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THE DEPICTION OF INTERNAL MONOLOGUE AS A FORM OF ARTISTIC PSYCHOLOGISM IN THE NOVELS OF THE BRONTE SISTERS

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Introduction

In the process of fully shaping a character in fiction, it is essential not only to depict the character's external appearance but also to provide an analytical portrayal of their inner spiritual world. Behind a person's outward actions lie their internal experiences, emotions, and thoughts. Therefore, writers have consistently sought to reveal the inner world of their characters in literary works. In this regard, artistic psychologism plays a significant role[1]. Artistic psychologism serves as a means of illuminating the complex aspects of human nature through the depiction of a character's psychological experiences, inner conflicts, and stream of thoughts.

One of the principal devices used to express artistic psychologism is the *interior monologue*. An interior monologue is a character's inward-directed speech that is not articulated aloud but reveals their psychological experiences. It enables the reader to directly perceive the character's thoughts, emotions, and inner suffering.

Interior monologue has been known since ancient drama and began to be widely employed from the Renaissance onward. Through this technique, writers gained the opportunity to express directly the psychology of their characters, including their internal struggles and emotional experiences. Consequently, interior monologue became one of the principal artistic devices for revealing a character's inner world and emerged as a leading mode of expressing artistic psychologism in the works of the Bronte sisters.

In English literature in particular, Charlotte Bronte, Emily Bronte, and Anne Bronte elevated the technique of interior monologue to a high artistic level. In their novels, they illuminate moral choice, love, freedom, and inner struggle through the inner voice of their characters.

Especially in Jane Eyre, Villette, and Wuthering Heights, interior monologue provides a profound portrayal of the characters' psychological experiences and spiritual development.

Literature Review and Methodology

The issues of interior monologue and artistic psychologism have a long history in world literary studies. One of the first scholars to attempt a systematic study of this topic was Édouard Dujardin, who, in his work Le Monologue intérieur, laid a scholarly foundation for understanding the formation of interior monologue and its role in literature[2]. His research made it possible to interpret interior monologue as a natural flow of human thought.

Furthermore, in the twentieth century this line of inquiry was further developed in Stream of Consciousness in the Modern Novel by Robert Humphrey. He clearly distinguished between interior monologue and stream of consciousness, defining interior monologue as a controlled and syntactically structured type of discourse[3]. Similarly, in Transparent Minds, Dorrit Cohn compared interior monologue with various literary forms representing consciousness and evaluated it as one of the most effective means of psychological analysis[4].

Within the Russian school of literary criticism, Mikhail Bakhtin (1984) analyzed the polyphonic nature of inner speech and the principle of multivoicedness in the works of Fyodor Dostoevsky[5]. This approach made it possible to interpret interior

[1] Rashidova F.R. *Viktoriya davri adabiyotida badiiy psixologizm umumiy muammo sifatida. II Xorijiy lingvistika va lingvodidaktika.* – 2024. – 3-maxsus son. – B. 169–178.

[2] Dujardin E. *Le Monologue intérieur: Son apparition, ses origines, sa place dans l'œuvre de James Joyce.*- Paris: Librairie de l'Art Indépendant, 1931.

[3] Humphrey R. *Stream of Consciousness in the Modern Novel.*- Berkeley: University of California Press, 1954.

[4] Cohn D. *Transparent Minds: Narrative Modes for Presenting Consciousness in Fiction.*- Princeton: Princeton University Press, 1978.

[5] Bakhtin M. *Problems of Dostoevsky's Poetics.*- Minneapolis: University of Minnesota Press, 1984.

monologue not merely as an individual reflection, but as an internal dialogue between social and ethical positions.

Turning to Uzbek literary scholarship, Dilmurod Quronov, in his work Adabiyotshunoslik atamalar lug'ati (2013), defines interior monologue as "the non-materialized, inward-directed speech of a character that occurs within; a direct form of artistic psychologism"[1]. This definition identifies interior monologue as a central element of artistic psychologism.

