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MUNDARIJA *** СОДЕРЖАНИЕ *** CONTENTS		
ANIQ VA TABIIY FANLAR * EXACT AND NATURAL SCIENCES *** ТОЧНЫЕ И ЕСТЕСТВЕННЫЕ НАУКИ**		
Rasulov T.H., Dilmurodov E.B.,	Kompakt qo‘zg‘alishli umumlashgan Fridrixs modelining ba’zi spektral xossalari	4
Ismoilova D.E.	Fermionli fok fazodagi uchinchi tartibli operatorli matritsaga mos kanal operator va uning spektri	9
Jumaev J.J., Tursunova S.F., Ibragimova Sh.E.,	Inverse coefficient problem for heat equation in the bounded domain	15
Djurayev D.R., Turayev A.A., To`rayev O.G‘.	$Bi_{1.7}Pb_{0.3}Sr_2Ca_nCu_{n-1}O_y$ vismut asosli kupratlarning olinish texnologiyasi	21
Umarov Sh.A.	Shifrlash algoritmlarida kriptobardoshli mantiqiy amallardan foydalanish usullari	25
Ахмедов О.С.	Свободные и вынужденные осесимметричные колебания систем вязкоупругих цилиндрических оболочек	30
Исломов Б.И., Жураев Ф.М.	Локальные краевые задачи для нагруженного уравнения параболо-гиперболического типа, вырождающегося внутри области	34
Амиров С.Ф, Шаропов Ш.А, Сатторов Т.А.	Дифференциал трансформатор датчиклар оддий ва махсус структурали ночизиқ магнит занжирларининг математик моделлари	43
Турдиев Ҳ.Ҳ., Суяров Т.Р., Наврузова М.Н.	Начально-краевая задача для системы интегро-дифференциальных гиперболических уравнений	50
Tosheva N.A.	Lower bound of the essential spectrum of a family of 3×3 operator matrices	57
Akramova D.I.	Estimates for convolution operators related to A_∞ type singularities	63
Jo‘raqulova F.M.	Bozonli fok fazodagi operatorli matritsaga mos Faddeyev tenglamasi	72
Rasulov T.H., Ne’matova Sh.B.	Umumlashgan Fridrixs modeli kvadratik sonli tasvirining komponentlari	77
Seytov Sh.J., Ochilova G.B.	Баъзи даврий реакцияларнинг математик моделлари	82
Sirliyeva F.A., Khudaybergenov K.K., Muminov Z.E.	Fuzzy neural network and agent technologies in the structural-parametric modeling of technological systems	87
Tosheva N. A., Qodirov S. O.	Python dasturlash tili yordamida matritsa sonli tasvirini kompleks tekislikda tasvirlash algoritmi	93
Хасанов И.И., Хасанов К.Х.	Начально-краевая задача для адвекции - дисперсионного уравнения дробного порядка	100
Husenov B. E.	Poisson representation for $A(z)-$harmonic functions belonging to some class	107
TILSHUNOSLIK * LINGUISTICS *** ЯЗЫКОЗНАНИЕ**		
Nigmatova L. X.	Lisoniy sistemaning pog‘onaviyligi va unda gipo-giperonimik munosabatlar	116
Sadigova S.I.	Phraseological combinations with ordinal numbers in English	123
Abdulxayrov D.P.	-Gan ekan shaklining mazmuniy ko‘rinishlari	127
Xodjayeva D.I., Hoshimova G.M.	Erkin Vohidov she’rlarida ritorik so‘roq gaplarning o‘ziga xos xususiyatlari	131

