
ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY: INVESTIGATING TRANSLATION-BASED PLAGIARISM IN UZBEK HIGHER EDUCATION

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Abstract: *This paper explores the increasing influence of artificial intelligence on academic integrity in higher education, with a focus on translation-based plagiarism. It looks like the rapid growth of AI-powered technologies like text-generation programs, paraphrasing software, and machine translation systems is changing how well students write for school. The research indicates that while these technologies substantially require language acquisition and academic output, they simultaneously introduce novel challenges concerning creativity, authorship, and ethical academic conduct. The article talks about how translation-based plagiarism has become a common but hard-to-find form of academic dishonesty. It stresses how students often use AI tools to translate academic information from one language to another without giving credit to the sources, which makes it harder to find plagiarism. The study further identifies the challenges educators encounter in upholding academic integrity within multilingual learning environments.*

Keywords: *artificial intelligence, academic integrity, plagiarism, translation-based plagiarism, higher education, digital intelligence*

LITERATURE REVIEW. Research in higher education has extensively examined academic integrity, particularly due to the rising usage of digital technology. Traditional definitions of plagiarism have mostly focused on copying content directly without giving credit. Recent changes in artificial intelligence have broadened the definition of plagiarism to encompass more complex and covert forms of academic dishonesty. Previous research indicates that artificial intelligence is increasingly integrated into educational settings, especially through the utilization of tools such as text-generation platforms, paraphrasing software, and machine translation systems. These tools help students write better essays and get past language barriers [5]. But academics say that these technologies could make students more dependent on them and less likely to write on their own.

Historically, plagiarism research in higher education has concentrated on text-matching behaviors and direct copying. Bretag [1] says that plagiarism detection programs are good at finding obvious similarities but not so good at finding more subtle cases of copying ideas. Because so many people are using AI now, this restriction is

more obvious, especially when text is translated or reorganized instead of copied. Recent studies have introduced the concept of AI-assisted writing misconduct, which includes the inappropriate use of generative AI tools and machine translation that undermines academic integrity [2]. Translation-based plagiarism, where students use digital tools to translate content from one language to another and pass it off as their own academic work, is a big problem in this situation. This form of misconduct is especially challenging to detect because the final output often appears linguistically original while retaining the original meaning and structure.

UNESCO emphasized that the rapid growth of generative AI means that academic policies and institutional frameworks need to be updated right away. Schools should set clear rules for how to use AI tools ethically and teach both students and teachers how to use technology [4]. Even though there is more interest in using AI in education, we still don't know much about how translation-based plagiarism works in multilingual higher education settings. Most current research focuses on AI in education or general plagiarism concerns, with a limited number investigating the convergence of machine translation and academic integrity. This study seeks to contribute to this emerging field by investigating how AI tools influence translation-based plagiarism and how institutions can respond effectively.

Moreover, recent studies in Uzbek higher education highlight the importance of contemporary pedagogical methodologies. Research on the Social and Emotional Learning (SEL) methodology shows that it is important for improving students' oral communication skills and encouraging responsible academic behavior [6]. Moreover, studies on AI-driven language technologies, such as Uzbek-English speech recognition systems, indicate that artificial intelligence exceeds basic writing assistance to improve verbal communication skills. These systems offer immediate feedback and interactive learning experiences, although they might also heighten students' dependence on AI tools [7-8].

RESEARCH METHODOLOGY. This study implements a qualitative research design to examine the relationship between artificial intelligence and translation-based plagiarism in higher education. A qualitative approach is suitable as the research examines human behavior, academic practices, and ethical perceptions, requiring complicated interpretation over quantitative assessment. The study is based on a thorough review of existing literature, such as peer-reviewed journal articles, academic reports, and policy documents about artificial intelligence, academic integrity, plagiarism, and digital learning technologies. Particular emphasis is placed on research investigating the utilization of machine translation systems, paraphrasing tools, and AI-driven writing assistants within academic settings [5].

The study also looks for international guidelines and policy recommendations on the ethical use of artificial intelligence in education, including UNESCO reports [4]. These sources provide a broader perspective on how educational institutions are responding to the rapid evolution of AI technologies. Data analysis is conducted using thematic analysis, which involves systematically reviewing the literature and identifying

recurring patterns and themes. The primary themes include the expanding role of AI in academic writing, student dependence on AI tools, ethical concerns in academic integrity, challenges in detecting plagiarism, and the absence of clear institutional policies. This method enables a nuanced interpretation of how artificial intelligence is reshaping academic writing practices in higher education.

ANALYSIS AND RESULTS. The literature review indicates that artificial intelligence is now deeply embedded in academic writing practices within higher education. AI-powered tools such as machine translation systems, paraphrasing applications, and text-generation platforms are widely utilized by students to support academic tasks. While these technologies provide notable benefits in terms of efficiency, accessibility, and language support, they also introduce complex challenges for academic integrity and originality [3]. A key finding is the growing prevalence of translation-based plagiarism. Unlike traditional plagiarism, which involves direct copying, translation-based plagiarism occurs when students use artificial intelligence tools to translate academic content from one language to another and submit it as their own work. Although the surface structure of the text changes, the underlying meaning, arguments, and ideas often remain intact. This makes detection particularly challenging for conventional plagiarism detection systems, which are primarily designed to identify lexical rather than conceptual similarity [3].

