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POLICY OF ETHICS AND ACADEMIC INTEGRITY COMPLIANCE IN ARTIFICIAL INTELLIGENCE-BASED TEACHING IN KAZAKHSTAN

Abstract. This article explores the incorporation of artificial intelligence (AI) ethics education in foreign language instruction in Kazakhstan from the perspectives of both teachers and students. The study adopted an exploratory sequential mixed-methods design, consisting of a questionnaire followed by semi-structured interviews. The questionnaire involved 60 participants, including 40 teachers and 20 students. The teacher group consisted of 20 university teachers and 20 schoolteachers. In the second phase, 20 university foreign language teachers participated in semi-structured interviews; the 20 schoolteachers who completed the questionnaire were not included in the interview phase, and students were not interviewed.

The study assessed participants' awareness of and application of AI-related ethical principles, focusing on four digital tools: ChatGPT, Claude, Quizlet, and Gemini. Questionnaire results showed that 78% of teachers were aware of AI ethical considerations, while 45% reported integrating these considerations into their teaching practices. Among students, 65% reported awareness of AI ethics, while 30% felt prepared to apply relevant ethical principles. Interview findings offered additional perspectives on the practical challenges of implementing AI-related ethical practices, particularly limited resources, insufficient institutional support, and curriculum-related constraints.

The findings reveal a gap between awareness of AI ethics and its practical integration into teaching. The study emphasises the need for institutional support, professional development, and clearer guidance on the ethical and academically responsible use of AI in foreign language education. The study is limited by its participant composition and by interviewing only university teachers.

Keywords: artificial intelligence, ethics, academic integrity, pedagogy, pedagogical approaches, ethical literacy

Introduction

This research topic currently has become a trend in the science and education system of Kazakhstan. Despite this, ethical considerations and academic integrity policy of Artificial Intelligence is considered very relevant as one of the least studies issues at universities. In this article, we will try to answer the question 'What is Artificial Intelligence?' and 'How it can be used in the field of education in higher institutions?'. The terms of AI and phrases 'artificial intelligence', 'ChatGPT' and 'OpenAI' are often found in the Kazakhstani science and education system. The term of artificial intelligence was proposed by Alan Turing who is known as the father of AI, in 1950. Since then, AI develop gradually into a machine that serves various purposes, from simple tasks to complex decision-making processes [1].

Moreover, ChatGPT and other artificial intelligence platforms serves as an educational assistant tool. It offers researchers review literature and write scientific articles and generate ideas. The use of artificial intelligence in educational process raises ethical issues such as bias and confidentiality of information [2]. Implementation of AI into educational projects can denominate issues such as retrieving information, easing

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the collection of literature and encouraging the formation of ideas. With the help of artificial intelligence tools educators and institutions can offer personalized learning experiences designed for students' interests. On the other hand, the rapidly integration of AI and digital technologies leads to new issues and challenges for educational process in high education and science. One of these issues is the spread of materials created with ChatGPT and other AI tools among students. High institutions need to provide the normative legal acts to prevent such challenges. This determines the need for the scientific community to discuss these issues. Cheating from Artificial intelligence is a widespread problem not only in Kazakhstan, also in another countries. Some scientists recommended two solutions of it. First one is to completely prohibit the use of AI tools in education starting from simple texts to complex scientific texts. Second one is to identify materials generated by ChatGPT with the help of AI detectors [3].

The President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, declared at the plenary session of the Digital Bridge forum that the development of digital technologies brings great opportunities. Due to this, banning AI platforms is not the solution to this problem [4].

The scenery of foreign dialect instruction is changing and acquired widely on the new pattern and the significance of the digitized example in Kazakhstan. But not all educators have the knowledge and tools to be able to teach this effectively, and students may therefore miss out on foundational ethical principles. Roessingh and Douglas in 2012, have previously identified that students encounter difficulties in adapting to new ethical aspirations of supervisors [5], particularly in cultures where pedagogical practices are markedly different from those in the West. Interestingly, Maloshonok and Shmeleva suggest that students' cheating behavior could be a reflection of cultural values [6], making it even more challenging to teach academic integrity.

