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Content

Biological sciences

- Ahmadli Asmar Neymet**
ENVIRONMENTAL PROTECTION IS ONE OF THE PRIORITY TASKS OF THE AZERBAIJAN STATE 6

Cultural sciences

- Hasanova Lamia Khaliq**
SOURCES OF AZERBAIJAN MULTICULTURALISM IN FOUR DIRECTIONS 11

Economic sciences

- Ayan Malikov**
COST OPTIMIZATION AND THE USE OF LEASING AS A STRATEGY FOR MANAGING BUSINESS DEBT OBLIGATIONS 14
- Eldian Balla**
CONSUMER ATTITUDE ON BEER BRAND CHOICE 18
- Ibrokhimov Ilkhomjon, Ismoilov Diyorbek**
CHALLENGES IN LOAN RECOVERY IN COMMERCIAL BANKS 23
- Mendygaliyeva K.K., Kazhmukhametova A.A.**
THE CURRENT REALITIES OF DIGITAL TRANSFORMATION OF ACCOUNTING 26
- Muratuly Y., Alimzhanova L.M.**
IMPROVING STOCK HUBS ON THE COAST OF THE PORT OF AKTAU FOR THE DEVELOPMENT OF CONTAINER TRANSPORTATION: PROSPECTS AND CHALLENGES 30

Geological and mineralogical sciences

- Giorgi Iobidze, Tornike Lipartia**
MINERALOGICAL COMPOSITION OF GOLD-POLYMETALLIC ORES IN THE BEKTAKARI-BNELIKHEVI ORE NODE (GEORGIA, BOLNISI REGION) 33
- Nikitenko Olha**
ANALYSIS OF THE POTENTIAL FOR PAPER PACKAGING PRODUCTION IN THE CONTEXT OF RESOURCE EFFICIENCY AND SUSTAINABLE DEVELOPMENT 42

Jurisprudence

- Kulyk Vitalii Valeriiovich, Kalchenko Tetiana Mykhailivna**
LANGUAGE ADAPTATION OF LEGISLATION 47

Mathematical sciences

- Azizova Gavkhar Zakirovna, Nurbaeva Dilara Muratovna**
TEXT PROBLEMS GENERATED BY CREATING AN EQUATION 49
- Rustemova Karashash Zhorabekovna, Saidakramov Saidrustam Saidinomovich**
ABOUT THE CONJUGATE OPERATOR TO THE INVERSE STURM-LIOUVILLE OPERATOR 53

Pedagogical sciences

Aliyeva Durdana <i>ARTIFICIAL INTELLIGENCE IN EDUCATION AND ITS SIGNIFICANCE</i>	57
Mammadov Eyvaz Vadud <i>EXPERIENCE OF INCLUSIVE EDUCATION IN AZERBAIJAN</i>	60
Bagdaulet A.T., Smagulova G.Zh. <i>PSYCHOLOGICAL - PEDAGOGICAL CONDITIONS THAT DETERMINE THE SUCCESS OF MASTERING A FOREIGN LANGUAGE IN TERMS OF MODERNIZATION OF THE SUBJECT-INFORMATION ENVIRONMENT OF FOREIGN LANGUAGE TEACHING</i>	64
Aygun Mammadova <i>MAINTAINING DISCIPLINE IN THE CLASSROOM</i>	73
Heydarova Simnara Nadir <i>THE USE OF EXAMPLES OF FOLK CREATIVITY IN THE DEVELOPMENT OF SPEECH OF PRESCHOOL CHILDREN</i>	76
Huseynova Leyla Mammad <i>AGING CHANGES IN ORGANS, TISSUE AND CELLS</i>	83
Karimova Leyla Fizuli <i>OPTIMAL SEQUENCE OF LEARNING ENGLISH</i>	89
Mammadova Fidan Hasan <i>MODERN TECHNOLOGY OF ORGANIZING PATRIOTIC EDUCATION IN STUDENTS IN SECONDARY EDUCATION INSTITUTIONS</i>	94
Roza Mukhitdinova, Kuat Baymyrzayev, Ferizat Mizambaeva <i>THE ROLE OF STEAM-TECHNOLOGY IN THE FORMATION OF GEOECOLOGICAL COMPETENCE OF FUTURE GEOGRAPHY TEACHERS</i>	96
Rahimova Manzila Agarahim <i>ANALYSIS OF MAMMAD AMİN RASULZADAMİM'S RESEARCH "AZERBAIJANI POET NİZAMİ"</i>	99
Satybaldy Aida <i>DEVELOPING ENGLISH WRITING SKILLS THROUGH CONTEXTUAL TEACHING AND LEARNING</i>	102
Sopova Dana Olegivna, Alieva Elmira Shaigivna <i>THE IMPORTANCE OF ACADEMIC INTEGRITY IN THE TRAINING OF STUDENTS OF THE "MUSICAL ART" SPECIALTY</i>	105
Yelesinov Bauyrzhan Tazhimaganbetovich, Zhubauova Zhanar Rzabekovna, Kashkinbayev Seksenbay Bazarbekovich, Kuseinov Serik Absadikovich, Ormanov Orazbai Aitbaevich <i>SPECIFICS OF PRACTICE-ORIENTED TRAINING WITHIN THE 5E MODEL (Engage, Explore, Explain, Elaborate, Evaluate)</i>	108
Umbetbekova Kulyash Mukaramovna, Zhunisova Zhadyra Kondybaevna, Gulmira Kubenovna Mirkenova, Amalhan Yernur <i>TRILINGUAL INTERACTIVITY IN TEACHING SPEAKING IN FOREIGN LANGUAGE CLASSES</i>	111

