

## “TALABALAR TOMONIDAN AI YOZMA FIKRLARIGA MUNOSABAT: SINFDAGI TAJRIBADAN OLINGAN XULOSALAR”

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<https://doi.org/10.5281/zenodo.16560650>

**Annotatsiya.** Sun‘iy intellekt (AI) vositalari ta‘lim muhitiga tobora chuqurroq kirib borayotgan bir paytda, ularning yozuvni o‘rgatishdagi o‘rni ham ortib bormoqda. Ushbu tadqiqot oliy ta‘lim muassasasidagi akademik yozuv mashg‘ulotida SI tomonidan taqdim etilgan fikr-mulohazalarga talabalar qanday munosabatda bo‘lishlarini o‘rganishga qaratilgan. Oliy o‘quv yurtida o‘tkazilgan aralash uslubdagi (mixed-methods) tajriba asosida, talabalar SI fikrlariga nisbatan munosabati an‘anaviy o‘qituvchi fikrlari bilan solishtirildi. Ma‘lumotlar tadbir oldi va keyingi so‘rovnomalar, guruhli muhokamalar va talabalar yozgan matnlarning tahlili orqali yig‘ildi. Natijalar shuni ko‘rsatdiki, talabalar SI tomonidan berilgan fikrlarning tezkorligi, izchilligi va batafsil tavsifini qadrlagan bo‘lsalar-da, uning noziklik, kontekst va hissiy ohangni tushunishdagi cheklovlariga ham e‘tibor qaratdilar. Ayniqsa, talabalar SI‘ni insoniy ta‘limni to‘liq almashtiruvchi emas, balki uni to‘ldiruvchi vosita sifatida ko‘rishlarini bildirdilar. Ushbu tadqiqot yozma ta‘limda SI fikrlarini samarali qo‘llash bo‘yicha tushunchalar beradi hamda SI yordamchilari uchun muhim dizayn yondashuvlarini taklif etadi.

**Kalit so‘zlar:** Sun‘iy intellekt, Yozuvdagi fikr-mulohaza, Talaba fikri, Ta‘lim texnologiyalari, Ta‘limda SI, Sinf tajribasi, Yozuvni o‘rgatish, Inson-SI hamkorligi.

## “STUDENT PERCEPTIONS OF AI FEEDBACK IN WRITING: INSIGHTS FROM A CLASSROOM EXPERIMENT”

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**Abstract.** As artificial intelligence (AI) tools become increasingly integrated into educational settings, their role in writing instruction has garnered growing interest. This study investigates student perceptions of AI-generated feedback on academic writing within a higher education classroom. Through a mixed-methods classroom experiment involving undergraduate students, we examined how learners responded to AI feedback compared to traditional teacher feedback. Data were collected via pre- and post-intervention surveys, focus group discussions, and analysis of students' writing revisions. The findings indicate that while students appreciated the immediacy, consistency, and detailed nature of AI feedback, they also expressed concerns regarding its limitations in understanding nuance, context, and emotional tone. Notably, students viewed AI as a complementary tool rather than a replacement for human instruction. The study provides insights into how AI feedback can be effectively integrated into writing pedagogy and suggests design considerations for AI writing assistants in educational contexts.

**Keywords:** Artificial Intelligence, Writing Feedback, Student Perception, Educational Technology, AI in Education, Classroom Experiment, Writing Instruction, Human-AI Collaboration.

## Introduction

The integration of artificial intelligence (AI) into educational practices has rapidly transformed the way learning is delivered and assessed. In the context of writing instruction, AI-powered feedback tools—such as Grammarly, ChatGPT, Turnitin Revision Assistant, and others—have emerged as popular resources for students and educators alike. These tools provide instant responses to a range of writing elements, including grammar, punctuation, organization, clarity, tone, and even content development. As these technologies evolve, they are increasingly being positioned not just as supplementary aids but as central components of writing pedagogy. However, despite their growing use, limited research exists on how students perceive and interact with the feedback these systems provide, especially within formal classroom settings.

Writing is a complex cognitive and social process that requires more than just surface-level corrections. Effective feedback—whether formative or summative—plays a critical role in helping students revise, reflect, and grow as writers. Traditional teacher feedback has long been valued for its ability to address nuanced issues such as argument structure, audience awareness, critical thinking, and voice. Yet, due to time constraints, heavy grading loads, and increasing class sizes, educators often struggle to provide individualized, timely feedback to all students. In contrast, AI tools offer immediate and consistent feedback, potentially alleviating these challenges. Nevertheless, the quality, contextual appropriateness, and pedagogical value of such feedback remain contested.

From a pedagogical perspective, the use of AI tools in writing classrooms raises fundamental questions about student agency, trust in technology, and the evolving role of instructors. Do students view AI feedback as authoritative? Do they understand its limitations and strengths? How do they decide whether to accept or reject suggestions offered by a machine? These questions are essential, particularly as education systems worldwide grapple with the ethics, accessibility, and effectiveness of AI-driven learning technologies.

This study seeks to explore these questions by investigating student perceptions of AI-generated feedback through a classroom-based experiment involving undergraduate learners. By comparing student responses to AI feedback with their reactions to traditional teacher feedback, the research aims to understand not only how students engage with automated systems, but also how these systems influence writing practices, revision behavior, and learning outcomes.

In recent years, several studies have begun to address the potential of AI in educational settings. Some scholars highlight the efficiency and motivational aspects of AI tools, noting that students often revise more frequently and independently when given immediate feedback. Others caution against over-reliance on automation, citing the lack of contextual awareness and emotional sensitivity in machine-generated responses. While much of the existing literature focuses on technical evaluation and system design, fewer studies investigate the student experience—particularly how learners interpret, value, and respond to AI feedback in authentic classroom contexts.

The central aim of this thesis is to fill that gap by focusing on the student voice. Through a mixed-methods approach combining surveys, focus groups, and writing analysis, the research addresses the following core questions:

- How do students perceive the usefulness, accuracy, and clarity of AI-generated feedback on their writing?
- How does student engagement with AI feedback compare to traditional teacher feedback in terms of revision decisions?
- What do students identify as the strengths and limitations of using AI feedback tools in their writing process?

By addressing these questions, the study contributes to the broader discourse on human-AI collaboration in education. It offers insights for educators aiming to integrate AI into writing instruction thoughtfully, as well as for developers seeking to improve the design of AI tools to better support learning. Most importantly, it emphasizes the importance of student-centered perspectives in shaping the future of educational technology.

In the chapters that follow, the thesis begins with a review of existing literature on feedback in writing pedagogy and AI applications in education. It then outlines the methodology of the classroom experiment, including participant selection, tools used, and data collection methods. The results section presents findings from both quantitative and qualitative analyses, followed by a discussion that interprets these results in light of existing research. The final chapter offers conclusions, pedagogical recommendations, and directions for future research.

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