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International Conference

«ACADEMIC INTEGRITY IN PUBLIC ADMINISTRATION AND EDUCATIONAL INSTITUTIONS»

March 26, 2020

Kyiv-Tallinn

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The Program
(March 26, 2020)

9.30-10.00	**Registration**
	OPENING SPEECHES
10.00	**Sergiy Laptiev,** PhD (Economics), Professor, rector, «KROK» University (Kyiv, Ukraine)
	Plenary meeting
	Keynote presentation
10.30	**Prevention of corruption in Ukraine as the basis of forming security policy**
	Parkhomenko-Kutsevil Oksana
	Keynote presentation
10.45	**The role of scientific profiles of university professors in ensuring academic integrity**
	Mihus Iryna
	Keynote presentation
11.10	**Problems of state regulation of ensuring academic integrity in the field of general secondary education**
	Parashchenko Liudmyla
11.30-11.45	Coffee break
11.40-13.15	**Sectional meetings**

SECTION 1. ACADEMIC INTEGRITY IN PUBLIC ADMINISTRATION

11.40	**Integrity in public service as an important component of state investment security**
	Akimova L., Lysachok A.
12.00	**The development of local government in Ukraine in the context of integrity**
	Karpa M.
12.20	**Regulatory provision of academic integrity and the risk of non-expert application of legislation, regulatory documents and official recommendations**
	Koval Ya.
12.40	**Protection of principles of integrity in the consideration of public law disputes in the public administration of Ukraine**
	Kolesnyk V.
13.00	**Bases of modern paradigm of state administration are in sphere of culture (aspect of integrity)**
	Shykerynets V., Polova L., Zarichniak A.

SECTION 2. ACADEMIC INTEGRITY IN HIGHER EDUCATIONAL INSTITUTIONS AS AN INDICATOR OF THE INTERNAL QUALITY MANAGEMENT SYSTEM

11.40-13.45	
11.40	**The impact of academic integrity of higher education quality**
	Andrieieva V.
11.50	**Psychological aspects of academic integrity**
	Burlakova I., Sheviakov O., Kondes T.
12.00	**Regulatory base on academic integrity and quality assurance of**

	academic writing in higher education in Ukraine *Goncharuk V., Goncharuk V., Pashkovska O.*
12.10	**Academic integrity in improving the qualification of building industry workers** *Dmitrenko V.*
12.20	**The impact of lecturers's emotion work on the academic integrity** *Kovalkova T.*
12.30	**Worldview imperatives for academic integrity** *Liashenko Oleksandra*
12.40	**Academic integrity in postgraduate studies is the key to high-quality research and teaching in higher education** *Lykhohrai V., Protsenko O.*
12.50	**Corporate culture of the higher educational institution as a basis for development of quality academic environment** *Nakonechna N.*
13.00	**Types of information resources on academic integrity for students in the USA** *Nesterova O.*
13.10	**Legal aspects of academic integrity implementation in the Academy of labor, social relations and tourism** *Onischyk Y.*
13.20	**Academic integrity in the relationship between the scientific supervisor and the student in the work of the scientific circle** *Radionova I.*
13.30	**The public organization's image as a tool of interaction with educational institutions in the area of secondary education** *Storozhuk S.*
13.40	**Personal peculiarities of a teacher as a factor of academic integrity** *Synhaivska I.*
13.50	**Personal students' resources as an academic quality indicator in a higher education system** *Teslenko V., Petrunko O.*
11.40-13.15	**SECTION 3. THE IMPACT OF ACADEMIC INTEGRITY ON THE INTERNAL QUALITY SYSTEM IN SCHOOLS**
11.40	**Problems of introduction of academic integrity in a school educational environment** *Korinna L.*
12.20	**Educational process quality and quality management systems - an urgent problem of modern education** *Proskura O.*
13.20	**Academic integrity as teaher's professional competence reflection** *Savchenko M.*
13.45-14.00	Coffee break
14.00-15.30	**WORKSHOP «*THE ROLE OF ACADEMIC INTEGRITY IN PROVIDING QUALITY EDUCATIONAL SERVICES*»**
15.30-16.00	**Closing of the conference**

CONTENTS

INTRODUCTION

Everyone knows that the educational environment sets requirements, rules, and procedures for conducting research and starting students. It is the stakeholders of the educational environment (the state, employers, parents, students) who determine how the learning process should be built and what competencies a student should possess after graduation. All stakeholders agree that the educational process must be built on the principle of academic integrity.

What is academic integrity?

The answer to this question was sought by the participants of the conference.

