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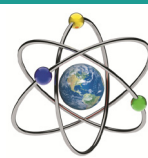


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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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DEVELOPING ACADEMIC WRITING SKILLS THROUGH DIGITAL MEDIA TOOLS

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Abstract: The development of academic writing skills is an essential objective of university-level English education. Students must learn to organize ideas logically, construct evidence-based arguments, use appropriate academic language, integrate sources, and revise their work independently. This study examines the effectiveness of digital media tools in developing the academic writing skills of students at a pedagogical university. The instructional model combines collaborative writing platforms, learning management systems, digital annotation, online corpora, electronic dictionaries, reference-management applications, automated feedback, multimedia materials, and responsibly used artificial intelligence tools. A mixed-methods, quasi-experimental design is employed to compare students receiving digitally supported writing instruction with those taught mainly through conventional classroom practices. Data are collected through pre- and post-writing tasks, analytical assessment rubrics, student portfolios, questionnaires, classroom observations, and interviews. Academic writing is evaluated according to content, organization, argumentation, coherence, vocabulary, grammatical accuracy, source integration, citation, and revision quality. The findings indicate that purposeful use of digital media tools can improve students' engagement, access to authentic academic language, collaborative feedback, source-management practices, and willingness to revise multiple drafts. Students also demonstrate progress in structuring arguments, maintaining coherence, selecting appropriate vocabulary, and applying citation conventions. However, technological access, varying levels of digital competence, excessive dependence on automated correction, and the uncritical use of AI-generated text may reduce educational effectiveness. The study emphasizes that digital tools produce the strongest outcomes when integrated with explicit writing instruction, ethical guidance, teacher feedback, peer interaction, and reflective learning. The findings are relevant to pedagogical universities because future teachers need academic writing competence and the ability to apply digital resources responsibly in their professional practice.

Key words: academic writing, digital media tools, higher education, English language teaching, collaborative writing, digital feedback, artificial intelligence, source integration, academic integrity, writing competence.

Annotatsiya: Akademik yozuv ko'nikmalarini rivojlantirish universitet darajasidagi ingliz tili ta'limining muhim maqsadlaridan biridir. Talabalar fikrlarni mantiqiy tartibga solish, dalillarga asoslangan argumentlarni shakllantirish, akademik uslubga mos tildan foydalanish, manbalarni matnga integratsiya qilish va yozma ishlarini mustaqil tahrirlashni o'rganishlari kerak. Ushbu tadqiqot pedagogika universiteti talabalarining akademik yozuv ko'nikmalarini rivojlantirishda raqamli media vositalarining samaradorligini o'rganadi. Taklif etilgan o'qitish modeli hamkorlikda yozish platformalari, ta'limni boshqarish tizimlari, raqamli izohlash vositalari, onlayn korpuslar, elektron lug'atlar, bibliografik manbalarni boshqarish dasturlari, avtomatlashtirilgan fikr-mulohaza, multimedia materiallari va mas'uliyat bilan qo'llaniladigan sun'iy intellekt vositalarini birlashtiradi. Raqamli vositalar asosida yozuvni o'rgangan talabalar natijalarini asosan an'anaviy auditoriya amaliyotlari orqali ta'lim olgan talabalar natijalari bilan taqqoslash uchun aralash usullarga asoslangan kvazieksperimental tadqiqot dizaynidan foydalaniladi. Ma'lumotlar dastlabki va yakuniy yozma topshiriqlar, tahliliy baholash mezonlari, talabalar portfoliolari, so'rovnomalar, dars kuzatuvlari va intervyular orqali to'planadi. Akademik yozuv mazmun, tuzilish, argumentatsiya, mantiqiy bog'liqlik, lug'at boyligi, grammatik aniqlik, manbalarni integratsiya qilish, iqtibos keltirish va tahrirlash sifati asosida baholanadi. Natijalar raqamli media vositalaridan maqsadli foydalanish talabalarning faolligini, haqiqiy akademik til namunalaridan foydalanish imkoniyatini, hamkorlikdagi fikr-mulohazani, manbalar bilan ishlash amaliyotini va matnni bir necha marta qayta ko'rib chiqishga tayyorligini oshirishini ko'rsatadi. Talabalar argumentlarni tuzish, matn izchilligini ta'minlash, mos lug'at birliklarini tanlash va iqtibos qoidalarini qo'llashda ham rivojlanish namoyon etadilar. Biroq texnologik imkoniyatlardagi farqlar, raqamli kompetensiyaning turli darajalari, avtomatik tuzatishga ortiqcha bog'lanish va sun'iy intellekt yaratgan matndan tanqidsiz foydalanish ta'lim samaradorligini pasaytirishi mumkin. Tadqiqot raqamli vositalar aniq yozuv ko'rsatmalari, axloqiy yo'riqnomalar, o'qituvchi fikr-mulohazasi, tengdoshlar bilan hamkorlik va refleksiv ta'lim bilan uyg'unlashtirilganda eng yaxshi natija berishini ta'kidlaydi. Olingan natijalar pedagogika universitetlari uchun muhimdir, chunki bo'lajak o'qituvchilarga akademik yozuv kompetensiyasi va raqamli resurslardan kasbiy faoliyatda mas'uliyat bilan foydalanish qobiliyati zarur.

