CHAT GPT AND THE FUTURE OF ACADEMIC INTEGRITY: POSSIBILITIES AND CHALLENGES

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Abstract. The maintenance of academic integrity plays an important part in higher education. However, with the emergence of artificial intelligence, this concept is frequently challenged. Thus, this study aimed to discover the instructors' perceptions of how Chat GPT can be used in education while preserving academic integrity. In order to achieve the abovementioned aim, a qualitative method was employed with 12 instructors who teach in the specialty "6B01702: Foreign language: two foreign languages" in one private university in Kazakhstan. The researchers conducted semi-structured interviews, each of which lasting between 25 to 35 minutes. The deductive type of analysis based on Hatch's framework was chosen to interpret the obtained information, and after that, the findings were compared with other existing works in the same field. Overall, it was identified that most instructors are active users of Chat GPT. The common purposes included generating ideas, designing exam questions, checking essays, and creating evaluating rubrics. However, the instructors expressed negative opinions regarding the students' use of this application, and they were penalized in case artificial intelligence was detected. That is why, instructors carefully monitored their students' adherence to academic integrity by checking their works in the Turnitin application and assigning authentic tasks to diminish the chances of using artificial intelligence. The theoretical significance of this work lies in showing the advantages and disadvantages of using Chat GPT from the instructors' points of view. As regards the practical importance, it should be noted that these findings can serve as a basis for developing specific policies about the implementation of Chat GPT in the educational sphere.

Key words: academic integrity, artificial intelligence, higher education, Chat GPT, instructors' perceptions, purposes, Turnitin application, authentic assessment

Introduction

Chat GPT is known as a chatbot that "has revolutionized natural language processing by generating human-like text with context and coherence" to a given input [1, p.1]. It is also capable of producing natural language, and its accuracy in terms of giving correct responses is constantly increasing. Even though Chat GPT has become well-known relatively recently, in November 2022, in fact, its founders have begun developing various models since 2018. While the earliest version, GPT 1, mainly showed the ability of unsupervised language learning, its current version is much more functional in terms of giving explanations, generating content, and giving feedback.

As regards the use of Chat GPT in higher education institutions, it has become a pervasive idea among students who complete their written home assignments and pass final examinations with the help of this tool. All these actions lead to the violations of academic integrity which is referred to as a commitment to the following values: "honesty, trust, fairness, respect, responsibility, and courage" [2, p.10]. Thus, this application can challenge the credibility of students' works and consequently, result in the loss of receiving high-quality education.

Although extensive research has been done to determine how Chat GPT can be used in ecology and medicine, S. Biswas identified that there is a clear gap in knowledge in relation to the education sphere [3]. The acceptance of using Chat GPT, ethical concerns, potential benefits, and drawbacks – all these questions have not been sufficiently addressed yet. Based on these reasons, this research aims to identify the instructors' views on using Chat GPT in their work. To achieve this aim, two objectives have been put forward:

- to identify the possibilities Chat GPT offers in education;
- to determine the strategies used to uphold academic integrity in English lessons

E. Shalevska described several positive ways in which students can implement Chat GPT in the educational sphere which are as follows: language learning, writing assistance, automated grading, and personalized learning. Language learning refers to the simulation of real-life interactions and providing users with feedback on their errors. Writing assistance corrects students 'errors and gives automated grading, decreasing teachers' workload and giving immediate feedback. Finally, this application is utilized to search for materials based on the users' needs [4].

Furthermore, nowadays there is a trend for personalized learning experiences. Chat GPT is capable of improving students' academic achievement, increasing engagement, and promoting self-efficacy which result in better learning outcomes. As such, J. Oranga found out that Chat GPT was valuable for autodidactic learners as it gave them real-time feedback and reflection. In addition, this chatbot offered specific tasks which are tailored to specific learner's learning objectives. These opportunities significantly decrease students' time spent searching for appropriate materials [5]. In addition, Kazakhstani authors, Zhumabekova et al., defined that AI-driven applications provide detailed guidance that significantly simplifies their learning experiences. In particular, the authors emphasized its convenience to develop speaking and listening skills: automatized editing and transcription are seen as the distinctive features [6] Consequently, this application has become an indispensable component in self-studying.

