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IMPROVING WRITTEN ARGUMENTATIVE COMPETENCE USING CRITICAL SKILLS TECHNOLOGY**СОВЕРШЕНСТВОВАНИЕ НАВЫКОВ ПИСЬМЕННОЙ АРГУМЕНТАЦИИ С ИСПОЛЬЗОВАНИЕМ ТЕХНОЛОГИИ КРИТИЧЕСКИХ НАВЫКОВ****TANQIDIY MAHORAT TEXNOLOGIYASIDAN FOYDALANGAN HOLDA YOZMA ARGUMENTATSIYA KO'NIKMALARINI TAKOMILLASHTIRISH****Abbasova Durdona Bakhromovna**

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Abstract

This study explores the integration of ChatGPT-supported collaborative argumentation and critical skills technology to enhance EFL students' written argumentative competence. Through analysis of open-source literature, the findings reveal significant improvements in argument quality, critical thinking, and collaboration. The model is particularly beneficial in EFL contexts like Uzbekistan, offering an innovative approach to developing academic writing skills.

Аннотация

В исследовании рассматривается использование ChatGPT и технологий критического мышления для развития навыков аргументированного письма у студентов, изучающих английский как иностранный. Анализ литературы показал значительное улучшение качества аргументации, критического мышления и сотрудничества. Модель особенно эффективна в контексте преподавания английского языка, как, например, в Узбекистане.

Annotatsiya

Ushbu tadqiqot ChatGPT va tanqidiy fikrlash texnologiyalarining ingliz tili (EFL) o'rganuvchilarining yozma argumentatsion ko'nikmalarini rivojlantirishdagi rolini o'rganadi. Ochiq manbalar tahlili asosida o'quvchilarning fikrlash, hamkorlik va yozma ko'nikmalari sezilarli darajada yaxshilanganligi aniqlangan. Bu model O'zbekiston kabi EFL kontekstlari uchun ayniqsa foydalidir.

Key words: ChatGPT, argumentative writing, EFL, critical thinking, collaboration scripts, argument mapping, AI in education.

Kalit so'zlar: ChatGPT, argumentatsion yozuv, ingliz tili (EFL), tanqidiy fikrlash, hamkorlik ssenariylari, argument xaritasi, ta'limda sun'iy intellect.

Ключевые слова: ChatGPT, аргументированное письмо, ЕФЛ, критическое мышление, сценарии сотрудничества, карта аргументов, ИИ в образовании.

INTRODUCTION

In the era of digital education, enhancing English as a Foreign Language (EFL) students' written argumentative competence is increasingly reliant on the integration of critical skills technology. One of the most promising developments in this field is the use of ChatGPT-supported collaborative argumentation. As outlined in Darmawansah et al. (2025), the combination of collaboration scripts, argument mapping, and artificial intelligence enables learners to overcome persistent challenges in constructing logical and persuasive arguments, particularly in academic contexts. This approach is especially valuable for EFL learners who struggle with understanding argument structures, applying argumentation models, and expressing well-reasoned positions due to limited domain-specific knowledge and cognitive load. By embedding AI into structured learning environments, educators can support students' development of high-quality arguments and critical thinking skills, which are essential for success in both academic and real-world discourse [1, p. 3804].

METHODOLOGY

The study conducted by Darmawansah et al. (2025) employed an analytical approach rooted in the examination of existing open-source literature and experimental data. The authors

reviewed and integrated previous research findings on collaborative argumentation, cognitive scaffolding strategies, and the educational use of ChatGPT, including tools such as argument mapping and collaboration scripts. This literature-based methodology enabled the researchers to contextualize their findings within broader academic conversations while empirically comparing the outcomes of EFL students using ChatGPT-supported collaborative argumentation (ChatGPT-CA) versus conventional collaborative approaches (C-CA). Their analysis aimed to determine whether the integration of critical skills technology could significantly improve argumentative writing, critical thinking awareness, and collaboration tendencies in EFL learners [1, p. 3805].