As it turned out, academic integrity is connected not only with issues of prevention of plagiarism in scientific works, but also with teaching at school, presentation of results of scientific works by researches, relations between teacher and student, state regulation of economic, educational and other relations.

I hope that our International Conference on Academic integrity in public administration and educational institutions (APAEI) will become an annual venue for discussing about academic integrity.

As Chair of the International Conference on Academic integrity in public administration and educational institutions (APAEI) it is my great pleasure and honor to welcome you all to the first edition of our conference!

Kyiv-Tallinn, March 26, 2020

Iryna Mihus, APAEI'2020 Chair

Section 1
Academic Integrity
in Public Administration

Akimova Liudmyla[1], Lysachok Alla[2]

[1] *Doctor of sciences (Public Administration), Professor at the Department of finance and environmental sciences, National University of Water and Environmental Engineering, Rivne, Ukraine, ORCID: https://orcid.org/0000-0002-2747-2775*
[2] *postgraduate student, Lviv regional Institute for public administration of the National academy of public administration, the President of Ukraine, Lviv, Ukraine, ORCID: https://orcid.org/0000-0002-5716-487X*

INTEGRITY IN PUBLIC SERVICE AS AN IMPORTANT COMPONENT OF STATE INVESTMENT SECURITY

Abstract. In modern market conditions, the transformation of the Ukrainian economy, in particular, for its stable development and stabilization of key economic indicators, requires the development of conceptual models and measures to educate the public servant about the concept of integrity. The latter should take into account the features of the economic, demographic, investment, innovation situation in the state, as well as moral and ethical behavior. Today, the main priority that is present in Ukrainian society is to solve the problem of manifestations of corruption in the public service. That is why the creation of an appropriate system of integrity and professional public service, taking into account international standards and the experience of the leading countries of the world, is one of the main directions of the implementation of state anti-corruption policy.

The problem of corruption is reflected in all spheres of public life, therefore, the investment sphere is no exception. The complexity of the regulation of investment activity lies in the fact that it covers versatile areas of economic life - the sphere of scientific and technological progress, state management of the economy, financial and banking activities and others. Accordingly, it is difficult to trace the possibility of corruption schemes. Because public servants can create additional conditions or incentives for investors in order to obtain personal benefits. That is, when an investor has decided to invest in a certain enterprise or industry, but a public servant creates certain obstacles to the investment process or, on the contrary, simplifies the process of checking the reliability and safety of investments in order to seize additional funds, this in turn creates a risk of investment activity, and also leads to destabilization of the state economy as a whole.

Transparency International's annual global study, the Corruption Perception Index, indicates that corruption is a serious problem for Ukraine. Ukraine takes 126th place among 180 countries of the world. Near Ukraine in the ranking are Kyrgyzstan, Azerbaijan and Djibouti. Ukraine is ahead of Russia among its neighbors, has maintained its position (28 points, 137th place). Among the neighbors, Poland (58 points, 41st place) and Slovakia (50 points, 59th place) occupy leading positions [1].

Corruption, in turn, is one of the negative phenomena that leads to the violation of human rights, honesty, social justice, democratic expression of will, which also impedes the sustainable development of the economy of any country in the world. In addition, the presence of corruption in the state economy has negative financial consequences for enterprises, organizations, institutions, and citizens. The main direction in the field of corruption prevention is the timely detection of the onset of corruption risks arising from the activities of public

servants, as well as the elimination of their negative impact.

Corruption is the use by a person of his official powers or related opportunities in order to obtain undue benefits or to accept such benefits or to accept a promise / offer of such benefits for himself or others or, accordingly, a promise / offer or provision of undue benefits to a person or at his request other individuals or legal entities in order to persuade this person to unlawful use of the official powers granted to him or related opportunities [2].

Moreover, the prevalence of corruption risks in the activities of public servants can be arranged in the following order: dishonesty of public servants; conflict of interest; lack of control on the part of management; the presence of discretion. Therefore, in the selection of persons for the position of civil servant, one of the significant criteria is, in particular, such a moral trait as honesty (honesty, morality, decency) [3]

In accordance with the Law of Ukraine "On Public Service" dated 02.13.2020, № 889-VIII, one of the principles of public service is the principle of good faith, which means the orientation of the actions of a public servant to protect public interests and the refusal of a public servant to prevail over private interest exercise of the powers granted to him [4].

Today, Ukrainian legislation indicates the main mechanisms and tools that can be used to ensure the discipline of civil servants, as well as to prevent corruption. For corruption offenses in accordance with Art. 65 of the Law of Ukraine "On the Prevention of Corruption" of February 13, 2020, № 1700-VII, for committing corruption or corruption-related offenses, persons are brought to criminal, administrative, civil and disciplinary liability in the manner prescribed by law [2].