Chat GPT is useful for instructors too as it helps to design multiple assessment tasks connected to each student's individual needs and levels which is not likely to be achievable without using artificial intelligence. Also, with the help of this chatbot, it is possible to create a game-based assessment with immediate feedback. As regards assessing essays, Chat GPT helps by providing "automated assessment, plagiarism detection, administration, as well as feedback mechanisms" if programmed carefully [7, p. 351].

Another advantage of using Chat GPT for instructors is the creation of lesson plans and materials. B. Berg and E. Plessis found that it generally corresponded to the objectives and the level of students, and exercises which provided a kind of skeleton for teachers. However, it was suggested that the real teacher doublechecked the tasks to make them more creative and make smooth transitions between lesson stages [8].

On the other hand, the use of Chat GPT undoubtedly challenges the idea of academic integrity. For example, it has the potential to find correct answers for multiple-choice tests with high accuracy. E. Shalevska experimented with using Chat GPT to pass state exams. The results showed that Chat GPT could answer most multiple-choice questions correctly and wrote essays that fully corresponded to all the requirements. Therefore, she suggested paying careful attention to exam proctoring to eliminate cheating [4].

Another difficulty lies in identifying AI-generated content in written works. D. Weber-Wulff et al. used both humans and plagiarism-checking software applications to detect AI in students' essays. The results revealed that Turnitin was the most accurate in determining plagiarized content among other plagiarism checkers. As regards human evaluators, they were less "reliable" because advanced grammar and vocabulary frequently led them to categorize this essay as AI-generated. In conclusion, the authors stated that neither applications nor humans can guarantee accuracy in detecting AI [9].

As regards the teachers' perceptions of using Chat GPT, mostly they treat it with caution. On the one hand, as M. Firat determined, they consider it a breakthrough in education since it helps with creating lesson materials and checking written assignments; thus, making it less challenging and time-consuming. Moreover, AI-generated materials increase student engagement and course satisfaction. On the other hand, his findings indicated that teachers are concerned about undermining academic integrity. As Chat GPT is capable of producing human-like output, the students use it for cheating and plagiarizing, and plagiarism-checking tools are sometimes unable to detect these instances. Therefore, the instructors are concerned about ethics while using Chat GPT and therefore are not sure whether its implementation should be allowed [10].

As a result, most teachers agree that academic integrity should be maintained in the era of AI. Thus, several studies have suggested ways of mitigating the impact of Chat GPT on academic integrity. D. Cotton et al. proposed three main strategies for decreasing the likelihood of cheating. They are as follows: dividing work into smaller parts, using both human raters and plagiarism-checking applications, and educating about negative consequences caused by using Chat GPT [11].

Another strategy to impede the use of Chat GPT is to conduct authentic assessments as an alternative to traditional tests. These types of tasks are considerably "challenging for chatbots to replicate, thereby preserving their integrity" [12, p.1]. The author maintained that authentic assessment involves higher-order thinking skills, problem-solving, and creativity which are hard to show when using Chat GPT. That's why interviews, videos, and case studies

can be used instead. In addition, he proposed a five-dimension framework for evaluating students' works, which consisted of the task, physical/digital context, social context, final product, and criteria and standards. This framework can minimize subjectivity in assessment.

Methods and Materials

As previously mentioned, this research aims to determine the instructors' attitudes towards using Chat GPT in education, in particular what possibilities it offers for both students and instructors and what strategies are used to maintain academic integrity.

The participants of the study were 12 instructors working in one higher education institution in the southern part of Kazakhstan. To choose the population for this study, the authors used a purposive non-probability sampling technique. There were two main criteria for determining the participants: to be a representative of the Education faculty and to be teaching subjects related to learning English. The authors established these criteria to focus on the teaching major which prepares students for future work as English language teachers. Thus, the maintenance and promotion of academic integrity are a must for them to ensure getting high-quality education.

