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Article

Pedagogical Mechanisms of Ensuring Academic Honesty in the Era of Generative Artificial Intelligence (AI)

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Abstract: This article analyzes the current pedagogical problems of ensuring academic honesty and their solutions in the context of global digitalization and the introduction of generative artificial intelligence (AI) technologies into the higher education system. Against the background of the introduction of the credit-module system and the HEMIS platform in higher educational institutions of Uzbekistan, the tendencies of students to commit digital plagiarism when performing independent work are studied. The study scientifically substantiates the need to move from traditional reproductive assessment methods to alternative pedagogical mechanisms such as problem-oriented, project-based (PBL) and criterion-based assessment (Rubrics), based on the ineffectiveness of the principles of administrative prohibition of artificial intelligence. The author has developed methodological recommendations for the formation of a culture of using the capabilities of artificial intelligence based on academic collaboration (AI-co-creation).

Keywords: generative artificial intelligence, academic honesty, digital plagiarism, higher education transformation, credit-module system, problem-based learning, alternative assessment, AI-literacy.

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1. Introduction

By the third decade of the 21st century, the global and national higher education space is undergoing an unprecedented technological transformation. In developing countries, in particular, in the Republic of Uzbekistan, a radical improvement in the quality of higher education, ensuring the entry of higher education institutions into international rankings, and digitization of educational processes have become a priority area of state policy [1].

However, the rapid penetration of generative artificial intelligence (Generative AI) and large language models (LLM) into the educational environment has posed serious challenges to the traditional pedagogical paradigm.

Based on the tasks of the Concept for the Development of the Higher Education System until 2030, set out in the relevant decrees and resolutions of the President of the Republic of Uzbekistan, the credit-module system has been fully implemented in all universities [2].

2. Literature review

The main criterion of this system is the large number of hours allocated for independent education of students and the formation of a culture of independent research. However, in practice, cases of uncontrolled and mechanical use of neural networks such as ChatGPT, Claude, Gemini by students when performing independent work (abstracts, essays, term papers, case

study assignments) have sharply increased [3]. Today's pedagogical practice and observation of the educational process of universities show that, without using their intellectual labor, the student forms a ready-made text in a few seconds through a single prompt and uploads it to the HEMIS platform [4].

3. Methodology

This situation has put the concepts of "Digital Plagiarism" and "Academic Crisis" on the agenda in the system of pedagogical sciences. To date, according to international studies and UNESCO reports, after the popularization of generative artificial intelligence, the increase in the use of digital technologies in the education system is leading traditional assessment methods to a crisis, and new strategies need to be developed urgently in this regard.

Traditional “Anti-plagiarism” programs are powerless to detect texts created by generative AI, since neural networks synthesize absolutely unique, syntactically correct and stylistically decorated texts every time.

Therefore, attempts to block students from digital technologies through administrative bans will inevitably lead to pedagogical inefficiency and an educational crisis. The urgency of this problem is determined by the need to fundamentally revise the methodology of teaching and assessment in higher education, to create new pedagogical mechanisms that develop subjective independent thinking in students.

4. Results

The problems of academic integrity and its violation have been studied for many years in Western and Eastern pedagogical schools. The initial fundamental research is associated with the work of D. McCabe and L. Trevino, who analyzed the socio-psychological factors of the phenomenon of theft and copying among students. It has been shown that academic integrity is not just a moral criterion, but an institutional system that determines the quality of education [5].

The problem of plagiarism in the digital era and its transformation was characterized as “Digital Plagiarism” in the studies of Sh. Sutherland-Smith and J. Pecorari [6]. However, the popularization of the ChatGPT system at the end of 2022 has radically expanded the scope of this research. S. Khan and R. Sharples in their recent work emphasize that in the era of generative artificial intelligence, the traditional concept of “copying text” has lost its relevance, and now the student is mastering not the property of another person, but an algorithmic product [7].

Uzbek pedagogical scientists R.Kh. Djurayev and B.Kh. Daniyarov studied the issues of organizing independent learning in higher education and increasing the creative potential of students [8].

