

## THE METHODOLOGICAL ROLE OF ARTIFICIAL INTELLIGENCE IN DEVELOPING ENGLISH ACADEMIC WRITING SKILLS

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**Annotation.** This study explores the methodological role of artificial intelligence(AI) in developing English academic writing skills among English as a Foreign language (EFL) learners. In recent years, AI-based digital tools have increasingly entered the educational process, creating new opportunities to enhance students' writing performance. The aim of this article is to analyze how AI technologies contribute to organizing ideas, improving coherence and cohesion, expanding academic vocabulary, and reducing grammatical errors in academic writing.

**Keywords:** Artificial intelligence, academic writing, EFL learners, writing skills development, digital tools, pedagogy, language learning, coherence and cohesion.

### Introduction

In recent years, the rapid development of artificial intelligence (AI) has significantly influenced different areas of education. One of the most affected skills is academic writing, which is considered one of the most complex skills for English as a Foreign Language (EFL) learners. Writing academic texts requires not only grammatical knowledge but also the ability to organize ideas logically, use appropriate vocabulary, and maintain coherence throughout the text. Many students face difficulties in writing academic essays, research papers, and reports due to limited language exposure and lack of practice. In this context, AI-based tools have become valuable assistants in language learning. Tools such as grammar checkers, writing assistants, and text generation systems provide immediate feedback and help learners improve their writing step by step.

### Literature review.

Artificial intelligence refers to systems capable of performing tasks that normally require human intelligence, such as understanding language and generating text (Godwin-Jones, 2019). In language learning, AI is used in grammar checkers, writing assistants, and intelligent tutoring systems. These tools analyze students' writing in real time and provide suggestions for improvement. AI-based systems can detect errors, suggest corrections, and improve sentence structure, which makes learning faster and more efficient (Chen & He, 2021). Compared to traditional feedback, AI provides immediate responses that help learners correct mistakes instantly. Additionally, guided writing is one of the key methodological approaches supported by AI. In this method, students write with the assistance of AI tools that provide feedback and suggestions (Hyland, 2019). This process helps learners identify mistakes and gradually improve their writing skills without depending fully on the system. AI tools can help students generate ideas, topics, and outlines. This is especially useful at the planning stage of writing. By providing suggestions and examples, AI helps students organize their thoughts before writing full essays, which improves writing fluency and structure. Furthermore, grammar correction is one of the strongest functions of AI tools. They detect errors such as tense misuse, subject-verb agreement, and punctuation mistakes (Chen & He,

2021). More importantly, these tools explain errors, allowing students to learn from them and avoid repeating mistakes in future writing tasks.

### **Research Methodology.**

#### **Research Design**

To begin with, this study adopts a qualitative descriptive research design in order to investigate the methodological role of artificial intelligence (AI) in developing English academic writing skills among English as a Foreign Language (EFL) learners. The choice of this design is justified by the fact that it allows a detailed exploration of educational processes, learner experiences, and pedagogical applications of AI tools in writing instruction. Moreover, the qualitative approach is considered appropriate because it focuses on understanding phenomena rather than measuring numerical data. In this sense, the study aims to explore how AI contributes to writing development, rather than testing statistical relationships.

#### **Data Collection and Sources**

In addition, the research is based on a systematic review of existing literature. Academic books, peer-reviewed journal articles, and previous empirical studies related to artificial intelligence in language learning were carefully analyzed. For instance, works by Hyland (2019), Harmer (2015), and Godwin-Jones (2019) were reviewed in order to understand theoretical foundations of academic writing and digital learning tools. Furthermore, studies by Warschauer and Grimes (2008) and Chen and He (2021) provided valuable insights into automated writing systems and AI-assisted language learning.

Thus, the combination of different academic sources ensured a well-rounded understanding of the research topic.

#### **Data Analysis Procedure**

Furthermore, the collected data was analyzed using thematic analysis. This method was chosen because it allows identifying and organizing repeated patterns or themes within the literature. Specifically, the analysis focused on several key themes, including idea generation, grammar correction, vocabulary enhancement, coherence and cohesion improvement, and paraphrasing support. Each of these themes was examined in relation to how AI tools assist learners in developing academic writing skills. In this process, similarities and differences between studies were also identified. As a result, a clearer picture of AI's methodological role in writing instruction was formed.

**Role of AI in Writing Process Stages.** In addition to thematic analysis, the study also considers the role of AI across different stages of the writing process. Firstly, during the planning stage, AI tools help students generate ideas and create outlines. Secondly, during drafting, learners receive real-time suggestions on grammar, vocabulary, and sentence structure. Moreover, in the revision stage, AI provides feedback on coherence, cohesion, and overall text organization. Finally, during the editing stage, learners can refine their writing by correcting remaining errors and improving academic style. Therefore, AI supports the writing process in a step-by-step manner, making it more structured and efficient.

**Role of Teacher and Ethical Considerations.** However, it is important to note that AI is not intended to replace the teacher. Instead, teachers play a crucial role in guiding students on how to use AI tools effectively and responsibly. On the one hand, AI provides instant feedback and support; on the other hand, teachers ensure that students develop independent writing skills and critical thinking abilities. In this way, a balanced integration of AI and traditional teaching methods is achieved. Additionally, ethical considerations such as

academic integrity and plagiarism prevention are taken into account. Students are encouraged to use AI as a learning support tool rather than a content generator.

### **Analysis and Results**

The analysis of existing studies and educational practices shows that artificial intelligence plays a significant role in improving English academic writing skills. One of the main findings is that AI tools provide immediate feedback, which allows learners to identify and correct mistakes instantly. This feature significantly improves learning efficiency and reduces repeated errors. Another important result is that AI supports idea development and essay planning. Students using AI-based tools demonstrate better organization of ideas and improved coherence in their writing tasks. Grammar correction systems also contribute to reducing linguistic errors, particularly in areas such as verb tense usage, sentence structure, and punctuation. This leads to more accurate and polished academic texts. Additionally, vocabulary enhancement features help learners adopt more formal and academic expressions. This improves the overall quality and style of their writing.

### **Discussion**

The results suggest that artificial intelligence is an effective methodological tool in teaching academic writing. However, its effectiveness depends on how it is used in educational practice. While AI provides valuable support, excessive reliance on automated tools may reduce students' independent thinking and writing development. Therefore, teachers play an essential role in guiding students toward responsible and balanced use of AI. A combination of traditional teaching methods and AI-assisted learning appears to be the most effective approach. This ensures that students develop both technological literacy and academic writing competence. Another important aspect is academic integrity. Students must be aware that AI tools should support learning rather than replace original writing efforts. Ethical use of AI is essential to maintain academic honesty.

### **Conclusion**

Artificial intelligence has become an important methodological tool in developing English academic writing skills among EFL learners. It supports students in grammar correction, idea generation, vocabulary development, and coherence improvement. However, AI should be used as a complementary tool under teacher supervision. When applied appropriately, it enhances learning outcomes, increases motivation, and improves overall writing quality. The integration of AI into language education represents a modern and effective approach to teaching academic writing in the 21st century.

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