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PRE-SERVICE TEACHERS' ACADEMIC INTEGRITY: CASE OF KAZAKHSTAN

The article reveals general rules and codes of academic integrity in pedagogical universities. The purpose of the study is to define the level of pre-service teachers' academic integrity and the attitude of students towards it. The definition of academic integrity is given and based on the analysis of domestic and foreign literature, moreover, types of academic dishonesty are presented in the article. The research work contains the results of the survey of 68 respondents of the 3rd and 4th year students of the educational program «Foreign language: two foreign languages» of Pavlodar Pedagogical University on their attitude to academic integrity. The authors of the article carried out diagnostics of the level of pre-service teachers' academic integrity in the learning process. Cronbach's alpha coefficient was applied to check the reliability and internal consistency of the authors' questionnaire. A Likert scale was utilized in the questionnaire according to the degree of agreement. SPSS Statistics software was used for statistical data processing. Overall, the survey indicates a low level of academic integrity in some points. After analyzing the items of the questionnaire, the authors of the study proposed certain rules that need to be prescribed in the codes, as well as to acquaint pre-service teachers with them in the learning process and during research work. Compliance with these rules or the code of academic integrity contributes to the formation of significant personal qualities of the future teacher in students.

Keywords: academic integrity, code of academic integrity, pre-service teacher, plagiarism, disciplinary responsibility, questionnaire.

Introduction

Academic integrity for students of pedagogical specialties is a key moment in the process of obtaining education. In higher educational institutions of Kazakhstan, the requirements for passing student qualification papers have increased, therefore, in recent years, interest in the problem of academic integrity has grown. In order to improve the quality of education, higher education institutions develop their own codes or rules in this direction, especially the emphasis on academic integrity is placed on pedagogical specialties. Pre-service teachers should be able to demonstrate the importance of academic integrity through personal conduct.

To improve the quality of education, various forms and methods of both classroom and extracurricular independent work of students are offered, various ways and methods of stimulating motivation and cognitive activity are being developed. But all this will be ineffective without such a phenomenon as students' academic integrity [1].

Kazakh National University named after Al-Farabi gives the following definition of academic integrity: «...this is a set of moral and ethical norms, principles and values that determine the behavior of each member of the university community, including such principles as avoiding deception and plagiarism, adherence to academic standards, honesty and integrity in scientific research and publications» [2].

For the purpose of this paper, the definition of academic integrity will be applied specifically to a set of behavioral rules in the educational process, with a specific focus on the writing of student qualification papers, such as term papers, diplomas and projects, and conducting research.

With the development of information and communication technologies, it has become easy to use the works of other authors, as the materials are in the public domain and can be copied and pasted without reference to the authors.

In the codes or rules of academic integrity, higher education institutions prescribe the principles, rights and obligations of students, types of academic dishonesty and measures in case of nonobservance of the code.

«A fundamental component of the university's approach to integrity is how it accounts for breaking student academic integrity, including plagiarism and collusion» [3].

Students tend to use plagiarism as a solution to their assignments. The fight against plagiarism among students of all higher education institutions is important for maintaining academic integrity.

By raising students' awareness of types of academic dishonesty, attitudes towards plagiarism can be changed to some extent. Students' knowledge of plagiarism affects their attitude towards it [4].

According to Kazakhstani scientists, the values of academic integrity can be based on several key aspects:

- 1) improvement of assessment methods;
- 2) support of students in the educational process;
- 3) implementation of policies and guidelines consistent with best educational practice;
- 4) promotion of strategies for attracting teachers and their professional development [3].

The analysis of domestic and foreign literature [5], [6], [7], [8], [9] shows that there are several types of students' academic dishonesty that can be encountered in the performance of their educational and research work (Table 1):

Table 1 – Types of students' academic dishonesty

Cheating	– covert use of information sources.
Collusion	- writing a research paper for another student or completing a term paper / diploma paper by ordering it from the Internet, buying ready-made student qualifying papers.
Deception	– resubmission of the revised work, the provision of work done by a group of students, although an individual study was envisaged, the provision of other people's term papers or theses, downloading other people's research.
Fabrication or falsification	– falsification of mathematical or statistical data in the study, the results of questionnaires, surveys, conversations; coming up with a list of references or research sources.
Forgery	– presentation of finished someone else's work, received or acquired from another person or organization.
Fraud	– use of prohibited technical means [7, 417].
Plagiarism	– partial or complete appropriation of the author's words without reference to him/her, without formalizing fragments of someone else's work when writing a student's qualifying work. Foreign scientists define plagiarism as the use of someone else's ideas without confirmation and attribution [5]. Plagiarism is committed when appropriate evidence is not provided when using the ideas or work of others [6].
Sabotage	– interfering with other students to do their work or disrupting classes.