Criminal liability in accordance with Art. 45 of the Criminal Code of Ukraine of 01.16.2020, № 2341-III, a person who first committed a crime of minor gravity or a reckless crime of moderate gravity, except

for corruption offenses, is exempted from criminal liability if, after committing the crime, he sincerely repented, actively contributed to the disclosure of the crime and fully compensated for the damage caused or eliminated the damage [5]

Administrative responsibility may be shown in accordance with part 5 of article 65 of the Law of Ukraine "On Prevention of Corruption", a person who is informed of a suspicion of committing a crime in the field of official activity, is subject to removal from the exercise of authority in office in the manner prescribed by law [2].

Civil liability for corruption or corruption-related offenses occurs in accordance with the Civil Code in the event that they led to negative civil law consequences (causing material or moral harm).

Disciplinary responsibility in accordance with part 3 of article 65 of the Law of Ukraine "On the Prevention of Corruption" provides that, upon the submission of a specially authorized entity in the field of combating corruption or the order of the National Agency, in order to identify the causes and conditions that contributed to the commission of a corruption or corruption-related offense or failure to comply with the requirements of the Law in another way, by decision of the head of the authority, enterprises, institutions, organizations in which the person who committed the offense works, an internal investigation is being conducted Dka defined by the Cabinet of Ministers of Ukraine [2].

Ukraine, in accordance with the international treaties concluded by it, carries out cooperation in the field of preventing and combating corruption with foreign states, international organizations implementing measures to prevent and combat corruption. International legal assistance and other types of international cooperation in cases of corruption offenses are carried out by the competent authorities in accordance with the law and international treaties, consent to be binding

which has been confirmed by the Verkhovna Rada of Ukraine.

Despite the study, it is worth highlighting certain areas of the fight against bad faith among public servants, one of the goals of which is to ensure the investment security of the state: the introduction of public investigations into resonant corruption cases; monitoring of income, expenses of officials and members of their families; improving anti-corruption legislation of Ukraine to international standards; establishing liability for persons offering a bribe and introducing a register of corrupt firms. Firms that are included in such a register and their managers must become an object of close attention by law enforcement agencies and lose the right to fulfill government orders, receive tax or credit benefits; deprivation of immunities of deputies and judges. We believe that in the state there should not be persons whom it would be impossible to punish for the violations committed. Otherwise, the fight against corruption will not make any sense, because the largest number of corruption crimes and on the largest scale takes place precisely in the high branches of government; elimination of the economic basis for corruption; development of a mechanism and use of tools for monitoring the flow of investment in the country's economy; verification of the correctness and legality of the decision to provide benefits or create restrictions on investment.

The implementation of the above ways to reduce the level of corruption among public servants will lead to an increase in the level of integrity, as well as reduce the negative impact on investment security and stabilize the economy of the state as a whole. In addition, one should also introduce the world experience in the fight against corruption, but at the same time take into account the peculiarities of the Ukrainian economy.

Keywords: public service, state investment security, corruption, administrative responsibility, disciplinary responsibility, academic integrity.

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Karpa Marta[1]

[1]*Doctor of Science (Public Administration), Associate Professor of Management and Business Administration Department, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine, ORCID: https://orcid.org/0000-0001-8141-4894*

THE DEVELOPMENT OF LOCAL GOVERNMENT IN UKRAINE IN THE CONTEXT OF INTEGRITY

Abstract. In February 2020, the Minister of Development of Communities and Territories announced that soon in the regions there will be wide public discussions on the preparation of proposals for amendments to the Constitution of Ukraine regarding the reform of the local government and territorial organization of power, decentralization of power. Already today, the government has introduced such approaches to the formation of capable communities: it has defined criteria for assessing the community's ability level, that is, its human potential, financial and property resources, which will allow providing quality services to residents, solving accumulated problems and developing the local economy. It is planned that by April 2020, Ukraine will already approve the administrative-territorial structure of the basic level, and until June - the subregional level. In the third quarter, it is expected that the new version of the Law "On Local Self-Government in Ukraine" and the necessary changes to the Tax and Budget Codes will be adopted. The fourth quarter - the adoption of acts aimed at the implementation of these laws [1].

In Ukraine, the decentralization process began in 2014 with the adoption of the Concept of Reform of local self-determination and territorial organization of power (04/01/2014), the Laws of Ukraine "On cooperation of territorial communities" (06/17/2014) and "On the voluntary association of territorial communities" (05/02/2015) and amendments to the Budget and Tax Codes on financial decentralization. This process made it possible to form, in accordance with the provisions of the European Charter of Local Self-Government, an effective and capable institution of local self-government at a basic level - united territorial communities (UTC) [2]. To date 1,045 UTCs have already been created (805 of them were created in 2015-2018 and 176 of them were created in 2019) [3].