Kalit so'zlar: akademik yozuv, raqamli media vositalari, oliy ta'lim, ingliz tilini o'qitish, hamkorlikda yozish, raqamli fikr-mulohaza, sun'iy intellekt, manbalarni integratsiya qilish, akademik halollik, yozuv kompetensiyasi.



Аннотация: Развитие навыков академического письма является одной из важнейших целей университетского обучения английскому языку. Студенты должны научиться логично организовывать идеи, формулировать аргументы на основе доказательств, использовать соответствующий академический язык, интегрировать источники в текст и самостоятельно редактировать письменные работы. В данном исследовании рассматривается эффективность цифровых медиасредств в развитии навыков академического письма у студентов педагогического университета. Предлагаемая модель обучения объединяет платформы для совместного письма, системы управления обучением, инструменты цифрового аннотирования, онлайн-корпусы, электронные словари, программы управления библиографическими источниками, автоматизированную обратную связь, мультимедийные материалы и ответственно используемые средства искусственного интеллекта. Для сравнения результатов студентов, обучавшихся письму с применением цифровых средств, с результатами студентов, получавших преимущественно традиционное аудиторное обучение, используется смешанный квазиэкспериментальный дизайн. Данные собираются посредством предварительных и итоговых письменных заданий, аналитических оценочных рубрик, студенческих портфолио, анкетирования, наблюдений за занятиями и интервью. Академическое письмо оценивается по содержанию, организации, аргументации, связности, словарному запасу, грамматической точности, интеграции источников, цитированию и качеству редактирования. Результаты показывают, что целенаправленное использование цифровых медиасредств способствует повышению учебной активности студентов, расширяет доступ к аутентичным образцам академического языка, улучшает совместную обратную связь и работу с источниками, а также формирует готовность неоднократно пересматривать собственные тексты. Студенты также демонстрируют прогресс в построении аргументации, обеспечении связности текста, выборе подходящей лексики и применении правил цитирования. Однако различия в технологическом доступе и уровнях цифровой компетентности, чрезмерная зависимость от автоматического исправления и некритичное использование созданного искусственным интеллектом текста могут снижать эффективность обучения. В исследовании подчеркивается, что цифровые средства обеспечивают наиболее значимые результаты при их сочетании с целенаправленным обучением письму, этическими рекомендациями, обратной связью преподавателя, взаимодействием со сверстниками и рефлексивным обучением. Полученные результаты актуальны для педагогических университетов, поскольку будущим учителям необходимы навыки академического письма и способность ответственно использовать цифровые ресурсы в профессиональной деятельности.

Ключевые слова: академическое письмо, цифровые медиасредства, высшее образование, преподавание английского языка, совместное письмо, цифровая обратная связь, искусственный интеллект, интеграция источников, академическая добросовестность, письменная компетенция.

INTRODUCTION

Academic writing is a central component of university education because it enables students to construct knowledge, communicate disciplinary understanding, and participate in scholarly communities. In English-medium academic contexts, effective writing requires more than grammatical accuracy. Students must define a clear purpose, organize ideas logically, develop arguments, evaluate evidence, integrate sources, use an appropriate academic register, and revise their texts in response to feedback. These abilities are particularly important for students at pedagogical universities, who are expected to complete research assignments and later model effective writing practices for their own learners.

