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# **THE IMPACT OF DIGITAL TECHNOLOGIES AND INVENTIONS ON THE FUTURE IN EDUCATION AND BUSINESS**

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## **FROM AI TO AUTHOR SUBJECTIVITY: METHODOLOGICAL STRATEGIES OF AUTHENTIC WRITING**

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Artificial intelligence has rapidly become an integral part of our lives. Education and the learning process are no exception. The use of artificial intelligence in language learning helps to analyse vast amounts of information, quickly find, filter and present structured data on any topic. Students are assigned a personal virtual tutor, which makes it easier for them to work through the material. However, the constant use of AI by students carries the risk of critical thinking being replaced by a more limited, superficial form of thinking. This is particularly true when it comes to learning business writing skills, such as drafting business letters, proposals and so on.

The availability of generative artificial intelligence (GenAI) has made traditional writing tasks vulnerable to full automation. This leads to an “echo chamber” effect, that is, a situation where a student, whilst completing a writing task, makes a query to a neural network and receives linguistically flawless but cognitively empty texts that lack individual style, emotional intelligence and critical perspective. This leads to a gradual loss of the author’s sense of agency, particularly in business discourse in English, where authenticity and the ability to build trust (trustworthiness) are key indicators of professionalism.

The problem is that traditional methods of teaching writing, such as “write a letter based on a model”, encourage the development of “digital mimicry” rather than writing skills in the digital age. This creates a methodological gap: how to revamp the system of tasks so that AI becomes not a substitute for thought, but a tool for refining it, whilst preserving the student’s “authorial voice”.

The current state of digital language teaching is characterised by a paradox: whilst there are limitless possibilities for content generation, there is a rapid narrowing of the diversity of students’ opinions. We shall refer to this process as the ChatGPT “echo chamber” effect, which can be used to identify the use of AI in students’ written work.

*An algorithmic mirror.* Large language models (LLMs) are, by their very nature, “statistical predictors” based on vast amounts of data. As R. Godwin-Jones [4] notes, the algorithm does not generate new meanings, but reproduces the most probable linguistic sequences. For a student learning Business English, this means receiving text that is “stylistically safe” but devoid of strategic intent. An echo chamber arises when a student makes a query, receives a generic response and accepts it as the standard, thereby perpetuating a cycle of formulaic thinking.

*Signs of stylistic and cognitive unification.* Analysis of text corpora generated by AI in 2025–2026 reveals specific markers of “algorithmic fatigue”:

– *Over-politeness:* the use of set phrases (*‘I hope this finds you well’, ‘Please do not hesitate to contact me’*), which in today’s fast-paced business world are often perceived as “digital noise”;

– *lexical homogenisation:* the frequent use of AI-specific terms (*such as “delve”, “comprehensive”, “underscore” and “pivot”*), which makes letters from different authors indistinguishable;

– *a lack of contextual flexibility:* AI-generated texts often disregard the unspoken rules of corporate culture or the nuances of earlier stages of negotiations, leading to cognitive dissonance between the perfect form and the inappropriate content.

The main danger of the “echo chamber” lies in the outsourcing of cognitive functions. When a student ceases to structure their thoughts independently, critical thinking begins to atrophy. Instead of being an “author” with their own agency, the student becomes a “prompt operator”. In the long term, this leads to a loss of the ability to engage in authentic dialogue, which is critical in a business environment where trust is built on personal qualities rather than on a flawless algorithm.

When teaching business correspondence, the question arises: where does the guidance provided by the algorithm end and the author’s individuality begin? The gap between these two extremes is bridged by a phenomenon known as *digital mimicry*.

Authorial subjectivity is not the mastery of a set of grammatical rules, but the speaker’s ability to make informed stylistic choices. In the age of AI, subjectivity manifests itself through:

– *Intentionality:* every word in a business letter should serve the author’s specific purpose, rather than being the result of a neural network’s statistical selection;

– *Voice:* the presence of unique linguistic markers that reflect the speaker’s temperament, professional experience and personal charisma;

– *Critical Autonomy:* the ability to reject an AI’s ‘ideal’ suggestion in favour of a less standard but more appropriate one within a specific human context.