The Basic Law of Ukraine provides for forms and means of exercising the right of territorial communities to local self-government and states that local authorities, within the powers defined by law, make decisions binding on the relevant territory. On the basis of this provision of the Constitution of Ukraine, the Law determines that in the form of decisions the council adopts normative acts. After analyzing the functions and powers of local authorities, regulated by the Constitution of Ukraine and other laws of Ukraine, the Constitutional Court of Ukraine came to the conclusion that local authorities, solving local issues, representing the common interests of territorial communities of villages, towns and cities, adopt normative and non-normative acts. Regulatory acts include acts that establish, amend or terminate the rule of law, are local in nature, are designed for a wide range of people and are applied repeatedly, and non-normative acts provide for specific instructions addressed to an individual entity or legal entity, are applied once and after their implementation are exhausted .

Reforming local government requires solving a number of problems that arise both in practical terms and in questions of theoretical and methodological support. It should be noted that in the normative and practical field there are contradictions and ambiguities on issues of local importance

as objects of managerial activity of local authorities, in particular, their definition, fixing in the normative field, use in management practice. Therefore, the issue of determining the management object at the local level is relevant. In the legislation of Ukraine on this meaningful definition the concept of "issues of local importance."

To determine the objects of local government, their content, it is advisable to choose the following criteria:

- competency criterion (objects are in the competence of local authorities);

- territorial criterion (objects are located within the territory of the corresponding territory);

- subject criterion (objects have a pronounced subject form, that is, material, procedural, managerial definition);

- procedural criterion (resolving issues on management objects involves management action).

The object of local government is the sphere of local social existence, in which the competencies of public authorities of the local level operate. Each of the local government bodies has its own field of competence for the implementation of managerial activities, which is defined by regulatory legal provisions. So, the objects of local government can be considered a way of normative definition of the spheres of public life, which are manifested as the subject of public management at the local level.

In the domestic regulatory field, there is a fairly generalized approach to the definition of local government, including issues of local importance.

Taking into account the provisions of the European Charter of Local Self-Government [4] on issues of local importance, it is determined that the authorities and officials of local self-government, territorial communities are granted all functions and powers, except those assigned to public authorities by the Constitution and laws of Ukraine. Today, the problems of legislatively defining the list of issues of local importance as the main object of managerial activity of local

authorities is aimed at ensuring that in Ukraine the functions and powers of local governance are fixed on the basis of the principle, and not on the traditional branch principle. This approach was not aimed at the territorial community, that is, not at the residents, as required by the Constitution of Ukraine, but at the spheres of local life in which the authorities of these territorial communities are competent, and their powers: exclusive, personal (self-governing), delegated [5] .

Summarizing, it can be argued that the public interest of local government is the question of satisfying the interests of territorial communities. Today, one of the indicators of effective local governance is the ability of territorial communities. After all, a territorial community is capable - these are territorial communities of villages (towns, cities) that, as a result of voluntary association, are able to independently or through local governments provide an appropriate level of service, in particular in the field of education, culture, healthcare, social protection, housing and communal services, taking into account human resources, financial support and infrastructure development of the corresponding administrative-territorial unit.

The implementation of the subject-territorial approach is the issue of determining and fixing management objects, including issues of local importance, public authorities, was embodied in the Resolution of the Cabinet of Ministers of Ukraine dated 02.16.2016. No. 258 "On approval of the Model Regulation on the Regional Development Agency" [6]. Regional development agencies are already successfully operating in leading countries such as Germany, France, Great Britain, Poland, Australia, Canada. They provide for the establishment of a regional development agency for most areas which will help local authorities implement the strategy and implement the activities stipulated by the plan for its implementation by their regional development strategies.

Keywords: development of local government, public service, decentralization process, academic integrity, public interest.

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Koval Yana[1]

Ph.D. (Public administration), associate professor of financial and economic security department, "KROK" University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0001-6578-2996

REGULATORY PROVISION OF ACADEMIC INTEGRITY AND THE RISK OF NON-EXPERT APPLICATION OF LEGISLATION, REGULATORY DOCUMENTS AND OFFICIAL RECOMMENDATIONS

Abstract. In connection with the adoption rate of Ukraine to the European Union in the state have long been the reform process initiated various spheres of life. The reform any sphere of life and activity of the state and society begins with the development and adoption of new legislation. In addition, the interest of researchers from different countries and different scientific fields in the principles of academic integrity is due, first of all, to the rapid development of information transfer technologies, the development of science, and the need for rapid exchange of new knowledge.