The qualitative research method, in particular a case study, was employed to gain deep insights into the instructors' perspectives on using Chat GPT in their work. According to Z. Zainal, the case study method is the most beneficial as it allows a deep investigation of a complex issue in a particular place [13]. As for the data collection tool, semi-structured interviews were conducted with the research participants, depending on their convenience: face-to-face interaction with the researchers or Zoom video calls. To increase the validity and reliability of this research, the interview questions were developed, and adapted from M. Al-khresheh on a similar topic [14]. Also, a pilot study and peer review were done to ensure the clarity and precision of questions.

The data collection process consisted of several steps. Before conducting interviews, the researchers completed a self-assessment form on the university's website to check if there were any possible risks. As they were not identified, the researchers proceeded with the next step: the questions were sent to two professors who are experts in the same field. Having gained their feedback, the questions were refined, and the interview was pilot-tested on two volunteers. Finally, invitation letters with consent forms were sent to the predetermined list of respondents. The consent form contained information about the purpose, rights, benefits, and associated risks and guaranteed anonymity and confidentiality of data. This letter was sent via Gmail, and those participants, who agreed to participate, replied and negotiated on the date and format of the interview. After that, 12 interviews were conducted, each taking approximately 25-35 minutes. All of them were tape-recorded and transcribed using the pro-version of the Transkriptor application.

The next step was the data analysis. As the data collection tool was semi-structured interviews, the authors made a typological analysis based on Hatch's framework to analyze them [15]. Having identified the typologies, the data were

coded to explore the instructors' experiences of it. They were coded as follows: Possibilities of Chat GPT and its use in education (code PU), Instructor's attitudes towards promoting academic integrity (code IA), and Possible Strategies for decreasing AI (code PS). To decrease subjectivity, both researchers developed the codes separately and then negotiated them together.

Results

Overall, 12 respondents agreed to participate in this research. Before asking the main questions about Chat GPT and academic integrity, the authors obtained some background information about the respondents. It was found that their work experience in higher education ranged from 1.5 to 27 years, some of them were PhD, others - PhD candidates, and all the rest were MA senior lecturers. Before working in higher education, all participants admitted to have worked in mainstream schools, language centers, or as private tutors. Also, the scope of this research is limited to only those instructors who teach subjects related to learning English, namely Major Foreign Language B1/B2, English for Academic Purposes C1, Public Speaking, and Reading and Writing B1.

Table 1 - Summary table of the description of participants

Years of experience	1-3	4-7	above 20
	1	9	2
Degree	Master	PhD candidate	PhD
	7	3	2
Subjects taught	Major foreign language B1and B2	Reading and writing B1	Academic writing, English for specific purposes
	4	3	5

Respondent ID	Years of experience	Degree	Subjects taught
Respondent 1	1.5	Master	Major foreign language B1
Respondent 2	4	Master	Major foreign language B1 and B2
Respondent 3	5	PhD candidate	Public speaking
Respondent 4	25	PhD	Academic writing, English for specific purposes
Respondent 5	4	Master	Reading and writing B1
Respondent 6	7	Master	Reading and writing B1, public speaking
Respondent 7	5	Master	Major foreign language B2, reading and writing

Respondent 8	7	PhD candidate	Academic writing
Respondent 9	5	Master	English for specific purposes C1
Respondent 10	5	Master	Major foreign language B2
Respondent 11	27	PhD	English for specific purposes C1, academic writing
Respondent 12	7	PhD candidate	Academic writing

As the research questions touched on two matters, instructors' experiences of the possibilities offered by Chat GPT and the strategies used to promote academic integrity, the results part is divided into two subchapters. Before focusing on the strategies, the researchers investigated the instructors' experiences of the use of Chat GPT in education.

Possibilities of Chat GPT and its use in education (code PU)

Before discussing the ways of mitigating the problems created by the use of Chat GPT in education, it is necessary to investigate the instructors' attitudes towards it. First, it should be noted that 9 instructors actively use Chat GPT for a variety of purposes. Regarding the possibilities offered by Chat GPT, it is primarily implemented as an idea generator. However, instructors implied different things here. The majority asked Chat GPT to create tasks, worksheets, and assessment rubrics for their students. It is evident from the following response.

Respondent 4: I use it very often for brainstorming activities that could be conducted during the lesson. In addition, I like creating assessment rubrics with this application with some minor adjustments in a short timeframe.

