RETHINKING ACADEMIC INTEGRITY: THE IMPACT OF GENERATIVE AI ON MODERN EDUCATION

Uzbekistan state university of world languages, student:
Bobonazarova Aziza
Email: azizafarhodovna13@gmail.com

Scientific adviser: **Feruz Zaripov**
Email: feruzbek-master@mail.ru

Abstract. *tools can help students generate ideas and work on their own. The rapid development of AI has created numerous challenges for schools and universities. Using data from UNESCO and the OECD, this article explains why anti-theft policies and AI tracking mechanisms are failing. These findings suggest that educators should refocus their writing practices on solving real-world problems and unlocking human potential, rather than abandoning the creative process.*

Keywords: *Generative AI, higher education, academic integrity, student assessment, UNESCO guidelines.*

Introduction. Humanity stands at a technological crossroads that should not be confused with another industrial revolution. The 21st century is marked by radical digital transformation, and artificial intelligence (AI) lies at the heart of this transformation. Technologies that yesterday seemed like science fiction or complex laboratory experiments are now gradually becoming part of our everyday lives. As recent major reports from international organizations such

as UNESCO and the OECD demonstrate, AI is not only accelerating global economic productivity but also fundamentally changing the landscape of modern education, healthcare, and basic scientific research.

However, historical precedent shows that no breakthrough innovation is without consequences. The explosive pace of AI adoption is forcing modern society to confront serious philosophical, legal, and ethical challenges. On the one hand, AI is touted as a unique catalyst for human potential – a tool capable of automating mundane tasks, increasing organizational efficiency, and solving complex global crises. On the other hand, concerns about its dark side are growing at an equally rapid pace. We are currently witnessing "information poverty," serious shortcomings in intellectual property rights, and dangerous delays in national regulations that fail to keep pace with technological developments. Moreover, the complexity and algorithmic variability of these systems remind us that they can easily disrupt our digital information ecosystems.

The primary goal of this article is to provide a balanced, critical, and comprehensive analysis of the key benefits and drawbacks of artificial intelligence in modern society. By reviewing recent academic literature and international policy recommendations in light of this, this study balances the potential of artificial intelligence to enhance human competence with its socioeconomic and ethical risks. Finally, this article seeks to address an important question facing our generation: is artificial intelligence the foundation of future human progress, or are we gradually handing over democratic control to mindless machines?

Methods.

Selection of Materials and Limitations of the Study

The primary information sources for this study are global policy maps, policy summaries, and curriculum plans published by major international policy organizations. In particular, data was collected from authoritative frameworks published by UNESCO and the OECD. To strictly adhere to the latest Large-Scale Language Models (LLMs) and advanced deep synthesis techniques, precise time series were established, and information sources were limited to documents published between 2021 and 2026. The selection criteria focused on documents that simultaneously covered macroeconomic government policies such as Sustainable Development Goal 4 (SDG 4) and data sovereignty, as well as micro-level changes in the education process, such as changes in student learning and teacher professional development assessment.

Data Collection Protocol and Data Selection

The data collection process was conducted through a systematic secondary selection process to exclude commercial marketing literature and maintain academic rigor. In the first stage, international institutional archives were digitally searched using specific keywords such as "ethical risks of AI in education," "data poverty ," "stochastic parrots," "assessment redesign," and "human agency." In the second stage, rigorous selection filters were used to exclude studies focusing solely on technical equipment configurations and unpeer-reviewed corporate analysis reports. This process ensured a core of important normative texts for subsequent analysis.

Qualitative Coding and Thematic Analysis

The full-text corpus was analyzed using thematic coding. Rather than considering technology in isolation, the texts were examined from human and sociological perspectives. Excerpts from the selected documents were systematically analyzed and categorized into three main research areas.

The first theme focused on the macro-political demand for structural equality, bridging data disparities in developing countries, and integrating minority languages into AI education datasets. The second theme analyzed institutional adaptation strategies focusing on the shift from automated plagiarism detection to the strategic design of writing assignments in schools and universities. The third theme evaluated interactive design interfaces, methods for maintaining student motivation, and ways to allow human control over automated outcomes.

