

**THE «DIGITAL CRUTCH» WHY ARE STUDENTS BECOMING DEPENDENT ON AI?**

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**Annotation:** *The use of Artificial Intelligence in universities is changing how students do their school work. Artificial Intelligence tools make things easier and more accessible for students. However people are getting worried that students are becoming too dependent on Artificial Intelligence. This study looks at how dependent students are on Artificial Intelligence. It checks the cognitive effects of using Artificial Intelligence too much. The study also looks at how stress and the pressure to perform make students rely too heavily on Artificial Intelligence systems. For example students might think they understand something just because Artificial Intelligence makes it sound clear. Artificial Intelligence can also hurt creativity. Make students less honest about their work. It can even stop students from talking to each other. This study does not say that Artificial Intelligence should be banned from schools. Instead it says that students should learn how to use Artificial Intelligence in a way. We need to make sure that Artificial Intelligence helps students learn without doing all the thinking for them. The future of universities depends on finding a balance between using Artificial Intelligence and still thinking for ourselves. Artificial Intelligence should be a tool that helps students, not a replacement, for their thoughts. We need to teach students how to use Artificial Intelligence without relying on it much. This way Artificial Intelligence can make learning without hurting the students.*

**Key Words:** *Artificial Intelligence (AI), AI Dependency, Higher Education, Academic Stress, Illusion of Competence, AI Literacy.*

**«ЦИФРОВОЙ КОСТЫЛЬ», ПОЧЕМУ СТУДЕНТЫ СТАНОВЯТСЯ  
ЗАВИСИМЫМИ ОТ ИИ?**

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**Примечание:** *Использование искусственного интеллекта в университетах меняет то, как студенты делают свою школьную работу. Инструменты искусственного интеллекта делают работу проще и доступнее для студентов. Однако люди начинают беспокоиться о том, что студенты становятся слишком зависимыми от искусственного интеллекта. В этом исследовании рассматривается, насколько студенты зависят от искусственного интеллекта. Он слишком часто проверяет когнитивные эффекты использования искусственного интеллекта. В исследовании также рассматривается, как стресс и давление на выполнение работы заставляют студентов слишком сильно полагаться на системы искусственного интеллекта. Например, студенты могут думать, что они что-то понимают только потому, что искусственный интеллект заставляет это звучать ясно. Искусственный интеллект также может навредить творчеству. Сделайте студентов менее честными в своей работе. Это может даже остановить студентов от общения друг с другом. Это исследование не говорит о том, что искусственный интеллект должен быть запрещен в школах. Вместо этого говорится, что студенты должны научиться использовать искусственный интеллект каким-то образом. Нам нужно убедиться, что искусственный интеллект помогает студентам учиться, не думая за них. Будущее университетов зависит от поиска баланса между использованием искусственного интеллекта и тем, чтобы все еще думать самостоятельно. Искусственный интеллект должен быть инструментом, который помогает студентам, а не заменой их мыслей. Нам нужно научить студентов, как использовать искусственный интеллект, не сильно полагаясь на него. Таким образом, искусственный интеллект может обучаться, не причиняя вреда студентам.*

**Key Words:** *Искусственный интеллект (ИИ), Зависимость от ИИ, Высшее образование, Академический стресс, Иллюзия компетентности, Грамотность ИИ.*