Given these challenges, this study explores the integration of ethics in artificial intelligence into foreign language education in Kazakhstan, investigating the perspectives of educators and students in the operation.

Due to the aim of the research work, the following objectives were set:

- Identify educators and students understanding of authorship ethics of using AI;
- To develop a questionnaire to determine students' understanding of the issues of copyright ethics;
- To analyze conducted data and discuss the results obtained.

These findings will play an important role in shaping educational policy and practice, highlighting the need for foreign languages education to address ethical implications, to equip students to engage with the ethical dilemmas associated with new AI technologies.

Although global interest in the ethics of artificial intelligence in education is increasing, there has been no empirical research investigating how foreign language teachers in Kazakhstan understand, apply and resist specific foundations of AI ethics in teaching. This study fills this gap and adds to international comparisons by providing evidence based on original survey and interview data collected from Kazakhstani universities and secondary schools.

Research methods and materials

During the coronavirus time, increasing of distance learning highlighted the role of digital platforms and AI. AI chatbots that answers questions have made online learning more effective. In addition, the academic use of AI is a trending topic in sphere of education.

The AI usage in education, the ethical issues of chatbots have been explored by some researchers and international organizations.

This research work selected a mixed-method approach to explore the ethical considerations of AI in education process. This study consisted of various stages. Starting from literature review and comparative analysis of respondents answers due to the ethical implications of artificial intelligence. To collect relevant literature and resources related to this study, our search strategy was developed creatively: explored academic public databases (Google Scholar, JSTOR, Springer Link, Scopus articles, Wiley Online Library and ERIC) to study pragmatically the topic discussed. We used a series of keywords, including "AI ethics", "foreign language education", "pedagogy", "ethical literacy", and "AI ethics in Kazakhstan", to conduct a literature search for peer-reviewed articles, books, and conference proceedings directly related to the topic of integrating AI ethics in educational environments. The ten-year limitation on publications was instituted to keep the literature a true representation of ideas and developments in the field. Finally, all references of the filtered papers were reviewed to identify more related studies, providing a solid ground for building understanding of integration/implementation of AI ethics in foreign language teaching.

Data collection instruments used in this study are the web-based questionnaire and a semi-structured interview guide developed to collect both quantitative and qualitative data for AI-ethics education. This instrument will combine multichoice questions to find out demographic information such as age, gender, and education level at the beginning of the survey, and then ask specifically about some of the barriers to teaching AI ethics using Likert-scale items to assess awareness, understanding, and integration of AI ethics in their teaching practices as well as open-ended questions to get qualitative data about their challenges and suggestions for improving AI ethics teaching. Semi-structured interview guides will help open up discussion and detailed engagement with educators and learners of the value of AI ethics, barriers experienced and recommendations for improvement.

Participation in the study was voluntary, and all participants provided informed consent before the interview stage. Participants were informed of the study's purpose and the intended use of collected information for research. The study did not obtain formal ethics committee approval or exemption. Therefore, interpret the findings within the ethical and institutional context in which the data were collected.

The four AI tools (ChatGPT, Claude, Quizlet, and Gemini) explored in this paper were selected based on three criteria:

- (1) prevalence of use by students and educators at Kazakhstani universities, which was confirmed during the initial survey phase;
- (2) relevance to academic writing and integrity, as these types of tools directly target authorship, originality/conceptualization and overall language output;
- (3) international recognition, enabling the findings to be contextualized within larger global investigations. These platforms are the most commonly encountered forms of AI-assisted tools across the writing and assessment workflow in higher education, rendering them suitable points of focus for an exploration of ethical awareness and institutional policy.

Data collection was done in two phases. The first phase was carried out through an online questionnaire in email and institutional communication platforms. A total of 60 participants completed the questionnaire, consisting of 40 teachers and 20 students. The teacher group included 20 university foreign language teachers and 20 schoolteachers, while the student group comprised 20 individuals. Consequently, the questionnaire sample represented both university and secondary-school contexts.