Another significant finding concerns students' perceptions of artificial intelligence tools. The analysis reveals that many students regard AI-based applications as supportive learning aids that enhance writing quality, help overcome language barriers, and facilitate assignment completion. However, this positive perception can blur ethical boundaries, leading students to unintentionally engage in academic misconduct by using AI-generated or AI-translated content without fully understanding the implications for academic integrity [2]. The study also highlights the difficulties educators face in detecting AI-assisted plagiarism. Teachers report increasing challenges in distinguishing between original student work and AI-generated or AI-translated content, particularly in multilingual academic environments. Traditional plagiarism detection software is often inadequate for identifying translation-based plagiarism, as it focuses on surface-level textual similarity rather than deeper semantic equivalence [1].

The analysis further reveals that many higher education institutions lack comprehensive and up-to-date policies regarding the use of artificial intelligence in academic writing. This lack of clear guidelines creates uncertainty for both students and educators, complicating the establishment of consistent academic integrity standards [4]. Overall, the findings suggest that artificial intelligence is not only transforming academic writing practices but also fundamentally redefining the concept of academic integrity. While AI tools offer valuable educational support, they necessitate the development of stronger regulatory frameworks, enhanced digital literacy programs, and more sophisticated approaches to plagiarism detection [6]. Additionally, recent advancements in AI-based speech technologies indicate that artificial intelligence is also

being used to improve students' oral skills. For example, Uzbek-English speech recognition systems provide immediate feedback on pronunciation and fluency, thereby enhancing speaking competence. However, these tools may also increase reliance on AI support [7].

DISCUSSION. The study demonstrates that artificial intelligence is fundamentally altering academic writing practices in higher education. The widespread availability of AI-powered tools, including machine translation systems, paraphrasing software, and text-generation platforms, presents both opportunities and challenges for students and educators. These tools facilitate language learning, improve writing fluency, and help students overcome linguistic barriers. Conversely, they introduce new forms of academic misconduct that are more complex and less detectable than traditional plagiarism, as noted by [6]. A central finding is the emergence of translation-based plagiarism as a distinct academic integrity issue. Unlike direct copying, translation-based plagiarism involves using artificial intelligence tools to translate academic content from one language to another while preserving its original meaning. This process results in a final text that appears original at the surface level, even though the intellectual content is not the student's own. Consequently, traditional plagiarism detection systems, which primarily rely on lexical matching, are often ineffective in identifying such cases, a limitation also discussed by [1].

Another important aspect identified in the analysis is the disparity between students' perceptions and institutional expectations. Many students view AI tools as legitimate academic support, particularly for addressing language difficulties or improving writing quality. However, academic integrity frameworks continue to emphasize independent intellectual effort and proper authorship [4]. This discrepancy creates ambiguity regarding acceptable academic behavior in AI-assisted environments. The study also indicates that educators face increasing challenges in adapting to this evolving academic landscape. The proliferation of AI-generated and AI-translated content complicates the evaluation of student work originality. Furthermore, current plagiarism detection systems remain limited in identifying semantic-level transformations across languages [3]. Integrating modern pedagogical approaches, such as SEL methodology, may help address these challenges. By fostering ethical awareness, critical thinking, and responsible learning behavior, such approaches can mitigate the risk of academic misconduct and promote more effective use of AI tools [6].

CONCLUSION. This study investigated the impact of artificial intelligence on academic integrity in higher education, with a particular focus on translation-based plagiarism. The findings indicate that AI technologies have significantly transformed academic writing practices by equipping students with advanced tools for translation, paraphrasing, and text generation. While these tools improve accessibility and support language development, they also introduce new challenges for maintaining originality and academic honesty. A principal conclusion is that translation-based plagiarism constitutes a growing and relatively underexplored form of academic misconduct. Unlike traditional plagiarism, it does not involve direct copying but rather the

transformation of source texts through machine translation tools. As a result, the final output often appears original, making detection difficult for educators and existing plagiarism detection systems. The study also concludes that a clear gap exists between institutional academic integrity policies and students' actual use of artificial intelligence tools. Many students lack full awareness of the ethical boundaries associated with AI-assisted writing, underscoring the need for enhanced guidance and awareness in higher education. Additionally, the findings suggest that educators require updated strategies and institutional support to effectively address AI-related academic misconduct. Traditional assessment and plagiarism detection methods are insufficient in isolation; new approaches emphasizing critical thinking, process-based writing, and AI literacy are necessary. Overall, the study emphasizes that artificial intelligence should be regarded not solely as a threat to academic integrity but as a transformative force necessitating adaptation in teaching practices, policy development, and academic culture. Future research should prioritize the development of more effective detection methods and the exploration of students' actual practices in using AI tools across diverse academic contexts.

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