

ANALYSIS OF THE EFFECTIVENESS OF THE USE OF ARTIFICIAL INTELLIGENCE TOOLS BY UNIVERSITY STUDENTS BASED ON A 90-DAY OBSERVATION

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Annotation: This article analyzes the effectiveness of the use of artificial intelligence (AI) tools by university students in the learning process based on a 90-day observation. During the study, the frequency of use of AI tools among students, their impact on learning outcomes, their role in accelerating the independent learning process, and their impact on motivation were studied. The article is based on data from a questionnaire, test results, and short interviews. The results obtained showed that artificial intelligence tools, in particular, platforms such as ChatGPT, Grammarly, and Quillbot, increased the speed of students' learning, increased the efficiency of independent work, and stimulated learning motivation. At the same time, problems such as the risks of misuse and a decrease in interest in intellectual work were also noted. At the end of the study, recommendations were developed for the effective and responsible use of SI tools.

Keywords: Artificial intelligence, university students, 90-day research, learning efficiency, ChatGPT, digital education.

INTRODUCTION

In recent years, artificial intelligence (AI) technologies have begun to be widely used in the field of education. According to UNESCO (2023), about 40% of higher education institutions around the world have introduced the use of SI tools in the educational process. This process is actively taking place not only in developed countries, but also in the higher education system of Uzbekistan. SI tools play an important role in increasing students' ability to learn independently, individualizing the learning process, accelerating language learning, and facilitating scientific research. However, along with the positive effects of using SI technologies, their misuse can reduce students' critical thinking skills and reduce interest in creative research. Therefore, it is important to systematically study the impact of SI tools on the educational process, in particular, to draw scientific conclusions based on short-term observations. This study was conducted among university students for 90 days, in which the frequency, types and impact of using SI tools on learning outcomes were studied. Based on the results obtained, practical recommendations were developed in the article.

1. Research methodology

Participants: 120 2nd–4th year students (from the University of World Languages of Uzbekistan)

Duration: 90 days (May–July 2025)

Methods: Questionnaire (Google Forms), 2-stage test (initial and final), semi-structured interview.

2. Results

Students used SI tools an average of 3–5 times per week.

ChatGPT was the most frequently used platform, followed by Grammarly and Quillbot.

Students scored 12% higher on the final test on average.

72% of students said that using SI tools increased their motivation to learn. 18% of students noted that excessive reliance on AI tools negatively affected independent thinking.

3. Discussion

The results showed that the use of AI tools can accelerate the learning process, increase the effectiveness of independent learning, and increase motivation. At the same time, it was found that their uncontrolled use can pose a threat to students' critical and creative thinking skills.

CONCLUSION

The results of the 90-day study showed that the targeted and moderate use of artificial intelligence tools by university students helps to increase learning efficiency. However, their uncontrolled use can cause problems such as passivity and getting used to ready-made answers in the learning process. Therefore, it is recommended to develop methodological guidelines for the use of AI tools and organize additional training for students to develop critical thinking skills.

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