# THE METASPACE OF THE FUNCTIONING OF THE CONCEPT OF ACADEMIC INTEGRITY AS A FACTOR IN THE FORMATION OF THE IDENTITY OF MORAL AND ETHICAL PATTERNS

**Formulation of the problem.** Integrity in the modern civilized world is the cornerstone that lays the foundation of the internal harmony of a person, the stability of his character and creates a moral image. Higher education through teaching and research actually strengthens this foundation with elements of academic integrity that are designed to cultivate intellectual dignity and respect for different opinions and ideas.

The concept of academic integrity is fundamental to European and world universities. First, in today's developed society, adherence to a code of academic integrity is the image and reputation of a higher education institution. "The intense globalization of the modern world social order, which enhances the uniformity of everyday life, contradicts the formation and social self-affirmation of the individual and his interactions with social micro-, macrogroups and society" [10]. Only with the observance of academic integrity is a quality transfer of knowledge and creation of new ideas possible. Today requires higher education to pursue policies that focus on academic and research integrity. Usually the concept of academic integrity is associated with the student environment. Today's standards and values in learning provide students with an educational environment where they (students) have free access to any source of information to solve learning tasks and take responsibility for the academic or scientific results of their own work. Dishonest / incorrect academic behavior of students undermines the learning

process from all sides: turns the acquisition of such important skills as reading, writing, research, analysis, synthesis and comprehension into imitation of learning; prevents students from testing their own ideas for successful completion of tasks; does not provide an opportunity to develop responsibility for decision-making; destroys the development of creative and critical thinking.

**The purpose of the article.** The purpose of the article is to study the observance of the principles of academic integrity by students of graduation courses of higher educational institutions in the performance of independent work.

It is worth starting with the etymology of the term: translated from Latin, the adjective integer means "perfect, complete, integral", and the noun integrity - respectively, "perfection, completeness, integrity" of the psychological state of man, characterized by its inner harmony, stability and consistency of moral image [11]. In combination with the connecting adjective academic, as a sign of belonging of a subject or subject to the educational institution, learning and thinking processes, we get the category of academic integrity (Academic Integrity). The International Center for Academic Integrity at the Rutland Institute of Ethics, Clemson University in South Carolina, has developed a paper entitled "Fundamental Values of Academic Integrity. According to this approach, academic integrity is the commitment of the academic community, even in the face of difficulties, to six fundamental foundations: honesty, trust, justice, respect, responsibility and courage [11].

Taking into account the authoritative opinion of Volodymyr Satsyk, we also distinguish the following components of the paradigm of integrity: honesty – the search for truth and knowledge through intellectual and personal honesty in the process of teaching, teaching, research; trust – encouragement and support for the free exchange of ideas, which in turn enable scientific research to be fully realized; fairness – establishing clear and transparent expectations, standards and practices for the observance of justice in relations between students, teachers and administrative staff; respect – the interactive, cooperative and participative nature of learning and cognition is appreciated; respect and understanding of the thoughts

and ideas of others; responsibility – reliance on the principles of personal responsibility, which is enhanced by the willingness of individuals and groups to set an example of responsible behavior; compliance with mutually agreed standards, as well as taking appropriate measures in case of non-compliance; courage – the transformation of values from talking about them to appropriate action, defending them in conditions of pressure and difficulty, determination, determination and courage in achieving the goal [11].

Academic integrity in modern discourse is contrasted with the category of academic misconduct (dishonesty), the main manifestations of which are found in the following activities: fabrication – involves the artificial creation of fictitious data and facts in support of the propositions proposed by the author in scientific work; falsification of data (falsification) – is a conscious change or modification of existing data to confirm certain scientific conclusions of the researcher; bribery in the academic sphere – illegal extortion of material / monetary values from a certain person in exchange for academic gain (for example, bribe for an exam or written work); Academic sabotage - the commission of such actions by a researcher that enable him to obtain an illegitimate academic benefit or reduce it for other members of the academic group (for example, by delaying the review of the author's work to use the results for their own purposes, destroying certain data on other researchers. competitors); professorial misconduct - abuse of office by individual faculty members to coerce and pressure colleagues or students; academic cheating - such behavior of students, when in the course of educational tasks they use for selfish purposes unauthorized materials, information or other aids; the most common form of academic fraud is writing off, in particular through cheat sheets, by looking at a neighbor's work during the exam, collective cooperation between students for common benefit, actions aimed at prior and illegal acquaintance with the content of exam tickets, etc.; plagiarism - academic behavior characterized by the following characteristics: when a person uses words, ideas or results of work that belong to another specific source or person without citing the source from which he was borrowed in a situation in which it is

legitimately expected to indicate authorship of the original in order to obtain certain benefits, respect, benefits, which do not necessarily have to be monetary [11].

