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USING CHATGPT FOR TEACHING WRITING TO SECONDARY SCHOOL STUDENTS

Annotatsiya. Ushbu maqola o'rta maktab o'quvchilariga ingliz tilida yozish ko'nikmalarini o'rgatishda ChatGPT dan foydalanish imkoniyatlarini o'rganadi. Tadqiqot pedagogik adabiyotlar, nazariy asoslar va o'qituvchilar tajribasiga asoslanib, ChatGPT ning yozish jarayonining turli bosqichlarida qanday qo'llanilishi mumkinligini ko'rsatadi. Maqolada sun'iy intellekt vositalaridan foydalanishning afzalliklari, kamchiliklari va o'qituvchining mas'uliyati muhokama qilinadi.

Kalit so'zlar: ChatGPT, yozish ko'nikmalari, o'rta ta'lim, sun'iy intellekt, ingliz tili o'qitish, pedagogik texnologiya, raqamli savodxonlik

Аннотация. В данной статье исследуются возможности использования ChatGPT для обучения письменным навыкам учащихся средней школы на английском языке. Опираясь на педагогическую литературу, теоретические основы и опыт учителей, исследование показывает, как ChatGPT может применяться на различных этапах процесса письма. В статье обсуждаются преимущества, недостатки использования инструментов искусственного интеллекта и ответственность учителя.

Ключевые слова: ChatGPT, навыки письма, среднее образование, искусственный интеллект, преподавание английского языка, педагогическая технология, цифровая грамотность

Annotation. This article explores the possibilities of using ChatGPT for teaching writing skills to secondary school students in English. Based on pedagogical literature, theoretical foundations, and teacher experiences, the study shows how ChatGPT can be applied at various stages of the writing process. The article discusses advantages, disadvantages of using artificial intelligence tools and teacher responsibility.

Key words: ChatGPT, writing skills, secondary education, artificial intelligence, English language teaching, pedagogical technology, digital literacy

Writing is considered one of the most difficult skills for English language learners. Many students in secondary schools face challenges when they need to write essays, compositions, or simple paragraphs. They struggle with grammar mistakes, limited vocabulary, poor organization, and lack of ideas. Traditional teaching methods often cannot provide enough individual support

for each student because teachers have many students in their classes. In recent years, technology has changed how we teach languages. The appearance of ChatGPT in 2022 brought new discussions about education. ChatGPT is an artificial intelligence tool that can understand questions and give answers in natural language. It can help with many tasks including writing, explaining grammar rules, and giving suggestions (Kasneci et al. 15). Many teachers first thought that ChatGPT would cause problems because students might use it to cheat on their homework. However, some educators began to see that ChatGPT could actually help students learn better if teachers guide them properly (Sullivan et al. 89). This article examines how ChatGPT can be used in secondary English classrooms to improve writing skills.

The purpose of this article is to discuss the theoretical basis for using ChatGPT in writing instruction and to explore practical ways that teachers can integrate this technology. The article focuses specifically on secondary school students (grades 8-11) and addresses both opportunities and challenges. According to research, writing requires several skills working together. Students must think about what to say, organize their ideas, use correct grammar, choose appropriate words, and check their work (Hyland 145). For students learning English as a foreign language, this process becomes even more complicated. Research shows that good writing instruction should teach students the process of writing, not just focus on the final product. This means helping students learn how to plan, write drafts, get feedback, and revise their work (Flower and Hayes 234). However, in many schools, students do not get enough practice with revision because teachers are too busy to give detailed feedback on multiple drafts.

Feedback plays an important role in improving writing. Students need to know what they did well and what needs improvement (Hattie and Timperley 102). The problem is that teachers cannot always give immediate feedback to all students. Sometimes students wait for days to receive comments, and by then they are not interested in revising anymore. Some teachers use peer feedback where students check each other's work. While this can be helpful, research shows that students at the same level often cannot identify all errors or give good advice (Lundstrom and Baker 178). This creates a gap between what students need and what they receive.