Ismatullayeva I.I.	Hozirgi zamon tilshunosligida konseptni o‘rganish metodlari, usullari va klassifikatsiyasi	135
Mehmonova У. Ch.	Typology of collocations in combinatorial linguistics	139
Nuniyazova Sh. U., Djumabaeva J.Sh.	Comparative analysis in translation of English idioms and set expressions into Uzbek and Russian	144
Rajabov E.E.	O‘zbek va ingliz tillaridagi “oila” tushunchasi konseptual maydonining lingvokognitiv tahlili	148
Ruziyeva N. X.	Zamonaviy tilshunoslikda matn va diskurs talqini	153
Xodjayeva D.I., Safarova M.H.	Ingliz tilini o‘qitishda fonetik interferensiyaning o‘rni	157
Samandarova G.Y.	Sodda gap ko‘rinishidagi “hasharot” lug‘aviy ma’no guruhlari asosida shakllangan paremalarning o‘ziga xos xususiyatlari	161
Sayfullayev B.N.	Noqardosh tillarda o’zlashtirmalik (o’zbek va fransuz tillari misolida)	165
To‘yboyeva Sh.R.	Fransuz tilida sodda gap tarkibiy qismlarini tarjima qilishda yuzaga keladigan muammolar yechimi	170
Абдурахманова М.У.	“Кўрлик” касаллигининг ўзбек, рус, инглиз тилларидаги лингвистик-семантик тадқиқи	174
Ахмедова М.Х.	Ўқув жараёнига тааллуқли ноадабий сўзларнинг психолингвистик хусусиятлари	180
Вахидова Ф.С.	Дискурсда диний туризм ва зиёрат туризми терминларининг воқеланиши	183
Avezov S.S.	A Corpus-based approach to phraseology research	189
Kobilova A.B.	Ingliz va o‘zbek tibbiy perifrazalarining semantik mikromaydonidagi lingvokulturologik xosliklari	194
Bobokalonov R.R., Narzulaeva D.B.	Vocabulary of the Qur’an in the object of theolinguistics	203
Nazarova G.P.	Muloqotda gender farq muammolari xususida	210
Raxmatov A.P.	Plusquamperfekt zamon shaklining grammatik ma’nolari va uning kontekstual tahlili (nemis tili misolida)	215
Sayidova G.Y.	Alisher Navoiy nazmiy asarlaridagi o‘xshatishlarning leksik-grammatik tabiati	221
Rasulov Z.I., Yuldasheva F.E.	Xushmuomalalikning nutq odobida ifodalanishi	232
Бозоров З.А.	Речевая культура в качестве неотъемлемой части языковой культуры личности	240
Мавлонова М.Д.	Инглизча ахборот технологиялари терминларининг ўзбек тилига ўзлашиш жараёнида маъно торайиши ва кенгайиши ҳодисалари	245
Шарипова А.А.	Луғат корпусини яратиш технологияси	251
Hayotova D.Z.	Tushuncha va so‘z munosabati	255
Mamatova D.M.	Xitoy tilida ta’m bildiruvchi sifatlar tahlili	259
Сафаров Ф.С.	Маънодошлик қаторидаги сўзлар орасидаги маъновий муносабат ҳақида	266
Akhmedova D.B.	Semantic comments in an explanatory dictionary and their processing as a semantic extension	272
ADABIYOTSHUNOSLIK * LITERARY CRITICISM *** ЛИТЕРАТУРОВЕДЕНИЕ**		
Темирова Дж. Х.	Отражение национальной картины мира в русском и узбекском детском фольклоре	277
Насруллаев Э.Ж.	Алишер Навоий “Ҳикмат ва ибрат достони”нинг ғоявий таҳлили	284
Шарипова Л.Ф,	Шекспир ва Рауф Парфи сонетларида бадиий тасвир	288