"For higher education to be sustainable, besides being continuous, it needs to move in the direction of fundamentalization, universality, flexibility, informatization <…>To be sustainable, higher education has to be innovative, based on a harmonious unity of teaching, research and industry-based training" [3]. All educational institutions that truly care about, value their own image, reputation, and name have created codes of academic integrity. And not just created, but strictly adhere to them. "It therefore contributes to the formation of such information and educational environment (IEE), where all educational actors are aware of both professional and personal expediency of its components, defining and correcting the factors that inhibit or distort the achievement of the effectiveness and quality of the professional and personal development and the vital results of the student's personality taking into account both rigid and flexible feedbacks between the normative trajectory of academic achievement and the individual rates and directions of personal and professional development of a future specialist" [7]. It is not enough to adopt a code to solve these problems; the Ministry of Education's resolutions will be ineffective, it is extremely important to change the thinking of all participants in the educational process, the policy of educational institutions and, finally, their own example. Non-compliance with the norms of academic integrity is common in the professional environment of teachers and researchers. The question of academic integrity is constantly before scholars and teachers.

The National Aviation University, which approved the "Code of Honor of Research and Teaching Workers of the National Aviation University" (hereinafter the Code), which consists of the Preamble and the Basic Provisions (19 articles), is not left out. They clearly regulate the virtuous behavior of the teacher. Several academic integrity projects have already been implemented in Ukraine. There are really positive results and good examples, but the problems of plagiarism, writing

off, unethical behavior in education and science remain relevant and not the only ones that need attention and correction.

Thus, the Preamble of the Code clearly states the purpose and objectives of its creation, which should be pursued by the research and teaching staff of higher education, as well as their responsibilities to society. In the Basic Provisions section, in Article 1, it is stated that scientific and pedagogical workers must comply with the current legislation of Ukraine, violation of which will entail legal liability. Articles 3-5 of the Code emphasize a high level of academic culture, trust, dignity and mutual respect; emphasis is placed on the active work of the research and teaching staff during the educational process and research work with students, which is the foundation of the academic integrity of each teacher.

Continuous professional development is enshrined in Article 6 of the Code. Adherence to the policy of the state and higher education, respect for the symbols of Ukraine and the attributes of the university – a component of the formation of national patriotism and national identity in the younger generation (Articles 7, 8, 9, 10) [4].

"Code of Honor of the Student of the National Aviation University" (hereinafter referred to as the Student Code), which also consists of the Preamble and the Basic Provisions (17 articles). These provisions regulate the integrity of the student. Thus, the Preamble of the Student Code clearly specifies the purpose of its creation and the goals for which students should strive, studying at a higher educational institution, which is the "center of training of the national elite," as well as their responsibilities to society in order to be competitive in the international labor market. In the Basic Provisions section, Article 1 states that students must comply with current legislation of Ukraine, the Statute and the Rules of Procedure of the University. Articles 2 and 3 of the Student Code emphasize the observance of academic culture, conscientious attitude to learning and control of knowledge, dishonesty in the learning process is unacceptable. Article 4 outlines the importance of participation in research, which is a necessary factor in the training of a specialist. Articles 5, 6 and 7 indicate the respectful attitude of

students to the symbols of the state and university, education of patriotic principles of the citizen of Ukraine. About tolerant attitude to representatives of all nationalities is stated in Article 8. Articles 9, 10, and 11 of the Student Code emphasize a caring attitude toward the material values of the university and library ford. Article 12 brings together the principles of academic integrity that must be followed and that we will further explore. Articles 13 and 14 indicate strict adherence to all provisions of Article 12 and care about the image of the university. Articles 15, 16 and 17 stipulate punishment in case of violation of this Student Code in accordance with the current legislation of Ukraine, the Charter and the Rules of Internal Procedure [5].

It is obvious that both the Scientific and Pedagogical Worker's Code and the Student Code are interconnected have common features in respect of academic integrity. Still, there is a problem. Our research is designed to detail the formality of the approach to such an important issue as the observance of academic integrity within the walls of a higher educational institution.

In May 2017, a collective monograph "Academic Integrity: Issues of Compliance and Priorities of Dissemination among Young Scientists" was published [12]. The main issues that have been addressed are: compliance with scientific ethics, copyright protection, prevention of plagiarism; the role of universities in ensuring academic integrity; use of software tools for checking scientific works; adherence to the norms of academic integrity by Ukrainian universities as a factor of integration into educational and research spaces. This work will be useful not only for young scientists, but also for every participant of educational and scientific processes of higher educational institutions. Honesty, justice, ethical behavior in science and education is the observance of these virtues and is academic integrity. Teachers working in higher education institutions should set themselves the task of educating a culture of respect and responsibility that maintains high standards of academic work.

