

**INTEGRATING AI AND ANTHROPOCENTRIC FRAMEWORKS IN LEGAL  
LANGUAGE TEACHING: INSIGHTS FROM UZBEK LEGAL CORPORA**

**Altinova Fotimaxon Paxlavon kizi**

PhD Candidate at Andijan State Institute of Foreign Languages

Andijan, Uzbekistan

Tel: +99891 4901290

Email: fotimaxolmirzayeva90@gmail.com

**Abstract:** This paper explores teaching legal language in digital learning environments through an anthropocentric and AI-assisted analysis of Uzbek legal texts. The study shows how human-centered features of legal language—roles, responsibilities, and institutional references—can be identified and adapted for digital instruction. Combining AI tools with pedagogical interpretation enhances learners’ understanding and engagement. The findings provide practical insights for digital legal education and AI-supported teaching.

**Keywords:** digital education, legal language, anthropocentrism, artificial intelligence, Uzbek legal texts

**Аннотация:** Статья рассматривает обучение языку права в цифровой образовательной среде на основе антропоцентрического анализа узбекских правовых текстов с поддержкой ИИ. Показано, как особенности языка, связанные с ролями людей, обязанностями и институтами, могут быть выявлены и адаптированы для цифрового обучения. Сочетание ИИ и педагогического подхода повышает понимание и вовлечённость студентов. Результаты полезны для цифрового обучения правовой лексики и применения ИИ в образовательной практике.

**Ключевые слова:** цифровое образование, язык права, антропоцентризм, искусственный интеллект, узбекские правовые тексты

**Introduction**

The digitalization of education has fundamentally transformed teaching and learning processes, particularly in higher education. Digital platforms, online resources, and intelligent systems have expanded access to knowledge while simultaneously increasing the need for effective instructional design. Artificial intelligence has become a key component of this transformation, supporting adaptive learning, automated analysis of educational content, and personalized feedback mechanisms.

Teaching legal language in digital environments remains a complex pedagogical task. Legal texts are often perceived by students as overly formal, abstract, and difficult to interpret. At the same time, legal language is inherently human-oriented, as it regulates social behavior, defines rights and obligations, and structures institutional communication. In our view, ignoring this anthropocentric nature reduces the effectiveness of legal education, especially in online and blended learning formats.

This paper argues that combining anthropocentric linguistic principles with AI-based analytical tools provides an effective approach to teaching legal language digitally. Using Uzbek

legal texts as a case study, the study demonstrates how digital technologies can support learner-centered legal education.

### **Anthropocentric Paradigm and Its Educational Relevance**

The anthropocentric paradigm in linguistics places the human being at the center of language analysis. Language is understood as a product of human cognition, social interaction, and cultural experience rather than as an autonomous formal system. This paradigm has been widely applied in cognitive linguistics, discourse analysis, and applied linguistics.

In education, anthropocentrism aligns with learner-centered pedagogy and constructivist learning theories. These approaches emphasize meaning-making, interpretation, and contextual understanding. When applied to language teaching, anthropocentrism encourages a shift from mechanical memorization to meaningful engagement with texts.

Legal language is particularly suitable for anthropocentric analysis because it encodes human roles, responsibilities, and institutional authority. In digital education, focusing on these features helps learners perceive legal texts as communicative acts directed at people rather than as abstract normative formulas.

### **Legal Language as a Pedagogical Challenge in Digital Education**

One of the main challenges in teaching legal language digitally is the gap between formal legal expression and learners' cognitive expectations. Based on teaching observations, students often struggle to identify the subject of legal norms, the scope of responsibility, and the practical implications of legal provisions.

Anthropocentric analysis addresses this problem by foregrounding the human subject of legal norms. Uzbek legal texts frequently contain explicit references to individuals (*person, citizen, official*), as well as modal constructions expressing obligation, prohibition, and permission. These elements serve as key entry points for pedagogical interpretation.

Digital learning environments provide opportunities to work with these features through annotation, visualization, and adaptive explanation. When legal language is presented as a human-centered system of meaning, learners demonstrate greater engagement and comprehension.

### **Uzbek Legal Texts as a Case Study**

Uzbek legal texts represent a structured and coherent legal system reflecting both national traditions and contemporary legal reforms. As educational material, these texts are valuable for illustrating how legal norms are linguistically constructed around human agency and social responsibility.

Anthropocentric analysis of Uzbek legislation shows that legal norms are consistently framed in relation to individual actions and institutional roles. This characteristic makes Uzbek legal texts suitable for pedagogical modeling and AI-assisted analysis in digital education.

Presenting Uzbek legal texts as a case study allows the research to remain methodologically transparent and avoids unwarranted generalization, which is particularly important in international academic contexts.

### **Methodology and Research Design**

The study adopts a qualitative and descriptive research design with elements of applied linguistic analysis. The primary objective is not statistical generalization but an in-depth exploration of anthropocentric features of legal language and their pedagogical relevance in digital education.