Қаюмова Н.М.	воситаларининг қўлланиши	
Fayziyeva M.Ch.	Amerika va o‘zbek badiiy diskursida sadoqat va xiyonat g‘oyalari talqini	292
Juraqulova G.M.	Biographic elements in “Jane Eyre” by Charlotte Brontë	296
Kadirova N.A.	Complex nature of the term “motif" in literary criticism, and the analysis of one of its variations on the example of the uzbek folk tale “Mokhistara”	300
Rakhmatova M.M., Fayziyeva Sh.R.	Literature review on the analysis of academic integrity challenges in muslim countries	304
Pulatova S.Sh.	Factors leading to family happiness in the short story “A marriage of convenience” by William Somerset Maugham	310
Xudoyev S.S.	Nemis adabiyotshunosligida topishmoq janrining tadqiq-u tavsifi	314
Zokirova N.S.	Tarjimada lingvokognitiv dunyo manzarasi, lingvistik ong va lingvistik anglashning o‘zaro munosabatlari	319
Каримова Д.Ҳ.	Таржимада вариантлилик ва инвариантлилик тушунчаларининг специфик хусусиятлари	324
Мамадиярова Ю.А.	Бадиий таржимада меъморий экфрасис матнлар таҳлили	331
Содиқова Д.Т.	Муслиҳабегим Мискин шеъриятининг образлар олами ва уларнинг поэтик функцияси	337
Rakhmatova Sh.B.	Reflection of feminism and ecofeminism in Dorris Lessing`s work “The cleft”	345
Азимова М.С.	Садриддин Салим Бухорий ижодида ғазал жанри	349
Бабаев О.А.	Жалолиддин Румийнинг «Маснавийи маънавий» асарининг жаҳон адабиётида ўрганилиши	352
Тўраева Л.О.	Ўрим қўшиқларининг образлар таркиби ва бадиий-композицион хусусиятлари	357
Хамдамова С.Б.	Уильям Батлер Йейтс ижодида модернистик шеърий техникаларнинг қўлланилиши	362
Bahronova B.B.	Badiiy adabiyotda ijtimoiy munosabatlar va madaniy hayot talqini	368
Qodirova S.A.	“Devonu lug‘otit turk” va “Zarbulmasal” asarlarida qo‘llanilgan maqollarning qiyosiy-tipologik tahlili	372
Ражабов Т.А.	Замонавий ўзбек шеъриятида бадиий кўчимларнинг лисоний-бадиий таҳлили	376
Норова Н.Б.	Усмон Қўчқор лирикасида тош ва тупроқ образларининг қўлланилиши	380
Qurbonova N.R., Mustafoyeva M.A.	Jahon adabiyotida sonet janri tadriji	384
Sayliyeva Z.R.	Ibrohim Haqqul asarlarida tasavvufga munosabat	389
MATNSHUNOSLIK VA MANBASHUNOSLIK * TEXTOLOGY AND LITERARY SOURCE STUDY *** ТЕКСТОЛОГИЯ И ИСТОЧНИКОВЕДЕНИЕ**		
Olimova M.S.	Huvaydo she’riyatida tasavvuf ohanglari	395
Baxtiyorova G.M.	Ahmad Yassaviy toshbosmalarida Qur’on oyatlari talqini	400
“NAVOIY GULSHANI”		
Sayliyeva M.R.	About the artistic world of the great artist	405
HISTORY		
Safarli N.T.	Formation and development of higher education institutions in Nakhchivan during the Soviet era	408
Xaitov Sh. A., Ahmadov A.A.	XX asr boshlarida Rossiya-Afg’oniston savdo-sotiq aloqalari va Afg‘oniston armiyasi D.N. Logofet talqinida	415

UDC: 82

LITERATURE REVIEW ON THE ANALYSIS OF ACADEMIC INTEGRITY CHALLENGES IN MUSLIM COUNTRIES

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Abstract: *Academic integrity is one of the most pivotal challenge being faced at Universities in Muslim countries. The objective of this article was to comprehend the actions taken by academics and institutions in the Muslim world to prevent breaches of academic integrity and to recommend improvement of these practices. To elucidate institutional efforts and practices, relevant literature data was reviewed to gather evidence of practices of academic integrity in higher education in the Muslim world.*

Research methods. *The literature review is based on Google scholar and Scopus databases. Though more than 30 articles analyzed only 15 articles have been used for synthesis.*

Results. *The findings depicts the study of current practices of academic integrity, to obviate plagiarism, detection and punishments.*

