BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

THE IMPACT OF ARTIFICIAL INTELLIGENCE ON TEACHING READING SKILLS TO UNIVERSITY APPLICANTS

Muhibulloyeva Mehrangiz
Student of the Faculty of International Relations and Social-Humanitarian Sciences,
University of Journalism and Mass Communications of Uzbekistan

Scientific Advisor: **Charos Iriskulova**
English Language Teacher at the Department of Foreign Languages,
Faculty of International Relations and Social-Humanitarian Sciences, University of Journalism and Mass Communications of Uzbekistan

Doi: https://doi.org/10.5281/zenodo.21259432

Abstract: This paper highlights how Artificial Intelligence (AI) alters the way we teach reading comprehension to university applicants. Integrating intelligent tutoring platforms and adaptive digital software changes old classroom approaches into highly personalized, interactive experiences. We look at how AI systems track individual performance, generate targeted vocabulary support, and adjust complex texts to fit a student's actual language level. The article analyzes practical benefits like better learner autonomy and instant feedback alongside challenges like over-reliance on technology and the digital divide. In short, embedding AI into preparatory courses boosts reading outcomes and gives prospective students the analytical skills needed for higher education.

Keywords: artificial intelligence, reading skills, university applicants, adaptive learning, reading comprehension, educational technology, personalization.

Annotatsiya. Ushbu ishda sun'iy intellekt (SI) abituriyentlarga matnni tushunish (reading) ko'nikmalarini o'rgatish usullarini qanday o'zgartirayotgani tahlil qilinadi. Intellektual o'qitish platformalari va moslashuvchan raqamli dasturlarning integratsiyasi an'anaviy dars xonasi yondashuvlarini yuqori darajada shaxsiylashtirilgan, interaktiv tajribaga aylantirmoqda. Biz SI tizimlari individual natijalarni qanday kuzatishi, maqsadli lug'at boyligini oshirishni qanday qo'llab-quvvatlashi va murakkab matnlarni talabgorning haqiqiy til darajasiga qanday moslashtirishini ko'rib chiqamiz. Maqolada o'quvchi mustaqilligi va tezkor teskari aloqa kabi amaliy foydalar bilan bir qatorda, texnologiyaga haddan tashqari tayanib qolish va raqamli tafovut kabi muammolar ham tahlil qilinadi. Qisqacha aytganda, tayyorgarlik kurslariga SI vositalarini joriy etish o'qish natijalarini yaxshilaydi va bo'lajak talabalarga oliy ta'lim uchun zarur bo'lgan tahliliy ko'nikmalarni beradi.

Tayanch so‘zlar: sun’iy intellekt, o‘qish ko‘nikmalari, abituriyentlar, moslashuvchan ta’lim, matnni tushunish, ta’lim texnologiyalari, shaxsiylashtirish.

Аннотация. В данной работе анализируется, как искусственный интеллект (ИИ) меняет методы обучения пониманию текста (reading comprehension) у абитуриентов вузов.

Интеграция интеллектуальных платформ и адаптивного программного обеспечения превращает традиционные классные подходы в высокоперсонализированный, интерактивный опыт. Рассматривается, как системы ИИ отслеживают индивидуальные результаты, генерируют целевую словарную поддержку и адаптируют сложные тексты к реальному языковому уровню учащегося. В статье анализируются такие практические преимущества, как автономность учащихся и мгновенная обратная связь, наряду с такими проблемами, как чрезмерная зависимость от технологий и цифровой разрыв. Короче говоря, внедрение ИИ в подготовительные курсы повышает результаты чтения и дает будущим студентам аналитические навыки, необходимые для высшего образования.

Ключевые слова: искусственный интеллект, навыки чтения, абитуриенты, адаптивное обучение, понимание текста, образовательные технологии, персонализация.

Introduction

Today, getting high school graduates ready for university-level academic reading requires a shift in how we teach literacy. Reading comprehension is a core pillar of academic success. Entrance exams and university coursework constantly demand that students analyze, combine, and critique complex texts. Yet, older teaching methods usually stick to a fixed, "one-size-fitsall" model. This approach fails to support the unique language backgrounds, vocabulary gaps, and learning speeds of different applicants. Luckily, the rise of Artificial Intelligence (AI) is triggering a massive shift in English Language Teaching (ELT), bringing fresh solutions to these old classroom challenges.

