

THE CHALLENGES IN ACADEMIC INTEGRITY THAT TEACHERS FACING TODAY AND PRACTICAL APPROACHES TO OVERCOME SUCH SITUATIONS IN THE CLASSROOM

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Annotation: *This article discusses the challenges faced by teachers in developing students' academic writing skills and supporting academic integrity in the age of advanced AI tools. It analyzes how technologies like AI writing assistants can undermine original authorship if not used responsibly, but also presents opportunities to positively integrate them into teaching when combined with guidance on concepts like plagiarism, citation practices, and self-authored content. The article advocates for raising teacher awareness of these issues and empowering them with strategies to navigate technological changes while still achieving learning objectives related to writing development.*

Key words: *Academic writing, academic integrity, plagiarism, citation, authorship, original work, AI writing assistants, teacher training, technology integration, writing skills*

Being a teacher has always been a challenging job as teachers will adapt and change their style of teaching to correlate with new generation every time. Be it early steps of education in schools or universities, preserving original work and encouraging students to polish their own skills has always taken teacher to step out of comfort zone and work hard to accomplish certain goals in classroom. If we look at articles of Marie Yeo (2022) and Catherine Kelly (2014) on the topic academic integrity in the field of authorship and plagiarism.

Within a decade, different issues have arisen ranging from students copying the materials up to using Artificial Intelligence tools to submit their research papers. Yeo (2022) provided information about problems teachers' facing as a result of Artificial Intelligence (AI) and explained teachers' need for stronger teacher training to cope up with today's technology while Kelly (2014) suggested Joel Bloch's 2012 book to avoid "addressing plagiarism in classrooms". She (2014) mainly focused on explaining why plagiarism is addressed in classrooms, ways to avoid plagiarism and gave practical ways how to improve writing skills based on book research she did. Kelly (2014) mentioned that one of the main reasons why her learners' used plagiarism was their lack of experience in citing sources. Interestingly, same problem may sometimes occur even after almost a decade among students.

Unfortunately, today, because of modern technology language teaching and learning, especially in academic writing, it is getting hard to detect plagiarism and differentiate "original work" from those made up with "AI writing assistants" (Yeo, 2023). Even if direct comparing ideas cannot be given as AI did not exist before, both authors' main idea was about teacher training and how to improve teachers' ability to cope up with upcoming difficulties in developing students' skills in writing. It should be mentioned that, changes in educational field forces teachers to question traditional approaches and discuss steps to develop students writing skills implementing modern

technologies. As Yeo (2023) aims “to raise awareness about the use of these tools to educators to enhance learners’ language development”.

In order to preserve originality and avoid plagiarism in their work in the first place, students need to know what is plagiarism and how it occurs, why it occurs and how to avoid such steps to be able to create original work. I would like to recommend steps to familiarize oneself with plagiarism prevention.

Students to avoid plagiarism need to:

- Have your cheat list note with yourself on “How to cite properly”, you can download from the internet, this is because you can forget some parts while citing;

- First learn about plagiarism: Plagiarism is taking others work and using it as yours without giving credit to the author;

- Then learn its types: there are mainly ten Plagiarism Spectrum that Turnitin identifies such as Clone, CTRL+C, Find-Replace, Remix, Recycle, Hybrid, Mashup, 404 Error, Aggregator, and Re-Tweet. For example, if in the text only key words and phrases are changed but the essential part of the source remains it is called Find-Replace Plagiarism. Or, if the text contains main parts of the text from a one source and its is not changed much it is called CTRL+C Plagiarism.

- Learn how to cite correctly for each style, for example, for APA style there is bulleted list for citing phrases, general information, how to cite sentences or paragraphs and other important parts;

- Find correct place to cite the information, I would suggest summary or conclusion as there you can find author’s ideas (data and discussions are not good place to search to cite as there usually other authors’ ideas are given);

- Paraphrase the sentence or paragraph if you want to give the general idea, do not copy;

- If you want to keep exact words quote the material by using quotation marks (“”);

- Always cite your source when directly quoting or using others ideas, using either integral or non-integral citations and at the end list of references;

- Try to express what you have understood from the part you have read, but still cite the source to avoid any taking undeserved credit.

- Always ask question from your teacher if you hesitate about your citations;

- Proofread thoroughly before submitting your work to ensure all sources were included into reference list.

Besides this we as teacher should give examples to them so that they could see the difference between original work and plagiarized work.

Here is a short summary that uses the CTRL-C plagiarism example:

To summarize, the article addresses questions of authorship and academic integrity concerning the use of AI writing assistants and the latest GPT- 3 (Generative Pre- trained Transformer, Version 3) tools. Author begins by problematizing the use of these tools, and then illustrates how students can use these tools to paraphrase, summarize, extend, and even create original texts with minimal original input, raising questions about authorship and academic integrity. Further, it is argued that as these tools become more widespread, teachers must find creative ways to integrate them into the teaching and learning process and offer practical suggestions for classroom practice. The author aims to raise awareness about threats to academic integrity brought about by the use of the latest AI co-authoring

tools and aims to equip teachers with strategies to embrace the use of these new digital technologies in the teaching of writing.

And here is the short summary that avoids plagiarism:

In the article (2023) “Academic integrity in the age of Artificial Intelligence (AI) authoring apps,” Marie Yeo (2023) claims that constant implication of AI tools in language teaching and learning, especially in academic writing, would definitely affect the future definitions of authorship and original work. These modern tools create various levels of difficulties as Yeo (2023) cited for both learners by depriving their chance to develop academic writing skills and for teachers by the risk these tools may create for the fairness of the assessment process. Since it will get harder and harder to isolate students from AI tools because they have become more widespread and available for budget friendly price, author aims to “raise awareness about the use of these tools to educators to enhance learners’ language development” (Yeo, 2023). In the end, rather than preventing the use of digital tools, it seems wiser for educators to embrace emerging technologies by providing guidance to support learning goals. By instructing learners on responsible usage of these instruments, we have an opportunity to positively shape how such innovations are integrated to serve meaningful educational purposes (Yeo, 2023).

Furthermore, while teaching how to avoid plagiarism we need to take into consideration our students’ short term and long term needs to get a maximum result (Deutch, 2003). To do this, we could implement several approaches as Charles and Pecorari (2015) suggested a combination of approaches will allow teachers to build up methods while teaching academic English. Roesler (2021) believes it will help to increase student’s knowledge on specific areas in a short time such as plagiarism prevention.

In conclusion, even if we as teachers today have lots of issues regarding to new technological tools that prevents original works, if we encourage student to create and polish their own writing skills and give them detailed follow-up instructions with examples, we will manage to shift their focus to originality.

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