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ARTIFICIAL INTELLIGENCE AS A TOOL FOR ACADEMIC WRITING AND STUDENT RESEARCH

ВИКОРИСТАННЯ ШТУЧНОГО ІНТЕЛЕКТУ В АКАДЕМІЧНОМУ ПИСЬМІ ТА НАУКОВИХ ДОСЛІДЖЕННЯХ СТУДЕНТІВ

Mudra O.V. / Мудра О.В.
ph.d., as.prof. / к.п.н., доц.
ORCID: 0000-0002-8352-9166
Mudryi Y.S. / Мудрий Я.С.
ph.d., as.prof. / к.п.н., доц.
ORCID: 0000-0002-1632-9439
Yuriy Fedkovych Chernivtsi National University,
Chernivtsi, Kotsiubynskoho Street, 2, 58012
Чернівецький національний університет ім. Ю. Федьковича,
м. Чернівці вул. М. Коцюбинського, 2, 58012

Abstract. *The rapid development of artificial intelligence (AI) technologies has significantly transformed the landscape of modern higher education. AI-based digital tools are increasingly used by university students to support academic writing, information retrieval, and research activities. These technologies provide new opportunities to improve the efficiency of the learning process, facilitate access to scientific information, and assist in structuring academic texts. At the same time, the integration of AI into academic practices raises important questions concerning academic integrity, critical thinking, and responsible use of digital tools. The purpose of this paper is to analyze the role of artificial intelligence in supporting academic writing and student research and to outline its advantages and potential challenges in the contemporary educational environment.*

Key words: *artificial intelligence (AI), academic writing, educational environment, higher education, communication skills.*

Анотація. *Стрімкий розвиток технологій штучного інтелекту (ШІ) суттєво трансформує сучасний освітній простір вищої школи. Цифрові інструменти на основі штучного інтелекту дедалі ширше застосовуються студентами закладів вищої освіти для підтримки академічного письма, пошуку та опрацювання інформації, а також здійснення науково-дослідної діяльності. Використання таких технологій відкриває нові можливості для підвищення ефективності освітнього процесу, полегшує доступ до наукових джерел і сприяє логічному структуруванню академічних текстів. Водночас інтеграція штучного інтелекту в академічну практику актуалізує низку важливих питань, пов'язаних із дотриманням принципів академічної доброчесності, розвитком критичного мислення та відповідальним використанням цифрових інструментів. Метою цієї роботи є аналіз ролі штучного інтелекту у підтримці академічного письма та науково-дослідної діяльності студентів, а також визначення його переваг і потенційних викликів у сучасному освітньому середовищі.*

Ключові слова: *штучний інтелект (ШІ), академічне письмо, освітнє середовище, вища освіта, комунікативні навички.*

Introduction.

The digital transformation of higher education has led to the widespread adoption of innovative technologies designed to enhance teaching and learning

processes. Among these technologies, AI plays an increasingly important role due to its ability to process large volumes of information, generate text, and provide analytical support for academic tasks.

In recent years, AI-powered systems have become widely accessible to students and researchers. These tools can assist in drafting academic texts, summarizing scholarly sources, improving language accuracy, and organizing research materials. As a result, AI is gradually becoming an integral element of academic writing and research practices in universities.

Researchers emphasize that AI technologies have the potential to enhance students' productivity and support the development of academic communication skills when used responsibly [4, p. 21]. At the same time, the rapid expansion of AI tools requires educators and institutions to reconsider traditional approaches to academic writing, research methodology, and assessment.

The aim of this study is to examine the possibilities of using AI as a tool for academic writing and student research and to identify the main advantages and challenges associated with its integration into higher education.

Main Text.

AI technologies provide numerous opportunities for supporting academic writing. Modern AI systems can assist students in generating ideas, structuring research papers, improving grammar and style, and suggesting appropriate academic vocabulary. Such support is particularly beneficial for students working in multilingual academic environments, where linguistic accuracy and clarity are essential components of scholarly communication.

Another important area of AI application is the research process. AI-powered platforms can facilitate the identification of relevant academic literature, summarize complex research articles, and highlight key concepts within large volumes of information. This allows students to conduct literature reviews more efficiently and devote more time to critical analysis and interpretation of research findings.

Recent studies demonstrate that the use of AI tools in higher education can contribute to the development of research competencies, including information

management, analytical thinking, and academic writing skills [2, p. 17]. AI systems may also assist students during the editing stage by improving the coherence, logical structure, and stylistic quality of academic texts.

Furthermore, AI can support collaborative research activities by enabling students to organize research data, compare different sources of information, and generate preliminary research outlines. These capabilities allow students to focus more on intellectual inquiry and creative problem-solving rather than routine technical tasks.

However, the increasing use of AI in academic contexts also presents several challenges. One of the most widely discussed concerns is related to academic integrity. The possibility of generating text automatically may lead to excessive reliance on AI tools, potentially reducing students' engagement in independent thinking and analytical reasoning.

International educational organizations highlight the importance of establishing clear ethical guidelines for the use of generative AI technologies in academic environments [2, p. 23]. Universities must therefore develop policies that promote responsible and transparent use of AI tools while maintaining high standards of academic honesty.

Another challenge concerns the reliability and accuracy of AI-generated information. Although AI systems can process large amounts of data, they may occasionally produce incomplete or inaccurate content. Consequently, students must critically evaluate the information provided by AI technologies and verify it using credible academic sources [3, p. 42].

In addition, educators emphasize the importance of integrating AI literacy into university curricula. Students should understand both the capabilities and limitations of AI in order to use such tools effectively in academic work. Developing digital literacy and critical thinking skills will enable students to benefit from AI technologies while maintaining intellectual independence and academic responsibility [5, p. 56].

Summary and Conclusions.

AI technologies are becoming an increasingly significant component of the contemporary educational environment. Their integration into higher education creates new opportunities for improving academic writing and supporting student research activities.

AI tools can assist students in organizing ideas, analyzing scientific literature, and producing well-structured academic texts. At the same time, the effective implementation of AI in education requires a balanced and responsible approach. Universities should focus on developing students' digital literacy, critical thinking, and academic integrity while encouraging the ethical use of AI technologies.

AI should therefore be viewed as a supportive instrument that complements, rather than replaces, students' independent intellectual work. When integrated thoughtfully into the educational process, AI technologies have considerable potential to enhance the quality of academic communication and promote the development of students' research competencies in higher education.

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