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Key words: academic integrity, multifaceted integrity, European experience, legislative base, educational space.

ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL AND SCIENTIFIC SPACE IN THE CONTEXT OF ACADEMIC INTEGRITY

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Introduction. The process of Ukraine's integration into the European educational and scientific space requires a certain level of quality in the educational sector, therefore ensuring quality education is extremely important. With the active development of information technologies and the appearance of various innovations that can be used during the writing of scientific papers, institutions of higher education increasingly began to pay attention to the issue of compliance with the norms of academic integrity. One of such innovative technologies is artificial intelligence, the use of which has both a number of positive consequences and a negative impact on the concept of academic integrity in the scientific space.

Results. To improve the quality of educational services in Ukraine, international academic standards were implemented to prevent plagiarism as one of the types of violation of academic integrity and the rules for its observance.

Academic integrity is a complex phenomenon that combines the ethical norms of human behavior in the educational and scientific environment and the tools thanks to which scientists are realized in practice. But, on the other hand, there is a certain set of factors that influence the educational institution from the outside or the inside and determine its ability to counteract academic dishonesty.

The education sector is also actively influenced by artificial intelligence innovations, especially in the period of full-scale invasion, when most educational institutions work in remote mode and clear control over any scientific activity is almost absent.

Artificial intelligence is not a fundamentally new phenomenon in the context of academic integrity. However, the appearance of such a service as ChatGPT from OpenAI has become synonymous with the manifestation of academic dishonesty among those seeking education. A chatbot based on artificial intelligence is a neural network that is specially designed and is a personal assistant of a person. Its main functions include: interaction with the interlocutor; providing answers to questions; prompting and giving advice, etc.

Along with significant shortcomings, a number of AI functions can be identified that can be useful in scientific activities: ChatGPT can be used to identify new directions in a certain study; ChatGPT can be used to select a selection of sources with links on a certain topic or direction; ChatGPT has the ability to distinguish the main citation styles, which can be used if necessary bibliographic list, etc.

The active use of special programs for identifying plagiarism of text written by both humans and artificial intelligence, teaching academic writing, observing the principles of academic integrity are important aspects of the problem of academic dishonesty in the context of the use of AI.

Conclusion. As digital technologies with the use of artificial intelligence continue to actively develop, it is important for educational institutions to adapt and use these tools in such a way as to support the

educational process and prepare students for the challenges of the digital world without violating moral and ethical standards.

TWO DIGITAL ELEPHANTS IN THE ROOM OF ACADEMIC PRACTICES

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The world around us is growing increasingly digital and data-intensive, affecting our lives and practices as citizens and researchers in a multitude of ways. We have to ask not only how we ensure that academic research remains trustworthy and transparent as digitalisation disrupts our practices, but we also have to address the question of what the use of artificial intelligence does to the epistemic foundations of scientific knowledge.

In this presentation I will address two challenges we face as researchers due the emergence of generative AI, the need for a more systematic approach to understanding the potential role and use of generative AI in research, and how transparent and reproducible research practices in the increasingly digital future relies of the implementation of an accelerated implementation of Open Science practices in particular that of Open Data.

The first challenge I will address is how the use of artificial intelligence is growing, and is already used extensively in science. When the scientific argument relies on an inexplicable deep neural network, then from the onset of the study it is accepted that a part of the scientific argument will remain opaque. The second is that of potential bias, as in the very heart of generative AI models also lies that they need to be trained on data. Thus, the quality of the training