METHODOLOGICAL APPROACHES TO INTEGRATING TOOLS IN ACADEMIC WRITING: THE CASE FOR REPLACING TRADITIONAL HOMEWORK

Xoliqova Charosxon Zikrullo qizi
Scientific supervisor: **Ishqobilova Xulkar Shaydullayevna**
Senior Teacher, Uzbekistan State World Languages University
Faculty of Foreign Language and Literature, 1-Faculty
Third year student, group 2319
Email: charosxon20@icloud.com

Annotation. This article examines the need to reconsider traditional homework in light of contemporary digital education. The paper, which focuses on the use of digital tools in academic writing, makes the case that the emergence of generative AI and digital inequalities are rendering traditional take-home assignments obsolete. A shift to "in-class digital production" paradigms is suggested by the author. The effectiveness of Learning Management Systems (LMS) and student involvement are compared in this study. The findings indicate that substituting real-time digital academic challenges for homework improves academic integrity and lowers cognitive exhaustion.

Keywords: AI ethics, pedagogy, IMRAD, homework prohibition, digital tools, academic writing, and educational technology.

Annotatsiya. Ushbu maqola zamonaviy raqamli ta’lim sharoitida an’anaviy uy vazifalarini qayta ko‘rib chiqish zarurligini tahlil qiladi. Maqola akademik yozuvda raqamli vositalardan foydalanishga qaratilgan bo‘lib, generativ sun’iy intellektning paydo bo‘lishi va raqamli tengsizliklar an’anaviy uy vazifalarini eskirgan holga keltirayotganini ta’kidlaydi. Muallif “sinf ichida raqamli ishlab chiqish” modeliga o‘tishni taklif qiladi. Tadqiqotda LMS tizimlarining samaradorligi va talabalar ishtiroki taqqoslangan. Natijalar shuni ko‘rsatadiki, uy vazifalari o‘rniga real vaqt rejimidagi raqamli topshiriqlarni joriy etish akademik halollikni oshiradi va aqliy charchoqni kamaytiradi.

Kalit so‘zlar: Raqamli ta’lim, akademik yozuv, generativ sun’iy intellekt, raqamli tengsizlik, uy vazifasi, sinf ichida raqamli ishlab chiqish, LMS (ta’limni boshqarish tizimi), talabalar ishtiroki, akademik halollik, kognitiv charchoq.

Аннотация. В данной статье рассматривается необходимость пересмотра традиционных домашних заданий в условиях современной цифровой образовательной среды. Работа посвящена использованию цифровых инструментов в академическом письме и утверждает, что развитие генеративного искусственного интеллекта и цифровое неравенство делают традиционные домашние задания устаревшими. Автор предлагает переход к модели «цифрового производства в классе». В исследовании сравниваются эффективность LMS и вовлечённость студентов. Результаты показывают, что замена домашних заданий заданиями в реальном времени повышает академическую честность и снижает когнитивную нагрузку.

Ключевые слова: Цифровое образование, академическое письмо, генеративный искусственный интеллект, цифровое неравенство, домашнее задание, цифровое производство в классе, LMS (система управления обучением), вовлечённость студентов, академическая честность, когнитивная нагрузка.

Introduction

DOI: 10.5281/zenodo.20377437

Modern digital technology integration in education is becoming a structural requirement rather than a choice. But as the educational environment of 2026 demonstrates, our methods of assessment frequently fall short of our technical prowess. The foundation of higher education, academic writing, is at a turning point right now. Homework has been the main means of honing writing skills for decades. However, the classic "take-home essay" has lost its diagnostic significance in a time when Large Language Models (LLMs) and fast digital resources rule. The issue is twofold: first, in the era of artificial intelligence, it is impossible to confirm the authorship of unattended work; second, students are not given the chance to learn how to use digital research tools efficiently under the supervision of experts. This paper makes the argument that traditional homework must be phased out in order to achieve the objectives of contemporary "Academic Writing and Research Methodology" (Track 5 of this conference). To promote real academic advancement, we must replace it with a system that uses digital resources in a synchronous manner within the classroom.