Educational policy is a set of principles, values, attitudes, goals and actions that are aimed at improving the quality of life of young people, their preparation

for competitive struggle in the labor market. Thus, the goal of educators is to create conditions for learning that help and allow young people to acquire knowledge, develop skills and competencies for active public position in society and in the economic development of their country.

According to the indicators of the youth policy of the Council of Europe, young people are primarily a resource, not a problem for state or local policy. It is the vision and attitude to young people as a strategic resource of human capital that makes it possible to focus on finding long-term solutions, identifying opportunities and needs of young people, and, accordingly, to develop a policy that will allow young people to fully realize their personal and civic potential, and society – to get the maximum benefit from the intellectual capital of their city, region, country. The Ministry of Youth and Sports of Ukraine together with youth NGOs, experts of the Reanimation Package of Reforms, the UN Mission in Ukraine, the Center for Support of Reforms at the Cabinet of Ministers of Ukraine has developed a Roadmap for reforming the youth sphere, the implementation of which will transform youth policy in Ukraine according to European principles. One of the key tools for the implementation of the Roadmap is to provide young people with modern quality education based on certain values, taking into account such an ethical factor as academic integrity. Education and upbringing  basically contain a powerful  ethical and moral components, which consist in such manifestations as honesty with oneself, in public relations, in particular in educational institutions, honesty in the process of learning at all stages of their development and professional career growth [1]. A special role in this field of activity belongs to young scientists. Young representatives of the scientific environment, young scientists should be the avant-garde of the introduction of ethical ideals and moral standards in the Ukrainian educational and scientific space. It is the hope of young scientists to establish and spread high ethical and moral ideals and proper standards of integrity in the process of training and education of future generations and today's youth as true worthy citizens of their state. On these ideas, in 2017, the first School of Young Scientists (Dnipropetrovsk region) was created in Ukraine –

leaders in academic integrity. Various aspects of this concept became the thematic basis of the School and found support for such young scientists in different parts of our country. The views of young scientists on the problems of observance and priorities of the dissemination of academic integrity among young representatives of the scientific environment, the formation of competences of young scientists on academic integrity and the introduction of its standards into practice, the principles of academic integrity, which should be guided by young scientists. These are the main directions of this School's work. It is also important to spread positive practices and examples of how young scientists themselves change the academic field of Ukraine with their actions and ideas of integrity [8].

However, modern university practice testifies that higher education institutions often do not adhere to such imperative by their activities, allowing academic dishonesty or ignoring academic misconduct by students, faculty or administration officials. Ignoring academic integrity largely undermines the value of education, contributes to the falsification of high school and thereby reduces its contribution to social and economic development. Satsyk V.I. notes, according to the results of the study, such scientists as Teixeira and Grimes Ukraine are among the countries with the highest rates of academic fraud, and the least susceptible to such cases, representatives of Albania, Kyrgyzstan and the USA [11].

Cases of mass cheating in Ukraine have been repeatedly covered in the national media, when students themselves recorded and posted information on social networks, how they sell cheat sheets near dormitories. This indicates a deep misunderstanding of the teaching staff, the administration of many Ukrainian universities and ministerial officials of the fundamental values of academic integrity and the role that is placed on it, at least in a civilized academic society. An example of non-compliance with the principles of academic integrity was the resonant defense of the candidate's thesis on public administration by the people's deputy of Ukraine Illya Kyva on April 26, 2021.

This situation caused a rapid reaction in the scientific community. In particular, Oleksandr Yabchanka, Candidate of Medical Sciences, burned his thesis

in protest (Pyrig, 2000-2022). Although all members of the Academic Council of the State Institute of Personnel Training of the State Employment Service voted unanimously (he received 13 votes "For"), the Attestation Board of the Ministry of Education and Science of Ukraine canceled the decision to award the People's Deputy of Illya Kyva the scientific degree "Candidate of Sciences in Public Administration." Official media reported this incident on November 30, 2021, and persons involved in the "defense" of the Kyva dissertation were suspended from professional activities [9].

