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ISSUES OF FORMING ACADEMIC INTEGRITY IN THE EDUCATIONAL PROCESS

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Abstract. This article examines the issues of fostering academic integrity in the educational process, with a focus on the challenges and opportunities faced by schools and universities. Academic integrity is increasingly recognized as a core value in modern education, shaping not only the quality of knowledge but also the ethical standards of future professionals. The article highlights the main factors influencing academic dishonesty, analyzes the social and cultural context that fosters plagiarism and cheating, and proposes pedagogical strategies for instilling honesty, responsibility, and fairness in students.

Keywords: academic integrity, educational process, plagiarism, ethics, responsibility, higher education, values.

Annotatsiya. Ushbu maqolada ta'lim jarayonida akademik halollikni shakllantirish masalalari tahlil etilgan. Tadqiqotda maktab va oliy ta'lim muassasalarida uchraydigan muammolar, ularni hal etish imkoniyatlari hamda halollik madaniyatini rivojlantirish yo'llari yoritilgan. Akademik halollik



zamonaviy ta'lim tizimining asosiy qadriyatlaridan biri sifatida talabalarning nafaqat bilim sifati, balki kasbiy axloqiy tamoyillarini shakllantirishda muhim rol o'ynaydi. Maqolada plagiat va soxtalikning ijtimoiy hamda madaniy omillari tahlil qilinib, o'quvchilarda halollik, mas'uliyat va adolatni tarbiyalashga xizmat qiluvchi pedagogik strategiyalar taklif etiladi.

Kalit so'zlar: akademik halollik, ta'lim jarayoni, plagiat, etika, mas'uliyat, oliy ta'lim, qadriyatlar.

Аннотация. В данной статье рассматриваются вопросы формирования академической добросовестности в образовательном процессе. Особое внимание уделено проблемам и возможностям, с которыми сталкиваются школы и вузы в процессе воспитания культуры честности. Академическая добросовестность всё чаще признаётся ключевой ценностью современного образования, определяющей не только качество знаний, но и этические нормы будущих специалистов. В статье проанализированы основные факторы, влияющие на академическое мошенничество, рассмотрен социально-культурный контекст, способствующий плагиату и обману, а также предложены педагогические стратегии по формированию у обучающихся честности, ответственности и справедливости.

Ключевые слова: академическая добросовестность, образовательный процесс, плагиат, этика, ответственность, высшее образование, ценности.

INTRODUCTION

Academic integrity is one of the fundamental principles of contemporary education. It is not limited to the prevention of plagiarism or cheating; it represents a comprehensive framework that includes honesty, trust, fairness, respect, and responsibility. The issue of academic integrity has become increasingly urgent as globalization, digitalization, and the rapid expansion of educational resources have made information widely accessible. In such an environment, maintaining ethical standards becomes a challenge not only for students but also for educators and institutions. The task of forming academic integrity requires a systemic approach, one that combines regulatory measures, pedagogical practices, and cultural change within the learning community.

MATERIALS AND METHODS

Academic integrity refers to the adherence to ethical principles in the process of learning, teaching, and research. It emphasizes the idea that knowledge cannot be



separated from values. Students who embrace academic integrity understand that their work must be original, accurately referenced, and reflective of their own intellectual efforts. For educators, it means fostering a transparent, fair, and supportive environment that discourages dishonesty and promotes intellectual growth.

RESULTS AND DISCUSSION

Teachers and academic institutions play a decisive role in shaping a culture of integrity. First, they must create awareness by teaching students the value of original thought, the importance of proper citation, and the ethical responsibilities associated with scholarship. Second, they should design assignments that encourage critical and creative thinking, thereby reducing opportunities for academic dishonesty. Third, institutions must implement transparent assessment systems and clear sanctions against violations, balanced with educational support.

Another crucial issue in the formation of academic integrity is the balance between punitive and preventive measures within educational institutions. While strict sanctions for plagiarism or cheating are necessary to maintain fairness, relying solely on punishment often creates an atmosphere of fear rather than understanding. Students may seek new ways to bypass rules instead of internalizing the value of honesty. A more effective strategy is to combine disciplinary actions with preventive education—offering workshops on citation practices, academic writing, and ethical research methods. This ensures that students not only know what not to do but also understand how to act responsibly in their academic work [1].

