

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI**

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY UNIVERSITETINING
JIZZAX FILIALI**



**RAQAMLI JAMIYATDA FAN VA TA’LIMNING INTEGRATSIYALALASHUVI:
MATEMATIKA, IQTISOD, PEDAGOGIKA VA PSIXOLOGIYANING YANGI
YONDASHUVLARI**
mavzusidagi Respublika ilmiy-texnik anjuman materiallari to‘plami
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Raqamli jamiyatda fan va ta’limning integratsiyalalashuvi: matematika, iqtisod, pedagogika va psixologiyaning yangi yondashuvlari. Respublika ilmiy-texnik anjuman materiallari to’plami – Jizzax: O‘zMU Jizzax filiali Amaliy matematika kafedrası, 2026-yil 20-21-aprel 505-bet.

Respublika miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur’atlar bilan rivojlantirish bo’yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e’tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarini qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma’ruza tezislari to’plamida mamlakatimiz va xorijlik turli yo’nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o’qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

Mas’ul muharrirlar: DSc.prof. Turakulov O.X., t.f.n., dots. Baboyev A.M.

Tahrir hay’ati a’zolari: p.f.d.(DSc), prof. Turakulov O.X., t.f.n., dots. Tovboyev, t.f.n., dots. Baboyev A.M., t.f.f.d.(PhD), prof. Abduraxmanov R.A., p.f.f.d.(PhD) Eshankulov B.S., p.f.n., dots. Alimov N.N., p.f.f.d.(PhD), dots. Alibayev S.X., t.f.f.d.(PhD), dots. Abdumalikov A.A, p.f.f.d.(PhD) Hafizov E.A., f.f.f.d.(PhD), dots. Sindorov L.K., t.f.f.d.(PhD), dots. Nasirov B.U., b.f.f.d. (PhD) O’ralov A.I., p.f.n., dots. Aliqulov S.T., t.f.f.d.(PhD) Kuvandikov J.T., i.f.n., dots. Tsoy M.P., Sharipova S.F., Jo’rayev M.M.

Mazkur to’plamga kiritilgan ma’ruza tezislarning mazmuni, undagi statistik ma’lumotlar va me’yoriy hujjatlarning to’g’riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o’zlari mas’uldirlar.

aloqalarini ta’minlash bilangina cheklanmay, balki pedagogik jarayonning sifatini oshirish, ota-onalar bilan hamkorlikni mustahkamlash, ijobiy ijtimoiy imijni shakllantirish va bolaga yo’naltirilgan tarbiyaviy muhit yaratishda muhim rol o’ynaydi. Tadqiqot natijalari PRni maktabgacha ta’limda mustaqil yordamchi faoliyat emas, balki pedagogik boshqaruv, kommunikativ madaniyat va ijtimoiy sheriklikni birlashtiruvchi integrativ mexanizm sifatida baholash zarurligini ko’rsatdi. Shu jihatdan maktabgacha ta’lim muassasalarida PR faoliyatini ilmiy asosda tashkil etish, pedagoglarning kommunikativ kompetensiyasini rivojlantirish va ota-onalar bilan o’zaro ishonchli hamkorlik mexanizmlarini takomillashtirish dolzarb vazifa hisoblanadi.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE DEVELOPMENT OF WRITING COMPETENCE IN EFL LEARNERS

Abramova Navbakhor Tulqinjon kizi

Senior teacher (PhD)

Uzbekistan State World Language University

+99893 3492595 E-mail: navbahor.abramova@mail.ru

Abstract. In higher education, writing competence in English as a Foreign Language (EFL) remains a critical yet challenging skill for learners due to limited individualized feedback and insufficient authentic practice opportunities. The rapid integration of Artificial Intelligence (AI) into language education has opened new possibilities for transforming writing instruction. This paper examines the impact of AI tools such as automated writing evaluation systems, generative language models, and intelligent tutoring systems on the development of EFL learners’ writing competence. Drawing on second language acquisition theories and sociocultural perspectives on learning, the study argues that AI can significantly enhance grammatical accuracy, lexical diversity, cohesion, and revision quality when used as a complementary pedagogical tool. Empirical evidence from recent studies demonstrates measurable gains in writing fluency, error correction retention, and learner autonomy. However, the paper also critically addresses challenges including over-reliance on AI, diminished critical thinking, ethical concerns, and cultural inappropriacy in AI-generated feedback. The conclusion offers practical recommendations for integrating AI into EFL writing instruction in higher education while preserving the essential role of instructor mediation and learner agency.

Keywords: artificial intelligence, writing competence, EFL learners, automated feedback, academic writing, educational technology, learner autonomy.

