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**PROMOTION OF ACADEMIC INTEGRITY  
IN THE INFORMATIONAL  
AND EDUCATIONAL ENVIRONMENT**

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**Introduction.** The dynamic informatization of all areas of human life conditions society's transition to a qualitatively new level, which appeals to information and technologies as one of the main sources of its development. The leading component of the modern world is the digital space, whose data transmission channels have significant advantages over traditional ones, including speed, accessibility, convenience of data storage, etc. Many factors (the global use of the Internet by the subjects of the educational process, modern information technologies, in particular the capabilities of artificial intelligence, the change in the value orientations of young people, the imperfection of the academic integrity control system) actualize the problem of abuse, manipulation, distortion and appropriation of information. That is why academic integrity is one of the most important principles on which the educational process should be based in the modern informational and educational environment. This quality is defined in normative documents as "a set of ethical principles and rules defined by law, which they should guide during learning, teaching and carrying out scientific (creative) activities to ensure trust in the results of studies and/or scientific (creative) achievements" [1]. The problem of highlighting the need for promotion to instill in the participants of the educational process a culture of academic integrity in the informational and educational environment, which is the purpose of this work, emerges acutely.

**Results.** The results. Participants in the educational process deal daily with the author's products (graphic images, text articles,

computer programs (software), musical and cinematic works, website design and content, books, photographs, etc.). However, according to a survey of students and teachers, the habit of "downloading any materials from the Internet and issuing positive assignments" first developed in school, then moved to a higher educational institution, and, finally, moved to a scientific environment.

With the active introduction of artificial intelligence into the educational process, as opposed to its didactic potential (automation of routine tasks, personalization of learning, creation of new educational methods, materials, etc.), an even more urgent problem of academic dishonesty appears. The famous saying of Ed Asbury, one of the pioneers of the computer industry, regarding the influence of the computer on the manager is also relevant to the educational environment. The analysis of scientific publications allows us to assert that digital technologies, in particular artificial intelligence, are not created from a bad teacher into a good one, but rather make a good teacher even better, and a bad one worse. It is worth investigating the possibilities of artificial intelligence to promote the academic integrity of participants in the educational space: systems for automatically detecting plagiarism, writing, and other forms of academic dishonesty, providing education subjects with recommendations on ways to avoid academic integrity and forming respect for academic values, etc. In addition, we see the solution to this problem in the organization of relevant scientific and practical seminars, pieces of training aimed at popularizing academic integrity, acquiring academic writing skills, developing skills in using software tools for identifying borrowings in the text, which will undoubtedly bring education to a new qualitative level.

**Conclusion.** Therefore, the rapid progress in digital technologies is both an activator of academic plagiarism and a vector for finding ways to eliminate manifestations of academic dishonesty, which can not only have a detrimental effect on the quality of education but also deform the consciousness of new generations of researchers.

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## **WAYS TO PREVENT THE USE OF PLAGIARISM IN BACHELOR'S QUALIFICATION PAPERS OF STUDENTS OF ECONOMIC DISCIPLINES**

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**Introduction.** For many years, the final work of students was considered a qualification paper – a voluminous work that combines theoretical and applied aspects of research on a certain issue, depending on the student's educational program. However, the problem of using plagiarism has never been as acute as it is now. In this connection, two questions arise: why do students use plagiarism in their works and how to deal with this phenomenon?

**Materials and Methods.** When writing theses, analytical methods of comparison, analysis and synthesis were used, the works of scientists were studied, as well as personal observations during the pedagogical work.

**Results.** To better understand the root of the problem, let's try to figure out how many available sources are at the disposal of users, and what information they contain. There is no exact data on this, as of 2019 Google Scholar alone lists more than 390 million sources. In the world, almost every minute, some new article is published, news is added to magazines, etc. Young people, literally flooded with