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GENERATIVE AI IN EDUCATION: BENEFIT OR THREAT TO ACADEMIC INTEGRITY?

The development of **artificial intelligence** (AI), particularly generative models such as ChatGPT, DALL·E and others, is significantly transforming the educational process. These tools can assist in writing texts, creating educational materials, automating assessments and personalizing learning. At the same time, the active use of such tools raises concerns about maintaining academic integrity and fostering critical thinking in students.

Generative AI opens up new opportunities for education, including (Chan, 2023):

1. ***Personalization of learning***. Generative AI can tailor educational materials to match students' knowledge level, interests and learning pace. For example, online platforms like Coursera and Duolingo use AI to analyze student's responses and select tasks of appropriate difficulty.

2. ***Automation of routine tasks***. AI can significantly reduce the workload of instructors by automating tasks such as test grading, providing feedback on student work and organizing learning courses. For instance, using tools like ChatGPT or Grammarly to analyze written work and provide constructive feedback or automatically creating tests and quizzes with platforms like Quizlet or Kahoot, which integrate AI.

3. ***Access to knowledge***. AI enables students to quickly find, summarize and explain complex topics, facilitating a deeper understanding of the material. For example, using Google Gemini, ChatGPT or DeepL to obtain quick answers to study questions or help with working with foreign sources.

4. **Support for educators**. Generative AI can assist in preparing lectures, creating syllabi and developing interactive materials. For instance, using DALL·E or Canva to create visual aids for presentations.

However, alongside the advantages of generative AI, there are challenges and threats to academic integrity, including plagiarism risks, a decline in critical thinking and ethical dilemmas regarding the use of technology (Bandi, Adapa, Kuchi, 2023):

1. ***The plagiarism problem***. Generative AI, capable of creating texts, can be used by students to write essays, reports and research papers that they submit as their own, which undermines academic integrity. Such practices reduce the quality of education, as students fail to acquire necessary knowledge and skills, relying instead on ready-made content. <u>Possible solutions</u>: 1) Use of specialized programs to check for AI-generated content (e.g., Turnitin, GPTZero). 2) Encouraging students to produce unique work through oral presentations and defenses.

2. ***Decline in critical thinking***. Excessive reliance on AI can lead to students' ceasing to analyze information independently and develop their own arguments, as AI often provides ready-made solutions without requiring deep understanding or reflection. This can negatively impact students' ability to critically engage with the information and formulate their own conclusions. <u>Possible solutions:</u> 1) Inclusion of tasks in curricula that require deep analysis and discussion. 2) Use of active learning methods, such as debates or case-based learning.

3. ***Bias and possible errors***. Generative AI can provide incorrect or biased information, posing a significant risk of spreading false knowledge. AI models learn from large datasets that often contain not only facts but also biases or stereotypes. As a result, these models may reinforce existing social or cultural stereotypes or generate distorted data that does not reflect reality. This can lead to the spread of misinformation among students and society. <u>Possible solutions</u>: 1) Teaching skills for information verification, critical analysis and working with primary sources. 2) Using AI only as an auxiliary tool, not as the primary source of information.

4. ***Ethical issues***. Using AI for writing essays, research papers or exam answers contradicts the principles of honesty and transparency in education, as it diminishes the value of the academic process and violates the foundations of academic integrity. Students who rely on generative AI not only deceive the assessment system but also deprive themselves of the opportunity to deeply absorb the material and develop the necessary skills. <u>Possible solutions</u>: 1) Clear rules defining the acceptable use of AI in academic work. 2) Using oral exams, discussions and open-ended questions to assess student knowledge.

Balanced use of AI in education requires a careful approach that combines ethical standards, responsible digital literacy training, the use of AI as an auxiliary tool and the development of critical thinking skills to ensure effective application of technology

without compromising academic integrity and the quality of the learning process (Crompton, Burke, 2023).

1. **Development of ethical norms**. Educational institutions should establish clear rules for the use of AI in the learning process to ensure academic integrity and avoid abuse. **Measures**: 1) Development of policies regarding the use of AI for writing academic papers, essays and test assignments. 2) Clear definition of when AI use is acceptable (e.g., for idea generation, text editing) and when it constitutes a violation (e.g., automatic writing of thesis papers). 3) Integration of ethical AI usage principles into educational programs, particularly in higher education.

2. **Training students in digital literacy**. It is important not only to prohibit dishonest use of AI but also to teach students responsible approaches to digital technologies. **Measures**: 1) Digital literacy courses or workshops explaining how to verify information, avoid plagiarism and use AI responsibly. 2) Practical tasks that help students distinguish useful information from false data and biased content. 3) Incorporating AI in the learning process with a focus on explaining its limitations and drawbacks.

3. **Using AI as an auxiliary tool**. Generative models should complement traditional learning methods rather than replace them. **Measures**: 1) Educators can use AI to create educational materials, explain complex topics or develop personalized learning plans. 2) AI can be used for automating routine tasks such as test grading, but key assessments should still be conducted by humans. 3) Using AI to stimulate creative thinking, for example, generating ideas for scientific research or project work.

4. **Developing critical thinking skills**. Education should focus on teaching students to analyze and evaluate the information they receive, even if it is generated by AI. **Measures**: 1) Using discussion-based teaching methods where students analyze AI-generated content and identify its weaknesses. 2) Practical tasks that involve verifying the accuracy of facts in AI-generated texts. 3) Encouraging students to compare answers from AI with traditional knowledge sources (books, articles, primary sources).

Generative AI in the educational process holds significant potential, but its use must be balanced and responsible. Educational institutions must adapt to new conditions, establishing ethical standards and teaching students to use technologies thoughtfully. The balance between AI use and traditional learning methods will ensure the effectiveness of education while preserving academic integrity. It is important not

only to control AI use but also to teach students a responsible and critical approach to digital technologies. Only in this way can we ensure an effective learning process without compromising academic integrity.

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WORD-FORMATION ACTIVITY OF ARABISMS IN THE ENGLISH LANGUAGE

It is known that every foreign word, upon entering a new language, strives to 'survive' within that language. To achieve this, the borrowed word must be used as frequently and for as long as possible within the recipient language system. This means that its interaction with other elements of the language system, from whole words to the smallest linguistic units, is crucial. In other words, a borrowed word not only enriches the vocabulary of another language but also actively contributes to its lexical expansion. In particular, the word-formation activity of a foreign word plays a significant role in determining its continued existence within the recipient language.

Word formation is a crucial component of the language system, serving as a bridge between vocabulary and grammar. On the one hand, it enriches the lexical