Methodological Considerations and Limitations

A key limitation of this qualitative study lies in the highly innovative nature of the machine learning techniques. Due to the rapidly evolving commercial potential of artificial intelligence and national data security needs, this methodology treats the documents under analysis not as static historical records, but as active and evolving patterns. Finally, because this study is based on a fully public international policy framework, formal institutional ethical approval was not required.

Results.

A qualitative analysis of policy documents collected by UNESCO and OECD provides concrete and practical insights into the global regulatory landscape of GenAI and its structural impact on education. The findings can be divided into three main areas: macro-level policy gaps, institutional strategies to ensure educational integrity, and frameworks for collaboration at the classroom level.

Macro-level policy gaps and social risks

The evidence suggests that there is a significant gap between technological advances and national policy implementation. The text analysis identifies three main findings at the macro level:

The findings show that the development of GenAI is accelerating the concentration of AI infrastructure in a few large economies in the Global North. This is creating a situation of "data poverty" in the Global South.

Cultural and linguistic dominance: Leading systems such as ChatGPT are trained primarily on texts that reflect Western norms, so the results will likely reinforce dominant cultural perspectives. This analysis highlights the urgent need for policies that require AI vendors to include minority and indigenous languages in their Large Language Model (LLM) datasets to prevent cultural alienation.

Threats to academic autonomy: The data provide a stark warning about the potential for AI systems to steal human ideas. The results suggest that overreliance on chatbots can reduce students' intrinsic motivation and hinder the development of fundamental critical thinking and logical reasoning skills in the real world.

Strategic transformation and institutional assessment

At the school and university governance level, the findings move from external policy to internal alignment. The data show that when GenAI was first introduced, the main institutional response was concerns about plagiarism. However, the qualitative analysis provides two key implications for campus governance.

The Failure of Automated AI Detection: The literature review shows that effective software tools for detecting AI-generated plagiarism are not effective

as a long-term solution. These detection tools have poor empirical accuracy and cannot keep up with the rapid development of AI.

A shift in task redesign: The data strongly supports the shift from supervised to learning transformationNew assessment criteria should focus on unstructured real-world problems, human empathy, multidimensional verbal reasoning, and critical human creativity.

Finally, the documents propose an “interaction design” model as an alternative to top-down technology deployment. The analysis shows that GenAI essentially acts as a “probabilistic parrot,” that is, it provides language probabilities based on online data without understanding real-world language. It cannot be considered a reliable source of knowledge because its responses may contain errors and biases.

The collaborative design model presented in this text requires educators, researchers, and students to work together to define the boundaries of the use of artificial intelligence. The evidence suggests that GenAI offers clear advantages in simplifying research design and data analysis, and that the responsibility for verifying factual accuracy and maintaining ethical control over the final research results lies entirely with human users.

Discussion.

The results of this study clearly demonstrate that the development of AI is not a temporary phenomenon, but rather a fundamental change in governance and education. Given the complexity and multifaceted nature of the institutional framework presented in this paper, many questions arise about the implications for students, faculty, and policymakers in the future.

The study's findings indicate that the lack of uniform, government-mandated standards for AI research has a negative impact on social well-being.

As technology advances, legal processes become increasingly complex, leading to the dissemination of laws across national educational policies. The findings of the "information poverty" study indicate that this inequality is widespread across the global economy, particularly in rural areas.

Once Western culture becomes the dominant language, learning a monolingual language can become challenging. International students may use the curriculum to view things from a unique cultural perspective without embracing the values of their own culture. These results demonstrate that the digital divide is not limited to students' internet access but also includes geographic differences and the inclusion of language factors in algorithms. The introduction of new technologies has generated considerable interest and debate for many years.

Conclusion

This study examines the broad scope of technological developments and their impact on the future of education and learning. According to the international policy views of UNESCO and the Organization for Economic Co-operation and Development, While GenAI technology has the potential to improve academic and learning outcomes, it is unlikely that it will ever be able to do so. This includes marginalizing the poor and minorities around the world and denying the idea of humanity. These processes act as a “black box” in language representation and comprehension, becoming essential for learning and reasoning.

Overall, the evidence suggests that interventions such as “houses” or tools are feasible and cost-effective. The real future of educational life depends on the development of social sciences. The government should pass laws to protect freedom of speech. At the same time, educational institutions should be

strategic and By combining educational theories with the context and complexity of the real world, we can see that critical thinking can enrich rather than replace human thinking.

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