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ENHANCING STUDENTS' WRITING COMPETENCE AND PROMOTING INDEPENDENT COMPLETION OF WRITTEN TASKS IN THE ERA OF ARTIFICIAL INTELLIGENCE

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Abstract: This article explores the challenges associated with students' excessive reliance on artificial intelligence when completing written assignments. It examines the potential impact of such dependence on the development of writing abilities, critical thinking, and academic independence. The study highlights practical strategies that educators can implement to strengthen students' writing competence and encourage them to produce written work independently. Furthermore, it discusses instructional approaches that balance the use of modern technologies with the cultivation of essential writing and analytical skills, helping students become more confident and self-reliant writers.

Keywords: artificial intelligence, writing competence, academic independence, written tasks, critical thinking, student development, educational technologies, independent learning, writing proficiency, AI reliance.

Artificial intelligence has achieved significant development in our era, and its scope is continuously expanding. Due to its convenience and ability to simplify many tasks, both its users and the fields in which it is applied are steadily increasing. Regardless of age, profession, or field, people around the world who have access to artificial intelligence can use it in daily tasks as well as as an assistant in their professional activities. It provides answers to any question with confidence, even though they may not always be correct, and it can complete many tasks quickly. The convenience of artificial intelligence encourages users to rely on it more frequently. Currently, this opportunity is being used by school students, university students, and even researchers. In particular, we observe that students widely use artificial intelligence to complete school assignments. Although this may seem harmless at first glance, it carries deep negative consequences and risks related to the decline of students' independent thinking and certain skills.

Artificial intelligence can easily answer questions given to school students and complete their assigned tasks. These may include mathematics problems, chemistry equations, history tests, essay writing, and more. Naturally, completing such intellectually stimulating and knowledge-strengthening tasks independently requires a certain amount of time and effort from students. In comparison, asking artificial intelligence for answers requires minimal effort. As a result, the number of students using artificial intelligence to complete assignments is rapidly increasing. According to HEPI (2025)[1] and College Board (2025)[2] studies, 60–90% of students and university learners who have access to artificial intelligence tools report using them for various academic tasks.

[1] HEPI. Research report on the use of generative artificial intelligence among students. – United Kingdom, 2025.
[2] College Board. Students' and educators' views on generative artificial intelligence. – USA, 2025.

Artificial intelligence is being used by students, especially in completing written assignments. In this process, school students often use AI to write homework tasks such as written assignments, answering questions, essays, compositions, and text creation, and then only edit certain parts themselves[3]. This situation is no longer rare among school students; on the contrary, it is becoming increasingly common. Teachers observe that students are becoming progressively dependent on artificial intelligence. Initially, students use AI only for small assistance, but over time they become accustomed to having entire tasks completed by AI. This is, of course, a concerning situation, as it undermines the original purposes of school assignments—developing students' writing skills and literacy, forming independent and logical thinking, strengthening and assessing knowledge, and fostering creativity.

Therefore, teachers are faced with the responsible task of addressing this situation in a way that is appropriate for the modern era. They need to learn and teach the correct use of new technologies, preserve students' independent thinking in the age of technology, and prevent dependence on artificial intelligence. This, in turn, requires timely changes in lessons, classroom and homework tasks, teaching methods, and assessment approaches. Teachers must adopt a different approach to writing tasks compared to the past and use practical methods to encourage students to complete written assignments without artificial intelligence.

First of all, for this purpose, teachers need to stay informed about new technologies and learn how to use artificial intelligence correctly in the field of education. Of course, using AI in moderation can be beneficial for both students and teachers, but the boundary of this moderation must be clearly defined. Using it to check information in written work or to verify grammatical correctness, or as an additional supporting tool, would be appropriate[4]. However, copying parts or the entirety of a text from artificial intelligence should be strictly prohibited in the current situation, and this is considered the correct decision. This is because our minds, which tend to seek convenience, naturally try to choose the easiest path. Therefore, students who complete several writing tasks with the help of artificial intelligence may develop an intuitive desire to delegate future assignments to it as well. In addition, teachers who are familiar with artificial intelligence or regularly use it are often able to distinguish between texts written by students and those generated by AI.

Learning to use artificial intelligence wisely is also necessary in order to teach students how to apply it appropriately and purposefully. Naturally, due to the negative aspects of new technologies, it is not reasonable to ignore their positive sides and demand that future generations completely abandon them. Students should grow in harmony with the times, while also learning to use these technologies correctly and developing responsible habits in doing so. Therefore, the primary task is to discourage the misuse of artificial intelligence, encourage students to use its wide range of opportunities wisely, and raise awareness about the harmful effects and negative consequences of technology abuse. In lessons and educational activities, students should be reminded that excessive use of AI can lead to undesirable outcomes such as a lack of knowledge, weakening of independent and logical thinking, and dependence on artificial intelligence. Students should be taught the

[3] Mahapatra S. Impact of ChatGPT on ESL students' academic writing skills: A mixed methods intervention study // Smart Learning Environments. – 2024. – Vol. 11. – No. 1. – P. 9.
[4] Fathi J., Rahimi M. Utilising artificial intelligence-enhanced writing mediation to develop academic writing skills in EFL learners: A qualitative study // Computer Assisted Language Learning. – 2026. – Vol. 39. – No. 1–2. – P. 263–302.

principle: “Let machines do the work, but let humans do the thinking,”. Through this idea, it is emphasized that the role of technology and artificial intelligence is not to replace human effort, but to facilitate it and expand human thinking abilities.