Similar ideas related to the convenience of creating rubrics were expressed by almost half of the respondents. Some of them also uploaded students' essays into this chatbot to get detailed feedback. In addition, Chat GPT was admitted to be helpful in generating multiple-choice questions for midterms and final exams.

However, 20% of respondents were totally against the use of Chat GPT and other alternative AI tools in education.

Respondent 1: I didn't use Chat GPT in teaching and never plan to do so.

Respondent 14: I have never used this chatbot and I consider the use of it unethical in all senses.

As can be seen, both responses show a negative attitude, and more importantly, they were expressed by an experienced and novice instructor.

Despite the fact that Chat GPT plays a big role in education, instructors still acknowledge some difficulties in its implementation. The main challenge lies in being precise when giving instructions to this chatbot; otherwise, it is unlikely to produce the desired outcome. In addition, some respondents claimed that Chat GPT is not a reliable source of information, and it frequently gives irrelevant examples, cites non-existing authors, or falsifies facts. Moreover, Chat GPT is susceptible to its user's opinion and can easily change the answer, which can be inferred from *Respondent 4:*

You can easily convince it that the answer is wrong, and then it will change the answer, and then you don't know which is actually the correct one.

Based on this opinion, Chat GPT might not be an ideal variant for creating tests and assessing written assignments since it leads to ambiguity. Another possible difficulty lies in the ethics of implementing this chatbot. Mostly, the instructors believe that Chat GPT is helpful in generating ideas for various purposes, but all provided hints should be revised by humans. Also, it is important not to rely fully on the recommendations of this chatbot. Finally, since the upsurge in the use of Chat GPT has happened quite recently, specific guidelines addressing the problem of ethics and Chat GPT have not been fully developed and tested. This adds to the ambiguity in regulating students' use of Chat GPT. However, most instructors prohibit this application since it deprives students of broadening their knowledge and negatively affects their critical and analytical skills which will lead to negative consequences in the future.

As regards students, they are seen as the most active users of this application. Many instructors mentioned that around 20-40% of them fail their home assignments because of the high percentage of AI. Furthermore, students also find answers to questions during lessons without even asking for permission to do this. Consequently, all instructors expressed negative attitudes towards the implementation of Chat GPT by students. Even though it can be beneficial in the sense of providing quick answers, organizing work, and saving time, the disadvantages of it outweigh the advantages.

Respondent 3: We should all admit that because of it, students do not work, do not analyze, do not study, and do not develop.

Respondent 11: Even I witnessed numerous cases when I was asking questions, and then they right away took their phones and typed on Chat GPT to see what the answer was. This really irritated me since they showed an absence of knowledge and logic.

Thus, respondents 3 and 11 also determined that there is an overreliance on this chatbot, which results in the loss of imagination, increased laziness, and inability to express themselves clearly. By taking into account the negative side of the integration of Chat GPT into education, the future of academic integrity seems to be blurred for instructors. They hold a belief that if strict measures are not taken in the near future, the uncontrolled usage of Chat GPT can lead to unpredictable consequences, which will undoubtedly have a profound impact on every sphere of our lives. *Respondent 6* gives the following comment: "We're just going to trust all our lives to the technologies, which is not good stuff because we cannot blame it in the end, right?".

As can be seen from this subchapter, even though the respondents acknowledged the benefits of using Chat GPT in education, they also highlighted some of its disadvantages. This study emphasized its connection to the maintenance of academic integrity. Therefore, this part of the results section shows their attitudes towards academic integrity and the strategies deemed to be appropriate for the given situation.

Instructors' attitudes towards promoting academic integrity (code IA)

It was identified that all respondents were fairly familiar with the notion of academic integrity; however, different interpretations were observed. While some gave narrow definitions implying that academic integrity is about being honest with oneself and being intolerant of cheating and plagiarism, others elaborated more and referred to it as showing a respectful and honest attitude to all members of the academic community. Furthermore, some respondents mentioned the importance of being honest in conducting lessons since they act as primary role models for students. From a professional point of view, academic integrity is also about being ethical in conducting research.

Being respectful and honest was highlighted by *Respondent 11:*

"I think academic integrity is about being honest with yourself, doing your job in a responsible way, acting fairly, and being honest with people, like your students, colleagues, and everyone. And mostly, I think, it is about producing original work".