**«RAQAMLI HASSA» NIMA UCHUN TALABALAR SUN'IY INTELLEKTGA  
BOG'LANIB QOLISHMOQDA?**

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**Annotatsiya:** *Sun'iy intellektdan universitetlarda foydalanish talabalar o'z akademik ishlarini qanday bajarishini o'zgartirmoqda. Sun'iy intellekt vositalari ishni osonroq va yanada qulay qiladi. Biroq, odamlar talabalar sun'iy intellektga haddan tashqari qaram bo'lib qolayotganidan xavotir bildirmoqda. Ushbu tadqiqot talabalarning sun'iy intellektga qanchalik darajada bog'lanib qolayotganini o'rganadi. Unda sun'iy intellektdan foydalanishning kognitiv ta'siri tahlil qilinadi. Shuningdek, akademik stress va yuqori natija ko'rsatish bosimi talabalarni sun'iy intellekt tizimlariga ortiqcha tayanishga qanday majbur qilishi ko'rib chiqildi. Masalan, talabalar sun'iy intellekt tushuntirishni aniq va ravon qilib bergani uchun mavzuni tushundim deb o'ylashi mumkin. Sun'iy intellekt ijodkorlikka ham salbiy ta'sir ko'rsatishi mumkin. U talabalarni o'z ishlarida kamroq halol bo'lishiga olib kelishi ehtimoli bor. Hatto talabalar o'rtasidagi muloqotni ham kamaytirishi mumkin. Bu tadqiqot sun'iy intellektni taqiqlash kerak, degan fikrni ilgari surmaydi. Aksincha, talabalar sun'iy intellektdan to'g'ri va ongli ravishda foydalanishni o'rganishi kerakligi ta'kidlanadi. Biz sun'iy intellekt talabalar o'rniga fikrlamasligi, balki ularning o'qishiga yordam berishini ta'minlashimiz kerak. Universitetlar kelajagi sun'iy intellektdan foydalanish va mustaqil fikrlash o'rtasidagi muvozanatni topishga bog'liq. Sun'iy intellekt talabalar fikrining o'rnini bosuvchi vosita emas, balki yordamchi instrument bo'lishi kerak. Talabalarga undan qanday qilib haddan tashqari bog'lanmasdan foydalanishni o'rgatish zarur. Shundagina sun'iy intellekt ta'lim jarayoniga zarar yetkamasdan foyda keltirishi mumkin.*

**Key Words:** *Sun'iy intellekt (SI), SIga bog'liqlik, Oliy ta'lim, Akademik stress, Kompetentlik illyuziyasi, SI savodxonligi.*

## **INTRODUCTION : A NEW CLASSROOM REALITY**

Only a couple of years ago, the biggest teacher debate in university Hallways was whether Wikipedia was a reliable source. Today that feels like ancient history. Now if you walk into any campus cafe you will see the same thing on almost every ChatGPT window. Artificial intelligence AI didn't just enter our lives it took over our study habits. And overnight. At first it felt like a superpower. You click a button. And you have an essay outline. Another. Complex math problems are sold with step-by-step explanations. But as the honeymoon phase ends more worrying reality is setting in.

Many of us are starting to realise that without this “digital assistant” in our pockets we feel paralysed. We are dependent. article I want to explore what happened and what we are losing in the process. The pad of least resistance: why do all brains choose AI? Let’s be honest, being a student is stressful, difficult. The pressure of deadlines, this year’s volume of reading, and the high expectations from professors can be overwhelming. Psychologists often talk about academic self efficiency which is basically just a fancy way of saying how much you believe in your own ability to get the work done. When that confidence is low, AI feels like a lifesaver. “It’s a digital crutch.” Instead of starting at a blank of three hours feeling anxious, students AI to “ give me some ideas” the problem is it rarely stops at just ideas. The cycle of dependency usually looks like this: 1.The Stressor: I have a difficult assignment and I’m afraid will fail 2. The instant relief: I ask the AI to give it in five seconds. 3. The habit: my brain learns that I don’t actually need to struggle or think deeply to get a good grade. Every time we take the essay away or thinking muscles get a little weaker. Next time it is harder so we run back to the AI even faster. The illusion of knowledge:us vs The Macheine. The most dangerous thing about AI is the illusion of competence when you read a paragraph that a chatbot wrote for you based on your prompt, your brain tricks you into thinking like “ yeah, I understand this I could have written that” but there is a massive difference between recognising information and actually creating it.Learning is not just about the final product. When we write ourselves, we make mistakes, we erase, we rephrase, and we connect dots in our heads. That struggle is exactly where learning happens. When we delegate that work to an algorithm. Spectators of our own education risk becoming a generation of prompt engineers. Who knows how to ask for an answer but don’t actually understand the answer they receive. Losing the critical edge. In the past students were taught to question everything they read. But for some reason we tend to trust AI blind faith. This is scary because AI can hallucinate, it can invent facts and cite fake sources but it does so with such a confident voice that we stop double checking. The Digital Paradox: Why Students Are Beginning to Rely Much on Artificial Intelligence Artificial Intelligence is changing education really fast. Nowadays students use tools like Chat GPT to write essays, summarize articles and solve problems. At first it seems like a thing. Artificial Intelligence saves time. Makes hard tasks easier. There is a problem. Students are losing their ability to think on their own. This is called Artificial Intelligence Dependence. It is when students stop using their brains and let Artificial Intelligence do all the work. The U.S. Department of Education[1] said something in 2023. They said Artificial Intelligence can be helpful. It should not replace human thinking. Education is not just about getting answers it is about talking to people feeling emotions working together and growing. Psychological Drivers and the Stress Factor. Students do not become dependent on Artificial Intelligence because they are lazy. It usually starts with stress. University life can be tough with lots of deadlines and heavy workloads. When students feel overwhelmed they start to doubt themselves. Shunan Zhang and his colleagues[2] did some research