So, literature analysis demonstrates that there are eight or even more types of students' academic dishonesty in the performance of pre-service teachers' educational and research work.

Materials and methods

In our research work, methods of analysis and synthesis of scientific pedagogical literature and the Internet resources on the topic of academic integrity were used. To describe the theoretical basics of our study, an analysis and generalization of Kazakhstani and foreign scientific literature was carried out.

The study involved 68 respondents of the 3rd and 4th year students of educational program «Foreign language: two foreign languages» of Pavlodar Pedagogical University. To assess pre-service teachers' level of awareness and attitude towards academic integrity a special authors' questionnaire was developed. To check the reliability of the questionnaire items the Cronbach's alpha coefficient was applied. SPSS Statistics program for statistical data processing was used in the study.

Results and discussion

To identify the level of academic integrity of pre-service teachers and their attitude towards it, we conducted a survey among 68 respondents of the 3rd and 4th years students of the educational program «Foreign Language: Two Foreign Languages», Higher School of Humanities of Pavlodar Pedagogical University. The survey was conducted in the second semester of the 2021–2022 academic year. The instructions for the questionnaire stated that participation in this survey was voluntary and anonymous. Completion of this questionnaire would not affect the academic performance of the participants and the relationship with the teaching staff. The study involved 68 students who were asked to answer 10 statements:

- 1) When writing an essay, abstract, term paper, article or project, I use information from the Internet and do not refer to the author of the source.
- 2) In the list of sources, I indicate literature that I have not actually used.
- 3) When doing individual research work, I use the help of fellow students, friends, relatives or teachers.
- 4) I cheat or allow the written work to be cheated.
- 5) I use other students' work on the Internet and pass it off as my own.
- 6) I do research work for other students.
- 7) I order a ready-made essay, project, term paper on the Internet and social networks.
- 8) I think that there is no need to check any work in the anti-plagiarism system.
- 9) I think that you can study without anti-plagiarism system in the learning process.
- 10) I provide incorrect mathematical or statistical data in the study.

A Likert scale and the degree of agreement was used in the questionnaire which consists of three positions: 3 – «agree», 2 – «neither agree or disagree»,

1 – «disagree» [10]. The processing of statistical data was carried out by the SPSS Statistics program.

Answers «1» refer to a high level of academic integrity of pre-service teachers, «2» to an average level, «3» to a low level.

To check the reliability of the developed questionnaire and the internal consistency of its individual items, the Cronbach's alpha coefficient (SPSS Statistics program) was used.

Table 2 shows the calculation of the Cronbach's alpha coefficient.

Table 2 – Calculation results of Cronbach's alpha for questionnaire items

Variable	Alpha Cronbach: .882 Cronbach's alpha based on standardized items: .882									
	1	2	3	4	5	6	7	8	9	10
1	1.000	.489	.447	.376	.437	.448	.465	.319	.382	.417
2	.489	1.000	.391	.490	.343	.448	.338	.546	.221	.510
3	.447	.391	1.000	.359	.482	.295	.445	.478	.598	.367
4	.376	.490	.359	1.000	.508	.408	.510	.614	.397	.423
5	.437	.343	.482	.508	1.000	.435	.428	.343	.585	.301
6	.448	.448	.295	.408	.435	1.000	.294	.437	.393	.498
7	.465	.338	.445	.510	.428	.294	1.000	.335	.363	.510
8	.319	.546	.478	.614	.343	.437	.335	1.000	.498	.485
9	.382	.221	.598	.397	.585	.393	.363	.498	1.000	.407
10	.417	.510	.367	.423	.301	.498	.510	.485	.407	1.000

The internal consistency of all items of the author's questionnaire is .882 and Cronbach's alpha based on standardized items is .882. The internal consistency of the questionnaire is high, since the coefficient α is closer to one.

The results of students' answers (n=68) are presented in Figure 1.

