

Integrating ChatGPT into Student Research Practices

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Abstract

The present study investigates the pedagogical and ethical dimensions of using ChatGPT in organizing and supporting student research at Lutsk National Technical University (Ukraine). The study was carried out during the 2024–2025 academic year within the course “Fundamentals of Scientific Research” for first-year bachelor students. A mixed-methods approach was employed, combining quantitative data obtained through online surveys with qualitative observations of students’ experiences in applying ChatGPT to their academic projects. A total of 81 students from different study programs participated voluntarily.

The experimental part of the study focused on applying ChatGPT at six stages of student research work: choosing a topic, working with literature, writing and structuring the text, analyzing and visualizing data, preparing presentations, and formatting academic references. Students used ChatGPT as a supportive instrument for generating ideas, improving scientific writing, and analyzing materials, while maintaining responsibility for verifying the accuracy and validity of generated content. Students reported that ChatGPT was especially useful for formulating research ideas, improving English academic writing, and structuring their scientific papers. However, challenges such as overreliance on AI-

generated text, hallucination of sources, and limited critical verification skills were also identified.

Overall, the integration of ChatGPT, when guided by clear ethical and methodological principles, proved to be an effective pedagogical strategy that enhanced students' research competencies, motivation, and awareness of responsible AI use.