For phase two, we purposefully invited 20 foreign language university educators to engage in semi-structured interviews via video conferencing platforms (e.g., Zoom) scheduled at the convenience of the participants' scheduling and preferences. As a result, the quantitative phase included 60 participants, while the qualitative interview phase comprised 20 participants.

Clear differentiation between the questionnaire and interview samples is essential for accurate interpretation of the findings. Percentages reported for teachers and students in the questionnaire refer to the entire questionnaire sample, whereas interview findings reflect only the perspectives of the 20 university teachers from the second phase.

The questionnaire consisted of 24 items in three sections: demographic background (5 items), awareness and understanding of AI ethics (10 Likert-scale items, scored from 1 for strongly disagree to 5 for strongly agree), and open-ended questions on perceived barriers and recommendations (9 items). Five educators pilot tested the instrument to ensure clarity and validity before distribution. The semi-structured interview protocol included eight guiding questions on current AI tool use, ethical boundaries, awareness of institutional policies, and curriculum change. Interviews lasted 30 to 45 minutes and were audio recorded with participants' informed consent. Qualitative data were analysed using thematic analysis, with codes developed inductively from transcripts and grouped into recurring themes.

In addition, the survey result provided quantitative insights into how AI is used in different educational settings, including teachers and students.

Literature review

The literature review included seminal works of researchers in this field. The data conducted on research works within the framework of the keywords like "ethics", "artificial intelligence" and "academic integrity".

Nowadays, many researchers explore the use of chatbots in academic settings. The article of Roe and Perkins argues that the usage of artificial intelligence technologies in academia [7]. Authors stated that it can be used to increase individual learning, save time and to improve academic efficiency, reduce stress. If it implemented carefully in education, it could bring a fundamentally positive change in education. Therefore, addressing ethical issues and ensuring accessibility is an important task.

Jobin et al. conducted a review of 84 ethical AI papers. They identified key themes related to ethical principles [8]. Similarly, other researchers conducted a systematic literature review of the literature on ethical technology, technological control, safety and fairness. These findings highlighted common ethical issues related to AI and technology. They also reinforce the need for comprehensive ethical frameworks to guide the development and use of AI by higher education institutions and educational organizations.

Thu Ngan Ngoa and David Hastie, in their article stated that the competent use of chatbots is a problem in English for Academic Purposes (EAP) [9]. They showed its role in simple academic tasks such as collecting the data and generating ideas. In addition, Farrelly and Baker in their recent articles shows AI works as an additional assistant to help with reviewing the scientific literatures, editing it [10].

According to Perkins et al., addressing the ethical issues of academic use helps students reduce some forms of academic dishonesty such as cheating, summarizing, generating and plagiarism [11].

Due to academic integrity, Sysoev examines the understanding of authorship ethics and the consequences of plagiarism among students under the influence of generative artificial intelligence (AI). Authors stated that plagiarism in research works remains a common practice that is accepted as the norm in academia [12]. However, the rapid development of AI technologies currently shows that it is increasingly being used by students for academic purposes in education. In addition, the research paper draw attention to the important role of teachers and students in explaining instructions and creating a normative framework that regulates the ethical use of AI-generated materials. This approach is important for students to understand the legal and unethical use of AI resources and maintain academic integrity in the digital age.

UNESCO highlighted Ethical Development of Artificial Intelligence as a comprehensive framework which focuses on the key ethical values and principles required to govern AI technologies. In addition, UNESCO recommendations proposed measures to ensure that stakeholders are held accountable for the impact of AI technologies on society. UNESCO also recommends participatory governance that involves citizens in conversations about the implications of AI, along with robust risk-mitigation strategies to assess and address potential negative impacts of AI [13]. These principles are key guidelines for universities and educators in developing ethical frameworks for AI.

The overwhelming impact of Artificial Intelligence (AI) on different sectors, including education, has created a pressing requirement to tackle its ethical signs. This literature review presents some main contributions in the area of AI ethics, is open to the significance of addressing AI ethics in education and includes both international and Kazakhstani authors who contribute to the topic [14]. It also reviews the current state of affairs of recent AI ethics initiatives, frameworks and laws, particularly within Kazakhstan's educational institutions, such as Nazarbayev University. The ethical considerations of Artificial Intelligence (AI) are many and varied, most especially within the setting of education, where the fine line of between the advancement of technology and ethical duty need be upheld.