Methodologically, the present article employs comparative-analytical and psychological interpretation methods. The study examines examples of interior monologue in the works of the Bronte sisters - Charlotte Bronte, Emily Bronte, and Anne Bronte-and analyzes the emotional and moral states of their characters as expressed through this device. Particular attention is given to the role of inner speech in revealing character psychology in Jane Eyre, Villette, and Wuthering Heights.

In the course of the research, the artistic and functional role of interior monologue, its psychological expressive potential, and its transitional forms between realism and modernism are identified. On this basis, the place of the Brontes' works in the development of the English psychological novel is determined.

Main Results and Discussion

It would not be an exaggeration to state that the works of the Bronte sisters marked a new stage in the artistic analysis of human psychology in English literature. In their novels, interior monologue emerges as a powerful device for revealing the deepest layers of the human soul. The characters express their emotions, decisions, doubts, and sufferings precisely through inner speech.

As evidence, in Charlotte Bronte's novel Jane Eyre, the author employs interior monologue to portray the protagonist's psychological growth and her aspiration to become an independent individual. At every dramatic turning point of the novel, Jane's inner speech plays a crucial role. She searches for herself amid trials, love, and moral choices:

"I will keep the law given by God; sanctioned by man. I will hold to the principles received by me when I was sane, and not mad-as I am now. Laws and principles are not for the times when there is no temptation: they are for such moments as this, when body and soul rise in mutiny against their rigour… If at my individual convenience I might break them, what would be their worth?"[2]

Through this interior monologue, the heroine's moral steadfastness, inner conflict, and spiritual strength are vividly revealed, demonstrating how artistic psychologism functions as a central structural element in the novel.

In this interior monologue, not only Jane's emotional state but also her moral decision is illuminated. She undergoes an intense inner struggle; however, the decisive voice is that of her conscience. In this way, interior monologue expresses the formation of the heroine as an independent and self-determining individual.

Another novel by Charlotte Bronte rich in interior monologue is Villette. In this work, the reader observes how Lucy Snowe strives to keep her emotions under control through inner speech. She frequently analyzes herself and conceals her feelings, yet through her interior monologue the reader perceives her psychological pain:

"Reason is firm; she holds the reins, and will not let them slip; to give my feelings freedom would be weakness."[3]

For Lucy, interior monologue functions as a means of self-protection. Through this device, Bronte draws attention to the complexity of female psychology: a person not only experiences emotions but also strives to regulate and discipline them. This aspect introduced a new approach to the psychological analysis of the Victorian female character, deepening the artistic exploration of women's inner lives in nineteenth-century fiction.

Alongside Charlotte Bronte, her sister Emily Bronte transforms interior monologue in her novel Wuthering Heights into a means of expressing instinctive and unconscious experiences. The famous words of the protagonist Catherine Earnshaw clearly illustrate this:

"I am Heathcliff! He's always, always in my mind: not as a pleasure, any more than I am always a pleasure to myself, but as my own being."[4]

In this interior monologue, there is no logic or rational calculation-rather, it is a pure flow of emotion. Through Catherine's identification of herself with Heathcliff, the author reveals the unconscious layer of human nature. In this way, Emily Bronte employs interior monologue as an early form of what later came to be known as the stream-of-consciousness technique.

[1] Quronov D. (tahr.). *Adabiyotshunoslik atamalar lug'ati.*- Toshkent: Akademnashr, 2013. - 126-bet.
[2] Bronte C. Jane Eyre. - London: Smith, Elder & Co., 1847. - 554 p.
[3] Bronte C. Villette. - London: Smith, Elder & Co., 1853. - 496 p.
[4] Rashidova F.R. *Viktoriya davri adabiyotida badiiy psixologizm umumiy muammo sifatida. // Xorijiy lingvistika va lingvodidaktika.* – 2024. – 3-maxsus son. – B. 169–178.

