

References

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CHALLENGES OF ACADEMIC INTEGRITY PROMOTION IN HIGHER EDUCATION DURING PROFESSIONAL COMPETENCE DEVELOPMENT

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Introduction. European integration supporting common values is important for promotion of a cohesive European society driving sustainable growth. We should improve modern communication between Ukrainian and world society to give future generations a chance to come to the world and EU community. Such changes are possible with promoting academic integrity in higher education, which faces some challenges nowadays.

Results. The results of the research made it possible to highlight the most influenced challenges of academic integrity promotion in higher education during foreign language competence development in Ukraine.

The rise of cheating technology has brought new and sophisticated ways for students to cheat. Online resources, custom essay writing services, and easily accessible information contribute to academic dishonesty. The outsourcing of academic work to third parties, commonly known as contract cheating, is a growing concern. Students may pay others to complete assignments or exams on their behalf. Some students may not fully understand what constitutes academic dishonesty or the importance of maintaining academic integrity. There is a need for more comprehensive education on these issues. Moreover, there is an intense competition for grades, scholarships, and job opportunities that create an environment where students feel compelled to cheat to maintain high academic standing.

There is another kind of problem in academic integrity promotion. The shift to online education, especially accelerated by the COVID-19 pandemic, has presented new challenges. Remote proctoring may be invasive, and monitoring student activities during exams can be difficult. Moreover, faculty members may face challenges in thoroughly checking assignments and exams for plagiarism due to high workloads. Implementing effective strategies for plagiarism detection can be time-consuming. Higher education institutions face pressure to maintain high academic performance metrics, leading to a temptation to overlook or downplay instances of academic dishonesty to preserve their reputation. Some university teachers are not fully aware of the extent of academic dishonesty or may lack consistency in applying policies related to it. Ensuring that all university staff is well-informed and enforcing policies uniformly can be a challenge.

Conclusion. Addressing these challenges requires a multi-faceted approach that involves education on academic integrity, consistent enforcement of policies, and the use of technology to detect and prevent cheating. Additionally, fostering a culture that values learning for its own sake rather than just grades can contribute to a more honest academic environment.

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GENAI AND THE DISRUPTIVE INTEGRITY

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“One of the most dangerous things
you can believe in this world is that technology is neutral.”

John Dyer

The launching of Large Language Models (LLM) was an unprecedented phenomenon with conspicuous effects on the human race. Generative artificial intelligence (GenAI) is the concrete proof of Darwin and Turing’s unsettling truth about the human mind: *competence without comprehension* (Dennett, 2017, p. 57). Assessing the impact of this new disruptive technology on ethics in research and education cannot be made sectorial. Due to the *epiphylogenetic* function of technology (Stiegler, 1998) for human evolution and