Early development of academic integrity in Ukrainian science was the adoption of the Code of Ethics scientist Ukraine, the general meeting of the branches of the National Academy of Sciences of Ukraine in April 2009 The Code defined the general principles of the scientist, emphasizing that "the scientist is morally responsible for the consequences of its activities that could to influence the development of mankind, the preservation of nature and the spiritual and cultural heritage ... " [1].

Verkhovna Rada of Ukraine 09.05.2017 g., a new Law of Ukraine "On education" [2], which contains many new terms and concepts, new requirements for standards of education, language principles and other provisions. Within this article interesting is the analysis of the concept of "academic integrity", enshrined in art. 42 of the Law of Ukraine "On Education", and in particular part 4 of it, which defines violations of academic integrity.

According to article 42 of the Law of Ukraine "On Education" "academic integrity - is a set of ethical principles and established by law rules that have guided the participants of the educational process in the learning, teaching and conducting research (creative) activities to ensure confidence in the results of studies and / or scientific (creative) achievements.

However, the term "academic integrity" is quite complex because culture encompasses the overall academic institution of higher education, culture within human and spiritual culture is systemic in respect of norms, values, rules and traditions of writing scientific papers ethical responsibility for the consequences of their research. Academic integrity is a complex interdisciplinary definition, which combines moral standards and ethical rules of behavior of all participants in the educational process. There is a set of moral factors that encourage higher education institutions to combat the various manifestations of academic integrity is not [3].

Academic integrity in the present day is the basis of spiritual integrity and moral image of the individual, the strength of character of the teacher. It is based on the moral values with which the students come to higher education institutions, multiplies them during the students' studies, and improves them during the practical activity of specialists. The ability to be honest and responsible, respectful of other people's opinions, adhere to the norms of academic behavior are the components that make up the concept of academic integrity and are included in the list of competencies of the future teacher [4].

The International Center for Academic Integrity at Clemson University developed

the document "Fundamental Values for Academic Integrity". This document definition academic integrity as loyalty to all members of the academic process, six core values: fairness, honesty, trust, courage, respect and responsibility. The manifestations of academic dishonesty are plagiarism, deception, fraud, rewriting of others' ideas in their own words, falsifying research results, bribery [5].

In European universities, academic integrity advocates ethical foundation on which is based the students, faculty and administration of higher education institution [6].

The general rule stipulated by law is that the types of academic responsibility (including additional and / or detailed) participants in the educational process for specific violations of academic integrity are determined by special legislative and / or internal provisions of the educational institution, which must be approved (agreed) by the main collegiate governing body educational institutions and agreed with the relevant self-government body of the educational recipients regarding their responsibility. The procedure for identifying and establishing the facts of academic integrity violations is also determined by the authorized collegial body of management of the educational institution. It should be noted that for the violation of academic integrity is not only a basis for bringing a person to academic responsibility, but also for other types of liability on the grounds and in the manner prescribed by law. In particular, violation of academic integrity may be grounds for bringing a person to disciplinary liability (Articles 147-152 of the Labor Code of Ukraine) [7], civil liability (general rules for compensation for damage are established by Chapter 82 of the Civil Code of Ukraine) [8], administrative liability (for example, Article 52-2 of the Code of Administrative Offenses "Violation of Rights to the Object of Intellectual Property Rights") [9], criminal liability (for example, Article 176 of the

Criminal Code of Ukraine Copyright and Related Rights Violations) [10].

Thus, it should be noted that there is a necessary regulatory basis for defining at the legal level the notion of academic integrity and the general principles of its application. The characteristics that characterize academic integrity include: a complex nature (a specific combination of moral and legal principles, which is expressed in a set of ethical principles and rules defined by law); the presence of a special entity - participants in the educational process (education seekers, pedagogical, scientific-pedagogical and scientific workers; parents of educational recipients, natural persons who carry out educational activities, other persons envisaged by special laws and involved in the educational process in the manner established educational institutions); clearly defined scope - in the process of teaching, teaching and conducting scientific (creative) activity; the specific purpose is to ensure confidence in learning outcomes and / or scientific (creative) achievements.

Given the above, it should be noted that existing practices and regulations can create a comfortable environment for academic plagiarists, while unfairly blamed for academic and support unscrupulous corruption and incorrect claims "checks for plagiarism".