RESULTS

The integration of critical skills technology, particularly through ChatGPT-supported collaborative argumentation, represents a significant innovation in enhancing EFL students' written argumentative competence. Darmawansah et al. (2025) demonstrate that EFL learners often face multiple challenges when constructing written arguments: lack of knowledge about argument structures, difficulty applying argumentation models, and insufficient domain-specific knowledge [1, p. 3804]. These issues are especially pronounced in contexts requiring advanced reasoning and critical thinking, such as academic writing or IELTS preparation. By embedding collaboration scripts and argument mapping into the learning process, and reinforcing these tools with ChatGPT's capacity for personalized feedback, students gain critical scaffolding to navigate complex argumentative structures. The results of the study indicate that students in the ChatGPT-CA group significantly outperformed their peers in argumentative speaking, critical thinking awareness, and collaboration tendency, suggesting that AI-supported strategies can meaningfully bridge cognitive and social gaps in EFL argumentation [1, p. 3815].

More specifically, ChatGPT's integration offers a dynamic form of interaction, capable of addressing students' cognitive deficits by generating instant counterarguments, clarifying logic, and prompting structured thinking. The effectiveness of this system, especially when layered with structured collaboration scripts, allows learners to engage in guided discourse while co-constructing arguments and refining their ideas. Prior studies had established that collaboration scripts alone improve argumentation quality [2], and argument mapping helps visualize complex argument structures [3]. However, these methods were sometimes insufficient when used independently. Darmawansah et al.'s study advances this understanding by showing that ChatGPT can supplement these tools by simulating dialectical exchanges, prompting learners to explore and critically evaluate opposing perspectives, and encouraging the development of Toulmin elements like rebuttals and backing in students' writing [1, p. 3810]. This multifaceted approach proves particularly helpful for students with lower English proficiency levels, who showed marked improvement when supported by AI-facilitated feedback [1, p. 3819].

Nevertheless, this implementation is not without its limitations. ChatGPT's responses, while often beneficial for prompting reflection and generating ideas, can suffer from factual inaccuracies or oversimplified reasoning [4;5]. To counterbalance this, critical evaluation must be embedded into the learning process, enabling students to assess AI-generated content thoughtfully [6]. Darmawansah et al. respond to this issue by combining ChatGPT with argument mapping and collaboration scripts, thereby grounding students' interactions in structured prompts and encouraging critical awareness of both their own and the model's reasoning [1, p. 3812]. This integrated technological framework not only enhances the mechanics of argumentative writing but also cultivates students' metacognitive engagement with their writing process, establishing a robust model for future technology-enhanced EFL instruction.

DISCUSSION

The findings of the study reveal a clear advantage in using ChatGPT to support collaborative argumentation activities, particularly when combined with structured teaching strategies. Students in the ChatGPT-CA group outperformed their peers in argument quality, critical thinking awareness, and collaborative engagement [1, p. 3815]. By simulating dialectical conversations, generating counterarguments, and offering real-time feedback, ChatGPT functioned as an interactive learning partner. This allowed students—especially those with lower English proficiency—to visualize and refine their arguments more effectively. The use of collaboration scripts and argument mapping further strengthened this process, guiding learners through each

argumentative step and enabling deeper cognitive engagement [1, p. 3810]. Previous studies had shown these tools to be independently beneficial [2;3], but their combined use with ChatGPT appeared to amplify their impact.

Despite its promise, the use of ChatGPT does present challenges. As some researchers have noted, AI-generated content may occasionally contain factual errors or lack nuanced reasoning [4;5]. To mitigate this, Darmawansah et al. emphasized the importance of incorporating critical evaluation components into the learning process, allowing students to analyze and validate ChatGPT's outputs before integrating them into their writing [1, p. 3812]. This reflective practice not only encourages metacognition but also teaches learners to interact responsibly with AI tools—an increasingly essential skill in modern education. The study's innovative integration of structured argument scaffolding with AI support thus offers a forward-thinking model for future instruction in written argumentation.

CONCLUSION

In conclusion, the integration of critical skills technology, particularly through ChatGPT-supported collaborative argumentation, marks a significant step forward in improving EFL students' written argumentative competence. The combination of AI feedback, collaboration scripts, and argument mapping offers a holistic support system that addresses both cognitive and linguistic challenges in academic writing. For countries like Uzbekistan—where EFL education is increasingly prioritized in preparation for global academic and professional opportunities—this model offers valuable insights. By adopting such innovative methods, educators in Uzbekistan and beyond can better equip students with the critical and argumentative skills necessary for success in international contexts.

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