interaction. 42.9% were neutral, and 25% agreed it limits their speaking practice. About 18% strongly agreed, while fewer users disagreed (14.3%) or strongly disagreed (0%). This suggests many users feel ChatGPT cannot fully replace real conversation.



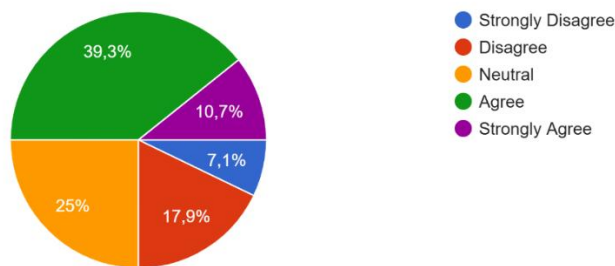
Chat GPT lacks real human interaction, which limits my speaking practice.  
28 ОТВЕТОВ



**Figure 2:** Limited speaking practice due to lack of real human interaction with ChatGPT

In figure 3, the chart reveals that 39.3% of respondents agree and 10.7% strongly agree that they find it hard to assess whether ChatGPT's answers are always reliable. In contrast, only 7.1% strongly disagree, and 17.9% disagree. 25% of participants remain neutral. This means that half of the users (14 out of 28) struggle with judging the reliability of the responses. The low percentage of strong disagreement suggests that only a small number of users feel confident in their ability to evaluate ChatGPT's accuracy. This may indicate a need for clearer evidence, simpler explanations, or visible sources in academic contexts.

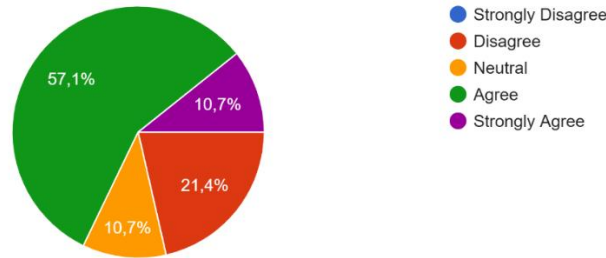
I find it hard to assess whether the answers from Chat GPT are always reliable.  
28 ОТВЕТОВ



**Figure 3:** Difficulty in assessing the reliability of ChatGPT's answers

In figure 4, the pie chart illustrates responses to the statement that ChatGPT sometimes uses overly complex or unnatural language. A majority of participants, 57.1%, agreed with the statement, while 10.7% strongly agreed. In contrast, only 10.7% disagreed, and no one strongly disagreed. About 21.4% of respondents chose a neutral position. Overall, most users believe that the language used by ChatGPT can occasionally be difficult to understand.

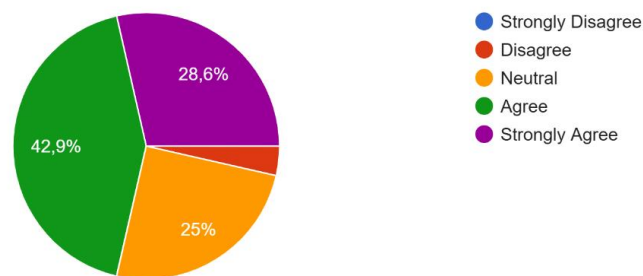
Chat GPT sometimes uses overly complex or unnatural language expressions.  
28 ответов



**Figure 4:** Occasional use of overly complex or unnatural language expressions by ChatGPT

In figure 5, the pie chart illustrates the responses of 28 individuals regarding their concern that relying on ChatGPT might reduce their independent problem-solving skills. The majority of respondents, 42.9%, agreed with this statement, while 28.6% strongly agreed. A smaller portion, 25%, remained neutral, neither agreeing nor disagreeing. Only a small minority disagreed, with no visible data for those who strongly disagreed. The chart indicates that a significant proportion of users are concerned about overdependence on AI tools. Overall, the data suggests that while ChatGPT is widely used, there are concerns about its potential impact on critical thinking and independence.

I worry that relying on Chat GPT may reduce my independent problem-solving skills.  
28 ответов

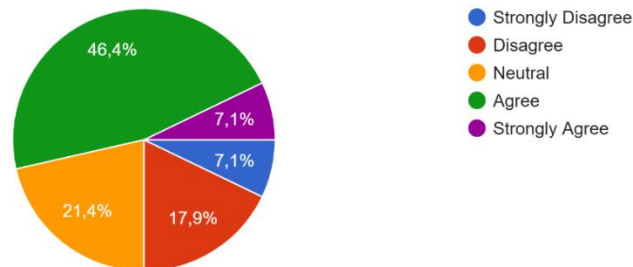


**Figure 5:** Concern that reliance on ChatGPT may reduce independent problem-solving skills

In figure 6, the chart illustrates users' opinions on whether it is difficult to use ChatGPT effectively without clear instructions or goals. The majority of respondents (46.4%) agreed with the statement, suggesting that having specific guidance plays a crucial role in effective usage. Meanwhile, 21.4% remained neutral, neither agreeing nor disagreeing. A smaller portion, 17.9%, disagreed, indicating they could use ChatGPT effectively even without clear directions. Interestingly, the percentages of those who strongly agreed and strongly

disagreed were equal, both at 7.1%. Overall, the data reveal that while most users value clarity when interacting with ChatGPT, a notable portion still finds it manageable without defined goals.