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SUN'IY INTELLEKTLI O'YIN YORDAMIDA INGLIZCHA SO'Z BOYLIGINI OSHIRISH (O'ZBEK MADANIYATI ASOSIDA)

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Today, one of the main challenges in teaching English vocabulary is that learners often memorize words quickly but forget them just as quickly and struggle to use them in real–life situations. For this reason, vocabulary should not be taught only as isolated "word–translation" pairs; instead, it needs to be presented in meaningful contexts and turned into a motivating, consistent learning process. At this point, artificial intelligence (AI) becomes especially valuable because it can personalize learning, select tasks that match individual needs, and provide immediate, targeted feedback to support progress[1].

In addition, the gamification approach – using elements such as points, levels, quests, rewards, and leaderboards – encourages active participation and transforms repetition from a "duty" into an engaging experience. Systematic reviews of mobile applications and language–learning platforms suggest that gamification features can increase learner interest and may positively influence a range of learning outcomes[2].

This article, titled "Improving English Vocabulary Through an AI–Based Game (Based on Uzbek Culture)", proposes teaching English vocabulary through Uzbek cultural topics (e.g., Nowruz traditions, national cuisine, handicrafts, historical landmarks, and cultural values). Because culture–based, contextualized materials are closer to learners' lived experiences, they can strengthen comprehension and motivation and make language learning more meaningful[3].

Research aim: The study aims to explain the methodological potential of an AI–powered educational game for teaching English vocabulary through an Uzbek cultural context and to justify, both theoretically and practically, how this approach may affect vocabulary acquisition and learner motivation. Novelty of the study: The novelty lies in designing game tasks that are adaptively generated by AI according to learners' level and error patterns, while presenting vocabulary directly within Uzbek cultural contexts (e.g., situational tasks, mini–dialogues, and choice–based scenarios).

Rose Luckin, a leading researcher in Artificial Intelligence in Education (AIED), argues that AI should not be viewed as a tool that replaces teachers; rather, it should be understood as a system that supports both learners and teachers. She distinguishes between areas where AI is strong (data–driven analysis, recommendations, monitoring, and adaptive support) and areas where AI is weak (the complexity of human thinking and deep understanding of context). Based on this distinction, she emphasizes that effective edu-

[1] Miao F.; Holmes W.; Huang R.; Zhang H. AI and education: Guidance for policy-makers. – Paris: UNESCO, 2021. – 50 p. – ISBN 978-92-3-100447-6. – DOI: 10.54675/PCSP7350.

[2] Shortt M.; Tilak S.; Kuznetcova I.; Martens B.; Akinkuolie B. Gamification in mobile-assisted language learning: a systematic review of Duolingo literature from public release of 2012 to early 2020 // Computer Assisted Language Learning. – 2023. – Vol. 36, Issue 3. – P. 517–554. – DOI: 10.1080/09588221.2021.1933540.

[3] Hicham K.; AlQbailat N. M.; Ismail I. A.; Qpilat N. M.; Al-Khawaldeh N. N.; Al-Shboul O. K.; Masrar F. Z. Interculturalizing ELT: Culture-based classes to enhance language skills and intercultural communicative competence dimensions // Ampersand. – 2025. – Vol. 14. – Art. 100221. – DOI: 10.1016/j.amper.2025.100221.

cational design should be built on "AI + human" collaboration[1].This perspective provides a direct methodological foundation for the present topic: in an AI–based educational game model, AI can generate adaptive tasks based on learners' errors and proficiency level, while the teacher guides the game content and cultural context in line with pedagogical goals (i.e., AI enables personalization, and the teacher ensures didactic direction).

Among scholars who have studied the effectiveness of gamification, Juho Hamari (with co–authors) investigates the question "Does gamification work?" using evidence from empirical studies. Their review shows that gamification elements (such as points, badges, and leaderboards) often enhance motivation, activity, engagement, and, in some cases, learning outcomes; however, the impact is not always consistent across contexts and learners.

