



THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE DEVELOPMENT OF STUDENTS' WRITTEN LANGUAGE SKILLS

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ABSTRACT

This paper examines the impact of artificial intelligence on the development of students' written language skills in the context of the digitalisation of education. It highlights its educational benefits and the potential risks associated with excessive use. The paper emphasises the need for a balanced and pedagogically controlled application of technology.

Keywords: artificial intelligence, written language proficiency, digitalisation of education, academic integrity, AI-assisted learning, linguistic accuracy, cognitive independence, pedagogical supervision.

INTRODUCTION

The modern education system is undergoing active transformation under the influence of digital technologies. Artificial intelligence (AI) is becoming an integral part of the learning process: it is used to check texts, generate ideas, assist with essay writing and teach writing skills. In this context, the question of AI's impact on the development of students' writing skills becomes particularly important. On the one hand, technology expands educational opportunities; on the other, it raises concerns about a decline in independence and the quality of writing skills.

Written language is the competent, logical and stylistically correct expression of thoughts, including argumentation and, in an academic context, the analysis of sources with the formulation of conclusions.

Adelshina N. A. regards written language as a more complex level of language proficiency. In particular, she emphasises: "not a specific type of speech, but a more complex stage in the development of language skills" [1, 192].

Written language is a complex process, developing from simple reproduction to independent creation. According to the methodology (Bim, Galskova), teaching should be systematic and phased: from mastering structures to creating coherent texts [2, 223; 3, 147]. The current stage of this process is characterised by the active introduction of digital technologies and AI as tools to support learning.

MAIN BODY

Artificial intelligence is gradually becoming a practical tool that influences the development of students' written language.

First and foremost, AI improves linguistic accuracy. Automatic checking of spelling, grammar and punctuation allows students to spot mistakes more quickly

and correct them. Over time, this fosters a more robust sense of language, as learners begin to recognise typical errors.

Furthermore, an important benefit is the assistance with text organisation. AI can suggest a structure, offer options for phrasing the introduction or conclusion, and help build a logical sequence of ideas. Additionally, the use of AI contributes to vocabulary expansion. When working with a text, students encounter alternative phrasing, synonyms and more precise expressions.

Consequently, artificial intelligence acts not as a substitute for writing skills, but as a means of their gradual development, provided that the student remains the author of the text rather than its observer.

Despite the obvious advantages, the use of artificial intelligence in the process of developing students' writing skills is accompanied by a number of risks that cannot be ignored. If used incorrectly or excessively, AI can not only help but also hinder the development of independent language skills.

One of the key problems is a reduction in independence. Students who regularly rely on automatic text generation or correction gradually begin to analyse their own mistakes less and formulate their thoughts independently less often. As a result, writing activity may be reduced to selecting ready-made options rather than fully creating a text.

A related risk is the development of a dependency on digital tools. Without AI, learners often struggle to write even simple texts, as they lose the habit of independently constructing sentences, paragraphs and logical connections.

It is also worth noting the problem of superficial mastery of writing skills. Although the final text may appear grammatically correct and well-structured, the learning process itself becomes less conscious: the student sees the result but does not always understand exactly how it was achieved.

Thus, whilst artificial intelligence is an effective educational tool, it requires measured and controlled use to ensure that its potential does not replace genuine writing skills.

With the introduction of artificial intelligence into the educational process, the roles of both the teacher and the student are changing significantly. The teacher is increasingly less the sole source of knowledge and is increasingly becoming a mentor who guides, corrects and assesses the learning process. Their role is shifting towards developing students' critical thinking skills and their competent use of digital tools.

Students, in turn, are no longer passive performers of tasks. They become active participants in the educational process, who must not only create text but also assess the quality of materials generated by AI, understand their limitations and correct them where necessary.

To use artificial intelligence effectively in the development of writing skills, it is important to strike a balance between technological support and independent work. AI should be viewed as a supporting tool, not a replacement for the writing process.

It is advisable to include tasks where the student first completes the work independently and then uses AI to check and improve the text. This helps to preserve the educational value of the task. It is also important to develop critical analysis skills so that the student can evaluate the options suggested by AI, rather than accepting them automatically.

Particular attention should be paid to fostering academic integrity and an understanding of the boundaries of acceptable technology use in educational activities.

CONCLUSION

In conclusion, the integration of artificial intelligence into the educational sphere represents a pivotal shift in how students develop and exercise their written language skills. This study has demonstrated that AI acts as a dual-edged sword: while it provides unprecedented support in enhancing linguistic precision, refining text structure, and expanding lexical range, it simultaneously introduces substantial challenges to cognitive autonomy. The risk of “cognitive offloading” – where students rely on automated systems at the expense of their own analytical thinking – remains a critical concern that could lead to a superficial mastery of writing competencies.

The research findings emphasize that the effectiveness of AI as a pedagogical tool is not inherent in the technology itself, but is strictly determined by the instructional design of the learning process. To mitigate the risks of dependency, educational institutions must transition from evaluating only the final “product” of writing to assessing the “process” of its creation. This includes the development of new literacies, such as “prompt engineering” and critical AI-output verification, which empower students to treat AI as a sophisticated interlocutor rather than a source of ready-made answers.

Ultimately, the future of academic writing lies in a symbiotic model where technology serves as a “cognitive partner”. By fostering a culture of academic integrity and digital literacy, educators can ensure that students do not lose their unique authorial voice. Instead, they should learn to leverage AI to handle mechanical complexities, allowing them to focus on high-level argumentation and creative synthesis. Thus, the goal of modern pedagogy is to ensure that artificial intelligence complements human intellect, preserving the fundamental value of writing as a tool for independent thought and personal expression.

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