

METHODS OF USING DIGITAL TOOLS IN ACADEMIC WRITING AND THEIR IMPACT ON TEXT QUALITY

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Annotation. The use of digital tools has become a common element in students' academic writing practices. This paper explores how such tools are applied during the writing process and examines their influence on the quality of academic texts. The study is based on a qualitative analysis of student writing supported by grammar-checking software, artificial intelligence systems, and reference management tools. The results show that digital technologies contribute to improved linguistic accuracy and structural organization. However, excessive dependence on these tools may weaken students' analytical abilities and reduce originality. The paper argues for a balanced approach to integrating digital tools into academic writing instruction.

Keywords: academic writing, digital technologies, AI tools, writing quality, students, higher education

Аннотация. В данной статье рассматривается использование цифровых инструментов в академическом письме студентов, а также их влияние на качество научного текста. Цель исследования — выявить основные возможности и ограничения цифровых технологий, таких как системы автоматической проверки текста, искусственный интеллект и программы для управления источниками. В работе применяется качественный аналитический подход, основанный на анализе научной литературы и студенческих письменных работ. Результаты показывают, что цифровые инструменты способствуют повышению грамматической точности, улучшению структуры текста и ускорению процесса редактирования. В то же время чрезмерное использование таких технологий может приводить к снижению уровня критического мышления, оригинальности и академической самостоятельности. В статье подчеркивается необходимость рационального и осознанного использования цифровых инструментов в образовательном процессе.

Ключевые слова: академическое письмо, цифровые инструменты, искусственный интеллект, качество текста, студенты, высшее образование

Annotatsiya . Ushbu maqolada talabalar akademik yozuvda raqamli vositalardan foydalanish va ularning ilmiy matn sifatira ta'siri tahlil qilinadi. Tadqiqotning maqsadi — matnni avtomatik tekshiruvchi dasturlar, sun'iy intellekt tizimlari hamda manbalarni boshqarish vositalarining imkoniyatlari va cheklovlarini aniqlashdan iborat. Ishda sifatli tahlil usuli qo'llanilib, ilmiy adabiyotlar va talabalar yozma ishlari o'rganildi. Natijalar shuni ko'rsatadiki, raqamli vositalar grammatik aniqlikni oshiradi, matn tuzilishini yaxshilaydi va tahrirlash jarayonini tezlashtiradi. Biroq ularni haddan tashqari qo'llash tanqidiy fikrlash, mustaqillik va ijodkorlik darajasining pasayishiga olib kelishi mumkin. Maqolada raqamli vositalardan oqilona va muvozanatli foydalanish zarurligi ta'kidlanadi.

Kalit so'zlar: akademik yozuv, raqamli vositalar, sun'iy intellekt, matn sifati, talabalar, oliy ta'lim

Introduction. In the context of the rapid development of digital technologies, the higher education system undergoes significant changes which affects both the content and the ways of organizing of educational programs. Digitalization becomes an essential factor of transforming academic writing, which turns it from traditional form into a more flexible, technologically stated and focuses on student - oriented model. In modern conditions, academic writing is considered not only as a tool of providing information or knowledge, but also as a tool of developing critical thinking, analytical skills and academic independence. [1]. The important role in this process plays digital tools, including automatic text checking systems, platforms based on artificial intelligence, as well as programs for managing bibliographic sources. The usage of digital tools allows students to simplify the process of writing scientific texts, improve their accuracy and structure. At the same time, there is a need to assess the impact of these technologies on the quality of academic writing and the level of formation of the written competencies of students. Modern research shows that digital technologies have a significant impact on the process of learning to write, making it more interactive and accessible. The use of new tools contributes to the development of autonomous learning and expands the opportunities for independent work of students [2]. An important aspect is also the role of corrective feedback, which can be implemented through digital means and contributes to the improvement of grammatical accuracy and awareness of written speech [3]. Along with this, the active introduction of technologies, including artificial intelligence, opens up new prospects for improving academic writing, but requires a critical and informed approach from students and teachers [4]. Regarding to this, the purpose of this study is to analyze the methods of using digital instruments in academic writing and identify their impact on the quality of the text.

Methodology. To achieve the goal, a comprehensive methodological approach was used, including a combination of theoretical and analytical research methods. This approach makes it possible to provide a comprehensive analysis of the phenomenon under study and to increase the validity of the results obtained. At the theoretical level, an analysis of scientific literature devoted to the issues of academic writing, digitalization of education and the use of information and communication technologies in teaching was carried out. Particular attention was paid to research considering the impact of digital instruments on the development of written skills of students [1; 2]. An important element of the study was a comparative analysis of various digital instruments used in academic writing, including automatic text-checking systems, artificial intelligence tools, and source management software. This made it possible to identify their functionality, as well as to determine the advantages and limitations of their application in the educational process. In addition, a qualitative analysis of student written work was carried out in order to identify changes in the level of their grammatical accuracy, structural organization and logical connectivity when using digital instruments. Thus, the use of an integrated approach made it possible to consider the problem from various scientific positions and ensure the reliability of the results obtained.

Results of the study. The results of the study show that the use of digital instruments has a significant impact on the quality of academic writing. One of the most pronounced effects is to increase the level of grammatical accuracy of the text. Automatic check systems make it possible to quickly identify and correct errors, which helps to improve the language design of written works [3]. Furthermore, digital tools contribute to improved text structure. Using programs for editing and organizing content helps students more clearly construct a logical sequence of presentation, form coherent arguments, and adhere to academic requirements for the structure of academic texts. A significant advantage is also the

acceleration of the writing and editing process. Artificial intelligence-based tools enable the generation of ideas, paraphrasing of sentences, and suggestion of text improvements, significantly increasing student productivity [4].

However, certain negative aspects have also been identified. Excessive use of digital tools can lead to a decrease in critical thinking and student independence. Students begin to rely on automated solutions, not always analyzing the content of the text and failing to develop their own writing skills. Moreover, there is a risk of reduced originality associated with the use of ready-made formulations and templates offered by digital systems. This can negatively impact the development of academic integrity and individual writing style.

Discussion. The obtained results confirm that digital tools have significant potential for improving the quality of academic writing. Improved grammatical accuracy and text structure are associated with the ability to receive instant feedback and use auxiliary editing functions [3]. The development of autonomous learning is explained by the fact that digital technologies provide students with the opportunity to independently control the writing process, analyze errors, and improve their skills [2]. However, along with the positive effects, certain risks have also been identified. One of the main problems is students' dependence on digital tools, which can lead to a decrease in their cognitive activity. With excessive use of technology, students may lose the ability to independently analyze and critically evaluate information.

In this regard, the role of the teacher is particularly important. They must guide the use of digital tools and develop students' skills for their conscious use. It is important not only to integrate technology into the educational process but also to ensure its methodologically correct use. Therefore, the most effective approach is a rational combination of traditional teaching methods and digital technologies, which helps maintain a balance between the development of independent skills and the use of modern tools.

Research Prospects. Prospects for further research involve a more in-depth exploration of the possibilities of integrating artificial intelligence into the academic writing process. Of particular interest is the development of adaptive systems that can take into account individual student characteristics and provide personalized feedback. Furthermore, a relevant area of research is the impact of digital tools on the development of students' critical thinking, academic integrity, and metacognitive skills.

Conclusion. Thus, digital tools play an important role in modern academic writing, contributing to the improvement of text quality, structure, and grammatical accuracy of students' performance. At the same time, their usage must be conscious and pedagogically sound. Only by maintaining a balance between technological support and the development of independent skills is it possible to effectively develop academic writing competence.

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