Philological sciences

Hamidova Tovus Arshad <i>GENERAL CLASSIFICATION OF THE PARTS OF SPEECH IN ENGLISH LANGUAGE</i>	115
Hasanova Jamala Fazil <i>EXCERPTS FROM AZERBAIJANI ENGLISH PHONETIC REPLACEMENT</i>	117
Ayten Mammadova <i>THE CONCEPT OF MODERNIZATION OF AZERBAIJANI LITERATURE BY M. F. AKHUNDOV</i>	120
Maryam Yakubova <i>AZERBAIJANI REALITIES IN THE CORRESPONDENCE OF A. S. GRIBOYEDOV</i>	124
Rasulzade Aysu Telman <i>SCIENTIFIC-TECHNICAL PROGRESS AND HUMANITARIAN THOUGHT ON THE THEME OF KARABAKH AND VICTORY IN NAKHCHIVAN LITERARY ENVIRONMENT</i>	130

**THE IMPORTANCE OF ACADEMIC INTEGRITY IN THE TRAINING OF STUDENTS OF THE
“MUSICAL ART” SPECIALTY**

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One of enhancing the quality of higher education and boosting the competitiveness of future specialists in "Musical Art" is the students' accountability for their educational outcomes. Within this framework, academic integrity plays a vital role in developing the ethical traits of future professionals, including responsibility, diligence, integrity, trustworthiness, fairness, and respect. It has been observed that a rise in dishonest behavior among students and a lack of responsibility towards their educational achievements negatively impact the quality of education and lead to the development of less competent specialists.

The initial provisions of the topic of the article are reflected in a number of laws of Ukraine, such as "On Education" (1991), "On General Secondary Education" (1999), "On Higher Education" (No. 1187-2 dated 01.07.2014), "On Copyright and Related Rights" (2015), as well as in strategic documents, such as the National Doctrine of Education Development (2002) and the National Strategy for the Development of Education in Ukraine for the Period up to 2021 (2013). The analysis of the problem of forming academic integrity of university students is based on the scientific works of domestic and foreign researchers. The domestic block of research includes the works of such scientists as N. Gapon, R. Belanova, M. Bakhtin, M. Grineva, D. Zagirnyak, L. Ryzhak, V. Romakin, O. Menshov, O. Traverse, O. Tsokur, A. M. Syngaivska, L. Pivneva, T. Yaroshenko, who at different times investigated the theoretical aspects of the formation of academic integrity in European education. Various aspects of the problem, such as academic literacy, ethics, honesty and the fight against plagiarism, are studied in the works of O. Guzhva, Yu. Kalynovsky, V. Banys, T. Finikov, T. Dobko, V. Turchynovsky, B. Buyak, A. Melnychenko, O. Menshov, A. Artyukhov, I. Oleksiv, I. Degtyareva and many others.

The problem of forming academic honesty in students was reflected in the works of such scholars from abroad as T. Rousseau, D. McCabe, E. Gould, V. Pupovac, D. Fanelli, P. Oconte, R. M. Jones, D. Elazar, S. Billet, R. Pator, M. Ray, S. Jaszczyk, D. Kent, R. May Jr., R. Knieper, S. Shivers-Berkeley, T. Terpstra, F. Whelan, D. Rosenberg, J. Saddak, P. Scott, S. Huntington.