Planning important written assignments during class time or ensuring that they are completed under supervision can serve as an initial stage in preventing students who have become dependent on artificial intelligence from copying AI-generated content. These approaches are useful as early steps in developing students’ writing skills. Experience shows that in such situations, students who regularly rely on artificial intelligence initially struggle to begin writing tasks independently. However, after a few minutes, their thoughts gradually become more organized, and they are able to complete the assigned work on their own at a satisfactory level.

Reforms can also be introduced in the topics and types of written assignments given to students. This can be reflected in selecting appropriate topics in accordance with students’ age and grade levels, as well as creating tasks in unconventional formats. Such approaches serve to increase students’ interest in completing written assignments independently. For example, “It is of particular importance to create conditions in which the writing process for primary school students is perceived not as a routine task, but as an engaging and creative activity. Thus, it is necessary to use various approaches that make written assignments more interactive and interesting,” says Baranova Anna Andreevna, a primary school teacher, in her scientific article[5]. In addition, giving questions that require personal responses and assigning tasks based on topics that are personal, specific, and relevant to students’ own experiences can also encourage them to complete written work independently out of their own interest.

To develop students’ writing skills, encouraging them to keep a personal diary can be an effective approach[6]. Writing daily about events or personal thoughts not only increases students’ interest in writing but also strengthens their writing abilities. This practice can begin with short texts written in informal language and gradually progress toward writing stories or clearly expressing structured opinions. This process can also be developed under teacher supervision through guided writing tasks based on meaningful questions. For example: “What new thing did I learn today?”, “What event today caught my attention?”, or “Which conversation or meeting today gave me unusual feelings?”. Writing answers to such questions not only improves students’ writing skills but also encourages logical, critical, and broader thinking, promotes purposeful writing, and engages students in tasks that cannot be fully completed by technologies such as artificial intelligence. Conducting educational sessions that promote such writing activities, carefully reviewing and analyzing students’ work, and rewarding those who consistently demonstrate strong performance in additional writing tasks can further motivate students to develop their writing skills. This can be considered one of the additional strategies to achieve this goal.

[5] Baranova A. A. Development of writing skills in primary school students // Modern Primary School, No. 8(84), 24.04.2025. Available at:

[6] Abramova E. S. Keeping a diary as a way of developing students’ writing skills (findings of a study) / E. S. Abramova // Japanese Language in Higher Education: Current Problems of Teaching: Proceedings of the 3rd International Scientific and Practical Conference, Moscow, March 11–13, 2021. – Moscow: “Klyuch-S” Publishing House, 2021. – P. 4–13. – EDN DGSAME.

Students often face factors that make writing assignments difficult, such as a lack of ideas or insufficient knowledge and information on the given topic, which in turn leads them to rely on artificial intelligence. The solution to this problem largely lies in reading. Extensive reading not only broadens knowledge and worldview but also develops logical and critical thinking. Analyzing, comparing, and drawing conclusions from read materials sharpens thinking, clarifies ideas, and enhances imagination, while also expanding vocabulary. Students who read books beyond school textbooks are generally less likely to struggle when expressing and explaining their thoughts compared to those who do not read regularly, and they complete such tasks in a shorter time. Therefore, promoting reading habits, encouraging written analysis of books, and asking students to record the benefits gained from reading can significantly support their ability to complete writing tasks independently and contribute to the development of their writing skills.

In conclusion, significant changes are taking place in our time due to artificial intelligence. It is important for the education system, teachers, and educators to first learn how to use it wisely and then teach this to the younger generation. In the era of technology, we cannot completely отказаться from artificial intelligence; instead, we must use it purposefully and ensure that our thinking abilities do not lag behind. At the same time, it is necessary to put an end to students copying written assignments from artificial intelligence, establish strict standards in this regard, and give proper attention to the development of students' writing skills. Students should be encouraged to use artificial intelligence minimally when completing essays, answering questions, and writing texts. They should also be warned about the harmful effects of over-reliance on AI, and the previously mentioned and additional methods and strategies should be applied appropriately, taking into account age, grade level, and other relevant factors. Otherwise, neglecting the development of future generations' writing skills may lead to serious negative consequences such as weakened independent thinking, underdeveloped writing abilities, limited vocabulary, superficial acquisition of knowledge, and excessive dependence on artificial intelligence. The most important point is not to ignore this issue and to take appropriate measures in accordance with the situation.

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