Methods

This study assesses the effectiveness of homework in the digital age using a multidisciplinary approach. The following frameworks for methodology were used:

Comparative Pedagogical Analysis: A comparison of standard lecture-homework models with student performance indicators in "Flipped Classroom" settings.

Digital Tool Mapping: An assessment of the best places to integrate key academic resources (such as AI-detection software, corpus linguistics tools, and reference managers like Zotero) into a supervised curriculum.

Academic Integrity Survey: A comparison of recent data on the use of AI in supervised digital workshops with unsupervised assignments.

Thematic Synthesis: Using educational psychology as a guide, compare the "active learning" advantages of in-class digital output with the "cognitive load" of homework.

Results and discussion

The AI Era's Authenticity Crisis

Our analysis's main finding is that traditional homework is becoming more vulnerable to "digital outsourcing." The temptation to use generative AI without critical engagement is strong when a student is assigned to write a five-page paper at home. Institutions might return attention to the writing process by outlawing this unsupervised format. Teachers can see how students use digital libraries and organize their arguments in real time in a supervised digital lab, making sure that "academic writing" truly occurs.

Supervised Digital Integration Methodology

Advanced approaches that are frequently disregarded at home can be taught by substituting in-class digital assignments for homework:

Active Citation Management: Instead of treating bibliographies as an afterthought, students learn to use Mendeley or EndNote while writing.

Digital Corpus Utilisation:To improve the linguistic quality of their research articles, they use digital databases (such as COCA or the British National Corpus) to verify lexical collocations.

Ethical AI Support: Rather than outlawing AI, educators should demonstrate how to use it for outlining or brainstorming while preserving each student's distinct voice in the finished product**.**

Diminishing Socio-Economic and Digital Inequality

Every student is assumed to have a modern laptop, a quiet room, and high-speed internet. According to our research, a "homework ban" actually advances social justice. We guarantee

that all students, regardless of their home setting, have equal access to the required software and faculty help by centralizing all high-stakes writing assignments within the university's digital infrastructure.

Cognitive Efficiency and Mental Health

Burnout and a decline in enthusiasm in research have been associated with an excessive amount of traditional homework. According to our conversation, five hours of distracted writing at home is less cognitively efficient than an intense, tech-heavy classroom session. Students' psychological well-being increases as they finish their "work" at "work" (the university),which improves their long-term academic performance.

Conclusion and pedagogical recommendations

The results of this study highlight a significant change in the way academic writing is taught in an online learning environment. The idea to "ban" or gradually phase out traditional, unsupervised homework is a calculated step toward a more successful, process-oriented pedagogy rather than just a response to the difficulties presented by generative AI. In conclusion, the conventional assignment model-which hasn't altered much in decades-is becoming more and more incompatible with the digital reality of 2026. Three revolutionary advantages come with the move toward supervised in-class digital production:

1. Methodological Rigour: It guarantees that software enhances rather than replaces human intellect by enabling teachers to guide students in the use of digital research tools in real time.

2. Institutional Integrity: The hazards of academic dishonesty and AI-generated plagiarism are significantly reduced by carrying out high-stakes writing assignments within the university's digital ecosystem.

3. Inclusive Excellence: This strategy tackles the digital gap by giving all students equitable access to top-notch digital tools and faculty knowledge, regardless of their socioeconomic status. Additionally, this study recommends that institutions engage in "Writing Labs" with collaborative digital platforms in order to completely achieve the goals of the fifth track. Standardized metrics for assessing "process-based" writing should be the main emphasis of future study, not only the finished "product.” The ultimate objective of contemporary education is to generate scholars who are both technically adept and morally sound. We can promote a higher degree of critical thinking and a more sustainable approach to academic research by reclaiming the time spent on solitary homework and putting it back into engaging, technologically advanced classroom sessions. Thus, the "ban" on traditional homework is a call to an era of digital scholarship that is more open, fair, and scientifically rigorous.

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