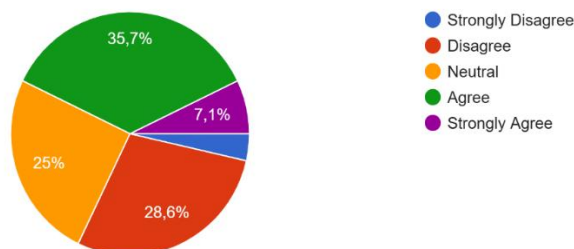
It is difficult to use Chat GPT effectively without clear instructions or goals.  
28 ответов



**Figure 6:** Difficulties in using ChatGPT effectively without clear instructions or goals

In figure 7, people responded to the statement, “ChatGPT does not always adapt well to my current level of language proficiency.” Among the 28 participants, the largest group (35.7%) agreed with this statement, indicating some challenges with adaptation. Around 28.6% disagreed, showing a significant portion of users were satisfied with ChatGPT’s language adaptation. Additionally, 25% of respondents were neutral, while 7.1% strongly agreed and another 3.6% strongly disagreed. These results suggest a mixed perception, with more users leaning toward agreement than disagreement. Overall, the chart highlights that while many find ChatGPT helpful, its ability to match individual language proficiency still has room for improvement.

Chat GPT does not always adapt well to my current level of language proficiency.  
28 ответов

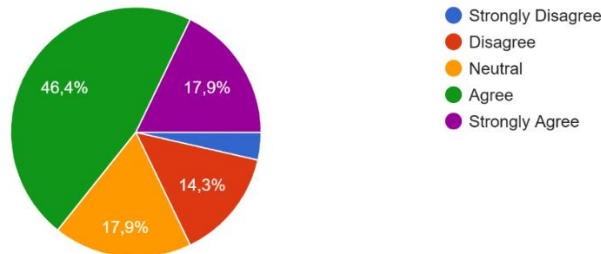


**Figure 7:** Adaptation of Chat GPT in language proficiency

In figure 8, this pie chart shows the responses to the statement "I sometimes face technical or internet-related issues while using Chat GPT." A total of 28 people answered this question. The largest portion, 46.4%, agreed with the statement, suggesting that many users do experience such issues. Both the

“Neutral” and “Strongly Agree” responses were given by 17.9% of participants. 14.3% disagreed, while only a small portion, 3.6%, strongly disagreed. Overall, the majority of users seem to have faced some difficulties while using Chat GPT.

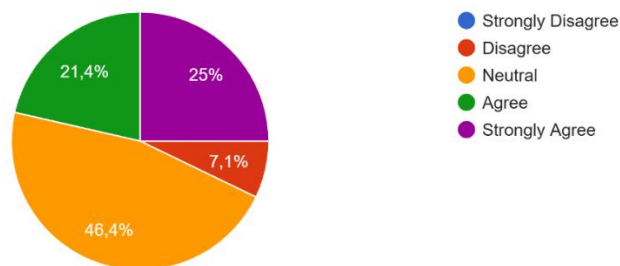
I sometimes face technical or internet-related issues while using Chat GPT.  
28 ответов



**Figure 8:** Facing technical or internet-related issues while using ChatGPT

In figure 9, this chart shows the responses to the statement "Using Chat GPT too much can be distracting and lead to procrastination." A total of 28 people participated in this question. The largest portion, 46.4%, selected “Neutral,” indicating uncertainty or mixed feelings about the statement. 25% of the respondents strongly agreed, while 21.4% agreed, showing that many users do find overuse distracting. Only 7.1% disagreed, and none of the participants strongly disagreed. This suggests that most users are at least somewhat aware of the risk of procrastination when using Chat GPT excessively.

Using Chat GPT too much can be distracting and lead to procrastination.  
28 ответов



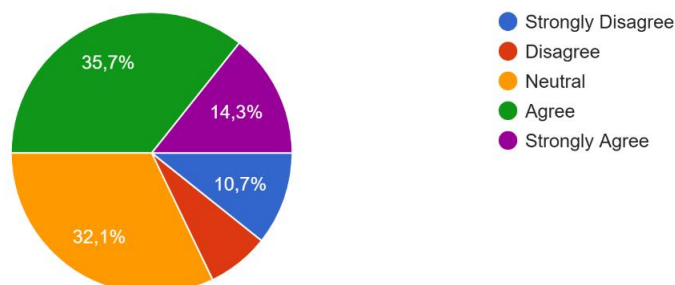
**Figure 9:** Using ChatGPT too much can be distracting and lead to procrastination.