Discussion. *As the issue of academic dishonesty requires collaborated effort from educational establishments, there is a need to look at the university as an interconnected system.*

Conclusion. *This gap suggests opportunities for further exploration of practices of academic integrity that address the emerging breaches of academic integrity in this context.*

Key words: *Academic integrity, academic dishonesty, obviating plagiarism, detection, punishment, muslim majority.*

Introduction. A large number of scientists in the sphere of academic morality were anxious with the challenges of academic integrity in higher education.(e.g. Cinali, 2016; Ison, 2018; Jiang, Emmerton and McKauge,2013). Most of them were concerned with cultural factors affecting to the breaches of academic integrity and some scholars thought that cultural influences can even promote breaches among students and academic staff (e.g. Chen and Macfarlane,2016).

The academics focused on the Muslim world that is the context of this paper (e.g. Akbar and Picard,2020; Moten,2014) are no exception. They explained internal and external cultural challenges impacting on academic integrity. (e.g. Akbar and Picard, 2020).

Most of the research has been conducted on academic integrity related to culture in the western world including the behaviors of international students, and some work has been conducted in various Asian contexts. However, little is known about how national culture and religion affect academic integrity in eastern countries with a Muslim majority. It can show that the conception is close to the right. Because the effects of internal and external culture can impact on students propensity to breach academic integrity.

So the purpose of this paper to comprehend the actions taken by scholars to prevent infractions of academic honesty and to recommend improvement of these practices.

The study shows the Muslim world as countries with a significantly high proportion of Muslims including parts of Southeast Asia and Africa and most of the middle East as described in Akbar and Picard (2020).

India is also included due to an extremely high proportion of Muslims in parts of the country and the fact that this country has the third-largest number of Muslims in the world numbering almost 200 million.

There have been considerable international efforts towards solving and preventing academic misconduct. For example, the International Center for Academic integrity (ICAI) has declared the need to ensure the basic values of academic integrity: honesty, trust, respect, fairness, responsibility and courage (ICAI, 2013)

These values should be upheld among academics and students to help for creating educational environments of academic integrity demonstrated by a high standard of academic behaviors. The ICAI has recommended diverse practices to help higher education providers to develop the integrity of institutions.

These emphasize educational interventions, rather than penalizing, even though academics may help varying approaches (Curtis and Vardanega,2016).

Most of these global efforts to promote academic integrity have been undertaken in Western cultures and focused on international students studying in Western Universities (e.g. Adiningrum, Wihardini and Warganegara,2013; Ison, 2018; Sutherland-Smith, 2010).

Some of this studies have suggested that perceptions of academic integrity in non-Western countries, including some countries in the Muslim world are impacted by collectivism and the valuing of imitation and there appears to be a perception that higher education institutions are outside of the circle of West. There is no any attention in interests, loyalty and academic integrity in the culture(Adiningrum,2015) .

Less studies have examined the perspectives of academic within Muslim regions. However, the few authors that have addressed academic integrity in the Muslim world (e.g., Moten,2014) have indicated trustworthiness and assurance of originality and quality information, which are an integral part of academic integrity, have long been practiced among Muslim scholars.

There is quite agreement with the Moten's opinion above, the reason is that in Muslim religion the truth, honesty and loyalty is considered to be a superior quality of people. Being honesty is the main key to success and goodness.

In the last decade there has been an increase in developing awareness of academic integrity due to the demands for high standards of higher education in the Muslim world. For instance you can see the establishments of academic integrity in the United Arab Emirates (Center of Academic Integrity in the UAE,2020).

In Indonesia, a formal portal of academic integrity was founded in 2015 to help Indonesian academics increase their awareness of academic integrity. Despite these efforts, national, institutional, and social culture are often perceived as challenges to developing academic integrity in the Muslim world (Akbar and Picard,2020; Cinali,2016; Kutieleh and Adiningrum,2011; Moten,2014), most findings exclude the point of scholars view, dedicated to researching academic integrity in the Muslim world.