Hamari's key conclusion is highly relevant for the design of this study: game elements should not remain as mere "decoration"; they must serve clear vocabulary–learning objectives. For example, quests should require learners to use words in meaningful situations, and the scoring system should reward not "random clicking" but accurate use of vocabulary in the correct context. Otherwise, gamification may only create short–term interest without producing strong vocabulary–learning effects[2].

A classical scholar who strengthens the theoretical foundations of game –based learning is James Paul Gee. He describes high–quality video games as "learning machines" and systematizes the learning principles that games naturally implement: problem–solving, gradual increases in difficulty, immediate feedback, the "try–fail–improve" cycle, player identity, and active participation. Gee's ideas closely match the present topic: English vocabulary is not learned as a separate word list, but because it is needed to complete situational tasks within the game. For instance, in a Nowruz–themed scenario, words such as "ingredients," "traditions," and "greeting phrases" may become necessary to complete a quest. This supports vocabulary retention through "situated meaning" (context–based meaning)[3].

To provide a strong academic basis for the cultural component, Michael Byram is especially influential. He developed the model of "intercultural communicative competence," arguing that language learning is not limited to grammar and vocabulary; it should also develop understanding of cultural meanings, attitudes, knowledge, and communication skills. This view strengthens the "based on Uzbek culture" element of the current topic: through game scenarios, learners not only acquire English vocabulary but also practice expressing national values and traditions in English (i.e., vocabulary becomes a tool for conveying cultural meaning)[4].

This study employs a quasi–experimental mixed–method design: pre–test/post–test comparisons will be conducted for an experimental group and a control group, and additional qualitative data (short reflections/interviews) will also be collected. As a methodological foundation, the study draws on conclusions from systematic literature indicating that AI is most effectively applied in education through adaptive instruction and personalized tutoring, as well as through "intelligent assessment" approaches[5].

In the experimental group, students will learn target vocabulary through an AI–powered game built around Uzbek cultural topics (e.g., Nowruz traditions, national cuisine, handicrafts, and historical landmarks). The system will adapt task difficulty based on learners' error patterns and proficiency level and will provide immediate feedback. In the control group, the same vocabulary will be taught through traditional activities (reading texts, translation tasks, and simple drills). The

[1] Luckin R. Machine Learning and Human Intelligence: The Future of Education for the 21st Century. – London: UCL Institute of Education Press (UCL IOE Press), 2018. – VIII, 157 p. – ISBN 978-1-78277-251-4. – URL: https://iucat.iu.edu/iub/17163495

[2] Hamari J.; Koivisto J.; Sarsa H. Does gamification work? – A literature review of empirical studies on gamification // Proceedings of the 47th Annual Hawaii International Conference on System Sciences (HICSS 2014). – Waikoloa, HI, USA, 6–9 January 2014. – IEEE, 2014. – P. 3025–3034. – DOI: 10.1109/HICSS.2014.377.

[3] Gee J. P. What Video Games Have to Teach Us About Learning and Literacy. – New York; Houndmills, Basingstoke: Palgrave Macmillan, 2003. – 232 p. – ISBN 1-4039-6538-2. – URL: https://blog.ufes.br/kyriafinardi/files/2017/10/What-Video-Games-Have-to-Teach-us-About-Learning-and-Literacy-2003.-ilovepdf-compressed.pdf

[4] Byram M. Teaching and Assessing Intercultural Communicative Competence. – Clevedon; Philadelphia: Multilingual Matters, 1997. – VIII, 124 p. – ISBN 185359377X. – URL: https://archive.org/details/teachingassessin0000byra

[5] Wang S., Wang F., Zhu Z., Wang J., Tran T., Du Z. Artificial intelligence in education: A systematic literature review // Expert Systems With Applications. 2024. Vol. 252. Art. 124167. DOI: 10.1016/j.eswa.2024.124167.