The risks of misapplication of academic integrity standards may be relevant, for example,

1) improper use of the software;

2) errors of co-authors regarding the use of shared academic texts in qualification papers (an example of incorrect definition of plagiarism, even without consideration of another co-author's declaration on distribution of contribution to the work);

3) neglecting the specificity of specific industries;

4) the risk of literally applying the incorrect definition of a scientific result in legislation;

5) the risk of falsification of the date of publication of the previous works of other

authors for the unjust accusation of plagiarism of the present author and the justification of the improper author;

6) the risk of "disappearance" of the original work of the real author, which was published only on a private or electronic publication site, which ceased to exist and was later appropriated by another person - in this situation it is almost impossible to prove.

Thus, given the seriousness of the consequences for a person who violates the principles of academic integrity, it is necessary to emphasize the need for a full, comprehensive, objective examination of the case against the person being held accountable. In addition, a detailed consolidation at the regulatory level of all procedural aspects of bringing to academic responsibility (indicating terms, stages, subjects, procedures for challenging results, etc.) is necessary.

Understanding and adopting academic norms, based on systematic work and motivation, is a necessary phenomenon for future education professionals. Upgrading of the higher education system is possible only with the active participation of students in reforms, proposals for ways to improve the educational process. Many institutions of higher education in Ukraine already have Academic Integrity Codes, which set out principles at the legislative level. The next step in restoring the academic culture of our country will be the creation of ethics committees that will clearly regulate sanctions and penalties for non-compliance with ethics in the educational and scientific environment.

Keywords: academic integrity, regulatory support, documentation, risks, check for plagiarism, academic integrity code, research and teaching staff.

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Kolesnyk Volodymyr[1]

[1]*Senior Lecturer of Public Administration Department, Interregional Academy of Personnel Management (IAPM), Kyiv, Ukraine, ORCID: https://orcid.org/0000-0002-3395-9205*

PROTECTION OF PRINCIPLES OF INTEGRITY IN THE CONSIDERATION OF PUBLIC LAW DISPUTES IN THE PUBLIC ADMINISTRATION OF UKRAINE

Abstract. At present, the legislator has not defined the rules by which cases of disputes should be considered, which, due to the participation of the subject of power, have certain signs of a public law dispute, but, of course, the content of the disputed relations is economic. Such ambiguity is caused, among other things, by the lack of a normative definition of the concepts of "public law dispute" and "power management functions" in the Code of Administrative Procedure of Ukraine (hereinafter - CAPU). In this regard, the allocation of the functional aspect of public law disputes has been updated. Namely, the functional and legal support in the field of public administration in order to further use the public law dispute as a means of forming and exercising the powers of the public authorities of Ukraine.

In practice, public law disputes include appeals of power decisions, actions or inaction of public administrative institutions by individuals or legal entities, which thus protect their rights. Indeed, article 17 of CAPU determines that the jurisdiction of administrative courts extends to public law disputes, in particular disputes between individuals or legal entities with a subject of authority regarding appealing against its decisions (normative legal acts or legal acts of individual actions), actions or inaction [1] .

In Ukraine, specialized administrative courts were created after the entry into force of the Code of Administrative Procedure of Ukraine of 07/06/2005 (entered into force on September 1, 2005). By this time, in accordance with the Civil Procedure Code of Ukraine, cases arising from administrative-legal relations were examined by general courts, that is, district (city, district) courts in the proceedings on cases arising from administrative legal relations, in accordance with the Civil Procedural Code of Ukraine (Ukrainian SSR) of July 18, 1963. The qualification profile in cases indicates their separation in the direction of consideration, namely:

- civil cases - such cases, which are basically private in nature with the participation of an individual;

- business cases - such cases, the prerequisite for which are private disputes between business entities, bankruptcy cases of business entities, corporate disputes of entities and the like;

- criminal cases - such cases, the basis of which is criminal offenses;

- administrative cases are public law disputes with public authorities.

The main stages that preceded the development of administrative justice in the context of the legal support of the prerequisites for the application of public law disputes as a way of establishing and exercising the powers of public authorities are the following:

- reform of the court system in accordance with the Constitution of Ukraine, including the system of administrative courts;

- legal support of justice in the field of administrative-legal relations;

- organizational, logistical, personnel and other support of the administrative courts.

The aim of modern reform of the judicial system, law proceedings and related law institutions is the practical implementation of the principles of the rule of law and ensuring everyone the right to a fair trial by an independent and impartial court. Everyone has the right, in the order

established by this Code, to appeal to the administrative court if he considers that a person's rights, freedoms or legitimate interests have been violated by a decision, action or inaction of a subject of authority, and ask for their protection by:

1) invalidation of a normative legal act or its individual provisions;

2) recognition as unlawful and cancellation of an individual act or its individual provisions;

3) recognition of the actions of the subject of power as unlawful and the obligation to refrain from performing certain actions;

4) recognition of the inaction of the subject of power as unlawful and the obligation to perform certain actions;

5) establishing the presence or absence of competence (authority) of the subject of power;

6) the adoption by the court of one of the decisions referred to in paragraphs 1-4 of this part and the recovery of funds from the defendant, the subject of authority, for compensation for harm caused by his unlawful decisions, actions or inaction.