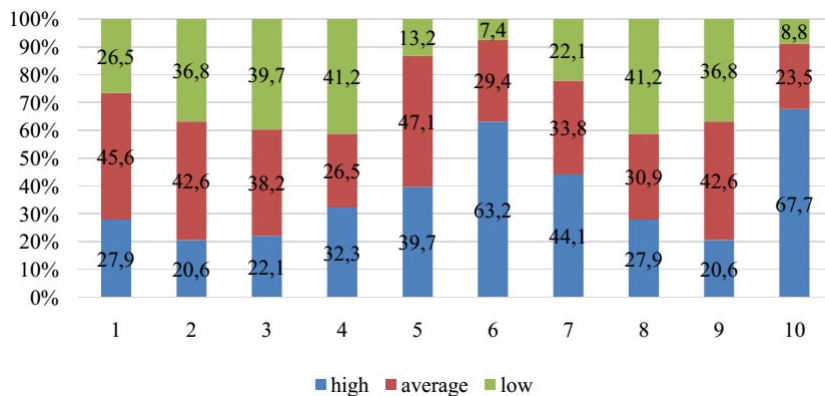


Figure 1 – Results of students' answers

To the first statement «When writing an essay, abstract, term paper, article or project, I use information from the Internet and do not refer to the author of the source» 27.9 % students answered that they «disagree», 45.6 % of respondents answered that they «partially agree» and 26.5 % agreed with this statement.

To the second statement, «In the list of sources, I indicate literature that I have not actually used», 20.6 % of students indicated that they disagree, 42.6 % partially agreed, and 36.8 % answered positively.

To the third statement «When doing individual research work, I use the help of fellow students, friends, relatives or teachers» 22.1 % of the respondents expressed disagreement, 38.2 % agreed partially and 39.7 % of students agreed with this statement.

To the fourth statement «I cheat or allow the written work to be cheated», 32.3 % of respondents demonstrated a high level of academic integrity, 26.5 % partially agreed with the proposed statement, and 41.2 % of students answered positively. Among the proposed items, the fourth statement showed the lowest level of pre-service teachers' academic integrity.

The fifth statement says «I use other students' work on the Internet and pass it off as my own» 39.7 % of students answered negatively, 47.1 % partially agreed and 13.2 % answered positively.

To the sixth statement «I do research work for other students», 63.2 % indicated that they do not agree, 29.4 % of students answered neutrally, 7.4 % agreed with this statement.

To the seventh statement «I order a ready-made essay, project, term paper on the Internet and social networks», 44.1 % of respondents answered negatively, 33.8% partially agreed and 22.1 % of students fully agreed.

To the eighth statement «I think that there is no need to check any work in the anti-plagiarism system», 27.9 % of respondents do not agree with the proposed statement, 30.9 % take a neutral position and 41.2 % have a low indicator.

To the ninth statement «I think that you can study without anti-plagiarism system in the learning process», 20.6 % of students answered negatively, 42.6 % partially agreed with the statement and 36.8 % of respondents fully agreed.

To the tenth statement «I provide incorrect mathematical or statistical data in the study» 67.7 % of students demonstrated a high academic integrity score on this question, 23.5 % partially agreed, and 8.8 % provide incorrect statistics in research.

Thus, the students' responses provided information about their attitudes towards academic integrity. Overall, these survey results indicate a low adherence to standards of academic integrity.

In order to avoid undesirable consequences when conducting research, it is necessary to follow certain rules that must be prescribed in the codes, as well as to acquaint pre-service teachers with them when doing research. To achieve a positive result, teachers should:

- regularly remind students of the basic principles of academic integrity;
- discuss with students the value of academic integrity in the process of research;
- to conduct consultations on the standards for the design of references of articles, abstracts, term papers and theses;
- observe copyright;
- check research papers in the anti-plagiarism system;
- explain the consequences of academic dishonesty to students;
- inform management (parents) in case of breaking the principles of academic integrity;
- implement the principles of academic integrity in work plans / syllabuses.

During research activities, students of pedagogical specialties should comply with the rules or the code of academic integrity, as they contribute to the formation of such significant qualities of a future teacher in students: integrity, honesty, respect for other people's work, the ability to obtain and use information, the ability to analyze and think critically.