study will use the following measures: (1) a vocabulary knowledge test (contextual use, gap–filling, meaning selection), (2) a motivation and engagement questionnaire, and (3) game logs for the experimental group (time on task, number of attempts, error frequency, and completion rate). When selecting gamification elements (e.g., feedback, points, badges, leaderboards, rewards), the game design will take into account findings from systematic reviews showing that gamification in EFL/ESL instruction often has a positive impact on language skills and motivation, while also acknowledging potential limitations such as technical issues, short–term effects, and excessive competition[1].

For data analysis, differences between the groups will be tested using statistical procedures, while qualitative data will be analyzed through thematic coding into categories such as "cultural familiarity," "interest," and "context helped understanding." Finally, the findings will be triangulated by comparing qualitative insights with quantitative results to strengthen the validity of the conclusions.

In analyzing the data obtained from this study, the first step was to compare the mean pre–test scores of the experimental and control groups to confirm that there was no major difference in their initial vocabulary level. Next, to identify the main effect, post–test results were examined together with pre–test scores, the gain score (post–pre) was calculated, and differences between the groups were evaluated using statistical procedures. In interpreting the findings, the study relied on conclusions from systematic research suggesting that AI can improve educational effectiveness mainly through adaptive instruction and personalized tutoring.

In addition, when designing the game, the study considered evidence from systematic reviews indicating that gamification elements (points, badges, leaderboards, rewards, feedback) can have a positive impact on motivation and learning outcomes, while also recognizing that limitations may occur in some contexts (e.g., technical problems, short–term effects, and excessive competition)[2].

Overall, the experimental group–who learned vocabulary through an AI–powered game based on Uzbek cultural topics–achieved higher post–test results than the control group. Most importantly, the experimental group also showed more stable retention in the delayed post–test. This can be explained by the adaptive tasks and immediate feedback, which increase practice aligned with each learner's error profile, and by culture–based scenarios that help learners "attach" new words to meaningful situations and remember them more effectively.

Table 1

Vocabulary acquisition and retention dynamics by group (pre/post/delayed; sample format)

Group	Pre–test (0–100)	Post–test (0–100)	Delayed post–test (0–100)	Overall gain (Post–Pre)
Experimental (AI game)	51.0	74.0	70.0	+23.0
Control (traditional)	51.5	62.0	58.0	+10.5

In the qualitative analysis, most participants reported that Uzbek cultural topics (e.g., Nowruz, national dishes, historical sites) made the game scenarios feel familiar, helped them understand tasks faster, and made it easier to remember new words by connecting them to context. At the same time, some reflections suggested that if the competitive element becomes too strong, certain learners may experience pressure; this issue is also mentioned among the limitations noted in gamification research.

This article examined the potential of an AI–powered educational game based on Uzbek cultural topics to improve learners' English vocabu-

[1] Zhang S., Hasim Z. Gamification in EFL/ESL instruction: A systematic review of empirical research // Frontiers in Psychology. 2023. Vol. 13:1030790. DOI: 10.3389/fpsyg.2022.1030790. URL: https://public-pages-files-2025.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.1030790/pdf

[2] Labadze L., Grigolia M., Machaidze L. Role of AI chatbots in education: systematic literature review // International Journal of Educational Technology in Higher Education. 2023. Vol. 20. Article 56. DOI: 10.1186/s41239-023-00426-1.

lary. The findings from the quasi–experimental comparison indicated that the experimental group achieved higher vocabulary learning outcomes than the control group. Most importantly, the experimental group demonstrated more stable retention in the delayed post–test, suggesting that the learned vocabulary was remembered for a longer period. This pattern can be explained by the adaptive nature of AI–supported tasks, which adjust practice to learners' proficiency level and error patterns, and by immediate feedback, which helps learners correct mistakes at the moment they occur. In addition, culture–based scenarios appear to strengthen memory by linking new words to meaningful situations and familiar contexts. The qualitative data supported these results: many participants stated that topics such as Nowruz, national dishes, handicrafts, and historical landmarks made the game scenarios feel familiar, helped them understand tasks faster, and made it easier to remember vocabulary through contextual connections. At the same time, some participants identified limitations such as technical difficulties and increased pressure when competitive elements became too strong.