The term "scholars" refers to academic authors or researchers. And this literature review explores and synthesizes the literature of academic integrity to capture the perspectives of the scholars and understand how higher education in the Muslim world have been endeavored to maintain academic integrity.

The scholars' perspectives were framed within the elements of an exemplary academic integrity culture as described by Bretag and Mahmud (2016).

These elements are as follows: academic integrity champions, regular review of policies and process, academic integrity education, student engagement (Bretag and Mahmud,2016). Elements specific to the Muslim world highlighted by the scholars are also identified and recommendations are made for refinement of the practices.

Materials and Methods. Academic integrity matters have been discussed in a wide range of databases. The following literature review is carried out based on Google scholar and Scopus electronic database materials. Tremendous number of research have been done on various challenges of facing the problem and issues which are characterized by political, national, psychological characters of Academic integrity in European countries and Christian world. However the challenges and issues of Academic integrity in Muslim countries depicted in the research have not been summarized. In order to carry out a literature review more than 30 articles have been analyzed but only 15 articles used to summarize.

Results. The 29 key publications collected for this integrative review represent different national contexts in regions of the Muslim world. The country with the highest number of articles was Malaysia (5), followed by Indonesia (4), with 2 countries (UAE, Pakistan) each represented by three articles each. Saudi Arabia, Jordon and Iran were represented by two articles each. India (2 articles) was included in the review despite being a multi-religion country since there is a large Muslim community in some regions of this country.

The different perspectives of academic integrity including by region and countries are depicted in the 29 papers. Among these 29 studies, 13 studies explored the issue of academic integrity at undergraduate and graduate level, which is the highest number of studies within the area of practices of academic integrity. It was identified that there was more research on medical and accounting students than those from other discipline areas. This might be because in the medical and accounting workforce, it is considered essential to have ethical workers. Only two studies explored the views of post-graduate students towards academic integrity (Ebadi and Zamani, 2018; Shukr and Roff, 2015).

The lack of research regarding academic integrity among PhD students might be because of their prior academic studies as well as their work experiences that allowed more opportunities to comprehend academic integrity and the perception that PhD students should have already had finely honed academic skills(Xu, Sit, and Chen, 2020), resulting in a lack of PhD academic integrity policy provision at University level(Mahmud and Bretag,2013).

In relation to researching students' comprehension of academic integrity, more studies were found on academic misconduct than those focusing on the empowering of ethical behaviors.

There are three studies explored the perspectives of staff. Adiningrum (2015)captured the perception of 30 academics through focus groups about what constituted plagiarism and on preventive measures. Mansoor and Ameen (2016) explored the perspectives of head librarians on supporting universities to combat breaches of academic integrity and the challenges they faced in their roles. Cheah(2016) presented a Malaysian perspective and discussed plagiarism among students and staff, providing detailed insight into the causes of plagiarism.

In contrast to these studies that focus on specific perspectives, five studies noted the challenges of obtaining a comprehensive understanding of the issue of academic integrity when relying on just or staff perspectives (Akbar and Picard, 2019; Mohanty,2016; Moten,2014;Sahad and Asni,2018; Siaputra and Santosa,2016).

Discussion. As the issue of academic dishonesty requires collaborated effort from educational establishments, there is a need to look at the university as an interconnected system and therefore, higher education institutions themselves should be central focus of research concerning understanding academic integrity culture. This should be done by incorporating an investigation of the institutions related textual artifacts (Sahad and Asni,2018), including plagiarism-related policy (Akbar and Picard,2019; Siaputra and Santosa,2016).

There are three ways of researches (Akbar and Picard, 2020; Cinali, 2016; Ghazionoory, Ghazinoori, and Azadegan-Mehr,2011)also considered to be necessary for understanding the cultures of societies when discussing academic integrity in higher education. Society and Higher education should be viewed as interrelated institutions that share cultures that can influence on students' and academics' unethical and ethical behaviors. Therefore, separation between the universities and society should be avoided to gain-in-depth understanding of this issue.