in 2024. They found out that stress makes students turn to Artificial Intelligence. Students use Artificial Intelligence because it gives them answers and makes them feel safe. This can be bad in the long run. If students always use Artificial Intelligence they will not learn how to deal with challenges. The "Illusion of Competence" and Cognitive Atrophy. There is something called the "Illusion of Competence". This happens when students think they understand something just because Artificial Intelligence gave them an answer. That is not true understanding. Professor Xiaoming Zhai[3] said that Artificial Intelligence systems do not really understand things. They can give answers but students may not know why those answers are correct. When students always use Artificial Intelligence they stop using their brains. They do not practice skills like analyzing and connecting ideas. This can make their brains weaker over time. The Erosion of Creativity and the "Statistical Average". Writing is not about communicating, it is about thinking. When students write their essays they learn to think clearly. When Artificial Intelligence writes for them they lose their unique voice. Jeremy Rochelle[4] said that Artificial Intelligence systems are good at predicting what words come next. This means they are not very creative. They just give answers. Rochelle said that if students rely much on Artificial Intelligence they will lose their ability to think creatively. They will just edit what Artificial Intelligence writes of coming up with their own ideas. Ethical. The Value of a Degree. There is a question about who is the real author of a paper written with Artificial Intelligence. The White House[5] said that students must be honest about using Artificial Intelligence. If a student cannot explain their work then they do not really understand it. Education is based on trust. If Artificial Intelligence-generated work becomes normal then university degrees may not be worth much. Employers may want people who can think critically and creatively skills that Artificial Intelligence cannot replace. Social Isolation and the Loss of Peer Interaction. Education used to be a thing. Students would discuss ideas. Learn from each other. Now Artificial Intelligence is making students work alone. Phil Winne[6] said that Artificial Intelligence can be helpful. It should not replace talking to other people. When students defend their ideas to others they learn deeply. If they just talk to Artificial Intelligence they may not learn much. Implementing "AI Literacy" as a Solution. The solution is not to get rid of Artificial Intelligence. To teach students how to use it wisely. Universities should teach students about "AI Literacy" so they can use Artificial Intelligence in a way that helps them think critically. Zacary and Rochelle[7] said that educators should look at how students use Artificial Intelligence, not the final result. Students should be able to explain why they used Artificial Intelligence and what they learned from it. This way Artificial Intelligence becomes a tool that helps students by replacing them. Students stay in control. Use Artificial Intelligence to learn more. The Future of the Human Mind. Balancing Technology and Humanity. The problem is not Artificial Intelligence itself. How it is used. Artificial Intelligence should help students think for themselves, not replace their thinking. Real learning is hard. It takes time but it is worth it. As Zhang[8]

said, "The ease of Artificial Intelligence is a gift." Students need to protect their ability to think for themselves. Artificial Intelligence should help students be more creative and understand more, not replace them. The important thing about education is not the perfect essay but the person who writes it.

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