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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 и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

personality is not the only factor that should be considered in careerdecision-making, and other factors such as education, skills, and job availability should alsobe taken into account. Ultimately, a balanced approach that considers all relevant factors willlead to the best career decisions and the greatest potential for success and fulfillment in one'schosen profession.

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PROBLEMS OF ACADEMIC DISHONESTY AMONG UNIVERSITY STUDENTS

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The growing role of science in social progress and its penetration in all areas of people's lives, dependence of the quality of training of the future specialist on the research orientation of the educational process made scientific training and scientific research a pressing challenge. In recent years, there has been an increasing interest in the phenomenon of academic dishonesty among the higher education institutions. The relevance of this problem is stated in many scientific research of foreign authors. This is also a current and active issue in Kazakhstan. Since the one of the main objectives of the educational process in education is forming the professional competencies of future

specialist. However, it is important to train specialists with a high moral culture, corporate identity, and active citizenship. Academic integrity is a valuable aspect of an academic ethics that has an impact on the development and reputation of the country's education system. The thesis focuses on the general characteristic of the concept of academic integrity in higher education establishments in Kazakhstan. The main aspects that are highlighted in the article are based on the analysis of the experience of realization of basic academic integrity principles in foreign countries and comparison with Kazakhstani case. These aspects are: the brief definition of the notion of academic integrity, its principles, its moral and ethics component, the types of academic dishonesty, the main factors and predicts that lead to academic dishonesty, possible ways to resolve the problem. The present thesis describes a brief analysis of the importance of the regulation of plagiarism at the Kazakhstan universities.

Academic dishonesty is a common phenomenon that can undermine the intellectual progress of the country. University students from all over the world apply to plagiarism in written papers, cheat on exams, turn to the help of other students or to the services of other people to perform tasks that require independent work. As technology makes academic dishonesty easier to achieve, the identification and prevention of plagiarism is a problem that all academic institutions have to deal with. Academic fraud among students undermines the credibility of the postgraduate system and negatively affects the quality of education. The aim of research is due to possible negative consequences of its prevalence for students and higher education institutions and society in general.

Numerous empirical studies have been made to the present day. The researchers cite a variety of factors as a reason for this large-scale university fraud (McCabe, Trevino 1997; Mccabe, Feghali, Hanin 2008). According to them, the prevalence of dishonesty in the university has many negative consequences. At the individual level, misbehavior can compromise student learning, where knowledge may be lacking for future professional roles or advanced studies. At the institutional level, academic fraud threatens the fairness and effectiveness of educational evaluation and damages the reputation of educational institutions (Ogilvie, Stewart 2010). It is alleged that graduates who cheated and plagiarized during their studies are also at risk of violating ethics in their future workplaces (Carpenter et al., 2004; Rujoiu, Rujoiu 2014). The persistence of this phenomenon in the education system entails the devaluation of human capital (Rocha, Teixeira 2005). Academic fraud has invaded incentives, distorts the distribution of human capital and gives fraudsters an unfair advantage (Mavisakalyan, Meinecke 2016). Academic dishonesty reduces the employer confidence in universities (Cizek & Cizek, 2003).

The major problems of disseminating academic dishonesty in academia are as follows: numerous studies indicate the contagious nature of academic dishonesty. Even initially conscientious students resort to the acts of academic dishonesty after witnessing plagiarism and cheating among other students (Fida et al. 2016). The relevant studies establish a link between the factors affecting honest behavior and the individual characteristics of students, such as conscientiousness and amicability (Giluk, Postlethwaite 2015). Tolerating academic dishonesty among the general population is another factor of this problem (Maloshonok 2016). Cheating can be seen by academic students as a form of mutual assistance to another students. While reporting a cheating student to a teacher can be viewed as an ethically unacceptable act of treason. The formation of intragroup solidarity as the result of studying in small and stable groups throughout 4-5 years of higher education is one of the reasons of this phenomena (Magnus et al. 2002). Another problem that leads to academic misconduct is insufficient incentive for teachers to give unsatisfactory grades in the facts of academic fraud. There are several reasons for this act: this may increase the workload due to the necessity of additional reviews. Another reason is that the low grades can lead to deductions, which can have a negative impact on university funding. Since the university funding is highly dependent on the number of students (Abankina et al. 2016).