Three studies explored the different layers of the education system as higher education, secondary education and primary education should be seen as an interrelated system of education that constructs the understanding of ethical and unethical behaviors (Abou-Zeid, 2016;orim,2016).

One study was found to explore and develop technological tools for text-matching of Arabic in dissertations in order to prevent plagiarism(Al-Thwaib, Hammo, and Yagi,2020).

The results of the synthesis of the literature shows evidence of a limited body of literature over the last 10 years regarding capturing scholars' perspectives who could offer meaningful accounts of practices of academic integrity due to their engagement with the research area of integrity and for some their personal experiences as academics. This finding emphasizes the importance of the current review that identifies what breaches of academic integrity the scholars explored in their studies, and practices of academic integrity that they observed in place to address the breaches.

Publications differed in their focus on type of breaches of academic integrity and unethical behaviors detrimental to a culture of academic integrity. Majority scholars were more concerned with issues of plagiarism than other aspects of academic misconduct. As a result, plagiarism has been the most addressed issue, although between 2015 and 2018 the topic of plagiarism was attached to the discourses of academic misconduct and academic honesty, interchangeably. Similar to plagiarism, literature on cheating focused on academic misconduct and academic dishonesty and was paired with plagiarism, because plagiarism and cheating to some extent is difficult to differentiate due to their overlapping characteristics' (Alhadlaq, Dahmash, and Alshomer,2020).

There were fewer studies around cheating in exams among students starting from 2018.The result show an increased interest in researching new issues including free-riderism, referring to including an author that did not have any contribution to papers publishing emerging in 2018.

The terms academic dishonesty and academic misconduct are used interchangeably within the literature. However ,there are different behaviors described in relation to the two terms. Literature on academic dishonesty focuses more on breaches of the truth and breaches in knowledge development. Academic misconduct, on the other hand ,focuses more on ethical issues(Gallant &Kalichman 2010). However ethical issues are also sometimes more broadly interpreted in different contexts because of academic traditions, culture, institutional visions and mission, and graduate attributes, while academic dishonesty seems to be universally understood because of the different types of breaching leading to cheating.

Cheating, plagiarism, free-riderism, ghost-writing, contract-cheating, and collusion can be classified within academic dishonesty and misconduct. Unethical behaviors such as drinking alcohol at work, while unethical do not constitute academic dishonesty, yet in the literature in the Muslim world, this kind of

behaviors is often described in the same breath as academic misconduct such as cheating and collusion because it breaches adherence to Islamic values that define the Muslims' scholarly integrity.

Analyzing the trends in the data, the authors suggests future research directions. It is projected that research on plagiarism and cheating will continue to be emphasized by scholars in the Muslim world. However, they are likely to increasingly explore the impacts of technology and access to information through the Internet on student behaviors.

The establishment of centers of academic integrity in the Muslim world is also likely to continue to attract new researchers from different context. Another new direction of academic integrity among academics rather than students. Topics such as ghost-writing, self-plagiarism, contract-cheating, and professional misconduct among academics appear to be increasingly highlighted.

Different educational interventions relating to the prevention of academic misconduct in higher education in the Muslim world are described in the literature. In Saudi Arabia, Islamic teaching aiming to help students avoid plagiarism from a religious perspective is a part a compulsory course in a commencement program. Additionally, academic writing an ethics course as well as information related to sanctions and punishment for plagiarism, is incorporated into the curriculum (Alhadaq et al.,2020).

The review also suggests that information about national and university academic integrity policy is not explicitly communicated to students during these educational interventions (e.g.,Akbar &Picard,20190). As result, it is unclear whether or not these policies enhance awareness about the university expectations informed by the policy. Policy interventions focus predominantly on plagiarism rather than other types of academic integrity breaches, such as contract-cheating and self-plagiarism (Akbar & Picard, 2019), potentially resulting in a partial understanding of academic integrity breaches among academics.

