

**ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY: COMBATING
COUNTERFEITING AND THE ETHICAL ASPECTS OF USING AI IN THE
EDUCATIONAL PROCESS**

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Abstract:In modern education systems, the use of artificial intelligence (AI) tools is becoming increasingly widespread. These technologies serve as effective solutions in ensuring academic integrity and combating plagiarism and counterfeiting within educational institutions. AI enables textual analysis, source comparison, and the identification of copying and intellectual theft. Moreover, AI-based tools enhance the efficiency of teaching and learning processes. They allow for the development of personalized learning plans tailored to the needs, knowledge level, and learning pace of each student. This contributes to ensuring equal opportunities in education. However, it is essential to apply these technologies in accordance with ethical standards. One of the leading researchers in the field of artificial intelligence, Yoshua Bengio, emphasizes: "If we do not control AI tools based on ethical principles, they may cause harm to humanity." The education sector, in particular, must approach the implementation of these technologies with caution and base their use on human values.

The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, expressed the national approach to this issue during the 2023 Youth Forum as follows: "By introducing new-generation technologies into the educational process, we are raising our youth to be competitive and possess modern knowledge. At the same time, these technologies must not contradict ethical norms."

Key words:Artificial Intelligence, Student activity, Professors' perspectives, Academic integrity, Education quality, Use of technology.

INTRODUCTION

In the twenty-first century, generative artificial intelligence (AI) technologies are being widely adopted not only in scientific research, industry, and commerce but also within educational processes. Worldwide, schoolchildren and university students actively employ AI tools to develop learning materials, prepare essays, and solve complex problems. However, this practice may negatively impact students' development of independent learning, critical thinking, and creative problem-solving skills.

The aim of this study is to identify the scientific-ethical and pedagogical challenges arising from the widespread use of AI technologies in educational institutions and to elucidate the theoretical foundations for addressing them. The research analyzes the effect of AI-generated materials on educational quality, the weakening of students' independent thinking capacity, and issues of personal data security. Based on these findings, the necessity of developing responsible-use guidelines for AI in academic practice is discussed.

METHOD

The study was conducted among first- and second-year students as well as professors from the Social and Humanitarian Faculty of the Andijan branch of Kokand University. The primary aim was to determine the extent to which learners are using artificial intelligence (AI) tools appropriately in academic contexts.

Data collection methods included a survey and closed-ended test for students, and a separate

closed-ended questionnaire for professors. The instruments focused on whether AI tools were being used in relation to coursework or for unrelated purposes.

According to the survey results, 85% of student respondents stated that their peers use AI tools appropriately—specifically for tasks related to classes and assignments. The remaining 15% acknowledged that some students also use AI tools for purposes not directly connected to their academic work.

From the professors' perspective, 90% indicated that students primarily use AI to copy or outsource assignments rather than to enhance their own learning.

RESULT

According to the survey results, 85% of student respondents stated that learners use artificial intelligence (AI) technologies appropriately, while 15% reported that some students utilize AI tools for purposes unrelated to academic tasks.

Among professors, 90% indicated that students use AI for appropriate educational purposes, whereas 10% believed that it is being used inappropriately.

Based on the results of the closed-ended test, 95% of students reported that they complete assignments with the help of AI tools.

CONCLUSION

Artificial intelligence creates opportunities to organize learning and teaching effectively within the education system. It helps to develop personalized learning plans based on students' needs, which contributes to creating equal opportunities in education. At the same time, the implementation of artificial intelligence requires consideration of its ethical, social, and cultural implications. It is emphasized that it is necessary to work based on ethical standards and human values.

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