Artificial Intelligence Ethics Artificial Intelligence Ethics is the domain that studies the moral principles shaping artificial intelligence design, development, and implementation. Siau & Wang differentiate between “ethics of AI” and “ethical AI”, stressing the need for understanding the ethical consequences of AI technologies to innovate responsibly [15]. Their research stresses the importance of ethical engagement at all stages of AI development, especially within educational environments where AI resources could potentially have wide reaching implications on the learning process.

In their paper regarding new emerging challenges, Borenstein and Howard elaborated on the cry for AI ethics education. They advocate a curriculum that not only educates potential developers on the impact that AI will have but nurtures an ethical culture in students [16]. It is important that this educational architecture addresses the challenges associated with the role of AI in society, particularly as it becomes ever more embedded in educational practices.

AI ethics promotion in Kazakhstan is led by Nazarbayev University. The school has set parameters for ethical AI use and included them into its courses. Recently announced the development of a comprehensive AI ethics curriculum which not only meets international standards but also targets local needs. Initiatives like these are important for fostering ethical literacy in future AI practitioners in Kazakhstan [14].

Also, international frameworks and local Kazakhstani laws and guidelines also developed that help to understand AI ethics. The new initiatives by the government are aimed at codifying the use of ethical standards for AI technology in education.

Arapbayev adding that integrating AI into the school curriculum would open up new opportunities for improvement in education, as well as for equipping students with the skills necessary for the future. They

support the notion that in order to implement AI successfully in education [17], it is important to have not only a clear understanding of the technological aspects, but also the ethical implications surrounding the use of artificial intelligence.

It is essential to implement quality education in AI ethics for a responsible generation of AI practitioners. The roles of both foreign and Kazakhstani authors reflect the increasingly understood ethical implications of AI technologies. With institutions like Nazarbayev University playing a leading role in the creation of full AI ethics curricula, it is critical that further conversations about ethical AI carry on, and that the advancements made move in accordance with the values and demands of society.

Results and discussion

These findings inform us about the integration of the ethics of artificial intelligence (AI) in the educational process in Kazakhstan, and inform about the perceptions of educators and students of the status capacity of the education of ethics of AI. The findings are presented as per the two primary participant groups: educators, as well as students, and the discussion reflects on the findings in the context of extant literature as well as wider implications for the education of ethics involving AI technologies.

The survey was carried out through universities such as Al-Farabi Kazakh National University (KAZNU) and Kh. Dosmukhamedov Atyrau University, secondary school №12 named after F. Dosymova. A total of 60 participants completed the questionnaire, including 40 teachers (20 schoolteachers and 20 university teachers) and 20 students. These participants represented both university and secondary-school educational contexts.

Questionnaire findings

A total of 40 educators (50% were schoolteachers and half of them were university lectures) and 20 students completed the questionnaire. The schoolteachers specialized in ELT (13.3%), social sciences (10%) and arts (10%). Moreover, university educators in language education 26.7% and from linguistic studies 6.7% (Table 1). Overall, 20 teacher interviewees selected from the 40 teachers, specifically the 20 university teachers.

Table 1 – Profile of participants'

Status	Fields	Number	Percent
Schoolteachers (n=20)	English language teaching	8	13.3%
	Social science	6	10%
	Art	6	10%
University lectures (n=20)	Language education	16	26.7%
	linguistics	4	6.7%
Students (n=20)	Foreign language teaching	12	20%
	Linguistics	6	10%
	Translation studies	2	3.3%

The quantitative analysis indicated that 31 of the 40 teachers (78%) reported being aware of AI ethics concepts, but 18 (45%) stated that these concepts were integrated into their teaching practices (see Table 2). This delta indicates that while there is awareness of a topic (AI ethics) there is still a gap between what is being known and what is being done, perhaps implying that more training and resources are needed to help teachers better integrate curriculums around AI ethics into their lessons. The outcomes are consistent with findings from Borenstein and Howard, who highlight that practitioners in educational contexts must not only identify ethical concerns but work to solve them.

