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ACADEMIC INTEGRITY AT THE CURRENT STAGE OF HIGHER EDUCATION DEVELOPMENT

The article is devoted to the issue of improving the effectiveness of the educational process of student youth based on the use of the concept of "academic integrity" and its application in the educational process. The following research methods were used: analysis of scientific and methodological literature, and a questionnaire survey of students. Several regulatory documents controlling norms and violations of the principles of academic integrity in the field of education were analyzed. In terms of the problems of various educational institutions that arise during the mandatory check of Bachelor's and Master's theses for plagiarism, the opinion of experts in this regard has been considered and analyzed. The definition of the concept of "academic integrity" is given. 157 first- and second-year female students of the Oles Honchar Dnipro National University took part in the questionnaire survey. The students' opinion on deregistration, biased assessment, provision of unreliable information, bribery, and other factors of academic integrity was clarified. The topicality and practicability of the chosen research problem have been proven.

Keywords: *academic integrity, academic plagiarism, participants in the educational process, student, higher education.*

Глоба Т., Присяжна М., Могильний І., Черевко А. Академічна доброчесність на сучасному етапі розвитку вищої освіти. Стаття присвячена питанню покращення ефективності освітнього процесу студентської молоді на основі використання поняття «академічної доброчесності» та задля застосування її в навчальному процесі. Були використані наступні методи дослідження: аналіз науково-методичної, та фахової літератури, проведено анкетне опитування студентів. Проаналізовано низку нормативних документів що регламентують норми та порушення принципів академічної доброчесності у сфері освіти. Розглянуто та проаналізовано думку фахівців щодо проблематики багатьох закладів освіти які виникають при обов'язковій перевірці бакалаврських та магістерських робіт на плагіат. Наведено визначення поняття «академічна доброчесність». В анкетному опитуванні приймало участь 157 студенток Дніпровського національного університету імені Олеся Гончара, перших та других курсів. З'ясована думка студентів щодо списування, необ'єктивного оцінювання, надання недостовірної інформації, хабарництва та інших чинників академічної доброчесності. Доведено актуальність і доцільність обраної проблеми дослідження.

Ключові слова: *академічна доброчесність, академічний плагіат, учасники освітнього процесу, студент, вища освіта.*

Formulation of the problem. Education is an important component in building a conscious and active civil society. However, today Ukraine, despite its considerable potential, is not among the countries with the most developed educational system. After 2014, significant changes took place at the state level, which affected reforms in the education system as well. Educators started to discuss the term "academic integrity" more often. After the adoption of the Law of Ukraine "On Education" in 2017, academic integrity as a concept became formalized at the legislative level; unfortunately, until now its main principles are often neglected [5, 2].

The integration of the principles of academic integrity into the educational process is incredibly important. A set of mechanisms for checking academic papers for the presence of academic plagiarism, improving communication between professors and students, and supporting the administration of higher education institutions in the principles of academic integrity - all this creates conditions for improving the quality of higher education in Ukraine. The administration of higher education institutions and professors face an important task represented by building an effective educational process where the focus will be on the quality of education [5].

One problem is the growth of academic dishonesty, which is one of the forms of fraud according to multiple objective parameters, has increased by an order of magnitude. To a greater extent, this applies to plagiarism. In the modern information space, this has become much easier to implement. As it used to be necessary to spend a lot of time working in libraries and in different cities of the country, personally studying and transcribing a lot of information by hand, in the era of electronic media and modern gadgets, it comes down to clicking a few keys, that is, it takes less time and effort. The development of information technologies, in addition to great advantages, negatively influenced the expansion of technical opportunities for plagiarism.

An overview of scientific research and publications. An elevated level of debate and a significant dispersion of opinions both among scientists and among practicing specialists regarding academic integrity and dishonesty in the field of higher education serve as a basis for a more detailed consideration of the content of the main conceptual approaches to this issue.

A few scientists, including Batrachenko I.G., Ploshynska A.A., Berezhna K.V., Nenastina T.O., Sorokina N.G., Degtyareva I.O. believe that over the past thirty years, there has been a decline in the level of academic integrity in Ukraine, which continues to accelerate in this day and age, despite the intensification of the fight against manifestations of academic dishonesty.

According to the conclusions of most experts, many problems in higher education institutions arise during the mandatory check of Bachelor's and Master's theses for plagiarism, namely the lack of understanding by the participants of the educational process of the principles of academic integrity when drafting theses [1].

Thus, I. G. Batrachenko believes that "diplomania" has turned education into a huge "educational bubble" where academic integrity is extremely devalued. According to O. S. Borysyuk, to popularize academic integrity, regular meetings should be held with all participants of the educational process explaining the benefits of following these principles.

The aim of the article is to analyze the concept of academic integrity in the example of Oles Honchar Dnipro National University.