Data from several studies suggest a coherence among students' and teachers' perceptions of the permissibility of cheating and plagiarism. Qualitative research indicates that there is tacit and voluntary collusion between students and teachers with respect to academic fraud. The term describes a situation in which students do not make high demands on the quality of teaching, and teachers simplify the process of evaluating students' knowledge and ignore an academic fraud (Titaev 2012). Several studies have suggested that students (Chirikov 2015) and teachers are generally satisfied with this situation and are not trying to change the status quo (Froumin Dobryakova 2013).

The issue of academic dishonesty is also relevant for universities in Kazakhstan. Nowadays, the high priority in social media and political agenda the academic dishonesty takes place. The modernization of education in the Republic of Kazakhstan in recent years requires the availability of individual for efficient and productive work in a wide range area. Free access to information resources, self-study and research are being prioritized. Standard Rules for the activities of educational organizations implementing educational programs of higher and (or) postgraduate education approved by the Ministry of Education and Science of the Republic of Kazakhstan states that: "The basis of the learning process is the academic integrity, the implementation of which is ensured by the university.

The core principles of academic integrity are:

1) ensuring academic integrity as the main institutional value that forms honesty and mutual respect in academic work;

2) approval of fair and objective rules of academic integrity aimed at the formation of high ethical values;

3) ensuring a consistent and continuous trajectory of the student's learning by defining a clear mechanism and procedure for transferring student credits based on verified transcripts from other educational organizations;

4) showing respect of the teacher to his students as a mentor, contributing to the formation of academic culture;

5) incentive and encouragement of participants in the educational process for promotion and protection of academic integrity;

6) determination by the teacher of a clear discipline policy, the expected requirements from the student;

7) determination by the teacher of a policy of clear parameters for assessing the educational achievements of students;

8) taking measures in accordance with the legislation of the Republic of Kazakhstan for violation of the principles of academic integrity;

9) creating an academic environment that provides educational, social and psychological support to students and prevention of manifestation of academic dishonesty."

In legal terms, intellectual property law is currently one of the most vulnerable civil law institutions. And that is essentially due to the development of information technology and the large-scale development of the Internet. Information provided in public resources can be used without citation rules which is a criminal offence (Kaishatayeva 2020). The government has adopted a number of programme documents, laws and regulations aimed at legally regulating the fight against academic fraud in Kazakhstan. Such regulatory normatives are: Decree of the Government of the Republic of Kazakhstan Dated December 27, 2019 no. 988 "On Approval of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025 Years", The Law of the Republic of Kazakhstan "On Copyright and Related Rights", The Criminal Code of the Republic of Kazakhstan. Code of the Republic of Kazakhstan Dated July 3, 2014 no. 226-V 3PK, The Rules for Awarding Degrees, Approved by Order of the Minister of Education and Science of the Republic of Kazakhstan Dated March 31, 2011 no. 127. The existence of this norms is rather declarative, since its practical implementation possibility is rather low. The major reasons of this phenomena are laid due to

the absence of a conceptual apparatus, norms for the realization of the above-mentioned goals, the absence of norms regulating the issues of ethics of subjects of the academic environment at all levels of education, etc. etc. Lack of appropriate knowledge can lead to unconscious and inappropriate borrowing of other people's intellectual work. Due to the lack of adequate liability created by ignorance of educational principles of scientific behavior research, unconscious borrowing turns into deliberate fraud. If we consider the legal basis, it can be determined that there is no direct means of restraint or punishment of plagiarism among the student community.