In figure 10, this pie chart represents the responses to the statement "I'm concerned about becoming overly dependent on Chat GPT for language learning." A total of 28 people participated in this question. The highest percentage, 35.7%, agreed with the statement, showing that many users are aware of the risk of overreliance. 32.1% remained neutral, possibly unsure about the impact. Meanwhile, 14.3% strongly agreed, and smaller portions—10.7% and 7.1%—



strongly disagreed and disagreed, respectively. Overall, most participants showed some level of concern about becoming too dependent on Chat GPT.

I'm concerned about becoming overly dependent on Chat GPT for language learning.  
28 ответов



**Figure 10:** Concern about becoming overly dependent on ChatGPT for language learning

This study employed a quantitative research method to explore the prospects and challenges of using ChatGPT in foreign language learning among undergraduate students in Uzbekistan. Data were collected through a structured, close-ended questionnaire specifically designed for this research, following an initial pilot study. The questionnaire was divided into three sections: demographic information, benefits of using ChatGPT for foreign language learning, and challenges associated with its use. Benefits and challenges were measured using a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). Participants were selected from the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers." A total of 30 students completed the questionnaire, representing a range of academic years and foreign language specializations including English, Korean, French, and German. Data collection was conducted online using Google Forms, ensuring ease of participation and consistency in response gathering. The participant group was composed predominantly of female students (73.3%), with 16.7% identifying as male and 10% preferring not to disclose their gender. Most respondents (73.3%) were in their third academic year. English was the most studied language (90%), and daily ChatGPT usage was reported by 73.3% of the participants, indicating a high familiarity with the tool. The collected data were analyzed using basic statistical methods, focusing on frequencies, percentages, means, and standard deviations. Google Forms' built-in analytics tools were utilized to quantify the responses and visualize patterns across the dataset.

The analysis showed a generally positive perception of ChatGPT's role in language learning. Most students agreed that ChatGPT was beneficial for



improving vocabulary, receiving grammar feedback, boosting confidence, and making learning more engaging and flexible. For example, 53.3% of respondents agreed that ChatGPT improved their vocabulary, and 50% agreed that it provided useful instant feedback on grammar mistakes. Furthermore, 63.3% agreed that ChatGPT made language learning more interesting, and 56.7% appreciated the ability to study at their own pace. At the same time, challenges were clearly identified. A significant portion of students (42.9%) agreed that ChatGPT occasionally provided incorrect or misleading explanations. Concerns about the lack of real human interaction, difficulty in assessing the reliability of responses, and the use of overly complex language were also commonly reported. Moreover, students expressed worries about becoming overly dependent on ChatGPT, with 42.9% agreeing that it could potentially diminish their independent problem-solving abilities. In summary, the analysis revealed that while students recognized the substantial benefits of using ChatGPT for language learning, they also remained critically aware of its limitations. These insights highlight the need for thoughtful and guided use of AI tools in education to maximize learning outcomes while minimizing potential drawbacks.

### **Discussion**

The findings of this study offer important insights into the role of ChatGPT as a supportive tool for foreign language learning among undergraduate students in Uzbekistan. Overall, the data highlight a largely positive reception of ChatGPT, with students acknowledging its significant contributions to their academic development, while also pointing out critical challenges that must be addressed for more effective integration. One of the most notable outcomes is the way students embraced ChatGPT for vocabulary enhancement, grammar correction, and increased engagement in language learning. These results align with previous studies (such as Sarwanti et al., 2024; Pavlenko & Syzenko, 2024), which demonstrated that students often perceive AI tools as beneficial supplements to traditional learning methods. The flexibility offered by ChatGPT, allowing learners to study at their own pace and schedule, appears particularly valuable for busy university students who juggle multiple academic and personal responsibilities. Moreover, the reduction in language learning anxiety reported by more than half of the respondents suggests that ChatGPT can create a low-pressure environment for practice. This finding supports the notion that AI tools, when used appropriately, can boost students' confidence and motivation, two factors that are critical for successful language acquisition. However, the study also reveals important limitations. Concerns about the accuracy of ChatGPT's



responses, the lack of real human interaction, and the occasional complexity or unnaturalness of its language output indicate that AI alone cannot fully replace human teaching or peer communication. These concerns echo findings from previous research (such as Lean et al., 2024; Ngo, 2023), which emphasized the need for careful use of AI in educational settings. Another key theme emerging from the data is the risk of overdependence on AI tools. A significant number of students worried that relying too much on ChatGPT could hinder the development of independent problem-solving and critical thinking skills. This reflects broader debates in educational technology about the balance between leveraging AI for efficiency and maintaining learners' autonomy and cognitive growth. Technical and internet-related issues, although less emphasized, were also reported by participants and represent practical barriers that can limit access and consistency in learning experiences, particularly in contexts where reliable infrastructure is not guaranteed.