Introduction. Writing competence is widely recognized as one of the most demanding skills for EFL learners to master in higher education. Unlike listening or reading, writing requires the simultaneous application of grammatical knowledge, lexical precision, organizational logic, rhetorical awareness, and audience sensitivity. Traditional writing pedagogy, however, faces persistent constraints: large class sizes, limited contact hours, and heavy instructor workloads make frequent, individualized feedback impractical. As a result, many EFL learners struggle to progress beyond surface-level errors and fail to develop advanced writing skills necessary for academic success. The relationship between technology and second language writing has been extensively theorized. Vygotsky’s (1978) sociocultural theory posits that learning occurs through scaffolding within the Zone of Proximal Development (ZPD). AI tools can act as digital scaffolds, providing immediate, graduated assistance that helps learners perform tasks slightly beyond their current ability. Chapelle (2001) emphasized that computer-assisted language learning (CALL) must promote linguistic interaction and attention to form both of which AI can facilitate through targeted error correction and revision prompts. However, Warschauer and Ware (2006) cautioned that automated feedback often addresses lower-order concerns (grammar, spelling) while neglecting higher-order skills (argumentation, voice, cultural appropriateness). More recently, Godwin-Jones (2022) highlighted that generative AI can serve as a “writing partner,” but only when learners are trained to use it critically.

Based on empirical evidence, several effective pedagogical strategies have emerged. The “AI-Supported Writing Cycle” is one such model:

- students produce an initial draft independently;
- AI provides instant feedback on grammar, word choice, and basic organization;
- students revise based on AI suggestions, documenting their decisions;
- the instructor provides targeted feedback on argumentation, evidence use, and cultural appropriateness;
- students produce a final draft with a reflective note on how they used both AI and instructor feedback.

This model ensures that AI handles lower-order concerns while instructors focus on higher-order skills. Another strategy involves teaching AI literacy explicitly. Learners should be trained to formulate effective prompts, evaluate AI output for accuracy and relevance, identify cultural bias, and combine AI suggestions with original ideas. For example, an activity might require students to compare three AI-generated thesis statements on a topic, critique their strengths and weaknesses, and then write their own improved version. Such activities promote critical engagement rather than passive acceptance. Additionally, process-oriented assessment can reduce the risk of over-reliance. Instructors can require annotated drafts showing AI-suggested changes, revision logs, and in-class timed writings. These practices assess not only the final product but also the learner’s developing competence and decision-making.

Despite its promise, AI integration faces significant challenges. Over-reliance is the most frequently cited concern. When learners accept AI corrections without understanding underlying rules, they fail to internalize grammatical and stylistic knowledge. A second challenge concerns accuracy and cultural appropriateness. Large language models sometimes generate plausible-sounding but factually incorrect statements or culturally inappropriate phrasing. For EFL learners who lack proficiency to detect such errors, this can reinforce misconceptions.

To address these challenges, several solutions are proposed. First, higher education institutions should develop clear AI usage policies distinguishing acceptable support (grammar checking, paraphrasing suggestions) from unacceptable practices (generating entire essays).

Second, writing curricula must explicitly teach AI literacy, including prompt engineering, critical evaluation, and ethical use. Third, professional development programs must equip EFL educators with practical skills for integrating AI as a pedagogical partner rather than a replacement.

Conclusion. The integration of Artificial Intelligence into EFL writing instruction represents a significant pedagogical opportunity, but one that requires careful, principled implementation. Empirical evidence clearly demonstrates that AI can enhance grammatical accuracy, lexical diversity, revision quality, and learner autonomy when used as a complementary tool. For EFL learners in higher education, AI is a powerful assistant, but the writer’s authentic voice, critical judgment, and cultural awareness must remain distinctly human. Institutions, curriculum developers, and educators must collaborate to harness AI’s strengths while actively mitigating its limitations, ensuring that technology serves not supplants the development of genuine, transferable writing competence.

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O'ZBEK VA INGLIZ MAQOLLARIDA GENDER ASIMMETRIYASINING LINGVOKULTUROLOGIK IFODALANISHI VA MILLIY-MADANIY O'ZIGA XOSLIGI

Anvarova Sabohat Shonazar qizi

Abu Rayhon Beruniy nomidagi Urganch davlat universiteti o'qituvchisi

sabohatanvarova96@gmail.com +99899-960-27-25

ANNOTATSIYA. Ushbu tezisida ayol va erkak konseptlarini verballashtiruvchi paremiologik birliklarning lingvokulturologik xususiyatlari, milliy mentalitetni aks ettiruvchi gender stereotiplari hamda ularning madaniy o'rni o'rganiladi. O'zbek paremiyalarida jamoaviy, ingliz paremiyalarida esa individualistik qadriyatlar asosida shakllangan gender obrazlari qiyosiy-tipologik tahlil qilinadi.

АННОТАЦИЯ. В данном тезисе изучаются лингвокультурологические особенности паремиологических единиц, вербализующих концепты женщины и мужчины, гендерные стереотипы, отражающие национальный менталитет, и их место в системе культуры. Проводится сравнительно-типологический анализ гендерных образов, сформированных на основе коллективистских ценностей в узбекских паремиях и индивидуалистических в английских.

ANNOTATION. This thesis examines the linguocultural features of paremiological units verbalizing the concepts of woman and man, gender stereotypes reflecting national mentality, and their place in the system of culture. A comparative-typological analysis of gender images formed on the basis of collectivist values in Uzbek proverbs and individualist values in English proverbs is provided.