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Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов имолодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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КОНСОЛИДАЦИЯ ЧЕЛОВЕЧЕСКИХ РЕСУРСОВ В ГЛОБАЛИЗАЦИИ
ОБРАЗОВАНИЯ

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FACTORS OF ACADEMIC DISHONESTY AMONG UNIVERSITY STUDENTS

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One of the most common phenomena among the academic community worldwide is academic dishonesty. Among university students, the most common options are plagiarism and cheating. Many foreign studies show us the prevalence of this phenomenon among groups such as school students, undergraduate students, master's and doctoral students. The concept of dishonesty in the academic environment refers to such activities as plagiarism, cheating, fabrication, collusion, contract cheating. In the concept of plagiarism, we can also relate such types as incorrect borrowing of fragments of texts when writing written works without specifying the author, borrowing or duplication of their previous works.

Several studies show us the relevance of this problem over the past decades and the abiding interest in solving the problem today. Numerous empirical studies show us that the level of academic dishonesty is increasing among high schools [McCabe, Trevino, Butterfield 2001; McCabe, Trevino 1997]. The results of these studies give us a clear picture of the negative consequences of the spread of unfair behavior among university students. The main bottlenecks are the decline in educational efficiency, as well as the negative impact on the competitiveness of the education system as a whole at the national and international level [Brandão, Teixeira 2005; Magnus et al. 2002]. The results of research also clearly show to us the influence of unscrupulous behavior applied by students during their studies at the university and the subsequent use of such dishonest techniques in professional activities, which leads to the devaluation of the person as a professional in his field, and further on a larger scale can lead to the inhibition of economic development in the country [Nonis, Swift 2001; Sims 1993].

At the moment, many effective measures to prevent unfair behavior among students are developed and implemented. Since the problem of academic dishonesty and plagiarism is one of the topical issues in Kazakhstani system of higher education and science, there are currently unanswered questions regarding the problem's prevention and solution. To address this issue, state and educational institutions implemented a number of initiatives. Media outlets reported in 2019 that Kazakhstan's higher education system was found to be the most corrupted [Zakon.kz, 2019]. Zhanar Taizhanova, the leader of the anti-corruption initiative "Adaldyq alany" (Honesty Area), stated that Kazakhstani colleges had to join the Academic Honesty League and follow its guidelines in order to improve conditions. The Academic Honesty League was first offered to Kazakhstani academia in August 2018. Ten tenets of academic integrity are being upheld by 11 member colleges around the nation. These guidelines essentially indicate the need to uphold academic integrity; guarantee that plagiarism is detected in all assignments, regardless of whether they are for research or academic reasons; set

more stringent standards and provide learners with an unbiased evaluation, among other things [Adaldyq.kz, 2020]. The Republic of Kazakhstan's (MES RK) Minister of Education and Science announced in December 2019 that all of the region's higher education institutions had adopted the plagiarism detection software "Turnitin" to verify the originality of course materials, academic papers, and theses for students pursuing bachelor's, master's, and doctoral degrees [Sputnik Kazakhstan, 2019]. Although academic plagiarism is acknowledged as a problem in Kazakhstani universities, this problem has not yet been thoroughly investigated.

Work to combat and prevent the spread of academic misconduct is impossible without identifying the main factors that motivate students to take such a step. Nowadays, the question of identifying factors that influence academic dishonesty among students of higher education institutions in Kazakhstan is open, as few studies have been conducted in this field. In foreign studies, the following phenomena are suggested as possible factors: the student's personal characteristics, including gender, age, or personal educational motivation. But the more common factors that are identified at this time are contextual factors such as learning environment, teachers' attitude, peer influence, the importance and effectiveness of honor codes, influence of significant figures.

This article is a review of the research of Kazakhstani and foreign authors to identify the factors of academic dishonesty. Among the most frequently encountered factors facilitating academic dishonesty are listed as follow: insufficient understanding of the definition of plagiarism and the proper way to provide credit to the authors whose work has been referenced; The desire to achieve a better grade within a limited timeframe; Inadequate abilities in managing time effectively; Students' perspective on cheating as being acceptable, clever, or not a significant issue; Certain pupils exhibit their defiant conduct by engaging in cheating as a means to convey that assignments are excessively simple or to indicate their lack of regard for the instructors; The students' conviction that the lecturer would not examine their papers for plagiarism might encourage academic dishonesty; Additionally, it is asserted that several students refuse to acknowledge their own cheating or plagiarism and instead shift the responsibility onto others. The convenience of readily available Internet access or other sources might lead to the temptation to engage in plagiarism; Students engage in academic dishonesty when the consequences for cheating are not substantial [Park 2003]. Another factor of prevention of academic misconduct is the honor code of university. The Honor Code is employed as a means to cultivate academic honesty among university students. The honor code regulations for both staff and students entail the duty to refrain from engaging in cheating, plagiarism, and to not permit any instances of academic misconduct [McCabe & Pavela, 2004]. Also the research suggests that academic fraud is infectious, meaning that even students who originally have a strong sense of integrity may be influenced to engage in plagiarism and cheating after observing their peers doing so [Fida et al. 2018].

On the basis of research data, a survey method was formed to identify the level of influence of various factors on the activities of students of the L.N. Gumilev Eurasian National University. A questionnaire was used in this study as a tool since "researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants" [Johnson & Christensen, 2019, p. 274]. The anonymous survey consisted of ten questions. The data that was collected through an online survey conducted among students (1st, 2nd, 3rd, 4-year undergraduate students and postgraduate master degree students). Data analysis has been performed to address the research inquiries of the study pertaining to the factors influencing academic misconduct and its frequency perceived by students.

Student survey results.