Many university students experience difficulties when producing academic texts in English. Common challenges include limited academic vocabulary, weak paragraph organization, insufficient cohesion, unsupported claims, inappropriate source use, and uncertainty about citation conventions. Students may also view writing as a single act of producing a final text rather than a recursive process involving planning, drafting, reviewing, revising, editing, and reflection. Large classes and limited instructional time can make it difficult for teachers to provide detailed and timely feedback on every stage of this process. As a result, students may receive comments only after submitting a completed assignment, when opportunities for meaningful revision are restricted.

Digital media tools provide new possibilities for addressing these challenges. Collaborative writing platforms enable students and teachers to comment on drafts, monitor revisions, and work together without being limited by classroom time. Learning management systems support the distribution of materials, submission of assignments, structured discussion, and portfolio assessment. Online corpora and electronic dictionaries give learners access to authentic examples of academic vocabulary, collocations, grammatical patterns, and disciplinary language. Digital annotation tools can support close reading and source-based writing, while reference-management applications help students organize literature and apply citation conventions more consistently.

Automated writing evaluation and generative artificial intelligence have further transformed the academic writing environment. Such technologies can offer immediate feedback, suggest linguistic alternatives, summarize information, or assist with brainstorming and outlining. However, their educational value depends on how they are used. Automated suggestions may be inaccurate, oversimplified, or unsuitable for the writer's intended meaning. Uncritical use can reduce independent thinking, obscure authorship, introduce fabricated informa-



tion, and create academic integrity concerns. Students therefore need guidance in evaluating digital feedback, verifying information, documenting appropriate assistance, and retaining responsibility for every part of their writing ^[1].

Effective digitally supported instruction should combine technology with established principles of writing pedagogy. Process-oriented instruction emphasizes multiple drafts and purposeful revision. Genre-based teaching makes the organization and language of academic texts explicit. Collaborative learning creates opportunities for peer response and discussion, while formative assessment helps students understand the gap between current performance and expected standards. Digital media tools can strengthen these approaches when each tool is selected for a clear pedagogical purpose rather than adopted simply because it is available ^[2].

The continuing digitalization of higher education in Uzbekistan makes this issue especially relevant. Pedagogical universities increasingly use electronic platforms, online resources, and AI-supported applications, but students' access, digital competence, and understanding of academic integrity may vary. This study investigates how an integrated use of digital media tools can develop academic writing in English. It focuses on organization, argumentation, coherence, vocabulary, grammatical accuracy, source integration, citation, revision, engagement, and learner autonomy while considering the pedagogical and ethical conditions required for effective implementation.

LITERATURE REVIEW

Research on academic writing emphasizes that writing is a recursive process involving planning, drafting, feedback, revision, and reflection rather than the production of a single final text (Flower & Hayes, 1981). Hyland (2003) and Swales and Feak (2012) argue that successful academic writing also requires explicit knowledge of genre, audience, argumentation, disciplinary conventions, and source use. Feedback is central to this development, although students need guidance to interpret and apply corrective comments effectively (Ferris, 2003; Bitchener & Ferris, 2012) ^[3-4].

Digital technologies can strengthen process-oriented instruction by increasing access to feedback, authentic language, and collaborative interaction. Online writing environments allow learners to negotiate meaning, share responsibility, and revise texts jointly (Storch, 2013; Kessler et al., 2012). Corpus tools help students examine academic vocabulary, collocations, and grammatical patterns in authentic contexts, although effective use requires training (Yoon & Hirvela, 2004) ^[5-6].

Automated feedback can encourage independent editing, but students may accept inaccurate suggestions without critical evaluation (Ranalli, 2018; Stevenson & Phakiti, 2014). Generative artificial intelligence provides additional support for brainstorming and language development while raising concerns about accuracy, authorship, and academic integrity (Miao & Holmes, 2023). Existing scholarship therefore supports combining digital tools with explicit instruction, teacher guidance, collaborative learning, and responsible source practices ^[7-8].

RESEARCH METHODOLOGY

The study employed a mixed-methods, quasi-experimental design to examine the effectiveness of digital media tools in developing academic writing skills. Quantitative procedures were used to compare changes in students' writing performance, while qualitative procedures explored their engagement, revision behavior, perceptions, and experiences. The research was conducted during an academic semester at a pedagogical university in Uzbekistan. Participants were undergraduate students studying English language education and instructors responsible for academic writing courses.