The research material consists of selected Uzbek legal texts commonly used in higher education. These texts were analyzed using a combination of traditional linguistic methods and AI-assisted tools. The methodological framework includes anthropocentric linguistic analysis, NLP-based extraction of lexical and syntactic patterns, and interpretative analysis focused on teaching and learning outcomes.

This mixed-method approach ensures a balanced integration of technological tools and human interpretation, which is essential in educational research.

### **Artificial Intelligence Methods and Human-Centered Analysis**

Artificial intelligence plays a supportive role in this study. AI-based tools are used to assist linguistic analysis and pedagogical adaptation rather than to replace human judgment.

Natural Language Processing techniques are applied to identify anthropocentric lexical units, modal constructions, and syntactic patterns related to human agency. Corpus analysis is used to examine the frequency and contextual distribution of key legal concepts. Semantic modeling helps organize legal meanings into learner-friendly conceptual structures, while discourse analysis reveals how legal authority and human responsibility are linguistically constructed.

These methods enable efficient analysis of large volumes of legal text while maintaining a focus on human-centered meaning.

### **Digital Teaching Model Based on Anthropocentric AI Analysis**

Based on the findings, a conceptual digital teaching model for legal language instruction is proposed. The model integrates anthropocentric linguistic principles with AI-based analytical tools and is designed for online and blended learning environments.

At the first stage, AI tools identify key anthropocentric elements in legal texts. At the second stage, these elements are reorganized into learner-oriented digital materials such as annotated texts and concept maps. At the third stage, learners engage with the material through interactive tasks and applied scenarios.

This model supports active learning, critical thinking, and learner autonomy.

### **Digital Learning Scenarios and Educational Practice**

Several digital learning scenarios illustrate the practical application of the proposed approach. One scenario involves the use of annotated legal texts in online platforms, allowing students to explore anthropocentric features at their own pace.

Another scenario includes AI-assisted feedback systems that provide targeted explanations when learners misinterpret legal norms. Teaching-oriented observations suggest that such scenarios improve comprehension and confidence in working with legal texts.

### **Pedagogical Implications and Teaching Practice**

The integration of anthropocentric analysis and AI technologies has significant pedagogical implications. Educators can design materials that emphasize human roles, clarify normative relationships, and adapt content to different learner profiles.

This approach promotes active engagement and supports the development of analytical and interpretative skills, which are essential in legal education.

### **Discussion**

The findings indicate that anthropocentric AI-based approaches provide a balanced framework for digital legal education. By combining linguistic theory, pedagogical insight, and digital tools, the proposed model addresses both technological and human dimensions of learning.

Although the study focuses on Uzbek legal texts, the approach can be adapted to other legal systems and languages, particularly within multilingual and multicultural educational contexts.

### **Limitations of the Study and Future Research Directions**

The study is limited by its qualitative nature and the scope of the analyzed texts. Future research may include comparative studies involving other legal languages or empirical evaluation of AI-assisted teaching models in digital classrooms.

These limitations highlight opportunities for further interdisciplinary research rather than weaknesses of the proposed approach.

### **Conclusion**

The study demonstrates that teaching legal language in digital environments benefits significantly from an anthropocentric and AI-supported approach. Uzbek legal texts, when analyzed as human-centered communicative resources, offer strong pedagogical potential. Artificial intelligence enhances this potential by supporting analysis, structuring content, and adapting instruction to learners' needs.

### **References**

1. Kubryakova, E. S. *Language and Cognition*. Moscow, 2004.
2. Karasik, V. I. *Language, Personality, and Discourse*. Volgograd, 2002.
3. Tiersma, P. *Legal Language*. Chicago: University of Chicago Press, 1999.
4. McEnery, T., & Hardie, A. *Corpus Linguistics*. Cambridge University Press, 2012.
5. Holmes, W., Bialik, M., & Fadel, C. *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. MIT Press, 2019.
6. Shamsitdinova, M. *Incorporating Natural Language Processing Technologies for Personalized Language Learning Experience*. *International Journal of Law And Criminology*, 2025.
7. Aliyeva, E. E., & Mirkasimova, Z. A. *Artificial Intelligence in Education*. *Lingvospektr*, 12(2), 214–218, 2025.

8. Jurafsky, D., & Martin, J. H. *Speech and Language Processing*. 3rd Edition. Pearson, 2023.
9. Bender, E. M., & Koller, A. *Climbing towards NLU: On Meaning, Form, and Understanding in the Age of Data*. 2020.
10. Chalkidis, I., Androutsopoulos, I., & Michos, A. *LEGAL-BERT: The Muppets Straight Out of Law School*. *ACM Conference on AI and Law*, 2020.
11. Lan, Y., Li, X., Du, H., Lu, X., Gao, M., & Qian, W. *Survey of Natural Language Processing for Education: Taxonomy, Systematic Review, and Future Trends*. arXiv, 2024.
12. *Pedagogical Implications of AI-Assisted Learning Systems in Higher Education*. *Journal of Educational Technology*, 2023.