Conclusions

The purpose of this work was to define the level of academic integrity of pre-service teachers and the attitude of students towards it. The data obtained in the course of the work demonstrate that the 3rd and 4th year students of pedagogical

specialties do not take the use of plagiarism in the process of teaching and research seriously. The statement “I cheat or allow my written work to be cheated” showed the lowest level of academic integrity among students. Only 32.3 % of respondents demonstrated a high level of academic honesty in this issue, 26.5 % partially agreed with the proposed statement, and 41.2 % of students answered positively.

The statement «I provide incorrect mathematical or statistical data in the study» 67.7 % of students have a high indicator of academic integrity, 23.5 % partially agree, and only 8.8 % provide incorrect statistics.

Thus, it is necessary to carry out explanatory work, utilize methods that contribute to increase the academic integrity of pre-service teachers. It should be noted that progress in the field of educational technologies allows the use of automated anti-plagiarism system at all stages of education.

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БОЛАШАҚ МҰҒАЛІМДЕРДІҢ АКАДЕМИЯЛЫҚ АДАЛДЫҒЫ: ҚАЗАҚСТАН ТӘЖІРИБЕСІ

Мақалада педагогикалық университеттердегі академиялық адалдықтың жалпы ережелері мен кодекстері қарастырылады. Зерттеудің мақсаты – педагогикалық мамандық студенттерінің академиялық адалдық деңгейін және студенттердің оған деген көзқарасын анықтау. Отандық және шетелдік әдебиеттерді талдау негізінде академиялық адалдықтың анықтамасы берілген, академиялық адалдықтың түрлері келтірілген. Зерттеу жұмысында Павлодар педагогикалық университетінің «Шетел тілі: екі шет

тілі» білім беру бағдарламасының 3–4 курсының 68 студентінің академиялық адалдыққа деген көзқарасы бойынша сауалнама нәтижелері қамтылған. Мақала авторлары оқу үдерісінде студенттердің академиялық адалдық деңгейіне диагностика жүргізді. Авторлық сауалнаманың сенімділігі мен ішкі сәйкестігін тексеру үшін Кронбахтың альфа коэффициенті қолданылды. Сауалнамада келісу дәрежесіне қарай Р. Лайкерт шкаласы қолданылды. Статистикалық мәліметтерді өңдеу үшін SPSS Statistics бағдарламалық құралы пайдаланылды. Сауалнамалардың тармақтарын талдағаннан кейін зерттеу авторлары болашақ мұғалімдерді оқу үдерісінде және зерттеу жұмыстары кезінде олармен таныстыру үшін белгілі бір ережелерді ұсынды. Осы ережелерді немесе академиялық адалдық кодексін сақтау студенттерде болашақ мұғалімнің маңызды тұлғалық қасиеттерін қалыптастыруға ықпал етеді.

Кілтті сөздер: академиялық адалдық, академиялық адалдық кодексі, болашақ мұғалім, плагиат, тәртіптік жауапкершілік, сауалнама

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АКАДЕМИЧЕСКАЯ ЧЕСТНОСТЬ БУДУЩИХ УЧИТЕЛЕЙ: ОПЫТ КАЗАХСТАНА

В статье рассматриваются общие правила и кодексы академической честности в педагогических вузах. Цель исследования заключается в установлении уровня академической честности студентов педагогической специальности и отношения обучающихся к ней. На основе анализа отечественной и зарубежной литературы дается определение академической честности, приведены виды академической нечестности. Исследовательская работа содержит результаты анкетирования 68 обучающихся 3–4 курсов образовательной программы «Иностранный язык: два иностранных языка» Павлодарского педагогического университета по вопросам их отношения к академической честности. Авторами статьи

проведена диагностика уровня академической честности студентов в процессе обучения. Для проверки надежности и внутренней согласованности авторской анкеты был применен коэффициент альфа Кронбаха. В анкете использовалась шкала Р. Лайкерта по степени согласия. Для статистической обработки данных была использована программа SPSS Statistics. После анализа пунктов анкет авторами исследования предложены определенные правила, которые необходимо прописывать в кодексах, а также знакомить будущих учителей с ними в процессе обучения и при проведении исследовательских работ. Соблюдение данных правил или кодекса академической честности способствует формированию у студентов значимых личностных качеств будущего учителя.

Ключевые слова: академическая честность, кодекс академической честности, будущий педагог, плагиат, дисциплинарная ответственность, анкетирование.

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