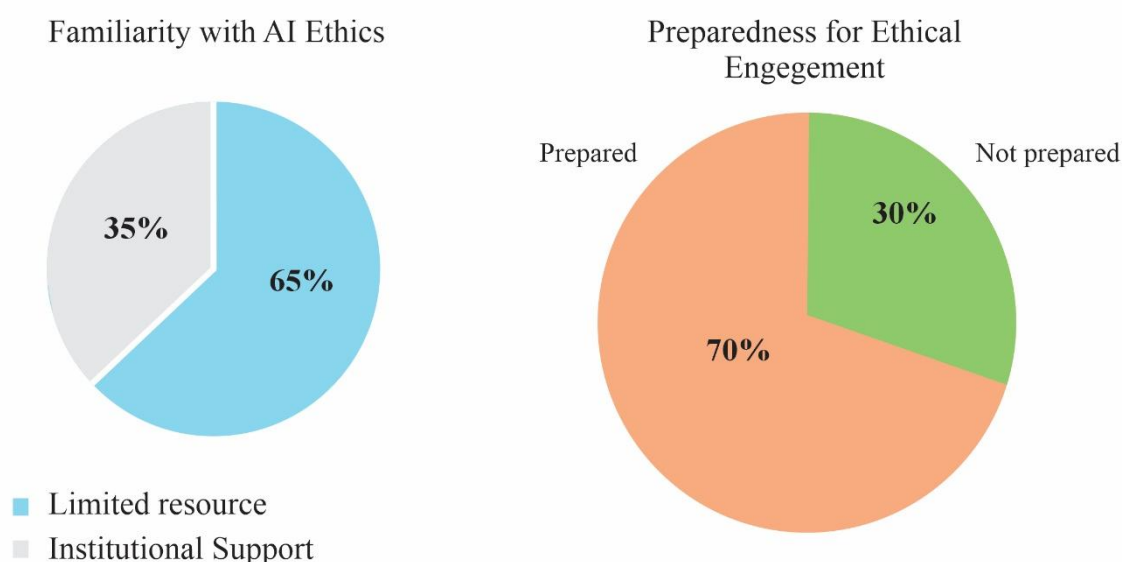
Table 2 – Educators Awareness and Integration of AI Ethics concepts

Awareness of AI Ethics Concepts	Percentage (%)	Integration into Teaching Practices
Yes	78	45
No	22	55

As seen in Figure 1, among the 20 student respondents, 13 (65%) reported awareness of AI ethics, while 6 (30%) felt prepared to handle ethical issues associated with AI technologies. Such a finding highlights the imperative need for stronger educational structures that provide students with the tools and skills to understand and navigate the ethical challenges posed by AI.

The identification of resource-related barriers as more pervasive than knowledge barriers is an important finding of this study. Moreover, it indicates that for Kazakhstani institutions, systemic policy reform must accompany any plans to develop teacher training.

While in other settings the primary barrier to educational change has been lack of curriculum design, Kazakhstani educators identified a lack of institutional engagement as the second most significant obstacle, highlighting the specificity of the top-down governance structure of higher education in the region.

**Figure 1 – Students Familiarity and Preparedness Regarding AI Ethics**

Findings from Semi-Structured Interviews

After the questionnaire phase, we conducted semi-structured interviews with 20 university foreign language teachers. The schoolteachers who participated in the questionnaire were excluded from this phase, and students were not interviewed. Therefore, the interview findings reflect only university teachers' perspectives, not the entire questionnaire sample.

Figure 2 qualitative data from semi-structured interviews provided richer perspectives on the challenges and opportunities that exist surrounding AI ethics education. Educators pointed to a lack of resources and institutional support as significant barriers to effectively teaching AI ethics. Many teachers expressed an interest in professional development opportunities to provide a foundation for understanding AI and its implications, suggesting that focused training can empower teachers to engage in these topics with their students. Moreover, some educators mentioned the benefits that interdisciplinary collaboration could bring to discussions surrounding AI ethics, and increased potential for holistic learning experiences across departments.