Artificial intelligence has been used in education for many years, but tools like ChatGPT represent something new. Unlike older programs that could only check grammar or spelling, ChatGPT can have conversations, understand context, and adapt to different situations (Russell and Norvig 56). Some studies suggest that AI tools can help students improve grammar, learn new vocabulary, and organize their writing better (Warschauer and Grimes 201). However, most research about AI in writing has focused on university students or adults. There is less research about how secondary school students use these tools and what teachers should do to help them use AI responsibly. When ChatGPT became popular, many people worried about cheating. If AI can write essays, how can teachers know if students did their own work? Some schools decided to ban ChatGPT completely (Cotton et al. 45). However, other educators argue that banning technology is not the right answer. In the real world, people use AI tools for their work. Instead of preventing students from using these tools, schools should teach students how to use them correctly and honestly (Sullivan et al. 92). This includes teaching when it is okay to use AI and when it is not.

Based on pedagogical theory and practical considerations, ChatGPT can support different stages of the writing process in secondary classrooms. One of the most difficult parts of writing is getting started. Many students look at a blank page and do not know what to write. They may not understand the topic well or cannot think of ideas. ChatGPT can help students during this planning stage. For example, if the writing topic is "Should students wear school uniforms?", students can ask ChatGPT questions like "What are some arguments for school uniforms?" or

"What are reasons against uniforms?" ChatGPT can provide different perspectives that help students understand the topic better and generate their own ideas (Yan 167).

The important point is that students should use these ideas as starting points for their own thinking, not copy them directly. Teachers should explain that brainstorming with ChatGPT is like discussing ideas with a friend – you get suggestions, but you still need to develop your own opinion. Students often make grammar mistakes because they do not fully understand the rules. Traditional textbooks explain grammar, but sometimes students need more examples or simpler explanations. ChatGPT can provide these explanations in a way that students understand. For instance, if a student is confused about when to use "has been" versus "had been", they can ask ChatGPT to explain the difference with examples. The AI can give multiple examples and answer follow-up questions until the student understands (Ferris 88). This kind of individual explanation is difficult for teachers to provide to every student during class time.

Similarly, when students are unsure about vocabulary choices, they can ask ChatGPT about word meanings, synonyms, or which word is more appropriate for their context. This helps students expand their vocabulary actively during the writing process. After students write their first draft, they can use ChatGPT to check their work. They can copy their paragraph or essay into ChatGPT and ask specific questions: "Are there any grammar mistakes in this paragraph?" or "Is my thesis statement clear?" or "What could make this introduction more interesting?"

ChatGPT can identify errors and suggest improvements. However, teachers should teach students that they need to understand the feedback and make corrections themselves, not just accept whatever ChatGPT suggests. The goal is learning, not getting a perfect essay quickly (Bai et al. 134). Some teachers report that when students receive feedback from ChatGPT, they become more aware of their common mistakes. For example, a student who frequently forgets articles (a, an, the) may start noticing this pattern when ChatGPT points it out repeatedly. Many students think revision means just correcting spelling mistakes. They do not understand that good revision involves improving ideas, organization, and clarity. ChatGPT can teach students about deeper revision. Students can ask ChatGPT questions like "How can I make this paragraph more persuasive?" or "What transition words would connect these ideas better?" These questions help students think about their writing at a higher level (Flower and Hayes 240). Over time, students internalize these revision strategies and start applying them independently.

An important benefit of ChatGPT is that it provides a judgment-free environment. Some students feel nervous asking teachers questions because they worry about looking stupid. With ChatGPT, students can ask the same question multiple times without embarrassment (Barrot 78). This reduced anxiety may encourage students to practice more and take risks with their writing. They might try using new vocabulary or complex sentence structures because they know ChatGPT can help if they make mistakes. While ChatGPT offers many benefits, there are also significant challenges that teachers must address. The biggest concern is that students might ask ChatGPT to write entire essays for them. This is academic dishonesty and prevents real learning. Teachers need to establish clear rules about acceptable and unacceptable use of ChatGPT (Cotton et al. 48). One way to prevent misuse is requiring students to submit multiple drafts showing their writing process. If a student suddenly submits an essay that is much better than their usual work, the teacher can investigate. Teachers can also ask students to explain their essays orally or write similar essays in class without AI assistance. ChatGPT sometimes provides wrong information or makes mistakes. It might give incorrect grammar explanations or include factual errors. Students need to learn that they cannot trust ChatGPT blindly (König et al. 156).

