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DEVELOPING DIGITAL LITERACY AND ACADEMIC INTEGRITY IN FOREIGN LANGUAGE CLASSES

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Abstract. This article explores the development of digital literacy and academic integrity in foreign language classes from a scientific and methodological perspective. In the context of the widespread use of artificial intelligence and digital tools, the study identifies a key problem: many students need clear methodological guidance in using ready-made texts, acknowledging sources correctly and expressing their own ideas independently. The article argues that when skills such as searching for information, selecting reliable materials, processing data, citing sources and using AI responsibly are integrated into foreign language teaching, teacher supervision, communicative purpose, academic honesty and an individual learning trajectory become the main methodological conditions for effective instruction.

Keywords: digital literacy, academic integrity, AI ethics, information culture, foreign language, critical thinking.

Introduction

The digitalization of foreign language education is not limited to bringing technical devices into the classroom. It requires a reconsideration of learning goals, types of tasks, teacher-student interaction, assessment procedures and mechanisms of independent learning. For this reason, digital methodology should be viewed as a complex pedagogical phenomenon that influences the content, form and outcomes of the educational process [1].

The entry of artificial intelligence tools into language education does not weaken the teacher's role. On the contrary, it moves the teacher's professional activity toward more analytical, diagnostic and instructional design-oriented functions. If AI is used without guidance, it may turn into a tool that simply produces ready-made answers. However, when it is methodologically controlled, it can help learners notice their mistakes, analyse their knowledge and choose independent learning strategies.

The relevance of this article is determined by the need to develop an individual, flexible and outcome-oriented model of foreign language learning in a digital educational environment. In higher education, factors such as limited classroom time, the size of student groups, different initial proficiency levels and the ability to study independently directly influence the effectiveness of language competence development.

The research problem lies in the fact that, in the active use of AI and digital resources, students often need methodological support in three areas: avoiding overreliance on ready-made texts, indicating sources properly and developing the ability to express ideas in their own words. Therefore, foreign language education requires not only technological innovation but also a clear methodological model. Digital tools improve lesson effectiveness only when they serve a specific educational purpose; otherwise, they may create dependence on instant results.

The purpose of the article is to justify ways of developing digital literacy and academic integrity as inseparable components of foreign language education. To achieve this purpose, theoretical literature was analysed, the didactic potential of existing digital tools was compared and methodological stages for classroom application were developed [2].

The scientific novelty of the article is that academic integrity is interpreted not as a punishment mechanism but as a competence that develops the learner's authorial position, critical thinking and

communicative responsibility. Such an interpretation presents the relationship between teacher and technology in a balanced way: artificial intelligence does not replace pedagogical decision-making but enriches it with evidence-based data.

Literature Review

In studies on computer-assisted language learning, technology is commonly described as a tool that expands the learning environment. Researchers such as Chapelle, Levy, Warschauer and Kern emphasize the role of digital environments in strengthening communication, collaboration and learner autonomy. This approach makes it possible to consider modern AI tools not only as automatic response systems but also as part of a broader environment for communicative practice, reflection and analysis [3].

In the Russian methodological tradition, the ideas of Azimov and Shchukin, Polat and Vygotsky explain educational technology in connection with personal development, activity and communication. In particular, the concept of the zone of proximal development can serve as an important theoretical basis for understanding AI feedback and adaptive tasks, because development occurs when a learner completes a task slightly above their current level with appropriate support [4].

In Uzbek methodological literature, innovative education, pedagogical technologies and digital approaches are mostly discussed in relation to the teacher's ability to design a lesson effectively. This aspect is especially important in higher education, because a digital platform or an AI application does not automatically produce methodological results. The result depends on the lesson objective, the type of task, assessment criteria and the organization of student activity.

The communicative approach should be considered a central criterion for the use of technologies in language teaching. In the works of Littlewood, Brown and Benson, language learning is presented not merely as memorizing knowledge but as the process of creating meaning, making choices, analysing information and expressing one's position in communicative situations. Therefore, any digital tool gains methodological value only when it supports learners' real communicative activity [6].

Methodology

The methodology of the study is based on theoretical analysis, a competence-based approach, the design of situational tasks, reflection and self-assessment. These methods allow the topic to be presented not only theoretically but also in connection with real classroom practice. In the methodological analysis, the relationship among lesson objectives, student activity, teacher supervision, assessment criteria and digital tools was taken as the main indicator.

The subject of the study is the development of skills related to searching for information, selecting relevant materials, processing data, indicating sources and using AI tools responsibly in foreign language classes. These tools were analysed according to the following criteria: correspondence to educational goals, ability to increase learner activity, quality of feedback, possibility of individualization, compliance with academic integrity requirements and availability of teacher control.