Today, the current legislation of Ukraine defines a list of entities authorized to consider cases of administrative offenses. So, cases of administrative offenses are considered:

1) by administrative commissions under the executive committees of village, town, city councils;

2) by the executive committees (and in settlements where no executive committees have been created - by the executive bodies that exercise their powers) of village, town, city councils and their officials authorized by this Code;

3) district, district in the city, city or district courts (judges), and in the cases provided for by this Code, local administrative and economic courts, courts of appeal, the Supreme Court;

4) bodies of the National Police, bodies of state inspections and other bodies (officials) authorized by this Code [2].

But the specificity of the consideration of these cases requires the creation of new organizational and legal forms and the availability of special judicial qualifications in this area. The existence of specialized courts should ensure the administration of justice, taking into account the particularities of the tasks of each type of proceedings at a higher professional level.

For the full implementation in Ukraine of such a form of judicial protection as administrative justice, the creation of an appropriate law framework is necessary. Actual today is the formation of the legislative framework for the introduction of administrative justice in Ukraine. Currently, the inconsistency of the approach to the legal regulation of judicial protection of human and civil rights in Ukraine should be emphasized. The Civil Procedural Code of Ukraine codifies the procedural rules of private law, while administrative law is a branch of public law. In this regard, experts note the need to adopt the Administrative Procedure Code of Ukraine [3].

Today, experts indicate that the Law of Ukraine "On the Appeal of Citizens" [4] and the norms of certain provisions of the Civil Procedure Code of Ukraine [5] are insufficient for the effective implementation of administrative and legal protection of the rights of citizens. In addition, methodological and legal support in the field of resolution of disputes arising in the field of public administration, in particular on qualification issues of consideration by administrative courts, regarding a holistic theoretical vision of the essence of such disputes, their type in and methods of decision regarding the scope of the right of the subject of power to file an administrative claim.

The content of the functional load of the subjects of authority requires improvement. Usually, the subject of power is attributed only to the implementation of managerial functions (Article 3 of the Code of Administrative Procedure). It seems advisable to find out the nature of other functions performed by the subject of power. After all, there is an

opinion that their implementation as a result of determining the subject of power in the Code may limit the jurisdiction of administrative courts.

The complexity of the problems that arise during the creation of administrative justice on the basis of the European model of the principles of administrative law is largely a consequence of the type of organization of state power that was in Ukraine for many years before the declaration of state independence. The Constitution of Ukraine laid the foundations for establishing a new type of relationship between the state, especially government authorities, self-government authorities and citizens.

Keywords: public administration, public law disputes, academic integrity, public law dispute, power management functions.

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Parkhomenko-Kutsevil Oksana[1]

[1]*Doctor of Science in Public Administration, Professor, Head of the Department of Public Administration of the Interregional Academy of Personnel Management, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0002-0758-346X*

PREVENTION OF CORRUPTION IN UKRAINE AS THE BASIS OF FORMING SECURITY POLICY

Abstract. The security policy is an important element in shaping Ukraine's national security, establishing a civil society and ensuring the protection of every citizen of the country today.

Corruption is not only a crime against the state and the citizen, but also threatens the perception of legitimate actions of state bodies and citizens' security, negatively affects the reputation of public authorities, impedes the reform of the public administration system, causes irreparable damage to the national security of the country. Therefore, the issue of preventing and combating corruption is an important issue that must be addressed within the framework of state reform and socio-political processes.

Problems of preventing and combating corruption, creating a database of persons who have committed corruption or corruption-related offenses, determining priorities for the development of anti-corruption policy are actively considered and discussed by experts in political science, sociology, law, public administration, etc.

The level of corruption in Ukraine affects not only the socio-economic development of the country, the well-being of the population, public confidence in public authorities, but also a threat to the national security of the state. The corruption hampers the current processes of reform in the governance system, aimed at improving the life of national society, ensuring the development of the economy, the formation of a modern information society and the formation of a positive image of the state in the international arena.

There is an urgent need to improve the current security policy with regard to the prevention and fight against corruption, and to create effective mechanisms for overcoming such phenomenon as corruption.