Research methods: analysis of scientific, methodological, and professional literature, conducting a questionnaire survey of students.

Presenting main material. In the modern conditions of Ukraine's integration into the European system of higher education, the need to reform the Ukrainian education system, improve it, and raise the quality level comes to the forefront.

One thing that a modern society needs from education is the training of young people who can respond to the challenges of the times; who are healthy, competent, and mobile in the modern labor market; who have a civil position, carry out activities effectively, develop themselves and are able to learn throughout their life. Also, to be guided by certain fundamental values, where legality and rule of law, human dignity, justice, and tolerance, personal responsibility for work results, patriotic civic position, intolerance to violations of norms, and principles of academic integrity prevail.

The Law of Ukraine "On Education" regulates social relations that arise in the process of realizing the constitutional human right to education, the rights and obligations of individuals and legal entities participating in the realization of this right and defines the competence of state bodies and local self-government bodies in the field of education. Article 42 of this law is devoted to academic integrity.

Academic integrity is a set of ethical principles and rules defined by law, which should be guided by the participants of the educational process during learning, teaching, and carrying out scientific (creative) activities to ensure trust in the results of studies and/or scientific (creative) achievements [3].

According to Clause 4 of Article 42 of the Law of Ukraine "On Education", the following is considered a violation of academic integrity: academic plagiarism; deception, forgery; attribution of the results of the collective activity to one or individual persons; fabrication; falsification; self-plagiarism; bribery; biased assessment; writing off; providing unreliable information about the results of one's own educational (scientific, creative) activity, used research methods and sources of information [2].

Oles Honchar Dnipro National University also joined the "academic integrity" project. Code of academic integrity of Oles Honchar Dnipro National University and the latest version of the Regulation on prevention and detection of violations of academic integrity at the university were put into effect on November 19, 2020.

The regulation on academic plagiarism provides for measures of an organizational nature aimed at preventing and detecting academic plagiarism at the university. Also, it aims to create a system of effective prevention, dissemination, and detection of plagiarism in the works of scientific and pedagogical workers of the university, students of higher education of all levels and forms of education, compliance with the requirements of scientific ethics and respect for the intellectual property of others [4].

The developed Regulation of Oles Honchar Dnipro National University on "Academic integrity" is based on the Civil Code of Ukraine and a number of laws, in particular: the law of Ukraine "On copyright and related rights", "On education", "On higher education", "On scientific and scientific and technical expertise" , Code of Academic Integrity of Oles Honchar Dnipro National University and other legal acts. Thus, on November 7, 2018, the university signed the Cooperation Agreement, "Anti-plagiarism" (Unicheck). The main goal of the cooperation is to ensure high-quality professional training of students of higher education, the introduction of modern software tools in the organization of the educational process, the promotion of academic integrity, and the improvement of the quality of education in general by identifying signs of plagiarism in scientific and other works [4].

We conducted a study that was carried out in several stages. In the first stage, an analysis of literature and documentation was carried out, which made it possible to assess the topicality of the researched problem. The second stage was devoted to the organization and conducting of a questionnaire survey of students with the aim of obtaining new theoretical data. The survey was conducted among students of the Oles Honchar Dnipro National University. The purpose of our survey was to find out the opinion of students regarding the violation of academic integrity in the implementation of the educational

process by the participants of the educational process. 157 first- and second-year female students of the Department of Ukrainian and Foreign Philology and Study of Arts and the Department of Social Sciences and International Relations took part in the survey. In the third stage, students get acquainted with additional materials that were offered for independent processing and provided in various forms: presentations, video materials, and viewing speakers' information on Internet platforms. In the fourth stage, a repeated questionnaire was conducted using a specially developed questionnaire to obtain the result.

Analysis of preliminary survey results. To the question, "Are students familiar with "academic integrity", "academic plagiarism", most respondents (87%) answered that they are not familiar, and they do not know what it is about. Regarding the "deception; forgeries; falsification; fabrication; attribution of results of collective activity; and self-plagiarism in the educational process", the students chose the answer, "It is difficult to answer", because they did not encounter these events in their practice.

To the question, "Have you encountered biased evaluation in the educational process?", 97% of the surveyed students replied "Yes", and 3% of the students chose "No". In the question about bribery, "Have you encountered bribery when taking tests or exams?", the answers were distributed as follows: "No" – (67%) of the surveyed respondents, "Yes" – (33%) of the surveyed respondents.

To the question, "Are you given thematic lectures on academic integrity and academic writing?" - all students (100%) answered that they are not given these classes in the first and second years of studying. To the question "Why do students write off?", a great discussion appeared. To the question "Have you ever written off?", the respondents admitted 'yes'; in other words, there were such cases in their practice. While analyzing the question 'When was the first time you joined the write-off?', we found out that (55.8%) of the respondents made attempts and wrote off for the first time in secondary school, but this was only in isolated cases. (44.2%) of the respondents joined the write-off already in high school. The reasons for writing off at school were various (laziness, lack of control on the part of parents and teachers, desire to get a higher grade, impunity).