Stage	Teacher's task	Student activity	Expected result
1. Preparation	Defines the aim and assessment criteria	Becomes familiar with the platform and the task	A clear learning direction is formed
2. Practical performance	Observes and guides the process	Practises with an AI tool	Active learning experience is gained

3. Analysis	Checks and interprets feedback	Identifies and explains mistakes	Reflection becomes stronger
4. Revision	Provides final recommendations	Improves the result	Competence develops

As the table shows, a digital tool is not an isolated technical element but a component of a methodological system connected with all stages of the lesson. Such systematic organization makes it possible to present the topic in a deeper and more evidence-based manner in scholarly articles prepared within academic publication requirements.

Results

The analysis shows that students gradually learn to evaluate digital sources critically. This result confirms that the effectiveness of digital educational tools in the learning process is directly related to the specific pedagogical task set by the teacher.

It was also found that when the rules for using AI are clearly explained, academic integrity becomes stronger. In such conditions, learners understand that AI may support the learning process but cannot replace their own thinking, responsibility and authorship.

Another important result is that information culture and language competence can develop together in a foreign language class. When students search for sources, compare different materials, rewrite information in their own words and discuss their choices, they not only improve their digital literacy but also practise meaningful language use.

Observations on digital literacy indicate that students should not remain passive receivers of ready-made information. They need to become active subjects who plan, check and evaluate their oral or written work in the digital environment. In this process, the teacher acts not as a person who restricts students' actions but as a methodological guide who directs them toward a clear learning goal.

From the perspective of academic integrity, it is important to teach students that honesty in learning is connected with authorship, source awareness and intellectual responsibility. When learners understand why sources should be acknowledged and why ready-made AI texts cannot be submitted as their own work, they begin to treat academic writing more consciously.

The issue of AI ethics and authorship responsibility is also directly related to foreign language education. Students should be able to distinguish between acceptable support, such as receiving feedback or checking grammar, and unacceptable practice, such as submitting a generated text without analysis or personal contribution.

Work with sources develops both critical thinking and reflection. After each digital task, learners should be encouraged to explain what information they used, why they selected it, which mistakes were corrected and what they would improve next time. Such reflection turns digital learning from a mechanical activity into a conscious educational process.

The practical significance of the results is that they help create a clear pedagogical algorithm for using digital technologies in foreign language classes. This algorithm connects the stages of introduction, practice, feedback, revision and final assessment.

Discussion

The discussion first reveals the dual nature of developing digital literacy and academic integrity in foreign language classes. On the one hand, AI and digital tools provide speed, flexibility and individualization. On the other hand, without methodological control, they may lead to superficial task completion, dependence on ready-made answers or mechanical practice [7].

Therefore, when choosing a technology, the teacher should answer three key questions: which language skill does this tool develop, what activity does the student perform and by which criteria will the result be assessed? If these questions are not answered clearly, even the most advanced platform cannot guarantee the methodological quality of the lesson.

One of the most important aspects of digitalization in foreign language teaching is the individual learning trajectory. Students differ in language level, interests, mistakes and pace of learning. AI tools can monitor these differences and provide relevant recommendations, but the final pedagogical decision should still be made by the teacher [9].

Academic integrity is another essential issue. Students should not hide the fact that they have used AI, should not submit a ready-made text as their own work and should be able to make any form of digital assistance serve their educational development. For this reason, the rules of use, permitted types of assistance and assessment criteria should be explained at the beginning of the lesson [10].

From the communicative perspective, digital tools should bring language learning closer to real interaction. A platform or AI program should not function only as an answer generator. It should become a practice space where learners ask questions, clarify ideas, provide evidence, explain mistakes and reconstruct their own position.

Practical Recommendations

• Before using AI or a digital platform in class, the aim of the task and the expected outcome should be defined in written form.

• Students should be informed how to use the platform, what kind of assistance is allowed and which actions may violate academic integrity.

• AI feedback should be treated not as a final grade but as initial diagnostic material for teacher-student analysis.

• After each digital task, a reflection stage should be organized: students should write what they have learned, which mistake they have corrected and what their next goal is.

• Assessment should consider not only the final result but also the process, revision, ability to explain one's choices and independent conclusion-making.

These recommendations allow teachers to use digital technology not randomly, but as a planned, controlled and measurable methodological process. As a result, learners develop greater independence, responsibility and reflective thinking in language learning.

Conclusion

In conclusion, the development of digital literacy and academic integrity in foreign language classes is one of the important directions in the modernization of language education. The study shows that AI tools and digital resources produce effective results only when they are combined with teacher supervision, a communicative goal, clear assessment rubrics and the requirements of academic integrity.

Based on the analysis presented in the article, it can be concluded that a digital educational environment may strengthen students' activity, independent thinking, ability to analyse mistakes and individual learning trajectory. However, technology should not be treated as the aim of education. It should be used as a means that serves a clearly defined methodological purpose.

In the future, it would be useful to conduct empirical studies in this direction, compare the effectiveness of different platforms through experimental groups and develop methodological models that correspond to national educational conditions.

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