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PERSONALIZED HINDI LANGUAGE LEARNING THROUGH ARTIFICIAL INTELLIGENCE TECHNOLOGIES

Yormatova Aziza Voxidillayevna
azizayormatova@uzswlu.uz
Teacher, Department of the Second Foreign Language
Uzbekistan State University of World Languages

Abstract: This article explores the paradigm shift in language pedagogy by investigating personalized Hindi language learning through Artificial Intelligence (AI) technologies. Utilizing Natural Language Processing (NLP), Intelligent Tutoring Systems (ITS), and automatic speech recognition (ASR), AI addresses the unique challenges of Hindi, such as the Devanagari script, phonetics, and complex grammar syntax. The study evaluates how adaptive learning algorithms tailor educational materials based on individual learner proficiency, cognitive speed, and retention styles. The findings indicate that AI-driven personalization enhances communicative competence, reduces user anxiety, and increases long-term retention compared to traditional one-size-fits-all frameworks.
Keywords: Artificial Intelligence, Hindi Language, Personalized Learning, Natural Language Processing (NLP), Adaptive Learning, Intelligent Tutoring Systems.

SUN'IY INTELLEKT TEXNOLOGIYALARI YORDAMIDA HIND TILINI SHAXSIYLASHTIRILGAN TARZDA O'RGANISH

Yormatova Aziza Voxidillayevna
azizayormatova@uzswlu.uz
Ikkinchi chet tili kafedrasi, o'qituvchi
O'zbekiston davlat jahon tillari universiteti

Annotatsiya: Ushbu maqola sun'iy intellekt (SI) texnologiyalari yordamida hind tilini shaxsiylashtirilgan tarzda o'rganishni tadqiq qilish orqali til pedagogikasidagi yangi davrni yoritib beradi. Tabiiy tilni qayta ishlash (NLP), Aqlli repetitorlik tizimlari (ITS) va nutqni avtomatik aniqlash (ASR) vositalaridan foydalangan holda, SI hind tilining o'ziga xos qiyinchiliklarini (Devanagari yozuvi, fonetika va murakkab grammatik sintaksis) samarali hal qiladi. Tadqiqot moslashuvchan o'quv algoritmlari o'quvchining shaxsiy layoqati, idrok tezligi va xotirada saqlash uslubiga qarab materiallarni qanday moslashtirishini baholaydi. Natijalar

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shuni ko‘rsatadiki, SI yordamida shaxsiylashtirish an'anaviy bir xil qolipdagi ta'lim uslublariga qaraganda kommunikativ kompetensiyani oshiradi va o‘rganish xavotirini kamaytiradi.
Kalit so‘zlar: Sun'iy intellekt, Hind tili, Shaxsiylashtirilgan ta'lim, Tabiiy tilni qayta ishlash (NLP), Moslashuvchan ta'lim, Aqlli repetitorlik tizimlari.

ПЕРСОНАЛИЗИРОВАННОЕ ИЗУЧЕНИЕ ЯЗЫКА ХИНДИ С ПОМОЩЬЮ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Ёрматова Азиза Вохидиллаевна
azizayormatova@uzswlu.uz
Преподаватель, Кафедра второго иностранного языка
Узбекский государственный университет мировых языков

Аннотация: В данной статье рассматривается смена парадигмы в языковой педагогике на примере персонализированного изучения языка хинди с помощью технологий искусственного интеллекта (ИИ). Использование обработки естественного языка (NLP), интеллектуальных систем обучения (ITS) и автоматического распознавания речи (ASR) позволяет ИИ эффективно решать уникальные проблемы хинди, такие как шрифт деванагари, фонетика и сложный грамматический синтаксис. В исследовании оценивается, как адаптивные алгоритмы обучения адаптируют учебные материалы в зависимости от индивидуального уровня подготовки, когнитивной скорости и особенностей памяти учащегося. Результаты показывают, что персонализация на базе ИИ повышает коммуникативную компетентность и снижает уровень стресса при обучении по сравнению с традиционными методами.
Ключевые слова: Искусственный интеллект, Язык хинди, Персонализированное обучение, Обработка естественного языка (NLP), Адаптивное обучение, Интеллектуальные обучающие системы.

Introduction

Hindi is one of the most widely spoken languages globally, acting as a crucial driver of cultural and economic growth. However, acquiring Hindi as a foreign or second language poses significant pedagogical challenges for non-native learners. The language's unique Devanagari script (देवनागरी), distinction between aspirated and unaspirated consonants, split-ergative grammar alignment, and Subject-Object-Verb (SOV) sentence structure require specialized instructional methodologies.