In sum, the discussion points toward a nuanced understanding: while ChatGPT offers clear benefits for foreign language learning—especially in providing personalized feedback, enhancing motivation, and supporting flexible study habits—it is not without drawbacks. To maximize its positive impact, educational institutions and instructors should encourage students to use ChatGPT as a complementary tool rather than a primary source. Critical engagement, fact-checking skills, and opportunities for authentic human interaction must remain central to the learning process. Future initiatives might focus on providing better guidance on effective ChatGPT usage, integrating AI literacy into language courses, and combining AI tools with traditional methods to create a richer and more balanced learning environment.

### **Limitation of the Study**

The generalizability of the study has the following limitations. While this study provides valuable insights into the perceptions of undergraduate students regarding the use of ChatGPT in foreign language learning, several limitations should be acknowledged.

First, the sample size was relatively small, with only 30 participants from a single university in Tashkent. As a result, the findings may not be fully representative of the broader population of university students in Uzbekistan or in other educational contexts. Future research with a larger and more diverse sample would allow for more generalizable results.

Second, the study relied solely on self-reported data collected through questionnaires. Although surveys are effective for gathering large amounts of



data quickly, they may be subject to biases such as social desirability or selective memory. Participants might have overemphasized positive experiences or underreported negative ones. Including interviews or focus groups in future research could help provide deeper, more nuanced insights.

Third, the study focused primarily on students' perceptions rather than directly measuring learning outcomes. While the results indicate that students feel ChatGPT benefits their language learning, the actual impact on measurable skills such as speaking proficiency, writing accuracy, or vocabulary retention was not assessed. Experimental or longitudinal studies could be conducted in the future to objectively evaluate these outcomes. Finally, the study did not differentiate between different types of foreign languages beyond basic groupings. It is possible that the benefits and challenges of using ChatGPT vary depending on the target language's complexity, structure, or cultural context, which could be explored in further research.

### **Scope of Further Study**

Given these limitations, there are several promising directions for future research. Expanding the study to include a larger, more diverse group of students from different universities and regions would offer a more comprehensive understanding of ChatGPT's role in language learning across Uzbekistan and beyond. Future studies could also incorporate mixed-methods approaches, combining quantitative surveys with qualitative interviews or classroom observations. This would allow researchers to capture the richness of student experiences and explore not just how students perceive ChatGPT, but how they interact with it during their learning processes. Moreover, future research could investigate the direct academic impact of ChatGPT usage by tracking improvements in language proficiency over time. Controlled experiments comparing students who use ChatGPT with those who do not could provide clearer evidence of its educational effectiveness. Another important avenue for exploration is the development of strategies and best practices for using ChatGPT in the classroom. By examining how different instructional approaches integrate AI tools, researchers can help educators design more effective and balanced language learning experiences. Finally, as AI technology evolves, future studies should continue to monitor how newer versions of tools like ChatGPT influence learning, engagement, and academic integrity. It is crucial to keep updating our understanding of AI's role in education to ensure that its use remains responsible, ethical, and beneficial for learners.

### **Conclusion**

This study aimed to explore the prospects and challenges of using ChatGPT as a tool for foreign language learning among undergraduate students in Uzbekistan. The findings revealed that students generally hold a positive perception of ChatGPT, recognizing its usefulness in enhancing vocabulary, improving grammar skills, providing flexible learning opportunities, and boosting their confidence in language practice. Many students also appreciated the reduced anxiety and increased engagement that ChatGPT offered during their learning process. However, the study also highlighted important challenges associated with the use of AI in education. Concerns regarding the reliability of ChatGPT's responses, the lack of real human interaction, potential overdependence on the tool, and occasional technical difficulties were commonly reported by participants. These findings emphasize that while ChatGPT can serve as a valuable support system for learners, it cannot fully replace the role of human teachers, authentic communication practice, and critical thinking skills development. The results of this study suggest that careful integration of AI tools like ChatGPT into language education is essential. Educators should guide students in using such technologies responsibly, encouraging critical evaluation of AI-generated content and promoting a balanced approach that combines technological assistance with traditional language learning methods. In conclusion, ChatGPT holds great potential to enhance foreign language education when used thoughtfully and in moderation. As AI continues to evolve, ongoing research and adaptive teaching strategies will be crucial to ensure that these powerful tools are used in ways that truly support and enrich students' academic and personal growth.

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