However, in our national pedagogy, the pedagogical boundaries of the use of generative AI tools in the HEMIS platform of the higher education system, its legal and methodological aspects have not yet been sufficiently systematically analyzed. Also, the task of adapting the concept of “AI Literacy” developed by Western scientists to our national educational standards is urgent [9].

5. Discussion

The methodological basis of this study is a systematic approach, comparative pedagogical analysis and pedagogical modeling methods. The article studies fundamental reports on the

problems of generative artificial intelligence (AI) and academic integrity at the international level, as well as the processes of digital transformation in the higher education system of our republic [10]. In higher school practice, the effectiveness of models for organizing and assessing students' independent educational activities during classes (under supervision) and outside classes (in a free environment) was theoretically and comparatively analyzed [11].

As a result of a pedagogical and methodological study of existing scientific literature, international experience, and modern higher education trends, the following fundamental conclusions and laws were summarized:

Pedagogical analysis shows that the use of AI by a student or researcher should be divided into two categories:

In digital plagiarism, the student does not read the topic, does not understand it, but simply orders a ready-made text for the robot and uploads the result to the HEMIS system. Here, intellectual and pedagogical growth is zero [12].

In academic collaboration, the researcher has his own idea and determines the direction himself. AI is used as a smart tool (instrument) to form a structure, systematize thoughts, correctly use foreign terms, and save time. This is a creative process (AI-co-creation) [13].

The most commonly used form of control in the credit-module system is the assignment of students to write an essay or independent work (abstract) on certain topics during intermediate or final controls. In the environment of generative artificial intelligence, traditional assessment methods are losing their objective assessment function. The following table provides a comparative analysis of the effectiveness of traditional and alternative methods of assessing student knowledge:

TABLE 1. Comparative Analysis of Traditional and Alternative Assessment Methods in the Era of Generative AI

№	Assessment type	Student's probability of transfer through AI	Teacher's time spent on checking	The level of development of the student's critical thinking
1	**Homework essay/abstract**	90% – 95%	Very high	Low (mechanical transfer)
2	**Case study solution in the audience**	5% – 10%	Optimal	High (quick thinking)
3	**Project protection**	15% – 20%	High	Very high (collaborative)
4	**Oral Colloquium / Debate**	0%	Medium	Maximum (inaccuracy, communication)

The following three-stage pedagogical mechanism is proposed for the prevention of digital plagiarism in higher education institutions of Uzbekistan:

The structure of assignments in science programs (Syllabuses) should be revised. If the science program only has reproductive assignments such as "Preparation of a synopsis on the topic" or "Collection of theoretical data", the student will always use AI. The assignments must include creative and subjective elements such as "Pedagogical solution of a specific territorial problem", "Creation of an innovative lesson development for a chapter in a school textbook" [14].

It is necessary to form a culture of using AI as an academic partner, not to forbid students. It is necessary to introduce the concept of "AI-co-creation" from foreign experience. In this case, it is necessary to officially indicate in what percentage of his work and for what purpose (for example, collecting statistics or editing the text style) the student used AI through special citation rules [15].

5. Conclusion

The assessment focuses not only on the final text, but also on the process of its creation. The teacher gives the student a grade not for the finished paper he brings, but for his defense and interactive communication in the audience during the stages of writing the work (planning, literature analysis, hypothesis creation).

The emergence of generative artificial intelligence in the higher education system does not negate the fundamental laws of pedagogical science, but rather forces it to rise to a new level. In the conditions of higher education in Uzbekistan, the problem of digital plagiarism cannot be solved by bans or administrative penalties.

The only correct pedagogical solution is to transform the content of education and assessment methodology. It is time for universities to abandon the idea of simply requiring students to memorize information and retell it in written form (reproductive education). The educational direction should be focused on assessing students' critical thinking, problem analysis, independent project management, and oral communication skills (productive education). Artificial intelligence should not be a competitor to the teacher, but rather become his most effective methodological assistant. Only through such systematic and pedagogical mechanisms can the environment of true academic integrity and the training of highly qualified competitive personnel be guaranteed in the new era.

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