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PLASIARISM IN HIGHER EDUCATION: CAUSES, CONSEQUENCES, AND PREVENTION

Marjona Kholikberdiyeva

Bekabad district, Tashkent region

International Nordic University

kholiqberd1yeva@gmail.com

Abstract: This research investigates the growing presence of plagiarism in high education institutions and examines some of the underlying causes that have contributed to this issue. It will also identify some of the negative consequences associated with plagiarism as it pertains to the academic integrity of scholars within higher education institutions. Numerous validated sources/analyses and comparative techniques are utilized within this study to fully evaluate the both the contemporary and digital forms of the plagiarism problem. Ultimately, the results of this study indicate that lack of time and poor knowledge of citation rules are two key reasons that have contributed to the increase of plagiarism within higher education context for students. Finally, the results of this research will provide recommendations for preventing and/or ensuring the academic integrity of students and preventing future occurrences of academic dishonesty.

Keywords: higher education, plagiarism, academic integrity, citation, copyright, paraphrase.

INTRODUCTION. The issue of academic integrity is becoming increasingly important in the modern higher education system. The expansion of quick and easy access to knowledge and information via the Internet, on the one hand, has significantly facilitated the educational process, but on the other hand, it has created the basis for the widespread phenomenon of plagiarism - that is, attributing to oneself the intellectual work of others. Today, plagiarism is recognized as a serious problem not only from an ethical, but also from a legal and scientific point of view. The fight against plagiarism in world educational practice has a long history. Leading universities - such as Oxford, Harvard, Massachusetts Institute of Technology - have developed codes of academic integrity and made it an integral part of the educational culture. In Uzbekistan, however, this direction is still at the stage of formation, and a unified policy and mechanisms against plagiarism have not been fully implemented in higher educational institutions. Research shows that students resort to plagiarism for various reasons: lack of time, insufficient understanding of the topic, ignorance of citation rules, and poor organization of academic supervision. As a result, this phenomenon hinders the personal and professional development of the student, undermines trust in the academic environment, and damages the reputation of the institution.

The main purpose of this article is to scientifically analyze the causes and consequences of plagiarism in higher education, as well as to develop practical recommendations aimed at preventing it. The research used literature review and comparative analysis methods. The results of the article are of practical importance for teachers, heads of educational institutions, and policymakers.

THE MAIN PART. Plagiarism is when someone presents other people's texts, ideas, or information as their own without giving credit to the original author. Within current scientific literature there are 4 significant categories of plagiarism. Complete plagiarism: also known as direct plagiarism, is simply taking an author's entire work (or article) and presenting it as your own with no substantial changes. This is considered the most severe and most blatant example of plagiarism. Partial plagiarism: involves taking part or portions of the original author's work without properly citing them. Typically, students tend to commit partial plagiarism by copying sentences or passages from different sources and then combining them to form a sentence or passage that is not originally theirs. Paraphrase plagiarism: paraphrasing uses synonyms for the words of the original text, yet fails to acknowledge the original text's author as more than a source of inspiration. Paraphrase plagiarism is often considered not to be plagiarism at all; however, it is still considered to be plagiarism academically. Self-plagiarism: involves submitting the same work that you previously submitted and claiming it as a new assignment. This is generally considered a form of academic dishonesty and a form of committing an act of academic dishonesty. Digital plagiarism, which involves using websites, A.I. tools, translation programs to generate new written content. Digital plagiarism is rapidly becoming increasingly common due to the increase in the use of digital technologies.

Plagiarism is a multi-faceted issue where the reasons for creating it can be categorized into various groups. One significant reason for committing plagiarism is the lack of time. Students often have too many assignments due at the same time for different classes, causing them to feel pressured to meet their deadlines. This leads them to seek out completed work from outside sources and lose the ability to think independently. The lack of knowledge and skills that are necessary to avoid plagiarism is another important factor. For example, if a student is unaware of how or when to use citations correctly and how to cite sources appropriately, he/she may commit plagiarism unintentionally due to a lack of exposure to the culture of academic writing. The psychological factors that motivate students to commit plagiarism are the academic pressures placed upon them to achieve high marks. A student who feels that they are competing against their peers and know that they will be compared to their peers is going to feel the need to take a shortcut rather than complete an assignment in an honest

manner. Another factor that contributes to plagiarism is a poor organizational structure for monitoring students' use of borrowed material and the existence of a system for punishing those who are found guilty of misusing material. When an institution does not have a mechanism in place to verify if a student has committed plagiarism or has a very lenient punishment for being found guilty of plagiarism, students will often choose to use borrowed material without understanding the consequences of doing so. In addition to these factors, the lack of an educational program focusing on the moral aspects of plagiarism and the consequences of misconduct should not be overlooked. Additionally, students have little to no moral understanding of what constitutes a violation when it comes to copying another's work and plagiarizing. They feel that asking for assistance with homework or papers from someone else is not cheating; rather, they are just borrowing someone else's ideas and words. This contributes to a lack of a culture of academic integrity both in the home and in schools.

Plagiarism has serious consequences for the individual student, the entire education system, and society as a whole. Consequences for Students: Students who obtain quick results from committing plagiarism confuse themselves with phony documents. They develop no real independent thought or effective persuasive or problem-solving skills, which will eventually lead to their disqualification from the workforce. Their lack of independent thinking and effective problem-solving skills will prevent them from being successful professionals, resulting in academic sanctions, removal from school, or loss of diploma. Consequences for Educational Institutions: The institution loses a significant amount of their academic reputation due to the behavior of plagiarizing students. The institution has to use limited financial and human resources to combat plagiarism, thus lowering their numbers on national and international scales of academic achievement. Lastly, by denying the institution's academic integrity in terms of producing graduates, they lose future potential partners in international academic collaboration. Consequences for Society: Due to a specialist receiving a diploma through plagiarism, they will not have the level of knowledge necessary to be competent in their field. In an area such as medicine, law, or engineering, this creates a high risk of bad outcomes. Furthermore, the culture of plagiarism creates a society that is apathetic and lacks accountability when it comes to protecting intellectual property.

THE MAIN PART. The purpose of this study was to analyze the impact of plagiarism on the higher educational system in depth by exploring its types, causes and effects. The finding of this study suggests that plagiarism is not merely an academic violation; it is also a significant barrier to developing a student's individual and professional capabilities. While a student may experience

temporary success by plagiarizing work, he is actually limiting his ability to learn, to think creatively and to maximize his professional potential in the future. The main findings of this study include that: 1) the most prevalent reasons for committing plagiarism are time constraints, a lack of knowledge about citation rules, and the weak organization of academic control; 2) the growth of digital technology and artificial intelligence is creating new forms of plagiarism that may be more difficult to detect than previous forms; and 3) plagiarism has negative implications not only for the individual student committing the infraction, but also for the academic institution's reputation and society's intellectual capacity. As a recommendation for addressing the issue of plagiarism, international citation standards (e.g., APA, MLA) should be disseminated effectively through the educational system to ensure that all university students receive adequate training on such content. Additionally, plagiarism detection software (e.g., Turnitin) should be used regularly to assess all students' coursework and graduate theses for plagiarism.

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