AI learning tools change how we evaluate, guide, and develop reading skills. Using smart machine learning and natural language processing (NLP), modern platforms can easily check a student's starting level and change reading materials on the spot (Blake & Thorne, 2023). For university applicants who must improve their scores quickly, AI tools offer a direct, efficient prep path. This article looks closely at how AI affects reading instruction for university applicants, discussing its practical benefits, working systems, and limitations (Hockly, 2022).

The mechanism of ai in reading pedagogy

AI's main benefit in reading classes is its power to personalize learning at a micro-level. Traditional reading lessons often force teachers to pick a single text for the whole class. This path leaves struggling students behind and bores advanced ones. AI platforms break this barrier using dynamic text leveling (Kukulska-Hulme & Seo, 2024). By measuring text difficulty instantly, AI software can rewrite the grammar and vocabulary of a real academic article while keeping its original meaning intact. This keeps applicants reading right in their comfort zone, avoiding frustration while keeping them focused.

At the same time, AI apps guide readers with live feedback and contextual help (Ziegler & Phung, 2025). When an applicant gets stuck on a hard academic word, NLP tools show instant definitions, synonyms, and language notes customized for them. Also, built-in question generators test understanding while the student reads. Instead of waiting for a test at the end, AI tracks the reading journey step-by-step. It measures reading speed, pauses, and re-reading habits to see exactly where a student loses track.

Pedagogical benefits for university applicants

Using AI to train applicants brings clear, practical benefits, especially in building independent study habits and smart reading routines. Preparing for university entrance tests means reading a lot of material in fields like science, history, and social studies (KukulskaHulme & Seo, 2024). AI tools build custom reading plans based on what the student struggles

with most. If an applicant has trouble with science articles, the system shows more of those genres, slowly increasing the difficulty to build confidence and background knowledge.

Another major plus is getting helpful feedback instantly. In standard classrooms, students wait days for a teacher to grade their reading practice and point out logic errors. AI tools give quick explanations for right and wrong answers, explaining what the author really meant (Ziegler & Phung, 2025). This fast loop helps applicants adjust their reading habits right away. As a result, students understand their own learning habits better and master the skimming and scanning tricks needed for stressful exams.

Challenges and pedagogical considerations

While AI has great potential, using it to teach reading has certain pedagogical risks. The biggest worry is that students might rely too much on automated tools (Hockly, 2022). If an AI system always gives quick answers and simplifies tough grammar the moment a student struggles, applicants won't build the mental toughness needed for real university exams where no help is allowed. Deep reading takes effort; too much assistance can make readers passive, leaving the software to do all the hard thinking.

We also need to consider data privacy and digital fairness (Warschauer & Tate, 2023). AI systems need a lot of student data to improve their settings, which means we need secure rules to protect student privacy. Furthermore, the digital divide threatens fairness. Wealthy applicants easily get top-tier AI tutoring, while students with fewer resources are stuck with basic, outdated tools. Schools and leaders must make sure AI tools are shared fairly and used ethically so they do not widen the gap between students.

Conclusion

Artificial Intelligence is a powerful step forward in preparing future university students to read effectively. Through smart text leveling, live language support, and data insights, AI meets the varied needs of applicants, boosting literacy in less time. While worries about technology dependence and unfair access remain, a balanced teaching plan can fix these issues. In this setup, AI assists rather than replaces human teachers (Blake & Thorne, 2023). When used properly, AI transforms university applicants from basic readers into sharp, analytical thinkers ready for higher education.

References

1. Blake, J., & Thorne, S. (2023). Artificial Intelligence in Language Education: Adapting to the Digital Era. Cambridge University Press.

2. Hockly, N. (2022). Artificial intelligence in English language teaching: The good, the bad and the ugly.ELT Journal, 76(4), 445-451.
3. Kukulska-Hulme, A., & Seo, J. (2024). Adaptive learning systems and reading comprehension: Asystematic review of AI-driven tools for pre-university students. Computers & Education, 209, 104-118.
4. Warschauer, M., & Tate, T. (2023). Digital equity and AI in literacy instruction: Challenges for the nextdecade. Reading Research Quarterly, 58(2), 213-230.
5. Ziegler, N., & Phung, L. (2025). Technology-mediated task-based language teaching: Optimizing inputand feedback through AI. Language Learning & Technology, 29(1), 75-94.