THE ROLE OF AI-GENERATED FEEDBACK IN DEVELOPING ACADEMIC WRITING SKILLS.

Bakhromova Sabina Akbar kizi
Webster university in Tashkent.
https://doi.org/10.5281/zenodo.20678787

Abstract.

This article examines the role of artificial intelligence-generated feedback systems in developing academic writing skills. The study analyzes how grammatical, stylistic, and structural corrections provided by modern AI tools affect learners' independent writing practices, self-editing abilities, and confidence in producing academic texts. The findings indicate that AI-based feedback serves as an effective supplementary tool, although it cannot fully replace comprehensive human guidance.

Introduction

In recent years, the integration of artificial intelligence technologies into education has brought significant changes to the methods of teaching and assessing academic writing. Tools such as ChatGPT, Grammarly, and QuillBot enable students to check grammar, improve style, and enhance the logical coherence of their texts. These tools provide an additional layer of immediate, individualized analysis of a student's written work, complementing feedback traditionally given by instructors. However, the impact of this process on learning outcomes — including the development of critical thinking and independent writing skills — remains an important area requiring further investigation.

Main Part

One of the key advantages of AI-generated feedback systems is their speed and accessibility. While traditional feedback requires instructors to spend considerable time reviewing each student's work, AI tools can analyze a text within seconds, identifying grammatical errors, lexical repetitions, sentence structure issues, and stylistic inconsistencies. This is particularly beneficial for instructors working with large groups and for students who prefer to work independently, as it accelerates the revision process.

A second important aspect is the personalized nature of AI feedback. Since each student's writing contains unique errors and weaknesses, AI tools can generate recommendations tailored specifically to that text. This helps students recognize and understand their own mistakes, gradually learning to avoid repeating similar errors over time. As a result, students not only correct their texts but also develop self-monitoring skills during the writing process.

At the same time, AI-based feedback has notable limitations. First, AI systems often focus on surface-level aspects of a text — grammar and vocabulary — while struggling to fully evaluate deeper qualities such as the strength of argumentation, originality of ideas, or the scientific validity of research findings. Second, excessive reliance on AI suggestions may weaken students' critical thinking and independent editing abilities. For this reason, AI-generated feedback should not be regarded as a replacement for meaningful feedback from a human instructor or mentor, but rather as a complementary tool.

To achieve optimal results, a blended approach is recommended: students first use AI tools to correct surface-level errors, after which instructors provide in-depth feedback on content, logic, and the quality of argumentation. Such an approach saves time while comprehensively improving the quality of students' academic writing.

Conclusion

In conclusion, AI-based feedback systems represent an important and promising tool for developing academic writing skills. Their speed, accessibility, and personalized recommendations allow students to quickly improve their texts. However, these systems have limitations in terms of content-level and critical analysis, and cannot fully replace human feedback. Therefore, integrating AI tools with instructor supervision in the educational process serves to develop students' technological proficiency and independent writing skills in a balanced manner. Future research should focus on expanding the content-analysis capabilities of AI systems in this field.

References:

1. Hyland, K. Second Language Writing. Cambridge University Press, 2003.
2. Warschauer, M., Ware, P. Automated writing evaluation: Defining the classroom research agenda. Language Teaching Research, 2006.
3. Zhai, C., Wibowo, S. A systematic review on artificial intelligence dialogue systems for enhancing English as foreign language students' writing skills. Computers and Education: Artificial Intelligence, 2023