The largest block appears to be a lack of resources, stated by 50% of educators as a considerable challenge. This implies that many teachers believe they lack adequate materials, tools, or formal support to

successfully teach AI ethics in foreign language programs. 30% of educators who responded cited lack of institutional support as a barrier, which could indicate a lack of administrative support or lack of funding for teaching ethical AI.

Furthermore, 10% of educators responding reported that their current curricula did not sufficiently cover AI ethics for teaching efforts to be effective. A smaller percentage (8%) acknowledged a lack of awareness about AI ethics as a barrier, affecting how confident they felt or how well they could teach these important concepts. The other category encompasses miscellaneous factors as represented by the 2%, and can involve impediments like not having enough time; and different personal opinions on the relevance of AI ethics teachings that most educators hope to cultivate in the foreign language classrooms.

In Figure 2, the critical barriers that educators face in teaching AI ethics in foreign languages education are highlighted. Knowledge of these issues is crucial for developing focused interventions for the improvements of AI ethics education to write future language professionals to tackle ethical issues in their field.

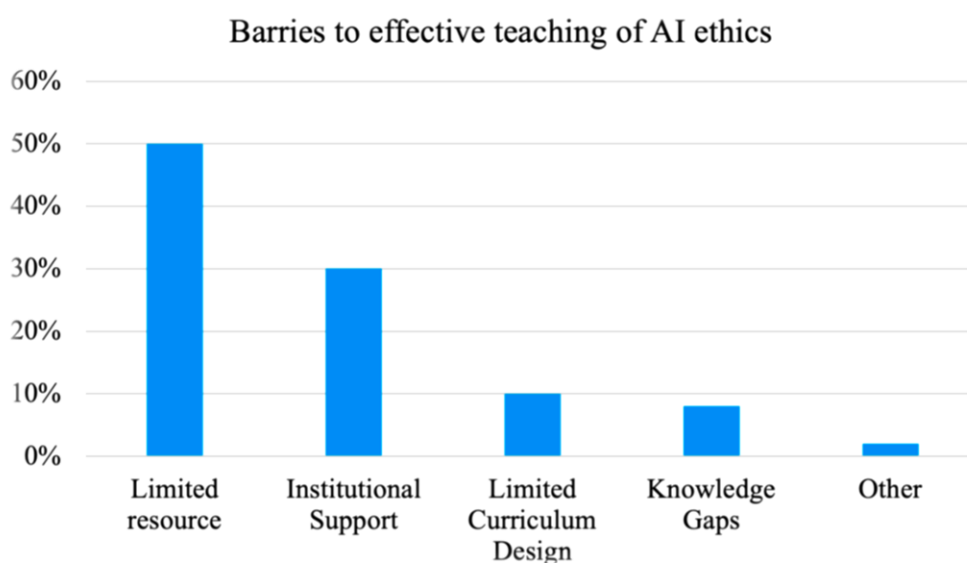


Figure 2 – Barriers to Effective Teaching of AI Ethics as Identified by Educators

From the point of policy and practice, the findings highlight the need for educational institutions to include AI ethics in their curricula. This move sets a precedent for other institutions and lays the foundation for AI ethics curriculum to be adopted elsewhere. Guidelines to promote ethical AI use in learning and teaching can set an example for encouraging responsible AI use in future practitioners.

The factor of the integration of artificial intelligence (AI) ethics into foreign language education in Kazakhstan correlates strongly with the current pedagogical state of affairs, providing insight into the issues being faced by both educators and students. While the editors acknowledge that the foreign language educators know about the issue of AI ethics in general, the findings of the study suggest that knowledge of the issues is not equal to the implementation of the issue in the classroom. There is a significant disparity between theoretical understanding of ethical concepts, and the practical application of those concepts within the curriculum. Factors that emerged from this research as barriers limited institutional will, limited curriculum design appear to speak issue systemic issues within the educational framework. For example, many educators said they did not feel prepared to teach AI ethics because their institutions did not provide sufficient training or support. This emphasizes the necessity for professional development on these issues, particularly because when educators are more comfortable addressing the intersection of ethics and AI, it makes casual classroom conversation more likely to occur.

