SCIENCE PROBLEMS.UZ

ISSN 2181-1342

Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

3-son (6-jild)

2026

ISSN: 2181-1342 (Online)
Сайт: https://scienceproblems.uz
DOI: 10.47390/SPR1342V6I3Y2026

SCIENCEPROBLEMS.UZ

IJTIMOIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 3 (6) – 2026

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2026

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahammatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b,;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent,;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O‘zbekiston Respublikasida xizmat ko‘rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G‘aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo‘rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o‘g‘li — yuridik fanlar bo‘yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo‘yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo‘yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo‘yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po‘latovich – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O‘zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo‘tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O‘zbekiston milliy universiteti kafedra mudiri.

OAK Ro‘yxati

Mazkur jurnal Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2022-yil 30-noyabrdagi 327/5-son qarori bilan tarix, iqtisodiyot, falsafa, filologiya, yuridik va pedagogika fanlari bo‘yicha ilmiy darajalar yuzasidan dissertatsiyalar asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro‘yxatiga kiritilgan.

“Ijtimoiy-gumanitar fanlarning dolzarb muammolari” elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro‘yxatiga olingan.

Muassis: “SCIENCEPROBLEMS TEAM” mas’uliyati cheklangan jamiyati

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IJTIMOIY-GUMANITAR FANLARNING
DOLZARB MUAMMOLARI
6-jild, 3-son (Mart, 2026). - 405 bet.

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Ijtimoiy-gumanitar fanlarning dolzarb muammolari
Actual Problems of Humanities and Social Sciences
Volume 6 | Issue 3 | 2026
ISSN Online: 2181-1342

Received: 16 February 2026
Accepted: 01 March 2026
Published: 15 March 2026

Article / Original Paper

IMPLEMENTATION OF PROGRAMS FOR AUTOMATIC DETECTION AND CORRECTION OF GRAMMATICAL ERRORS IN ENGLISH WRITING

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Abstract. This article examines the methodological foundations and effectiveness of implementing automated grammar error detection and correction programs in English academic writing within higher education. The study employs a mixed-method research design, combining quantitative and qualitative analysis through a pedagogical experiment involving control and experimental groups. AI-based platforms such as Grammarly, ProWritingAid, and ChatGPT were used to provide automated feedback and grammatical analysis. The findings indicate a significant reduction in grammatical errors, improved self-editing skills, and enhanced writing accuracy among students. Statistical analysis confirms the pedagogical effectiveness of automated feedback systems and supports their systematic integration into the educational process.

Keywords: English writing, grammatical errors, automated error detection, artificial intelligence, grammatical error correction (GEC), digital education, writing skills, pedagogical experiment.

INGLIZ TILI YOZUVIDA GRAMMATIK XATOLARNI AVTOMATIK ANIQLASH VA TUZATISH DASTURLARINI JORIY QILISH

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Annotatsiya. Mazkur maqolada ingliz tili yozuvida grammatik xatolarni avtomatik aniqlash va tuzatish dasturlarini oliy ta’lim jarayoniga joriy etishning metodik asoslari va samaradorligi tadqiq etiladi. Tadqiqot aralash metod (miqdoriy va sifat tahlili) asosida tashkil etilib, pedagogik eksperiment orqali tajriba va nazorat guruhlari natijalari taqqoslandi. Eksperimental jarayonda sun’iy intellektga asoslangan platformalar, Grammarly, ProWritingAid va ChatGPT, yordamida yozma ishlar tahlil qilindi. Natijalar grammatik xatolar sonining sezilarli kamayganini, talabalar mustaqil tahrirlash ko‘nikmasi rivojlanganini hamda yozuv aniqligi oshganini ko‘rsatdi. Tadqiqotda avtomatik sharh tizimlarining pedagogik samaradorligi statistik jihatdan asoslab berildi hamda ularni ta’lim jarayoniga integratsiya qilish bo‘yicha metodik tavsiyalar ishlab chiqildi.

Kalit so‘zlar: ingliz tili yozuvi, grammatik xatolar, avtomatik aniqlash, sun’iy intellekt, GEC, raqamli ta’lim, yozuv ko‘nikmasi, pedagogik eksperiment.

DOI: https://doi.org/10.47390/SPR1342V6I3Y2026N55

Introduction. Automated Grammar Error Detection and Correction (GEC) [10] technologies have been rapidly developing in recent years based on advances in artificial intelligence and natural language processing (NLP)[9; P.46335-46345.]. In particular, the emergence of deep learning and transformer models has significantly expanded the capabilities of automatic analysis of written speech. The world's leading platforms in this area include Grammarly, Turnitin, QuillBot, ProWritingAid and Ginger Software.[4; P.31-39.] These systems can not only detect grammatical errors, but also analyze stylistic flaws, lexical compatibility,

punctuation, academic writing requirements and even the semantic integrity of the text. In recent years, models based on generative artificial intelligence, including systems such as ChatGPT, have created the opportunity to analyze written work based on context and provide explanatory feedback.