Among all violations of academic integrity, around 70% of respondents noted an increased use of AI, in particular, Chat GPT, which is seen as the most popular AI tool. This can be seen from the *Respondent 10's* response:

"I always notice that my students use AI, especially in the Reading and Writing course. They don't want to work hard. They use Chat GPT and take some sentences without paraphrasing because they're first-year students. They have a lack of knowledge, so they copy".

As can be seen from this response, students have an insufficient knowledge of English and lack critical thinking skills. In addition, some other instructors mentioned that violations of academic integrity go beyond cheated homework assignments; there were cases when students falsified medical certificates with the help of this application.

Thus, to preserve academic integrity, most instructors take an active role in this process. Based on their responses, we concluded that they teach students how to paraphrase and cite sources properly, prepare detailed presentations about the ethical uses of Chat GPT, and use AI-detecting software. Also, to discourage students from cheating, some of them automatically put a zero in case AI is detected.

As such, the previous responses highlighted the negative attitude of instructors when it came to the violations of academic integrity. That is why, taking into account the threats posed by AI, instructors have proposed several strategies to mitigate these issues.

Having determined that instructors are concerned about the maintenance of academic integrity, the strategies used for decreasing the amount of artificial intelligence were explored.

Possible strategies for decreasing AI (PS)

Turnitin

All instructors check the originality of students' works in the Turnitin application. It identifies the percentage of plagiarism and AI and shows all sources that were utilized for the completion of an assignment. In addition, this platform is seen as user-friendly because it enables instructors to give feedback directly

in the uploaded file, suggests assigning peer reviews, and has a journal so that students can track their progress. The respondents claimed that this application is currently the best one in checking originality; however, they still acknowledged cases when AI was not determined.

Respondent 5: I think Turnitin is the best application as it's multifunctional, and it definitely helps in the prevention of cheating. It is my best friend.

Other participants, who mentioned the unreliability of Turnitin, always double-checked students' written assignments manually. In case uncommonly difficult grammar or vocabulary, lack of coherence and cohesion, and irrelevant examples were detected, students got much lower points even if Turnitin did not show a high percentage of AI.

Authentic assessment:

The implementation of authentic assessment is growing in popularity. Almost 50% of instructors sometimes use it to conduct parts of midterms or final exams. Teachers who conduct lessons on Reading and Writing and English for Academic Purposes assign a variety of authentic tasks for students, such as writing a research proposal, a business plan, or a travel guide to consolidate all new grammatical structures and vocabulary learned throughout the semester. This way students learn to think creatively, improve critical thinking and problem-solving skills, and apply theory into practice.

Respondent 5: I assign projects because students will have an opportunity to learn something from each other, collaborate, communicate, and gain skills that are necessary in real-life situations. But when it comes to tests, we should be very careful.

In order to minimize subjectivity, it was proposed that analytical rubrics be designed that would help assess all aspects of students' work and provide feedback on it.

Discussion

This research aimed to investigate the instructors' perceptions of implementing Chat GPT in education. As this chatbot was launched in November 2022 and soon gathered millions of users worldwide, it has raised a lot of concerns among educators, especially regarding the maintenance of academic integrity in these new conditions. Students actively started to search for answers, write essays, and even write thesis papers, as Chat GPT is capable of producing the desired result in a short time. Instructors have also begun to use this chatbot to help them in the preparation for their lessons.

As regards understanding the notion of academic integrity, this study revealed that all instructors were aware of what it is, though there were different interpretations. Furthermore, they frequently noticed violations of academic integrity, primarily in the form of cheating home assignments from Chat GPT. To address this challenge, instructors started paying particular attention to teaching about academic integrity throughout their courses. Some of them took strict measures if they noticed the presence of Chat GPT in students' works, while others permitted the use of AI with certain restrictions.