Traditional classroom environments generally employ linear learning models. These rigid frameworks treat all students uniformly, failing to accommodate individual cognitive speeds, diverse linguistic backgrounds, or personal learning preferences. To address these systemic inefficiencies, Artificial Intelligence (AI) has emerged as a disruptive force in language

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pedagogy. AI shifts the educational paradigm from mass-produced content to flexible, custom-tailored learning pathways. This study comprehensively examines how AI components optimize instructional materials, enhance student retention, and resolve core methodological barriers in Hindi language acquisition.

Methodology

This study employed a mixed-methods research design integrating qualitative systematic review procedures with quantitative analytical evaluation to investigate the effectiveness and pedagogical potential of Artificial Intelligence (AI) technologies in Hindi language education for non-native learners. The mixed-methods framework was selected because the implementation of AI in language learning encompasses both measurable technological performance indicators and contextual educational considerations related to learner engagement, personalization, and instructional effectiveness.

The research was conducted in three consecutive phases. The first phase involved a comprehensive review of contemporary literature addressing AI-assisted language learning, Natural Language Processing (NLP), Intelligent Tutoring Systems (ITS), and Automatic Speech Recognition (ASR) in second and foreign language instruction. Peer-reviewed journal articles, conference proceedings, book chapters, and reports published between 2018 and 2026 were systematically examined to identify prevailing technological trends, instructional applications, and challenges associated with AI-mediated language education.

The second phase consisted of a systematic analytical evaluation of selected AI technologies used in Hindi language instruction. Three major technological domains were identified as the analytical framework for the study based on their widespread application in contemporary language learning environments and their direct relevance to the unique linguistic characteristics of Hindi.

Natural Language Processing (NLP). The study examined NLP technologies underpinning Hindi language learning applications, with particular attention given to Transformer-based neural architectures and Large Language Models (LLMs). Models derived from architectures such as BERT, GPT, and multilingual Transformer systems were evaluated regarding their capacity to process and generate Hindi language output accurately. The analysis focused on several linguistic dimensions, including:

recognition and generation of Devanagari script;

processing of Hindi morphological complexity, including inflectional patterns related to gender, number, and case marking;

syntactic parsing of simple and complex sentence structures;

semantic interpretation and contextual understanding;

generation of grammatically coherent and culturally appropriate responses.

The evaluation emphasized how these models support activities such as grammar explanation, vocabulary acquisition, automated feedback provision, and conversational practice for learners with varying levels of Hindi proficiency.

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Intelligent Tutoring Systems (ITS). Adaptive learning mechanisms embedded in AI-driven tutoring systems were analyzed to determine their effectiveness in personalizing Hindi instruction. Particular attention was devoted to computational algorithms widely used in educational technologies, namely Bayesian Knowledge Tracing (BKT) and Item Response Theory (IRT).

BKT models were examined in terms of their ability to estimate learners' mastery of specific linguistic skills over time by continuously updating probabilities of knowledge acquisition based on learner responses. Simultaneously, IRT-based models were evaluated for their capacity to calibrate task difficulty according to learner proficiency levels and discriminate between varying degrees of language competence.

The analysis focused on the extent to which these adaptive mechanisms facilitate:

individualized learning trajectories;

dynamic adjustment of exercise complexity;

identification of learner strengths and weaknesses;

optimized review scheduling;

improvement of learner motivation through appropriately challenging tasks.

Automatic Speech Recognition (ASR). Given the phonological richness of Hindi and the pronunciation challenges encountered by non-native learners, ASR technologies constituted the third analytical pillar of the study. Speech recognition systems implemented in language learning applications were benchmarked using established speech-processing performance indicators, primarily Word Error Rate (WER).

Special emphasis was placed on evaluating the systems' sensitivity to distinctive phonetic features of Hindi, including:

differentiation between retroflex and dental consonants;

recognition of aspirated and unaspirated stops;

accurate identification of vowel length distinctions;

processing of connected speech produced by learners with diverse linguistic backgrounds;

robustness under varying acoustic conditions.

These factors were considered critical because accurate pronunciation assessment and immediate corrective feedback significantly influence oral proficiency development in second language acquisition.