Question	Answers	Percentage of students choosing this option,%
	Yes	68,7

1. Do you have a knowledge about what an Academic Dishonesty is?	No	7,5
	Not sure	23,8
2. Is it difficult to resort to Academic Dishonesty in your university?	Yes, it's difficult	53,7
	No, it's easy	46,3
3. To what extent do you believe your peers engage in academic dishonesty?	Rarely or Never	32,9
	Occasionally	52,3
	Frequently	8,9
	Always	5,9
4. Have you ever engaged in any form of academic dishonesty? (e.g., plagiarism, cheating on exams, etc.)	Yes	46,3
	No	53,7
5. If you witnessed someone else engaging in academic dishonesty, would you report it?	Yes	5,9
	No	46,3
	Not Sure	47,8
6. How often you help someone else cheat on a test or assignment(if you are asked to)?	Rarely or Never	53,8
	Occasionally	37,4
	Frequently	5,9
	Always	2,9
7. Do you condemn the facts of an Academic Dishonesty among your peers?	Yes	37,4
	No	29,8
	I don't care	32,8
8. Is Academic Dishonesty condemned by your peers?	Yes	23,8
	No	25,4
	They don't care	50,8
9. Have you ever reported a case of Academic Dishonesty that you witnessed?	Yes	13,4
	No	86,6
10. Do you believe that Academic Dishonesty is a serious offense?	Strongly Disagree	4,4
	Disagree	7,5
	Neutral	38,8
	Agree	38,8
	Strongly Agree	10,5

The survey findings indicated that the majority of students possess an understanding of the concept of academic dishonesty. Approximately 23.8% have little or no full understanding of the definition of this phenomenon. Approximately 53.7% of the participants hold the belief that the procedures implemented to deter instances of academic dishonesty in the university are adequately effective. Regarding the students' mindset, 38.8 percent acknowledged that academic dishonesty was a serious offense. Furthermore, 10.5 percent of the participants strongly agree with this assertion, while one-third remain impartial. A minority holds a dissenting view on this statement. The second section of the survey analyzed the elements that contribute to academic dishonesty, including the impact of the external environment, particularly the influence of other students and the learning

environment. The education setting in this instance has a role in the development of intra-group cohesion [Magnus et al. 2002]. In this instance, abduction might be viewed as a type of reciprocal aid, and informing the instructor about the abducted student can be regarded as an ethically undesirable act of disloyalty. The results of this study confirm this assertion. The majority of individuals (86.6%) who observed instances of academic dishonesty chose not to report them, finding such behavior undesirable. Only a small proportion of students actually reported these incidents to the teacher. As for the condemnation of this type of behavior among their peers, only 37.4% of respondents considered this kind of activity to be condemning. A third are neutral, and 29.8% of students do not consider condemning such behavior by their classmates. Their opinion as to whether other students condemn such behavior was that half of the students (50.8%) thought that the rest did not attach importance to unfair behavior. When questioned about their willingness to report incidents of cheating to professors or management, 46.3% of respondents said that they would not take any action, while 47.8% of students struggled to provide a clear answer.

This study allows us to infer that students, who possess a comprehensive understanding of academic misconduct and recognize its significance and gravity, are prone to perpetuating violations within their environment. Moreover, over 50% assert that they have not previously been involved in acts of dishonest behavior. In the context of academic fraud, D. McCabe refers to this mechanism as the coordination effect, suggesting that when the proportion of cheating students is perceived as high, it leads to the normalization of dishonest behavior in the educational environment and, consequently, to an even greater increase in this proportion [McCabe, Trevino 1997]. Based on the research findings, it can be inferred that the severity of potential punishment for academic dishonesty plays a significant role in a student's decision to engage in dishonest behavior. Only 53.7% of respondents believe that cheating and plagiarism are difficult to engage in during their education, indicating that the remaining students do not face any difficulties. Hence, it is imperative to deter deceitful conduct by enhancing regulatory procedures and penalties. In future study, it is recommended to focus on contextual aspects, such as the conduct of teachers and fellow learners, that contribute to the educational environment. This atmosphere can either promote or discourage students from engaging in dishonest activities.

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ПОВЫШЕНИЕ МОТИВАЦИИ СТУДЕНТОВ К ИЗУЧЕНИЮ АНГЛИЙСКОГО ЯЗЫКА ПУТЕМ СОЗДАНИЯ ЯЗЫКОВОЙ СРЕДЫ

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Иностранный язык играет значительную роль в жизни представителя современного общества, так как предполагает культурное развитие человека, совершенствование личности.

Одной из основных целей Государственной программы развития образования и науки Республики Казахстан на 2020-2025 годы является повышение глобальной конкурентоспособности казахстанского образования и науки [1]. Достижение этой цели становится возможным благодаря изучению английского языка, как самого распространенного и востребованного иностранного языка, не только в нашей стране, но и далеко за ее пределами.

В соответствии с Государственным общеобязательным стандартом высшего образования ожидается, что 30% учебных дисциплин будут преподаваться на английском языке, и студенты смогут общаться в устной и письменной формах на иностранном языке для решения межличностных, межкультурных и профессиональных задач [2]. Это требование демонстрирует важность изучения английского языка. Однако, несмотря на необходимость хорошего знания английского языка специалистами в различных областях и понимание его важности, выпускники университетов владеют им недостаточно хорошо.

Одной из причин, объясняющих это явление, является отсутствие мотивации у студентов к изучению иностранного языка. Значительная часть студентов испытывает мотивационный и эмоциональный дефицит по отношению к английскому языку, который формируется в школе и впоследствии переносится на процесс его изучения в университете, поскольку эта дисциплина напрямую не связана с жизненными планами студентов и не отвечает интересам современной молодежи.

Обзор отечественной и зарубежной литературы:

Современная наука использует широкий спектр методов для изучения сущности, природы, структуры и мотивации.