On the one hand, it was revealed that instructors are active users of Chat GPT too. The main purpose of it is to generate ideas for conducting lessons. Then, it was also helpful in creating lesson materials, grading assignments, and providing detailed feedback. These findings go in line with J. Oranga who also claimed that it gives beneficial feedback based on the criteria [5]. This undoubtedly saves teachers' time and enables students to know their results much earlier. In addition, instructors generated and tested midterm questions in Chat GPT to see whether they are unambiguous. In this sense, the finding contributes to S. Sharma and R. Yadav, who tested it in designing game-based assessments [7]. Also, this study determined that it is possible to upload a huge number of lectures to Chat GPT and make it create different types of questions.

On the other hand, this research revealed that despite providing feedback, Chat GPT is not always reliable in putting grades, and it can be easily confused. Thus, still, the role of human raters should not be undermined. In case the preference is given to Chat GPT, it is important to provide it with accurate and detailed prompts; otherwise, the reliability of the assessment will suffer. Moreover, not all information and examples provided by Chat GPT are trustworthy. Finally, some instructors raised the problem of ethics. Since this chatbot can do almost everything it is asked for, it is likely to lead to violations of academic integrity as people simply forget about what they were supposed to do. For this reason, two participants in this study fully declined the idea of using Chat GPT in their lessons. These are considered to be the new findings on the topic of academic integrity and AI.

Based on the abovementioned disadvantages, almost all instructors expressed their dissatisfaction when students used Chat GPT for answering questions or taking ideas for home assignments. It resulted in the loss of creativity and critical thinking as well as being unable to clearly express themselves in the target language. This opinion contradicts J. Oranga, who supported the view that this chatbot can be particularly helpful for autodidactic learners [5]. This study showed that students take information for granted, plagiarize it, and make little analysis of what they have; consequently, most of them will not succeed.

Active steps are made toward decreasing the influence of AI. In this respect, English teachers mainly employ two strategies to restrain it: they use the Turnitin application and sometimes assign authentic assessment tasks. Turnitin was regarded as an effective strategy that helps identify AI-generated content. However, sometimes, it does not show the real percentage; therefore, it was advised to manually review suspicious works. This finding coincides with D. Cotton et al., who proposed the same variant. Another strategy, authentic assessment, has a possibility of diminishing AI, too [11]. However, this type requires careful consideration of assessment rubrics, students' needs, and desired outcomes. The tasks should be structured in such a way that they would become difficult to be completed using Chat GPT. If all these conditions are maintained, this strategy was claimed to be very efficient in teaching practical-oriented courses. These findings also align with A. Ifelebuegu's opinion regarding the choice of assessment based on the type of course [12].

Conclusion

Even in the era of AI, academic integrity still occupies a central position in education. As instructors are the key figures in its maintenance, the study focused on their attitudes toward Chat GPT. Although this chatbot has a lot of undeniable advantages, such as automated feedback, structuring tests, and minimal time spent searching for sources, it should still be treated with caution.

This research emphasized teachers' views and one of the limitations of it was the fact that most instructors did not clearly determine the advantages of Chat GPT for students. Also, it was limited to one major. Consequently, it is suggested to conduct the same research among the representatives of other faculties to increase the generalizability of findings. Their understanding of the role of AI on academic integrity might be different and thus, they can provide other insights that will assist in designing specific policies for Kazakhstani students in the future. However, this research provided some valuable insights into English teachers related to academic integrity and the strategies they use to promote it. In addition, it should be noted that our next study will involve students as well to help identify their perspective in using Chat GPT to complete the whole picture. As for theoretical significance, the study determined the instructors' attitudes which is important for the determination of the current state. In terms of practical significance, it might assist in developing specific policies on the ethical use of AI in the future.

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CHAT GPT ЖӘНЕ АКАДЕМИЯЛЫҚ АДАЛДЫҚТЫҢ БОЛАШАҒЫ: ҚИЫНДЫҚТАРЫ МЕН МҮМКІНДІКТЕРІ