Focusing only on student education is not sufficient to combat academic integrity breaches because participation of all university stakeholders is needed to create an ethical environment that fosters academic integrity (Bretag & Mahmud ,2016). Cheah's study (2016) refers to handbooks created for academics informing theme of preventive measures and identifying standardized penalties for students who plagiarism. However , no information is provided on the efficacy of this measure in curbing plagiarism or lecturers uptake of these handbooks . This may depend on policymakers and the importance that such handbooks are given within institutions.

Academic staff implement various gate –keeping strategies to ensure quality academic work free from academic misconduct (Adiningrum, 2015; Cheah, 2016; Siaputra & Santosa ,2016). In a Malaysian university, for example, peer-review teams are assigned to examine lecturers' manuscript quality as well as ensuring their originality. The assigned team is in charge of assessing lecturers' academic writing styles before scientific dissemination through journals or conferences(Cheah,2016).

In Indonesian higher education system, academic publications submitted for professorship promotion need to be peer-reviewed so that originality and quality of publications can be assured(Adiningrum, 2015).Siaputra and Santosa (2016) note that peer-review reports together with statements of originality for the published academic works are also required for promotion and admission of staff in Indonesia and that a peer-review team from the Directorate General of Higher Education is involved in identifying a viable number of publications for lecturers to publish while balancing teaching and service workload. This initiative is due to some scholars having produced excessive numbers of publications in unrealistic time frames, thus raising the suspicion of unethical behaviors to produce such volumes of publications to compete for appointments and promotions.

The peer-review team considers that publication in quality journals and the production of quality research need a substantial amount of time staring from submissions, review, acceptance and publication. In addition to this practice, for students the universities further require compulsorily provision of astatement of originality attached in thesis and in dissertation(Adiningrum,2015; Siaputra & Santosa,2016) as evidence of demonstrating ethical behaviors related to scholarly works.

Many higher education institutions in Muslim world have provided detection approaches to restain academic integrity breaches(Adiningrum,2015; ghazinoory et al.,201; Mansoor &Ameen 2016; Mohanty,2016) with Turnitin as a frequently utilized anti-plagiarism tool(Mansoor & Ameen,2016). Some university students are obliged to submit a report of originally from Turnitin,for these and dissertations(Mohanty,2016;Moten,2014) while the lecturers obliged to give reports of originality to extend their employment contracts and promotions (Moten, 2014). Furthermore, it is indicative that higher education policy-makers in the Muslim world to enable detection .

As a consequence, specialised integrated databases have been established to publicize theses and staff publication (Adiningrum, 2015; Ghazinoory et al.,2011; Mohanty,2016), in order to widen delectability of plagiarism.

Additionally, postgraduate students disseminate their academic works through international journals so that students can experience the real-life demand for demonstrating originality and increase detection levels of their works by their colleagues (Adiningrum,2015). Akbar and Picard (2019) found that key – agents of Indonesian higher education, such as the rectors, were involved in the institutional efforts of detecting academic integrity breaches. However, among the detection methods, little has been explored about the availability of a whistle blowing system for reporting if breaches are identified.

Without this it is very likely that staff or students become silent victims. It can be stated that plagiarism is still prioritized for detection, with little or even no efforts of detecting other types of academic dishonesty such as bribery and contract-cheating. Lack of detection of this academic integrity breaches can be a threat to creating ethical environments.

Conclusion. In conclusion it can be said that academic and institutional practices described appear to be plagiarism-focused on prevention, detection, and punishment for this breach rather than exploring emerging breaches of academic integrity including ghost-writing, publications in predatory journals and contract-cheating. This gap suggests opportunities for further exploration of practices of academic integrity that address the emerging breaches of academic integrity in this context. The framing of the practices of academic integrity offers a multi-regional perspective of higher education that helps to understand collective efforts among the academics in regions where there is a majority of Muslims and to contribute to the world-wide discussion of academic integrity.

It was very clear that academic integrity is very important in the process of education. Everyone should do his best to explain the value and importance of this beautiful quality to young people.

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