Existing classes were assigned to experimental and comparison conditions without changing the university's regular academic organization. Both groups studied the same academic writing content and completed comparable assignments. The comparison group received instruction based mainly on classroom explanation, printed materials, individual writing, teacher correction, and final submission. The experimental group followed a digitally supported model combining process writing, genre analysis, collaborative learning, corpus consultation, digital annotation, reference management, automated feedback, and guided use of generative artificial intelligence ^[9].

Instruction in the experimental group followed the stages of planning, drafting, receiving feedback, revising, editing, publishing, and reflection. Students used a collaborative writing platform to compose texts, exchange comments, and record changes between drafts. A learning management system provided model texts, video explanations, discussion prompts, assessment criteria, and submission spaces. Digital annotation activities required students to identify thesis statements, argument structures, evidence, cohesive devices, reporting verbs, and citation practices in authentic academic texts. Online corpora and electronic dictionaries supported the examination of vocabulary, collocations, grammatical patterns, and disciplinary usage.

Reference-management software was introduced to help students store bibliographic information, organize sources, and generate citations. Automated writing tools were used for formative feedback on language and mechanics, but students were required to evaluate every suggestion before accepting it. Generative artificial intelligence was restricted to guided activities such as brainstorming, comparing outlines, identifying possible counterarguments, and analyzing alternative formulations. Students verified generated information, disclosed relevant assistance, and explained how they revised or rejected AI suggestions. Submitting unacknowledged AI-generated text as original work was prohibited^[10].

Data were collected through diagnostic and final writing tasks, analytical assessment rubrics, digital portfolios, revision histories, questionnaires, classroom observations, reflective journals, and semi-structured interviews. The writing tasks required students to produce source-based argumentative essays under comparable conditions. The rubric assessed content relevance, organization, thesis development, argumentation, coherence, vocabulary, grammatical accuracy, source integration, citation, and revision quality. Writing samples were evaluated independently by trained raters who used agreed descriptors and discussed substantial differences before finalizing scores.

Digital portfolios contained outlines, annotated sources, draft versions, feedback records, revised texts, and reflective commentaries. Revision histories were examined to distinguish surface-level correction from changes affecting content, structure, evidence, and argument. Observations focused on tool use, peer interaction, teacher guidance, engagement, and ethical decision-making. Questionnaire and interview data explored accessibility, usefulness, confidence, autonomy, challenges, and attitudes toward digital feedback^[11].

Quantitative data were analyzed through descriptive and comparative procedures, while qualitative materials were coded thematically. Evidence from writing scores, revision records, observations, and participant accounts was triangulated to strengthen credibility. Participation was voluntary, personal information remained confidential, and the collected data were used only for research purposes. All students received instruction concerning privacy, copyright, citation, and responsible digital participation before beginning the intervention.

ANALYSIS AND RESULTS

Analysis of the diagnostic writing tasks showed that students in the experimental and comparison groups began the study with broadly similar levels of academic writing competence. Their most common strengths were the ability to communicate a general position and produce grammatically understandable sentences. The principal weaknesses involved thesis development, paragraph unity, logical progression, evidence-based argumentation, source integration, academic vocabulary, and accurate citation. Many initial essays consisted of loosely connected ideas and included sources as separate quotations rather than incorporating them into the writer's argument.

Following the instructional period, both groups demonstrated progress, but the experimental group showed greater improvement across most assessment categories. The strongest changes appeared in organization, coherence, source integration, vocabulary, and revision quality. Students who used digital planning and collaborative writing tools produced clearer outlines and more focused thesis statements. Their paragraphs more consistently included controlling ideas, supporting evidence, explanations, and links to the overall argument. Transitions between sections became more purposeful, and the final texts displayed improved logical progression^[12].

Digital annotation supported students' understanding of academic genre conventions. By examining model texts collaboratively, learners became more successful at identifying argument structures, reporting verbs, stance markers, hedging, and patterns of citation. Later writing samples demonstrated more appropriate use of cautious academic language and clearer distinctions between the writer's position and ideas obtained from sources. Students also reduced their dependence on direct quotation and used paraphrasing and synthesis more frequently. Citation errors remained present, but they occurred less often in final portfolios than in the diagnostic tasks.