In our country, the public perception of academic integrity in the development of professional and ethical skills of future teachers is becoming a standard of the education system, consistent with the Code of Ethics of a Scientist of Ukraine (2009) and the Law of Ukraine "On Scientific and Scientific-Technical Activities" (2016). The problem of forming ethical competence of future teachers is given special attention in the draft Law of Ukraine "On Education" (2016), which takes into account the purpose of higher education and modernization processes. The main aspects of forming academic integrity of future specialists in the educational space of Europe are noted in the Magna Carta of Universities (1988) and the Bucharest Declaration on the Ethical Values of Higher Education in the European Region (2004). Research into the issues of forming academic integrity was carried out within the framework of the formation of professional ethics of a teacher. Academic integrity contributes to the quality of education, concentrating in itself various moral qualities that determine the style of behavior of all participants in the educational process [1, c. 31].

The term "academic integrity" has a wide range of meanings, as it includes both the internal culture of an individual and the overall academic culture of the university [2, c. 204]. It has a system-forming and penetrating nature, regarding the values, traditions, norms and rules of conducting scientific research.

Academic integrity is a complex concept that describes a special contract between all participants in the academic community, such as teachers, students and the administration of the educational institution. The ability to be responsible, honest, tolerant of other views, a critical thinker and adhere to ethical principles in one's actions are elements that form the concept of academic integrity and are included in the characteristics of a competent student and professional. [3, c. 68].

To effectively build academic integrity, it is necessary to apply innovative approaches to the educational process. Creating situations that simulate real ethical challenges allows students to find the right solutions and understand the consequences of their actions. Plagiarism checking systems, electronic libraries and other

resources contribute to transparency and honesty in learning. Collaboration with teachers and industry professionals helps students understand the ethical aspects of creative activity.

Academic integrity is defined as a set of rules of conduct in an academic environment, governed by both moral and legal aspects when carrying out teaching and research tasks. Attempts to violate academic integrity can include fraud, deception, plagiarism, falsification of scientific facts, manipulation of research results, and reinterpretation of other people's ideas in one's own words [4, c. 500].

Academic integrity has two aspects: legal and moral and ethical. The legal aspect emphasizes that plagiarism is a violation of copyright and can lead to legal consequences. The moral and ethical component focuses on the condemnation of the shameful actions of an individual by the academic community. In the European Higher Education and Research Area, there is a complex concept of academic distinction. This concept includes high-quality knowledge and skills, protection of the applicant and his achievements, recognition and trust in the results of scientific research, as well as protection of intellectual property rights.

In European Union universities, academic integrity serves as the moral foundation upon which all participants in the educational process rely [5, c. 30].

The use of dishonest practices by students in the field of education is a serious problem for the higher education system both in the European Union and in Ukraine. Studies on dishonest behavior, which began in the 1940s, indicate a significant prevalence of the practice of academic cheating among students: in foreign universities, estimates of the prevalence of this phenomenon periodically reach from over 50% to 70% and higher. Students who resort to cheating receive significantly better grades than they should, which distorts healthy competition, reduces motivation to study and leads to inaccurate assessment of students' academic achievements. In developed democratic countries, cheating is considered a socially unacceptable practice and is considered fraud [6, c. 140].

The spread of academic cheating in the educational environment leads to the fact that students with a high level of motivation can also engage in dishonest practices in their academic activities [7, c. 278].

At the current stage of education development, it becomes obvious that the quality of educational services remains insufficiently effective due to the lack of competence among teachers to build their professional activities, guided by the principles of academic integrity. According to the conducted scientific analysis, the European experience of developing academic integrity in the formation of professional and ethical competence of future musicians and music teachers has already been formed and can serve as an example for Ukraine in solving problems of academic dishonesty, such as cheating, plagiarism, improper receipt of grades and others.

A teacher in a community is not only a specialist in his subject field, but also a person who adheres to established moral principles and ethical norms. Recently, scientists, both domestic and foreign, have been actively discussing the values that form the basis for a modern university and society as a whole. The fight against plagiarism is a comprehensive measure aimed at overcoming the causes and consequences of this unacceptable phenomenon [8, c. 230].

After reviewing various sources, we concluded that academic integrity comprises a set of rules established by legal and ethical principles that all participants in the educational process must adhere to. Fostering an environment that promotes personal responsibility, self-awareness, and ethical conduct is essential for developing highly qualified and honest specialists. Addressing this issue effectively will enhance both the academic and professional growth of students, ensuring educational quality and elevating the reputation of Ukrainian art education globally. It is crucial to recognize that academic integrity is a moral and ethical framework grounded in established norms and behavioral standards for scholars, which safeguards freedom in undertaking educational and research tasks. In light of the rising prevalence of dishonest behavior, further research should focus on how honesty in the educational environment influences students' willingness to adopt honest practices in their academic endeavors.

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