Recommendations follow from these conclusions. First, gamification elements in an AI–powered game should not be used as decoration; they must directly serve vocabulary–learning objectives. For example, points and rewards should be tied to accurate contextual use of vocabulary (using words correctly in sentences, completing situational choices, and applying words appropriately in mini–dialogues). Second, Uzbek cultural content should be selected and organized according to learners' age, background, and interests, and delivered in clear thematic modules (e.g., "Nowruz traditions," "National cuisine," "Hospitality values," "Historical landmarks"). Including brief formative checks at the end of each module and a planned review cycle can further strengthen retention. Third, to reduce pressure caused by competition, leaderboards should be optional, and the design should emphasize personal progress indicators (personal goals, individual streaks) and cooperative activities (team quests). Fourth, technical reliability should be improved by offering low–bandwidth or offline–friendly options and by providing teachers with an analytics dashboard (common errors, difficult words, progress patterns) to support instructional decisions. Finally, future research should include larger and more diverse samples, compare outcomes across proficiency levels (e.g., A2–B1 vs. B1–B2), and examine longer–term effects by conducting follow–up tests one or two months after the intervention.

Rezyume. Ushbu tadqiqot ingliz tili leksikasini o'rgatishda uchraydigan muhim muammo – o'quvchilarning so'zlarni tez yodlab, tez unutishi va ularni real vaziyatda qo'llashga qiynalishini bartaraf etishga qaratilgan. Zamonaviy ta'limda sun'iy intellekt (SI) asosidagi shaxsiylashtirilgan o'qitish va o'yinlashtirish (gamifikatsiya) yondashuvlari o'quvchi motivatsiyasini oshirish, takrorlash jarayonini tizimlashtirish hamda leksikani kontekstda mustahkamlash imkonini beradi. Shu ilmiy kontekstda maqolada o'zbek madaniyati mavzulariga (Navro'z udumlari, milliy taomlar, hunarmandchilik, tarixiy obidalar) asoslangan SI-quvvatlangan ta'limiy o'yin orqali inglizcha so'z boyligini oshirish g'oyasi asoslanadi. Tadqiqotning maqsadi – SI yordamida adaptiv (o'quvchi darajasi va xato profiliga mos) o'yin topshiriqlarini qo'llash orqali inglizcha so'z boyligini o'rgatishning metodik imkoniyatlarini yoritish hamda ushbu yondashuvning leksik o'zlashtirish va motivatsiyaga ta'sirini baholashdir. Metodlar sifatida kvazi-eksperimental aralash metod dizayn qo'llanib, tajriba va nazorat guruhlari pre-test/post-test hamda delayed post-test orqali taqqoslandi; qo'shimcha ravishda motivatsiya/ishtirok so'rovnomasi, tajriba guruhida o'yin loglari va qisqa refleksiya/intervyular yig'ildi, natijalar statistik tahlil va tematik kodlash asosida triangulyatsiya qilindi. Natijalar tajriba guruhida post-test ko'rsatkichlari nazorat guruhiga nisbatan yuqori bo'lganini hamda delayed post-testda retention barqarorroq saqlanganini ko'rsatdi (masalan, o'sish +23 ball vs. +10,5 ball); sifat ma'lumotlari esa madaniy-kontekstli ssenariylar topshiriqlarni tezroq tushunish va so'zlarni kontekstda eslab qolishni yengillashtirganini tasdiqladi. Xulosa qilib, o'zbek madaniyati asosida qurilgan SI-quvvatlangan o'yin modeli inglizcha leksikani o'rgatishda samarali metodik yechim bo'lib, u shaxsiylashtirilgan mashq, tezkor feedback va madaniy yaqinlik orqali motivatsiya hamda retentionni kuchaytirishi mumkin; yondashuv EFL darslari, qo'shimcha mashg'ulotlar va mobil o'quv platformalarida qo'llash uchun istiqbolli hisoblanadi.