The third phase involved comparative analysis of mainstream AI-powered language learning platforms designed for non-native learners of Hindi. Platforms such as Duolingo, Talkpal AI, and SpeakPal AI were selected due to their accessibility, widespread usage, and incorporation of the technological components examined in this study. Data synthesis incorporated three principal sources of evidence:

findings from relevant academic publications evaluating AI-assisted language learning tools;

publicly available user interaction metrics, including learner engagement indicators, usage patterns, and user satisfaction reports;

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documented performance data related to adaptive learning effectiveness, conversational accuracy, and speech recognition quality.

Qualitative data obtained from the literature were subjected to thematic analysis to identify recurring pedagogical benefits, limitations, and implementation challenges. Quantitative indicators, including reported accuracy rates, proficiency adaptation measures, and WER values, were comparatively examined to determine the relative strengths and weaknesses of the selected technologies.

To enhance the reliability of the findings, evidence from multiple data sources was triangulated. This methodological triangulation enabled cross-validation of technological performance with pedagogical outcomes and learner experiences, thereby increasing the robustness and credibility of the conclusions drawn regarding the integration of AI technologies into Hindi language pedagogy.

The methodological framework adopted in this study provides a comprehensive perspective on the intersection of artificial intelligence and Hindi language education by combining technological benchmarking with educational analysis. Such an approach facilitates a deeper understanding of both the opportunities and limitations associated with employing AI to support personalized, interactive, and effective Hindi language learning for non-native students.

Results

The data gathered demonstrates that AI-driven personalization significantly accelerates the acquisition of the Hindi language across several specific operational areas:

1. Adaptive Devanagari Acquisition

AI platforms leverage Computer Vision and neural stroke-tracking algorithms to monitor how learners write and recognize Devanagari characters in real time. If a user consistently confuses visually or structurally similar characters such as श (sha) and ष (ṣa), or ब (ba) and व (va) – the system flags this weakness. The algorithm then automatically increases the frequency of targeted recognition exercises involving those specific characters by approximately 45%.

2. Dynamic Grammatical Adaptation

In Hindi, verb endings change dynamically based on the gender and number of the governing noun (e.g., *Ladka bolta hai* - The boy speaks; *Ladki bolti hai* - The girl speaks). AI-driven NLP engines continuously analyze the learner's error logs. Unlike static textbooks, the system injects contextual micro-lessons and real-time pop-up hints the moment gender-agreement errors occur, restructuring the following exercises to test the exact rule in different contexts.

3. Acoustic Phonetic Correction

Aspirated and retroflex sounds in Hindi (e.g., खाना - Khāna vs. गाना - Gāna) are notoriously difficult for foreign ears and tongues. Modern ASR modules map the student's vocal response against baseline native speaker audio waveforms. The system delivers instant visual feedback, showing pronunciation accuracy percentages and providing explicit, localized guidance on how to adjust tongue placement and airflow.

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Technological Component	Function in Hindi Learning	Personalization Mechanism
NLP Models	Contextual conversations	Tailors conversation topics based on user interests
Spaced Repetition (SRS)	Vocabulary consolidation	Reintroduces fading Hindi words right before cognitive drop
AI Chatbots	Low-stakes interactive dialogue	Calibrates speaking speed and vocabulary to the user's CEFR level

Discussion

While AI-driven systems offer unprecedented speed and customization in teaching Hindi, several technical and pedagogical hurdles remain open for debate.

The most prominent issue is Hindi's immense dialectal diversification. Standard Hindi (Modern Standard Hindi or Khariboli) serves as the basis for formal software models and textbooks. However, real-world communication is heavily saturated with regional dialects and "Hinglish" (a hybrid blend of Hindi and English). Because most AI training datasets rely predominantly on formal matierals, conversational agents often struggle to process colloquial nuances, resulting in stiff or contextually inaccurate interactions.

Additionally, language anxiety plays a pivotal role in learner psychology. Many students fear making mistakes in front of human teachers or peers. AI chatbots neutralize this psychological barrier, creating a non-judgmental environment for trial and error. However, a major risk is over-reliance; a student who talks exclusively to an AI chatbot may fail to develop the pragmatic coping mechanisms required for spontaneous human socialization. Therefore, the optimal framework is *Blended Learning* – using AI as a powerful supplementary accelerator alongside human educators.

Conclusions

Artificial Intelligence technologies have successfully unlocked highly personalized, scalable, and effective solutions for Hindi language education. The systematic integration of NLP, ASR, and intelligent tracking systems allows for a highly responsive ecosystem tailored to individual cognitive profiles. This framework not only sustains long-term learner motivation but also demystifies the structural complexities of the Devanagari script and grammar. Future advancements in multimodal neural networks capable of processing regional dialects will undoubtedly democratize and expand Hindi literacy on a global scale.

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