In 2018 M. Narikbayev KAZGUU University initiated the organization of the Academic Honesty League which purpose is to improve and increase the quality of education in the country by promoting and applying the ten fundamental principles of academic integrity. Any university that respects the principles of academic honesty and promotes them, may become a member of the league, currently it comprises more than 26 universities of Kazakhstan (Syzdykbayeva 2022). The total amount of Universities in Kazakhstan is 120. Membership in the league and detention the rules of the league could help many universities strengthen their position on how to combat academic dishonesty.

Nowadays, all Universities in Kazakhstan have developed and adopted the Honor Codes. The content of the Codes is based on the principles of academic honesty, as indicated in the Model Rules for Educational Organizations Implementing Higher Education and Postgraduate Programmes. The Honor Code of L.N. Gumilyov Eurasian National University states that the the learner should regard it as his duty to fight against all sorts of academic fraud, since they are incompatible with the quality and competitiveness of education. But the issue here can arise in the low level of consciousness of the content of the code of honor. Each university must inform and explain the standards and regulations at the appropriate time. This will help youth to build and assess their own actions and actions of other students in educational activities, as also mentioned in previous studies (Dremova Bekova 2021).

This thesis provides a review of foreign and national studies aimed at formulation of initial ideas about predicts and factors of an academic dishonesty, which can help to formulate appropriate assumptions and research questions for the study of dishonest behavior among University students. In conclusion, the following states can be drawn: academic fraud as a phenomenon occurs globally at a significant level. Despite the negative consequences, students are making increasing use of this type of misbehavior. The thesis highlights the most widespread factors affecting this phenomena, such as low level of conscientiousness of students, their ignorance of the main ethics of academic integrity. Tolerating academic dishonesty among teacher staff and among the society is also another side of the problem. The most important factor is of course the declarative nature of the previous rules governing the protection of intellectual property. Lack of explicit sanctions at all levels of education. The phenomenon of academic fraud in Kazakhstan has been poorly studied up to now. Specifically, the perception of students and factors influencing academic dishonesty is ignored in the local scientific community. Identification of the driving force behind student cheating and the prevalence of student misbehavior can help minimize the issue and its negative consequences.

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ТЕОРИЯЛЫҚ ЗЕРТТЕУЛЕРДЕГІ ТРАНСВЕРСАЛДЫ ДАҒДЫ МӘСЕЛЕСІ

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«Транверсалды дағдылар»/«транверсалды құзіреттілік» терминдері қазіргі білім беру кеңістігінде салыстырмалы түрде жаңа болып келеді, дегенмен "транверсалды" терминінің эволюциялық жолы ұзақ. Бұрын ол өзінің жұмысында математика және теориялық информатика контекстерімен шектелген.

Транверсалдылық - бұл бастапқыда сызықтық алгебра, XIX ғасырдың басындағы дифференциалды және геометриялық топология туралы түсінік, кеңістікті кесіп өту мүмкіндіктерін сипаттаған болып табылады.

"Трансверсалды дағдылар" термині соңғы кездері Еуропаның білім беру жүйелерінде білім беру стратегиясы мен саясаты сияқты кең тәсілдер аясында ғана емес, сонымен бірге нақты тапсырмаларға бағытталған құжаттарда да жиі қолданылады. Олардың маңыздылығы көптеген деңгейлерде артып келеді: білім беру саласындағы шешім қабылдаушылар (Білім министрліктері/департаменттері, мамандандырылған билік органдары, кеңестер мен басқармалар, мектептер мен университеттердің басқарушы қызметкерлері), оқытушылар құрамы мен студенттер арасында. Осындай деңгейлердің контекстінде трансверсалды дағдылар екі бағытты ағымның шеңберіне енеді; олар білім беру талаптарына енгізілген, сондықтан оқытушылар құрамы студенттердің дамуын қамтамасыз етуі керек (жоғарыдан төменге қарай), бірақ сонымен бірге олар студенттердің өздері үшін көбірек сұранысқа ие, олар үшін еңбек нарығында бәсекеге қабілетті (төменнен жоғары бағыт) қандай құзыреттер қажет екенін көбірек біледі [4, 86-99].