Equally important is the role of assessment design in promoting integrity. Traditional assessment methods—standardized tests and closed-book exams—tend to encourage rote memorization and increase the temptation to cheat. In contrast, assessments that emphasize critical analysis, creativity, and problem-solving reduce opportunities for dishonesty. For example, open-ended research projects, case studies, and reflective essays push students to demonstrate their own intellectual engagement rather than reproducing existing material. Moreover, oral presentations and peer reviews can further enhance accountability by making learning a shared, transparent process.

The global dimension of academic integrity also requires attention. In an interconnected world, students have access to international sources of information, and universities collaborate across borders. This diversity can bring challenges, as cultural perceptions of plagiarism and authorship differ significantly. In some



contexts, reproducing authoritative texts may be considered a form of respect, while in others it is viewed as academic misconduct. Hence, higher education institutions must clearly articulate universal standards while remaining sensitive to cultural variations. Creating an international dialogue on academic ethics helps align expectations and prepares students for global academic and professional environments.

Another layer of complexity arises from the digitalization of education. Online learning environments, while expanding access to education, also present unique risks to integrity. With the rise of online exams and digital submissions, opportunities for dishonest behavior multiply. However, technology can also become part of the solution. Learning management systems equipped with plagiarism detection tools, proctoring software, and interactive learning analytics help educators monitor student performance more transparently. Yet, technology should not replace trust. The real challenge is building a culture where students perceive honesty not as an obligation enforced by surveillance, but as a personal value.

Fostering academic integrity requires long-term cultural change within educational communities. It is not enough to introduce integrity codes or technological safeguards; the academic environment itself must consistently model ethical behavior [2]. Teachers and researchers who demonstrate honesty in their own scholarship, acknowledge their sources, and engage in fair peer evaluations set the strongest example for students. Peer culture is equally influential: when integrity becomes a norm among classmates, individual students are less likely to engage in misconduct. Thus, the process of instilling academic integrity is not confined to classrooms but extends into the broader academic and social culture of the institution.

A particularly important aspect in addressing the issues of academic integrity is the psychological and motivational dimension of students' behavior. Research in educational psychology shows that dishonesty often stems not only from a lack of knowledge about citation rules or academic procedures, but also from anxiety, lack of self-confidence, or a fear of failure. When students believe that their self-worth is measured only by grades, they are more likely to engage in dishonest practices. To counter this, educators must create an environment where learning and personal development are valued more than mere performance indicators. Emphasizing



intrinsic motivation—curiosity, interest, and a sense of accomplishment—helps reduce reliance on external shortcuts such as plagiarism or cheating [3].

Another dimension concerns the integration of academic integrity into broader ethical education. Academic honesty should not be viewed as an isolated concept limited to research and writing. Instead, it must be linked to a general framework of ethical values such as responsibility, respect for others' work, fairness, and accountability. By framing integrity as a lifelong skill that extends beyond classrooms into professional life, educators can highlight its relevance for future careers. For instance, a student who learns the importance of acknowledging sources will also be better prepared to respect intellectual property in business, journalism, or law. This broad connection reinforces the idea that integrity is not just an academic rule, but a fundamental life principle [4].

It is also necessary to consider the institutional responsibility in policy-making and support systems. Academic integrity cannot be left solely to the conscience of individual students or teachers. Institutions must establish clear codes of conduct, transparent guidelines, and accessible support structures for students who may struggle with academic writing or research methodology. Centers for academic skills, tutoring services, and online resources can play a vital role in equipping learners with the tools they need to succeed honestly. Furthermore, universities must ensure that staff members are properly trained in how to detect, address, and prevent misconduct while also providing constructive feedback rather than focusing only on punishment [5].

CONCLUSION

The formation of academic integrity in the educational process is a multidimensional task that requires cooperation among students, teachers, and institutions. It demands not only the enforcement of regulations but also the cultivation of an ethical academic culture based on trust and responsibility. By integrating integrity into curricula, using innovative pedagogical practices, and providing consistent mentorship, schools and universities can foster a generation of learners who value knowledge as much as ethics. Ultimately, academic integrity is not simply an academic requirement—it is a cornerstone of societal progress and sustainable development.

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