Moreover, students reported that they wanted practical elements of AI ethics merged into their language programs, indicating that existing educational methods may not engage them meaningfully in conversations around ethics. Future research will start highlighting pedagogical approaches that implement AI ethics case studies and cases/real-life scenarios in the classroom, which allow students to learn about and apply these ethical principles in the work they will conduct.

In summary, the results of this study reveal clear deficiencies in both understanding and practice of AI ethics education in Kazakhstan. In filling these gaps, schools can offer even more targeted skills growth opportunities and resources to raise a generation of brilliant tech practitioners who view AI not only through technocratic lenses but also an ethically underscored lens that would advance culturally responsive curricula. And that is absolutely needed so as to sidestep the problems presented by AI technologies and to also to ensure they are used in a way that's consistent with social values, and can be harnessed toward broader goals.

Conclusion

To conclude, this research will improve the field of AI ethics education and provide suggestions in light of current state and future advancement of AI ethics education in Kazakhstan. Not only do the findings from this research shed light on the difficulties educators and students face, they also provide suggestions for recommendations on how to increase ethical literacy in AI, thus building responsible practitioners in the field. More study is needed to assess whether the curricula and professional development programs that have been developed have been effective broadly in improving AI ethics instruction in different learning environments.

The study emphasized the need for integration of artificial intelligence (AI) ethics in foreign language education in Kazakhstan. The research highlights a disparity between educators' knowledge of AI ethics concepts and their actual application in teaching. Many teachers did not know how to implement AI ethics in the classroom, but identified the lack of resources, institutional support and course planning as barriers to all be things that would help them succeed.

There is a need to apply AI ethics more practically in language programs. This highlights a gap between how advanced AI has become and the need for teaching methods that help students discuss the ethical issues professionals may face.

The study included 60 questionnaire respondents (40 teachers and 20 students), while 20 university teachers also participated in semi-structured interviews. Teaching AI ethics in foreign language courses is important because it helps students make responsible choices about technology and develop the skills to handle its ethical challenges. By understanding the barriers, schools can take steps to improve ethical literacy and give future language professionals the tools they need to face technology-related challenges at work.

For this study's findings and conclusion, a few future directions could be explored to promote the integration of AI ethics in foreign language learning. Long-term impacts of the AI ethics integration in foreign language curricula remain to be examined in future studies. These prospective longitudinal studies can shed light on the developmental trajectory of students' ethical understanding and provide insight into how AI ethics education is being translated into their future career decisions. It would be even more interesting to see the reflection of cultural values and social norms on the teaching and perception of the AI ethics in various regions of Kazakhstan and outside of its borders. These findings may inform efforts to localize AI ethics education.

Institutions should share guidelines and best practices for integrating AI ethics into foreign language instruction. Comparing approaches and sharing resources will help us leverage collective expertise to develop and implement AI ethics curricula across school programs. As AI ethics instruction is still emerging, the role of technology in this field requires further study. Research into how digital tools support ethical discussions and facilitate experiential cultural learning could inform future pedagogical strategies. Continued advocacy is needed to incorporate AI ethics into training and curricula. Policymakers should also be encouraged to consider the long-term role of ethics in education.

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Қазақстандағы жасанды интеллект негізінде оқытудағы этикалық және академиялық адалдық саясаты

Андатпа. Бұл мақалада Қазақстандағы шет тілдерін оқытуға жасанды интеллект (ЖИ) этикасын оқытуды мұғалімдер мен студенттердің көзқарасы тұрғысынан енгізу қарастырылады. Бұл зерттеу тілдік білім берудегі ЖИ этикасын оқытуды зерттейді және оны енгізуге байланысты негізгі қиындықтарды атап өтуге бағытталған. Зерттеу сауалнамадан кейін жартылай құрылымданған сұхбат жүргізуді қамтитын зерттеушілік тізбекті аралас әдістер дизайны негізінде жүзеге асырылды. Сауалнамаға барлығы 60 респондент қатысты, оның ішінде 40 мұғалім және 20 студент болды. Ұстаздар тобы 20 университет оқытушысы мен 20 мектеп мұғалімінен құралды. Зерттеудің екінші кезеңіне шет тілдерін оқытатын 20 университет оқытушысы жартылай құрылымданған сұхбат арқылы қатысты; сауалнамаға қатысқан 20 мектеп мұғалімі сұхбат кезеңіне енгізілмеді, ал студенттермен сұхбат жүргізілген жоқ.

