

IMPROVING THE METHODOLOGY FOR DEVELOPING STUDENTS' ACADEMIC WRITING COMPETENCE IN ENGLISH THROUGH THE PEDAGOGICAL USE OF ARTIFICIAL INTELLIGENCE TOOLS

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Abstract. The rapid development of artificial intelligence (AI) has created new opportunities for improving English academic writing instruction in higher education. However, the pedagogical effectiveness of AI tools depends not simply on their availability but on the methodology through which they are integrated into the learning process. This article aims to improve the methodology for developing students' academic writing competence in English through the pedagogically guided use of artificial intelligence tools. The study employs a qualitative methodological approach based on the analysis and synthesis of recent scholarly research on AI-assisted writing, automated feedback, generative artificial intelligence, and academic writing pedagogy.

Keywords: *artificial intelligence, generative AI, academic writing, English language teaching, writing competence, AI-assisted feedback, higher education, pedagogical methodology*

Introduction. Academic writing competence is one of the essential components of university students' professional and academic development. In English-medium academic contexts, students are expected not only to demonstrate grammatical accuracy and an adequate vocabulary but also to construct coherent arguments, organize information logically, integrate evidence, employ appropriate academic discourse conventions, and demonstrate an individual scholarly voice. Consequently, academic writing should be regarded as a complex communicative and cognitive activity rather than merely a process of producing grammatically correct sentences.

The study employs a qualitative methodological approach based on the analysis and synthesis of recent research on artificial intelligence, academic writing, automated feedback, and English language teaching. Particular attention is given to the main stages of the writing process, including planning, drafting, feedback, revision, editing, and reflection. The analysis considers both the pedagogical opportunities and limitations of AI-assisted writing. Based on this analysis, a five-stage methodology is proposed. The first stage involves diagnostic assessment to identify students' existing writing problems. The second stage focuses on AI-supported planning, during which students can use AI for brainstorming, generating questions, and organizing their ideas. The third stage requires students to write their initial drafts independently. At the fourth

stage, AI is used as a feedback and revision tool to identify grammatical, lexical, structural, and cohesion-related problems. Finally, students reflect on the feedback they received and evaluate which AI suggestions were useful and why.

The results of the analysis demonstrate that pedagogically guided AI use can contribute to the development of several components of academic writing competence. AI tools can help students identify grammatical errors, improve academic vocabulary, strengthen cohesion, and organize their texts more effectively. They can also provide immediate individualized feedback, which may increase students' engagement in the revision process. However, AI-generated suggestions should not be accepted automatically. Students need to analyze the feedback, determine whether it is appropriate, and make their own corrections. This approach encourages learners to become active participants in the writing process rather than passive recipients of automatically generated texts.

The findings also indicate that AI has particular potential for supporting lower-level and intermediate aspects of academic writing, such as grammar, vocabulary, sentence structure, and textual organization. However, the development of higher-order skills, including critical thinking, argumentation, independent reasoning, and academic judgment, requires active student participation and teacher guidance. For this reason, students should formulate their own research questions, thesis statements, arguments, and conclusions rather than allowing AI to generate them completely. AI can be used to provide alternative perspectives or identify weaknesses, but the final intellectual decisions should remain with the student.

The discussion shows that the effectiveness of AI in academic writing depends primarily on the methodology of its integration into the educational process. AI should function as a supportive pedagogical tool rather than as an automatic essay-writing system. The teacher continues to play an essential role by establishing learning objectives, designing appropriate tasks, teaching students how to formulate effective prompts, monitoring AI use, and encouraging critical evaluation of AI-generated information. In this context, the pedagogical process can be represented as follows: student thinking → AI support → critical evaluation → revision → reflection. Such an approach allows students to benefit from the technological advantages of AI while continuing to develop their linguistic, analytical, and academic writing skills.

In conclusion, Artificial Intelligence can provide valuable support for developing students' English academic writing competence when it is integrated into instruction in a systematic and pedagogically appropriate manner. AI tools can facilitate feedback, language improvement, text organization, and revision, but they should not replace students' independent intellectual work. The proposed methodology combines AI-assisted activities with independent writing, teacher mediation, critical evaluation, and reflection. Therefore, the effective pedagogical use of AI can contribute not only to

improved academic texts but also to greater student autonomy, digital literacy, and awareness of the academic writing process.

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