Teachers should include lessons on how to verify information from AI. Students should check important facts using multiple sources and consult their teacher when unsure. This critical

thinking skill is essential in the age of AI. Not all students have smartphones, computers, or internet access at home. Using ChatGPT as a required tool might create unfair advantages for wealthier students. Schools need to provide equal access by offering computer lab time or alternative arrangements for students without technology access (Moorhouse and Kohnke 203). Teachers should design assignments that can be completed with or without ChatGPT, ensuring that all students can succeed regardless of their technology access. If students rely too heavily on ChatGPT, they might not develop independent thinking skills. They might ask AI to solve every problem instead of trying to figure things out themselves.

Teachers need to balance AI-assisted activities with independent work (Sullivan et al. 95). For example, teachers might designate some writing time as "no AI" periods where students must work completely on their own. This helps students build confidence in their abilities while still benefiting from AI support at other times. To use ChatGPT effectively, students need to communicate with it in English. Students with lower English proficiency might struggle to ask clear questions, leading to unhelpful responses. Teachers should provide sentence frames or templates that help students formulate good questions. For example, teachers might create a list of useful questions: "What does [word] mean?" "Is this sentence correct?" "Can you explain [grammar point] with examples?" These templates help all students access ChatGPT more effectively.

Integrating ChatGPT into writing instruction does not reduce the teacher's importance. Instead, it changes what teachers do and requires new skills. Teachers must now teach students not only writing skills but also how to interact with AI responsibly. This includes teaching students how to ask good questions, evaluate AI responses, recognize when AI is wrong, and understand ethical use of technology (Ng et al. 112). These digital literacy skills are important for students' futures because AI will likely be part of their professional lives. Teachers who help students develop these skills are preparing them for success beyond school.

While ChatGPT can explain grammar and suggest improvements, it cannot provide the encouragement, empathy, and personal connection that human teachers offer. Students still need teachers to motivate them, understand their individual struggles, and celebrate their progress (Barrot 82). Teachers should focus on aspects of teaching that AI cannot replicate: building relationships with students, understanding cultural and emotional contexts, and helping students develop their unique voice and creativity. Teachers need to monitor how students use ChatGPT and intervene when necessary. If a teacher notices that a student is asking ChatGPT to write complete sentences instead of checking their own work, the teacher should redirect the student toward more appropriate use. This requires teachers to be familiar with ChatGPT themselves and understand both its capabilities and limitations. Professional development opportunities can help teachers learn how to integrate AI tools effectively.

Traditional assessment methods may not work well in an AI-integrated environment. Teachers might need to include more in-class writing assignments, oral explanations of written work, or process portfolios that show writing development over time (Cotton et al. 52). Assessment should focus on what students have learned and whether they can write independently, not just on the quality of final products that might have received AI assistance. ChatGPT represents a significant development in educational technology with potential to support writing instruction in secondary English classrooms. When used appropriately, it can provide immediate feedback, explain difficult concepts, reduce anxiety, and help students develop better revision skills.

However, ChatGPT is not a magic solution that automatically improves student writing. Success depends on careful implementation, clear guidelines, teacher oversight, and attention to

ethical concerns. Teachers must actively shape how AI tools are integrated into their classrooms rather than simply giving students access and hoping for the best. The challenges are real: risks of academic dishonesty, potential for incorrect information, equity concerns, and the possibility of overdependence. These challenges require thoughtful responses from teachers, schools, and educational systems. Looking forward, teachers should view ChatGPT neither with fear nor with uncritical enthusiasm. Instead, educators should approach AI as they would any teaching tool – evaluating its strengths and weaknesses and adapting it to serve their students' learning needs.

The fundamental goal of writing instruction remains unchanged: helping students become confident, capable writers who can express their ideas clearly and effectively. ChatGPT is a new tool that may help achieve this goal, but the human elements of teaching – relationships, encouragement, understanding, and expertise – remain as essential as ever. Technology should support teachers and students, not replace the human connections at the heart of education.

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