Online corpora and electronic dictionaries contributed to improvements in lexical choice. Students increasingly checked collocations and examined words in authentic contexts rather than selecting the first translation offered by a bilingual dictionary. Their writing contained fewer inappropriate word combinations and more discipline-relevant expressions. However, some learners initially found corpus interfaces difficult and required teacher modeling before they could interpret examples efficiently. More proficient students used corpus evidence independently, while others continued to rely on guided search questions^[13].

Revision histories revealed important differences between the groups. Comparison-group students mainly corrected grammar, spelling, and punctuation after receiving feedback. Experimental-group students made more substantial revisions involving claims, evidence, paragraph order, counterarguments, and conclusions. Collaborative comments frequently prompted writers to clarify meaning or provide additional support. Students



became more willing to produce multiple drafts because digital platforms simplified editing and preserved earlier versions. Peer feedback varied in quality, but training with assessment criteria gradually made comments more specific and constructive.

Automated feedback helped students notice recurring language errors and receive responses without waiting for the instructor. Nevertheless, students sometimes accepted inappropriate suggestions that changed their intended meaning. Reflective journals showed increasing awareness that automated recommendations required evaluation. Guided artificial intelligence activities supported brainstorming and comparison of possible structures, but they also revealed risks involving fabricated references, generic arguments, and stylistic inconsistency. Students who verified outputs and documented their decisions demonstrated greater critical control than those who treated generated responses as authoritative.

Questionnaire and interview findings indicated increased confidence, engagement, and independence among students in the experimental group. Participants valued convenient access to resources and the opportunity to receive feedback throughout the writing process. Reported challenges included unstable internet access, differences in digital competence, screen fatigue, tool-related distraction, and uncertainty about acceptable AI assistance. Classroom observations showed that clear instructions, limited tool selection, teacher modeling, and consistent academic integrity requirements helped students manage these challenges^[14].

The findings indicate that digital media tools can contribute significantly to the development of academic writing when they are integrated into a coherent pedagogical model. Students who participated in digitally supported instruction made greater progress in organization, coherence, source integration, vocabulary, and revision than those who relied mainly on conventional classroom practices. This improvement should not be attributed to technology alone. The tools were effective because they supported process-oriented, genre-based, collaborative, and formative approaches to writing. Each application served a defined instructional function within planning, drafting, feedback, revision, editing, or reflection^[15].

The improvement in organization and argumentation reflects the value of making writing processes visible. Collaborative platforms preserved outlines, drafts, comments, and revisions, enabling students to observe how their ideas developed over time. This environment encouraged learners to view writing as a recursive process rather than a single attempt to produce an error-free final text. Students became more willing to reconsider claims, reorganize paragraphs, add evidence, and address counterarguments. Revision histories also provided instructors with evidence of students' decision-making and made it possible to distinguish meaningful development from surface correction.

Digital annotation and genre analysis strengthened students' awareness of academic conventions. Rather than memorizing isolated rules, learners examined how experienced writers introduced topics, expressed positions, incorporated evidence, signaled relationships, and limited claims. This supported more purposeful use of academic language. However, model texts should not be presented as rigid templates. Students need opportunities to recognize that academic writing conventions vary according to discipline, genre, audience, and communicative purpose. Future teachers particularly benefit from discussing why writers make particular linguistic and structural choices.

Collaborative writing and peer feedback created opportunities for dialogue about meaning. When students responded to drafts, they encountered different interpretations and had to clarify their arguments. Training with assessment criteria improved the quality of feedback, although peer comments remained uneven. This finding confirms that effective peer review requires modeling, guided practice, and attention to respectful communication. Teachers should combine peer response with expert feedback because students may overlook conceptual, linguistic, or citation problems that require specialized knowledge^[16].

Corpus tools and electronic dictionaries supported greater lexical independence by allowing students to investigate authentic usage. Learners could compare collocations, grammatical patterns, and disciplinary expressions instead of depending exclusively on translation. Difficulties with corpus interfaces show that access alone is insufficient. Teachers should demonstrate manageable search strategies and design tasks that gradually move from guided examination to independent consultation. Excessive numbers of platforms may also create cognitive overload, so tool selection should remain limited and purposeful.