Зерттеу қатысушылардың ЖИ-ге қатысты этикалық қағидаттар туралы хабардарлығын және оларды практикада қолдануын бағалады. Зерттеуде төрт цифрлық құралға: ChatGPT, Claude, Quizlet және Gemini-ге назар аударылды. Сауалнама нәтижелері ұстаздардың 78%-ы ЖИ этикасына қатысты мәселелерден хабардар екенін, ал 45%-ы осы мәселелерді өздерінің оқыту тәжірибесіне енгізетінін көрсетті. Студенттердің 65%-ы ЖИ этикасы туралы хабардар екенін, ал 30%-ы тиісті этикалық қағидаттарды қолдануға дайын екенін көрсетті. Сұхбат нәтижелері ЖИ-ді қолдануға байланысты этикалық практикаларды жүзеге асырудағы практикалық қиындықтарға, атап айтқанда, ресурстардың шектеулі болуына, институционалдық қолдаудың жеткіліксіздігіне және оқу бағдарламасына байланысты шектеулерге қатысты қосымша мәліметтер берді.

Зерттеу нәтижелері ЖИ этикасы туралы хабардарлық пен оны оқыту тәжірибесіне енгізу арасында алшақтық бар екенін көрсетті. Шет тілін оқытуда ЖИ-ді этикалық және академиялық тұрғыдан жауапты пайдалану үшін институционалдық қолдау, кәсіби біліктілікті арттыру және нақты, түсінікті әдістемелік нұсқаулықтар қажет екені анықталды. Зерттеу қатысушылар құрамының шектеулілігімен және сұхбаттардың тек университет оқытушыларымен жүргізілуімен шектеледі.

Кілт сөздер: жасанды интеллект, этика, академиялық тұтастық, педагогика, педагогикалық тәсілдер, этикалық сауаттылық.

Политика этики и академической честности при обучении на основе искусственного интеллекта в Казахстане

Аннотация. В статье анализируется внедрение обучения этике искусственного интеллекта (ИИ) в преподавание иностранных языков в Казахстане с позиций преподавателей и студентов. Исследование выполнено с использованием последовательного дизайна смешанных методов, включающего анкетирование и последующие полуструктурированные интервью. В анкетировании участвовали 60 респондентов: 40 преподавателей (20 вузовских преподавателей и 20 школьных учителей) и 20 студентов. На втором этапе в полуструктурированных интервью приняли участие только 20 преподавателей вузов; школьные учителя и студенты не были включены в этот этап.

В исследовании оценивались уровень осведомлённости участников об этических принципах использования ИИ и практика их применения с акцентом на четыре цифровых инструмента: ChatGPT, Claude, Quizlet и Gemini. Анкетирование показало, что 78% преподавателей осведомлены об этических аспектах использования ИИ, однако только 45% интегрируют этические принципы в преподавательскую практику. Среди студентов 65% осведомлены об этике ИИ, а 30% готовы применять этические нормы. Интервью выявили практические трудности внедрения этических практик, включая ограниченность ресурсов, недостаточную институциональную поддержку и ограничения учебных программ.

Результаты исследования указывают на разрыв между осведомлённостью об этике ИИ и её практической интеграцией в образовательный процесс. Подчёркивается необходимость институциональной поддержки, профессионального развития преподавателей и разработки чётких рекомендаций по этичному и академически ответственному использованию ИИ в обучении иностранным языкам. К ограничениям исследования относятся состав выборки и проведение интервью исключительно с преподавателями вузов.

Ключевые слова: искусственный интеллект, этика, академическая честность, восприятие преподавателей, этическая грамотность.

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