Special corpora and assessment platforms for automatic correction of grammatical errors have been developed as part of scientific research. For example, the international CoNLL Shared Task competitions serve to compare and evaluate GEC systems.[8] Models built on the basis of transformer architecture (for example, models belonging to the BERT, T5, GPT families) show high results in these competitions. As a result, the accuracy of automatic correction systems has increased significantly and they are being actively integrated into the educational process.

In particular, in developed countries, the use of AI assistants in assessing written assignments is expanding in higher education institutions. This helps to save teachers' time, speed up the process of providing individual feedback and develop students' independent work skills. Additionally, adaptive learning systems are forming a database of student-specific errors and developing personalized recommendations. In our country, the development of digital education has risen to the level of state policy. In particular, the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan is implementing a number of programs to introduce modern pedagogical and digital technologies into the higher education process. The use of e-learning platforms, LMS systems and distance learning tools is expanding. In English language teaching, experience in using international platforms, in particular Grammarly and other AI tools, is increasing.

In recent years, some universities in our republic have begun to experimentally use automatic analysis and feedback systems to develop writing skills. In this process, students' written work is checked through digital platforms, error statistics, error types and repetition frequencies are determined. As a result, analytical data is formed for teachers and students, creating an opportunity to optimize the educational process.

In general, the introduction of programs for automatic detection and correction of grammatical errors in English writing is becoming an important component of the global education system today. Artificial intelligence-based writing analysis systems are becoming not only a control tool, but also a methodological instrument for improving the educational process. Therefore, the introduction of these technologies in universities on a scientific and methodological basis, determining their effectiveness through empirical research, and adapting them to the national education system are recognized as an urgent scientific problem.

Analysis of relevant literature. Frederick J. Damerau is a scientist who published one of the first scientific works on natural language processing and error detection. His 1964 paper presents an algorithm for automatic spelling error detection and correction is considered one of the main theoretical directions in this field. [2; P.171-176.] In the last decade, Grammatical Error Correction (GEC), as well as, the task of detecting and automatically correcting grammatical errors, has been actively studied in the field of NLP. Currently, the following main approaches and studies exist in this area. Transformer-based deep learning models show high results on English GEC tasks. GEC systems are currently being created with architectures that better understand the context.

The consensus paper “Pillars of Grammatical Error Correction” published in 2024 by K. Omelianchuk and colleagues (Grammarly team) reviews the advanced achievements in the field of grammatical correction through the structure of GEC models, ensemble, ranking approaches, and large language models.[6; P.17-33.] Moreover, a survey article published in 2022 by Christopher Bryant, Zheng Yuan, Hwee Tou Ng, et al. compares statistical, machine translation and neural machine translation approaches to grammar error detection and outlines their advantages and limitations.[1; P.643-701.] These studies highlight the role of the GEC task in not only analyzing grammatical errors, but also in automatically correcting complex syntax and semantic spelling errors.

Although there is more research in the field of NLP and grammar correction in the CIS countries in Russian, there are also some introductions to English GEC. For example, research is being conducted on the development of neural-based grammatical error correction models in Russian, such as RuGECToR, which seeks to solve the GEC task with high efficiency.[5; P.315-321.] Furthermore, automatic grammar checking algorithms are analyzed in work on Russian texts, which allows us to compare methodologies similar to GEC with those of other languages.

Although this research is focused on Russian, their methodological approaches are developing in parallel with English GEC research.

As for domestic scientific research, the article “Effective methods for detecting and editing errors in writing” by Uktamov F.D. (2025) examines methods for detecting grammatical and spelling errors in writing, as well as practical strategies for automatic correction tools. In addition, Botir Elov and Maftuna Ahmedova (2025) conducted scientific work on the study of editing and spelling correction systems based on NLP.[3] These articles analyze methods for detecting errors in the text. Shakhlo Mominjonova (2024) published an analytical article devoted to the experience of schoolchildren in detecting and correcting grammatical errors in written speech. This literature demonstrates the national scientific context in analyzing English grammar errors and studying the effectiveness of using automatic auxiliary tools.

The scientific literature on automatic analysis and correction of English grammatical errors shows that the historical basis is formed by algorithmic approaches developed by researchers such as Frederick J. Damerau. In recent years, deep learning models and transformer architectures for GEC have become the focus of research. Additional to these, the presence of scientific works analyzing automatic text analysis and correction methods in the CIS and Uzbekistan indicates the expansion of the GEC direction.