Automated feedback and generative artificial intelligence presented both educational opportunities and risks. Immediate feedback helped students identify recurring language problems, while guided AI activities supported brainstorming and structural comparison. At the same time, inappropriate corrections, generic arguments, fabricated references, and changes in authorial voice demonstrated the limitations of automated systems. Students require critical AI literacy, clear disclosure expectations, and regular verification practices. Academic integrity policies should explain acceptable assistance and preserve student responsibility rather than relying only on prohibition^[17].

The findings are relevant to pedagogical universities in Uzbekistan, where expanding digital infrastructure creates possibilities for flexible writing instruction. Institutional effectiveness depends on reliable access, lecturer preparation, multilingual support, and shared ethical guidelines. The study was limited to one educational context and an intervention conducted within a restricted period. Further research could investigate long-term writing development, disciplinary differences, teacher education outcomes, and the effects of particular digital tools on independent writing performance^[18].

CONCLUSIONS AND RECOMMENDATIONS

The study examined the effectiveness of digital media tools in developing the academic writing skills of students at a pedagogical university. The findings showed that an integrated digital approach can improve organization, argumentation, coherence, academic vocabulary, grammatical accuracy, source integration, citation, and revision quality. Students who used collaborative platforms, digital annotation, online corpora, electronic dictionaries, reference-management applications, automated feedback, and guided artificial intelligence demonstrated stronger engagement with the writing process than students whose instruction relied mainly on conventional practices^[19].

Digital media tools were most effective when connected to explicit principles of academic writing instruction. Collaborative platforms enabled students to plan, draft, comment, revise, and reflect within a shared environment. Their revision histories made the development of texts visible and encouraged learners to reconsider content and organization rather than focusing only on grammar and spelling. Digital portfolios also helped students recognize writing as a gradual process involving experimentation, feedback, evaluation, and improvement^[20].

Genre analysis and digital annotation supported students in identifying the structural and linguistic features of academic texts. Learners became more aware of thesis statements, paragraph development, argument patterns, cohesive devices, reporting verbs, hedging, and citation practices. Examining authentic models allowed them to connect language choices with communicative purposes. Such instruction should remain flexible because academic conventions differ across genres and disciplines. Students need to understand the reasons for particular conventions rather than reproduce fixed templates without reflection.

Online corpora and electronic dictionaries promoted independent language learning by providing authentic examples of vocabulary, collocations, and grammatical patterns. These resources helped students make more informed lexical choices and reduce dependence on direct translation. However, effective corpus consultation requires teacher modeling and carefully sequenced practice. Students should initially complete guided searches before applying the tools independently to their own writing. Universities should avoid introducing too many applications simultaneously, since excessive technological complexity may distract learners from the writing task.

Peer review and collaborative writing strengthened communication, audience awareness, and responsibility. Students learned to interpret assessment criteria, identify problems in drafts, formulate constructive comments, and respond to alternative perspectives. Peer feedback was most useful when combined with teacher guidance and clear models of effective response. Individual reflection and documented revision were also necessary to ensure that collaboration supported each student's development.

Automated feedback and generative artificial intelligence should be treated as supportive resources rather than authorities or substitutes for independent writing. Students must verify suggestions, evaluate their relevance, protect confidential information, and remain responsible for the accuracy and originality of their texts. Clear institutional guidance should define acceptable assistance, required disclosure, source verification, and authorship expectations. Ethical AI use should be incorporated into academic writing instruction as part of academic integrity and digital literacy.

Pedagogical universities in Uzbekistan can strengthen academic writing education by developing reliable digital infrastructure, providing professional training for lecturers, and establishing common standards for technology use. Future teachers need both strong writing competence and the ability to guide their learners in responsible digital practices. Course design should combine technological resources with explicit instruction, formative assessment, meaningful feedback, and opportunities for repeated revision.

Further studies should investigate the long-term retention of writing skills, differences across disciplines and proficiency levels, and the transfer of digital writing practices to independent research. Research may also examine how particular combinations of human and automated feedback influence authorial voice, critical thinking, and academic integrity. Digital media tools provide valuable opportunities for academic writing development, but their success depends on purposeful pedagogy, ethical awareness, equitable access, and sustained human judgment.


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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

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