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Аңдатпа. Жоғары білім беру жүйесінде академиялық адалдықты сақтау маңызды рөл атқарады. Дегенмен, жасанды интеллекттің пайда болуы бұл пікірге жиірек күмән тудыруда. Сол себепті, бұл зерттеу оқытушылардың Chat GPT бағдарламасын білім берудегі академиялық адалдықты сақтай отырып пайдалануға деген көзқарасын анықтауға бағытталған. Жоғарыда аталған мақсаттарға қол жеткізу үшін сапалық зерттеу әдісін қолдану арқылы зерттеуге Қазақстанның бір жекеменшік жоғары оқу орнының «Шет тілі: екі шет тілі» мамандығының 12 оқытушысы жұмылдырылды. Зерттеушілердің әрқайсысы 25-35 минут аралығында созылатын жартылай құрылымдық сұхбаттар жүргізді. Алынған ақпараттарды интерпертациялау үшін Хатч моделі бойынша талдаудың дедуктивті түрі таңдалды, содан соң алынған нәтижелер осы саладағы өзге жұмыстармен салыстырылды. Тұтастай алғанда, мұғалімдердің көпшілігі Chat GPT бағдарламасының белсенді пайдаланушылары екені анықталды. Аталмыш жасанды интеллектті пайдаланудың ең жиі тараған мақсаттары идеяларды қалыптастыру, емтихан сұрақтарын әзірлеу, эсселерді бағалау және бағалауға арналған рубрикаларды құрастыру болды. Алайда оқытушылар жасанды интеллектті қолданғаны үшін жазаға тартылған студенттердің бұл қосымшаны қолдануына қатысты теріс пікірлерін білдірді. Сондықтан оқутышылар студенттердің жазба жұмыстарын Turnitin қолданбасында тексеру және жасанды интеллекттің қолданылу ықтималдығын азайту үшін аутентикалық тапсырмалар беру арқылы академиялық адалдықтың сақталуын мұқият қадағалады. Бұл

зерттеудің теориялық маңыздылығы мұғалімдердің көзқарасы бойынша Chat GPT бағдарламасын қолданудың артықшылықтары мен кемшіліктерін көрсету болып табылады. Практикалық құрамдас бөлікке келетін болсақ, бұл тұжырымдар білім беруде Chat GPT бағдарламасын пайдалану саясатын әзірлеу үшін негіз бола алатынын атап өткен жөн.

Тірек сөздер: Академиялық адалдық, жасанды интеллект, жоғары білім, Chat GPT, оқытушылардың қабылдаулары, мақсаттар, Turnitin қолданбасы, аутентикалық бағалау

CHAT GPT И БУДУЩЕЕ АКАДЕМИЧЕСКОЙ ЧЕСТНОСТИ: ВОЗМОЖНОСТИ И ВЫЗОВЫ

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Аннотация. Поддержание академической честности играет важную роль в высшем образовании. Однако с появлением искусственного интеллекта, эта идея часто подвергается сомнению. Таким образом, данное исследование было направлено на определение отношения преподавателей к использованию Chat GPT в образовании, при условии сохранения академической честности. Для того чтобы достичь вышеупомянутые цели был выбран качественный метод исследования с привлечением 12 преподавателей специальности "Иностранный язык: два иностранных языка" в одном частном университете в Казахстане. Исследователи провели полуструктурированные интервью, каждое из которых продолжалось от 25 до 35 минут. Дедуктивный тип анализа по модели Хатча был выбран для интерпретации полученной информации, и после этого, результаты были сравнены с другими существующими работами в этой сфере. В целом, было определено, что большинство преподавателей сами являются активными пользователями Chat GPT. Наиболее распространенные цели для его использования включали в себя генерацию идей, разработку экзаменационных вопросов, проверку эссе, и создание рубрик для оценивания. Однако преподаватели выразили негативное мнение по поводу использования этого приложения студентами, которых наказывали за обнаружение искусственного интеллекта. Поэтому они внимательно следили за соблюдением студентами академической честности, проверяя их письменные работы в приложении Turnitin и давая аутентичные задания чтобы снизить вероятность использования искусственного интеллекта. Теоретическая значимость этого исследования заключается в демонстрации преимуществ и недостатков использования Chat GPT с точки зрения преподавателей. Касаемо практической составляющей, следует отметить, что эти выводы могут послужить основанием для разработки политики использования Chat GPT в сфере образования.

Ключевые слова: академическая честность, искусственный интеллект, высшее образование, Chat GPT, восприятие преподавателей, цели, приложение Turnitin, аутентичное оценивание

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