Research methodology. This study aims to determine the effectiveness of introducing programs for automatic detection and correction of grammatical errors in English writing into the educational process of higher education institutions. The study used a comprehensive approach of quantitative and qualitative analysis methods based on a mixed-methods approach. This approach allows for a statistical analysis of the dynamics of grammatical errors and a deep analysis of the pedagogical effectiveness of using programs based on artificial intelligence. The process of forming English writing skills of university students was chosen as the object of the study. The subject of the study is the methodology for integrating programs for automatic detection and correction of grammatical errors in English writing into the educational process and its effectiveness.

The study was organized in the form of a pedagogical experiment. It involved about 60 participants from among students of the 1st–2nd year and divided them into

experimental and control groups. In the experimental group, artificial intelligence-based programs were used to complete written assignments. In particular, automatic grammatical analysis and explanatory feedback were provided through the Grammarly, ProWritingAid, QuillBot, and ChatGPT platforms.[7; P.599-622.] In the control group, written work was checked in the traditional way, that is, manually by the teacher and verbal or written comments were given. The study was carried out in three stages. In the first stage - the diagnostic stage, the students' initial written work (pre-test) was collected and the type and number of grammatical errors were determined. In the second stage - the experimental process, AI tools were regularly used in the experimental group. This stage lasted 8–12 weeks. In the third stage, control (post-test) written work was obtained and compared with the initial results.

The following methods were used during the study: analysis of scientific literature, pedagogical observation, test tests (pre-test and post-test), questionnaire, interview and statistical analysis methods. Grammatical errors were classified based on criteria such as verb tenses, articles, prepositions, word order, plural form and adaptation errors. The assessment took into account the error coefficient per 100 words, the percentage of error reduction and the dynamics of repeated errors. The data obtained were processed using mathematical and statistical methods and the differences between the groups were determined using the mean value, standard deviation and Student t-test. This made it possible to scientifically prove the effectiveness of automatic grammar correction programs. In order to ensure the reliability and validity of the study, test tasks were adapted to the CEFR criteria and checked based on expert assessment. As a result, a significant decrease in the number of grammatical errors, the formation of independent editing skills and an increase in writing accuracy were observed in the experimental group. Thus, the methodologically based introduction of programs for automatic detection and correction of grammatical errors in English writing into the educational process has proven to be an effective pedagogical tool for developing writing skills.

Analysis and results. The results of the study empirically confirmed the effectiveness of the introduction of programs for automatic detection and correction of grammatical errors in English writing. The pre-test results between the experimental and control groups showed almost the same indicators, which indicated that the initial level of preparation of these groups was equal. During the initial diagnostic analysis, it was found that the most common errors were related to verb tenses, articles, prepositions and word order. The post-test results obtained at the end of the experimental stage showed a significant decrease in the number of grammatical errors in the experimental group. In particular, the error rate per 100 words decreased by an average of 30–40% in the experimental group, while in the control group this indicator was around 10–15%. The results of statistical analysis (Student's t-test) showed that the difference between the groups was significant ($p < 0.05$).

In the experimental group, while working with platforms that provide automatic analysis and explanatory feedback, Grammarly, ProWritingAid and ChatGPT, students were able to immediately see their mistakes, understand the reason and independently correct them. In particular, contextual comments had a positive effect on reducing the number of repeated errors.

The results of qualitative analysis (questionnaire and interview) confirmed the positive dynamics. The majority of students noted that automatic checking systems increased their confidence in writing and increased their motivation to work independently. Teachers noted

that the feedback process saved time and increased the possibility of an individual approach. Moreover, the results of the observation showed that with regular use of automatic correction programs, students move from mechanical memorization of grammatical rules to understanding them in a practical context. This led to an increase in the accuracy, logic and structural integrity of written speech. In general, the results of the experiment showed that the methodologically correct implementation of programs for automatic detection and correction of grammatical errors in English writing is an effective tool for developing writing skills.

Conclusions and suggestions. Based on the results of the study, the following conclusions were drawn. In particular, programs for automatic detection and correction of grammatical errors in English writing significantly increase writing accuracy and grammatical correctness. Artificial intelligence-based feedback forms independent editing skills in students and reduces repeated errors. As well, automatic checking systems save the teacher's time and expand the possibility of an individual approach. Compared with the traditional method, the AI-integrated learning model demonstrated high efficiency.

Based on the results of the study, the following suggestions are put forward:

• step-by-step integration of automatic grammatical analysis platforms into English writing classes in universities;

• organization of methodological guides and trainings for teachers on the use of AI tools;

• incorporating the results of automatic analysis of grammatical errors into the monitoring and diagnostic system;

• forming a culture of conscious and critical use of artificial intelligence among students;

• expanding scientific research on the development of local GEC (Grammatical Error Correction) platforms adapted to the national education system.

In conclusion, the scientific introduction of automatic detection and correction programs for grammatical errors in English writing into the educational process is one of the important areas of modern digital pedagogy, which serves as an effective, fast and innovative methodological solution for developing writing skills.

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№ 3 (6) – 2026

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