Digital mimicry is a defensive strategy employed by students to conceal their linguistic identity behind a flawless algorithm. The main factors contributing to its emergence are:

– *“neural network perfectionism”:* students feel the pressure of comparing their own (often flawed) English with the flawless output of an LLM. This leads them to voluntarily abandon their own voice in favour of a ‘safe’ template;

– *the competence placebo effect:* the student mistakenly believes that, because they are ‘controlling’ the AI, the generated result reflects their own knowledge. As N. Hockley [5] notes, this creates an illusion of progress, whilst their actual writing skills deteriorate;

– *loss of trustworthiness:* in business discourse, excessive mimicry of AI is perceived by partners as insincerity or a lack of engagement, which undermines the foundation of business relationships. Is a crucial aspect for future professionals in the field of international business. Students must realise that their personal charisma and

capacity for empathy are valued more highly than ChatGPT's grammatical perfection. In this process, the lecturer acts not as a censor but as a facilitator, encouraging students to "step out of the shadow" of the algorithm.

To achieve this goal, it is necessary to restructure the system of tasks related to written business communication and shift the focus away from monitoring the outcome and towards managing the process of drafting business correspondence.

Restoring agency and overcoming the "echo chamber" effect can take place in three stages (the Triple-A model).

1. *Analyse*: developing a critical perspective between the student and the AI product. Tasks are designed in such a way that ChatGPT's output itself becomes the subject of analysis. Students are given three versions of the same business letter (two generated by AI, one by a human) and must identify the "soulless" passages. This fosters metalinguistic awareness. The student begins to see the boundary where meaning ends and "statistical noise" begins.

2. *Augment*. This strategy aims to directly counter digital mimicry through forced personalisation ("Contextual Injection"). The student is required to add three components to the standard AI template that are inaccessible to a neural network: an emotional anchor (a reference to a personal detail of the conversation); situational improvisation (a reaction to the day's news or a specific professional context); and an original metaphor or humour that reflects their charisma. As a result, the text is transformed from a "generic" piece into a "message" from a specific individual.

3. *Authenticate*. Facilitates the transition from "external" text to "internal" knowledge. The assessment focuses not on the grammatical accuracy of the completed task, but on the student's intellectual effort in justifying their work. The student has 2 minutes to explain why they replaced the AI-generated fragment with their own, and what emotional or strategic goals they were pursuing. As V. Bykov [1] emphasises, in the age of AI, the ability to engage in reasoned reflection becomes the sole means of assessing real competencies.

The overhaul of written assignments is impossible without a transformation of the teacher's role itself. In today's world, where knowledge of grammar has been devalued by the availability of AI, the teacher ceases to be a mere "guardian of the rules" and becomes a model of authentic communication. The teacher's personality, experience and charisma play a significant role.

In the context of teaching Business English, pedagogical charisma serves as a living example of qualities that cannot be reduced to algorithms: empathy, intuition and strategic flexibility. A charismatic teacher creates a safe environment where students are not afraid to be "imperfect", that's an environment where they can be their true selves. This is crucial for overcoming digital mimicry, as the motivation for self-expression arises solely through an emotional connection with the mentor.

The lecturer's charisma is also evident in the way they interact with students. The lecturer shares their own drafts, mistakes and the process of editing AI-generated texts, demonstrating how to "humanise" a cold algorithm. Instead of correcting with a red pen, the charismatic teacher-leader asks: "Is this really your voice? Would you have said it the same way during a real-life meeting?" Assessment turns into an exchange of

professional experience, where the teacher appeals to the student's personal subjectivity.

Therefore, the way out of ChatGPT's "echo chamber" lies not in imposing restrictions, but in a profound overhaul of teaching methodologies. In the age of AI, writing should be viewed not as a means of conveying information (a function AI performs perfectly), but as a tool for thinking and for building subject-to-subject relationships. The Triple-A model allows AI to be transformed from a "plagiarism generator" into an object of critical analysis, stimulating the development of the student's authorial voice through stages of deconstruction and personalisation. Authorial subjectivity becomes the specialist's most valuable asset. The ability to go beyond algorithmic templates and demonstrate personal charisma in writing is the key to professional credibility and success.

With the advancement of modern technology, the primary task of today's teacher is to redesign learning activities and create a hybrid-learning environment where technology merely enhances human uniqueness rather than replacing it.

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