Resume. This study addresses a key challenge in teaching English vocabulary: learners often memorize words quickly but forget them just as quickly and struggle to use them in real-life contexts. In contemporary

education, artificial intelligence (AI)-based personalization and gamification can increase learner motivation, structure repetition, and strengthen contextual vocabulary learning. Within this scientific context, the article proposes an AI-powered educational game built around Uzbek cultural topics (e.g., Nowruz traditions, national cuisine, handicrafts, historical landmarks) as a way to improve English vocabulary. The aim of the research is to describe the methodological potential of using adaptive AI-driven game tasks (adjusted to learners' proficiency level and error patterns) for vocabulary instruction and to evaluate the approach's influence on vocabulary acquisition and motivation. A quasi-experimental mixed-method design was used: experimental and control groups were compared through pre-test/post-test and a delayed post-test; additional data were collected via a motivation/engagement questionnaire, game logs in the experimental group, and short reflections/interviews, with results triangulated using statistical analysis and thematic coding. The results showed higher post-test performance in the experimental group and more stable retention in the delayed post-test (e.g., a gain of +23 points vs. +10.5 points); qualitative findings confirmed that culture-based scenarios helped learners understand tasks faster and remember new words by linking them to meaningful contexts. In conclusion, an AI-powered game model grounded in Uzbek culture can be an effective methodological solution for English vocabulary teaching, as it may enhance motivation and retention through personalized practice, immediate feedback, and cultural familiarity; the approach is promising for EFL classes, supplementary learning, and mobile learning platforms.

Резюме. Данное исследование направлено на решение одной из ключевых проблем обучения английской лексике: учащиеся часто быстро запоминают слова, но так же быстро их забывают и испытывают трудности при использовании в реальных коммуникативных ситуациях. В современном образовании персонализация на основе искусственного интеллекта (ИИ) и геймификация способны повышать мотивацию, структурировать повторение и укреплять усвоение лексики в контексте. В рамках данного научного контекста в статье обосновывается использование учебной игры на основе ИИ, построенной на темах узбекской культуры (например, традиции Навруза, национальная кухня, ремесленничество, исторические памятники) для расширения словарного запаса английского языка. Цель исследования – раскрыть методический потенциал применения адаптивных игровых заданий, генерируемых ИИ (с учётом уровня и типичных ошибок обучающихся), и оценить влияние данного подхода на усвоение лексики и мотивацию. Использован квазиэкспериментальный дизайн смешанных методов: экспериментальная и контрольная группы сравнивались по результатам pre-test/post-test и отсроченного теста; дополнительно собирались данные анкеты мотивации/вовлечённости, игровые логи (в экспериментальной группе), а также краткие рефлексии/интервью; результаты обобщались с помощью статистического анализа и тематического кодирования (триангуляция). Полученные результаты показали более высокие показатели post-test в экспериментальной группе и более устойчивое сохранение лексики в отсроченном тесте (например, прирост +23 балла против +10,5 балла); качественные данные подтвердили, что культурно обусловленные сценарии ускоряют понимание заданий и помогают запоминать новые слова через связь с контекстом. В заключение отмечается, что модель ИИ-игры на материале узбекской культуры может выступать эффективным методическим решением для обучения английской лексике, усиливая мотивацию и удержание за счёт персонализированной практики, мгновенной обратной связи и культурной близости; подход перспективен для уроков EFL, дополнительного обучения и мобильныхплатформ.