To the question "Do you write off tasks or papers at the university?", the following answers were received: "sometimes" – 66.7%, "yes, regularly" – 28%, "very rarely" – 2.3 %, and "never" – 3% of surveyed students. To the question "Have you experienced sanctions or punishments for dismissal from the university?", we obtained the following results, "yes" – (5.6%), "no" – (22.2%), "sometimes" – (72.2%). The next question was, "Did you feel approved for writing off by the university or teachers?", the answers were divided as follows: "no" – (61.1%), "sometimes" – (22.2%), and (16.7%) respondents felt approved by teachers.

To the question "In your opinion, who bears all the responsibility for deregistering a student?", we received the following survey results: most students believe that the responsibility rests solely on the student – (84.2%), and (7.5%) believe that it is on the teachers, and (8.3%) think it is a joint responsibility.

Analysis and generalization of the results of the final questionnaire (after familiarization with the materials and documentation on academic integrity)

As the survey testified, to the question "Are students familiar with "academic integrity", "academic plagiarism", the result was 100% (n=157), all survey participants answered 'yes', i.e. they are already familiar.

To the question, "Have you encountered biased evaluation in the educational process?", the opinion of the respondents changed. Providing that previously the students believed they were biased, then later they understood that the teacher is guided by several normative provisions, including the code and the regulation regarding academic plagiarism. The answers regarding "bribery" remained unchanged: "no" was not encountered (67%) of the surveyed respondents answered. The number of questions that were asked to the respondents again remained unchanged; the opinion of the students did not change.

To the question of whether the information and materials provided were useful for them, 98% answered "yes", and 2% noted that it was difficult to answer. Students also determined for themselves what plagiarism is and what a technical error is; what an incorrect citation is; also, what is not plagiarism; what the stages of checking for plagiarism are, including checking theses; what the procedures for checking and evaluating student works for plagiarism should be; what types of effective plagiarism checking programs exist; what penalties exist in Ukraine for violating academic integrity; additionally, the participants got acquainted with the Code and the Regulation on academic plagiarism.

We found out the students' opinion about writing off, we discovered it in an open survey and received the following answers, "I wrote off because...": there was not enough time to do it on my own; to get a higher assessment grade; was absent from previous classes; there are complex tasks that are easier to write off than to write on my own, there is no desire to figure out how to do it; I did not study the material; I spend less time on unnecessary tasks and those tasks that personally do not play a role in my studies; I don't need to think about the task and lose a lot of time; it saves time, effort, and limits an unimportant input of information; have no motivation to learn; there is not enough time to complete all the tasks.

Students also noted that they would like such subjects as "Academic Writing" and "Academic Integrity" to be taught starting from the first year, which in turn made it easier to understand many issues in the writing and design of independent, course, and later Bachelor's and Master's theses.

Conclusions. We found out that the main forms of student academic dishonesty are writing off, biased evaluation, and cases of bribery during the preparation of tests and exams. Also, we discovered that academic integrity is an integral part of a developed, modern and democratic society; that a developed society, the absence of corruption, and the presence of science will allow significantly raise the standard of living. Neglecting them, participants in the educational process not only violate the norms of morality and law, but also take away the opportunity for self-development. We believe the principles of academic integrity in the educational process form a responsible and independent approach to learning, critical thinking, and the ability to analyze.

Potential for further research consists in studying the experience of foreign scientists and education specialists on the issue of the principles of academic integrity and dishonesty from the point of view of ethical and legal norms of implementation in the educational process.

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INTRODUCTION OF COMBAT SAMBO ARSENAL INTO THE HAND-TO-HAND TRAINING SYSTEM OF FUTURE OFFICERS OF THE NATIONAL GUARD OF UKRAINE

Despite the significant number of works in the specified direction of scientific intelligence, the issue of expanding the arsenal of service-applied hand-to-hand combat (with an accented use of technical and tactical combat sambo combinations) future officers of institutions of the security and defense sector of Ukraine – an insufficient number of scientific works is devoted to it, which emphasizes the relevance of the chosen direction of scientific research.

The main goal of the study is the development and testing of pedagogical conditions for the formation of the readiness of future officers of the National Guard of Ukraine (NGU) to engage in hand-to-hand combat with the enemy in various conditions of service-combat activities with an emphasis on the use of combat sambo arsenal. During the empirical research, the following methods were used: axiomatic, idealization, historical and logical, descent from the concrete, mathematical and statistical formalization (criterion χ2).

Based on the results of the conducted empirical research, the organizational and pedagogical conditions for the