However, we are forced to state that this is not an isolated phenomenon in the Ukrainian scientific community. The statistical data and research conducted by us among the students of the fourth year of the Faculty of Environmental Safety, Engineering and Technology of NAU, where students were invited to take courses in foreign language "Business English." The experiment involved four groups: EG – 1 (17 students), EG – 2 (13 students), EG – 3 (11 students), EG – 4 (11 students). At the beginning of the study, all students had detailed instructions for passing the aforementioned courses. We emphasize that academic integrity in the instruction was not mentioned, because on the Prometheus (https://courses.prometheus.org.ua) platform, where students had to register, each course begins with an explanation of what is academic integrity and the requirements of its adherence to the tasks.

After receiving the certificates, students were asked to evaluate their work on only one criterion: "Did you adhere to the principle of academic integrity in the course" Business English "? (The survey was anonymous, but it also prevents us from trusting the results as much as possible.)

Table 1. Results of compliance/non-compliance with academic integrity

| Group | Number of students | Adhered to academic integrity (%) | Did not adhere to academic integrity (%) |
|-------|--------------------|-----------------------------------|------------------------------------------|
| EG – 1 | 17 | 2 (12%) | 15 (88%) |

| | | | |
|---|---|---|---|
| EG – 2 | 13 | – | 13 (100%) |
| EG – 3 | 11 | – | 11 (100%) |
| EG – 4 | 11 | 8 (73%) | 3 (27%) |
| Total | 52 | 10 (19%) | 42 (81%) |

The results of the experiment are shown in Table 1: EG-1 – only 2 students adhered to academic integrity, which is – 12 %, 3 students – performed independently, but gave write-off – 18 %, the remaining 12 students, which is – 70 % did not even think, they were interested only in the assessment, not knowledge. EG-2 – only 2 students (15%) did the work on their own/ independently, but then they shared the results with other students, which does not give us the right to enroll their results in the percentage of compliance with academic integrity, that is 100 % of the students of the group were aimed at getting a good assessment, praise of the teacher, parents, even teammates, how to get around the program and get a good result. EG-3 – only 3 students tried to perform the task on their own, then merged into a group and completed the tasks and laid out the results for all students, which also violates the principle of academic integrity and, unfortunately, gives 100% failure to comply with this principle. It is worth focusing on students of EG-4: firstly, this is a group where all subjects are taught in a foreign language (English project), secondly, since the first year there was and there is a healthy competition in the group, there is mutual help, but not cheating and this is more an exception than a rule. However 8 students (73%) – did the work on their own, making notes, watching the proposed videos and listening to records several times, their main goal was to use the acquired knowledge in the further work (study), 1 student (9%) – performed independently, but shared the results, 1 student (9%) – admitted that he did the work with the help of a classmate, 1 student (9%) – did not perform the work. If summarized, we will get disappointing results – only 19 % of students adhered to the principle of academic integrity, and what about 81% of students who also claim to receive a diploma on higher education? This is a rhetorical question, and especially if we are talking about the online learning

period caused by the situation with Covid-19, when the teacher is limited by the inability to see and control all students of the group at the same time.

It is extremely important not only to raise the issue of academic integrity during online learning, but also to act within the framework of this principle, when students allow themselves to send teachers someone else's work with an overdue period of delivery (sometimes not even for hours), hoping for inattention or just a happy case. It becomes quite obvious that in terms of world standards of higher education, university education without adherence to ethical principles will remain no more than a semi-wild educational field where ignorance, deception, corruption reign, and the selfless work of innovative teachers will not be respected, but often punished. That is, there is a bad impression that academic integrity in Ukraine today is perceived mainly as some mythical concept, which is now very fashionable to talk about, rather than an effective tool for ensuring the quality of higher education [11].

Here is a typical example: conditions for participation in the annual International Scientific and Practical Conference of higher education applicants and young scientists "Flight. Modern Problems of Science", held at NAU, are constantly stricter and put new challenges to its participants, encouraging real scientific work that is inextricably connected with the concept of academic integrity. Starting the preparation of students for this scientific event, teachers not only explain the essence of definition, but also outline the fundamental values of academic integrity. However, it should be noted that before the use of professional computer programs for plagiarism, cases of students' appropriation of other people's achievements were met much more often.

**Conclusions.** After analyzing numerous materials and conducting experimental research, we can note, that academic integrity is a complex interdisciplinary category that combines, on the one hand, ethical norms and rules of human behavior in the educational and scientific environment, the mechanisms and tools by which these norms are implemented in everyday life. On the other hand – a whole set of factors, first of all, moral and cultural, institutional,

educational and professional, which influence both outside and inside the university, determining its ability and desire to comprehensively counteract academic dishonesty. The Ukrainian scientific community declares the adoption and introduction into the educational and scientific process of a holistic system of norms, rules, regulations, which, in turn, requires significant intellectual and property resources, time and even the will and courage of individual officials and in no case will this system appear as a magic wand or a new order.

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