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Mykolaichuk Alisa,

Associate Professor, PhD in Philology,

Taras Shevchenko National University of Kyiv,

ORCID 0000-0003-2073-1954, e-mail: alisa.mykolaichuk@knu.ua

ARTIFICIAL INTELLIGENCE IN SUPPORTING ACADEMIC WRITING IN PSYCHOLOGY: OPPORTUNITIES FOR NON-ANGLOPHONE RESEARCHERS

ABSTRACT. *For Ukrainian psychology researchers, publishing in international, English-language journals is a critical requirement for integration into the European Research Area and alignment with open science principles. This study explores the role of AI-assisted writing tools, specifically ChatGPT, Grammarly, and DeepL, in addressing these barriers and supporting Ukrainian researchers. The methodological basis of this work is a thematic analysis of recent literature (2023–2024) examining the benefits, risks, and ethical considerations of AI integration in academic writing, combined with an analytical review of journal policies and open science frameworks.*

KEYWORDS: *artificial intelligence; academic writing; psychology; open science.*

INTRODUCTION. The rapid rise of generative AI tools, especially large language models, is transforming academic writing support. For Ukrainian psychology researchers, publishing in international journals is hindered by limited English proficiency and restricted access to resources. Tools such as ChatGPT, Grammarly, and DeepL can improve grammar, style, structure, and even literature synthesis, helping overcome linguistic barriers and increasing global visibility (Guo & Zaini, 2024; Chen et al., 2024).

At the same time, responsible use is crucial: overreliance may risk plagiarism, homogenization of style, and lack of transparency. Clear institutional policies, ethical guidelines, and training programs are needed to ensure effective integration. This study explores the benefits and risks of AI-assisted writing, emphasizing its potential to promote inclusivity, open science, and the international integration of Ukrainian scholarship.

MATERIALS AND METHODS. Sources include: 1) *peer-reviewed literature*, covering AI-supported academic writing, large language models (LLMs), and non-native English-speaking researchers; 2) *policy documents and journal guidelines* concerning responsible AI use in scholarly publishing, open science practices; 3) *open science frameworks and national strategies*, particularly those addressing Ukraine's integration into the European research area, fair data principles, and transparency in research dissemination.

Methods used in the research are as follows: a) *thematic analysis* of the selected literature to identify recurrent themes and patterns regarding AI tools' applications, advantages, and challenges in academic writing; b) *comparative analysis* of journal policies and ethical guidelines to assess compliance requirements and potential risks associated with AI use; c) *synthesis of pedagogical recommendations* for non-native English speakers.

This combination of methods enables a comprehensive assessment of AI tools' potential to enhance clarity, efficiency, and inclusivity in Ukrainian psychology research, while simultaneously identifying critical ethical, methodological, and institutional considerations.

RESULTS. The analysis of recent literature and policy documents revealed several key outcomes regarding the use of AI-assisted writing tools in Ukrainian psychology research.

Generative AI tools such as ChatGPT, Grammarly, and DeepL provide multiple advantages for non-native English-speaking researchers. They improve grammatical accuracy, enhance stylistic quality, and assist

in organizing manuscripts and synthesizing literature (Guo & Zaini, 2024). These tools can accelerate the writing and revision process, allowing researchers to focus on conceptual and methodological aspects of their work. Additionally, AI-supported translation and metadata generation facilitate the adaptation of Ukrainian-language studies into internationally accessible formats, supporting FAIR data principles and enhancing global visibility (Del Giglio & Da Costa, 2023).

Despite these benefits, responsible use of AI remains crucial. Overreliance on automated tools can lead to homogenization of academic voice and risk plagiarism or insufficient authorial transparency because AI integration requires both ethical awareness and critical literacy (Chen et al., 2024). Pedagogically, AI tools can provide personalized formative support, reduce anxiety in writing complex ideas, and foster inclusivity for students and early-career researchers (Del Giglio & Da Costa, 2023). Variations in journal policies regarding AI use further necessitate researcher awareness and adherence to guidelines. Institutional training on critical and ethical AI use is therefore essential to mitigate these risks and maintain academic integrity (Chen et al., 2024).

AI tools offer formative support and personalized feedback for psychology students and early-career researchers, reducing anxiety in writing complex ideas in English and improving confidence in manuscript preparation. Their integration into higher education requires structured frameworks that combine AI assistance with ethical instruction, critical literacy, and collaboration between psychologists, linguists, and information science specialists. Such interdisciplinary approaches ensure both effective and pedagogically sound application of AI technologies (Guo & Zaini, 2024; Del Giglio & Da Costa, 2023).

Based on these findings, the study recommends implementing institutional policies and training programs for responsible AI use in academic writing; embedding AI tools into curricula to provide formative support while emphasizing ethical practices; promoting awareness of journal-specific policies and open science principles to ensure compliance; encouraging interdisciplinary collaboration. These measures collectively aim to enhance the clarity, efficiency, and inclusivity of Ukrainian psychological research while aligning with national and international open science agendas.

CONCLUSION. AI-supported tools such as ChatGPT, Grammarly, and DeepL can significantly improve the quality and visibility of Ukrainian psychological research. The study highlights the need for digital literacy, open science alignment, and research integrity, stressing the role of institutional policies, training, and interdisciplinary collaboration. Integrating AI into higher education with clear ethical guidance can enhance dissemination and promote equity. Future research should evaluate the impact of AI on publication outcomes and develop culturally sensitive best practices. With safeguards and support, AI tools can foster excellence, inclusivity, and integration of Ukrainian scholarship into the European research area.

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Миколайчук Аліса,
кандидат філологічних наук, доцент,
Київський національний університет ім. Тараса Шевченка
ORCID 0000-0003-2073-1954, e-mail: alisa.mykolaichuk@knu.ua

ШТУЧНИЙ ІНТЕЛЕКТ У ПІДТРИМЦІ АКАДЕМІЧНОГО ПИСЬМА В ПСИХОЛОГІЇ: МОЖЛИВОСТІ ДЛЯ ДОСЛІДНИКІВ, ЯКІ НЕ Є НОСІЯМИ АНГЛІЙСЬКОЇ МОВИ

АНОТАЦІЯ. Для українських дослідників у галузі психології публікація в міжнародних англomовних журналах є критично важливою вимогою для інтеграції в Європейський дослідницький простір та відповідності принципам відкритої науки. Досліджено роль інструментів ШІ, зокрема ChatGPT, Grammarly та DeepL, у подоланні цих бар'єрів та підтримці українських дослідників. Методологічною основою цієї роботи є тематичний аналіз літератури (2023–2024), що досліджує переваги, ризики та етичні міркування інтеграції штучного інтелекту в академічне письмо, у поєднанні з аналітичним оглядом політики журналів та структур відкритої науки.

КЛЮЧОВІ СЛОВА: штучний інтелект; академічне письмо; психологія; відкрита наука.