The main security policy issues in the context of preventing and combating corruption include:

firstly, political (unfavorable characteristics of the political elite, political instability, imperfection of mechanisms of relations of state authorities with political parties, lack of stable traditions of democracy, lack of state regulation of financing political parties, restrictions on socio-political freedoms, excessive political decentralization);

secondly, economic ones (excessive state intervention in the economy, shortcomings of the civil servants' remuneration system, inadequate tax policy, low economic development, high availability of natural resources, etc.);

thirdly, social ones (low education of the society, weakness of civil society, etc.);

fourth, legal (lack of development of anti-corruption legislation, gaps in the legal regulation of social relations, contradictions between the provisions of different legal acts, unclear or incomprehensible linguistic wording of legal norms, exceptions to common rights and procedures, confusion and dispersal;

Fifth, administrative (weak state control, structural and functional deficiencies of the system of state bodies, lack of transparency of the general administrative procedure, lack of administrative justice, lack of proper organizational support for anti-corruption activities, lack of administrative services);

sixth, psychological (production by the media of corruption stereotypes, hyperbolization in the public consciousness of the total corruption of the state apparatus, spreading the idea of the absurdity of individual corruption, etc.);

seventh, cultural and ethical (lack of super-personal values, ideals and moral prohibitions, divergence between public perceptions of corruption and its legislative definition, existence of double moral standards on corruption, misunderstanding of the severity of the corruption problem in society [1].

The main elements of the security system of Ukraine in the context of prevention and fight against corruption include: objects and subjects of ensuring the security of the state; methods of ensuring state security; state security mechanisms, as well as external and internal threats.

The subjects of ensuring the security of the state in the system of preventing and combating corruption should include the following: bodies of the prosecutor's office, including the Specialized anti-corruption prosecutor's office; bodies of the National Police of Ukraine; National Anti-Corruption Bureau of Ukraine; The National Anti-Corruption Agency; The State Bureau of Investigation; National Agency of Ukraine for Detection, Investigation and Management of Assets Received from Corruption and Other Crimes; High Anticorruption Court.

The main threats to the prevention and fight against corruption, in our opinion, include: political and legal problems (unfavorable characteristics of the political and administrative elite, political instability, imperfection of mechanisms of relations of public authorities with political parties, lack of stable traditions of democratic government regulation, political parties, restrictions on socio-political freedoms, excessive political decentralization); economic (branching of the permitting and regulatory system; excessive government intervention in the economy; deficiencies in the system of

remuneration of civil servants; inadequate tax policy; low level of economic development; high availability of natural resources, etc.); social (low educational attainment, weak civil society, etc.); legal (underdevelopment of anti-corruption legislation, gaps in the legal regulation of social relations, contradictions between the provisions of various legal acts, the unclear or incomprehensible linguistic formulations of legal norms, exceptions to common rights and procedures, confusion and scattering of legal regulation); managerial (weak effectiveness of state control, structural and functional deficiencies of the system of state bodies, lack of transparency of their general administrative procedure, lack of administrative justice, lack of proper organizational support for anti-corruption activities, lack of administrative services); psychological (psychological perception and tolerance of the society and the population to corruption; production with the help of mass media of corruption stereotypes, hyperbolization in the public consciousness of total corruption of the state apparatus, spreading the idea of the absurdity of individual corruption, etc.); ethical (lack of supra-personal values, ideals and moral barriers, divergence between public perceptions of corruption and its legislative definition, existence of double moral standards on corruption, misunderstanding of the severity of corruption problem in society); control - creation of many state controlling institutions, at the same time lack of effective control of civil society inefficiency of institutions of state power and local self-government; personnel - the lack of professionally trained personnel with appropriate ethical qualities (honesty, dedication, political impartiality, commitment, etc.); miscalculations in the staffing of the institute of management in the bodies of public administration [2].

The mechanisms for ensuring the security of the state in the system of preventing and combating corruption should include the following: regulatory

legal mechanism (implementation of the Law of Ukraine "On Corruption Prevention", adoption and implementation of the strategy and concepts of prevention of corruption; formulation of program documents, plans, etc.); organizational mechanism (implementation of modern mechanisms for prevention and development of corruption); institutional mechanism (formation and development of anti-corruption institutions); economic mechanism (implementation of anti-corruption financing mechanisms).

The methods of ensuring the security of the state in the system of preventing and combating corruption are as follows: first, providing patriotic education, starting with a preschool educational establishment; secondly, ensuring financial monitoring of the standard of living of officials and persons with administrative and managerial functions; third, the formation of a unified state policy in the field of corruption prevention with the formation of systemic activity of anti-corruption bodies; fourth, ensuring a rigorous personnel policy for the formation of the personnel of the public service system, which would guarantee the personnel security of the public administration system; fifth, the formation of a systematic activity of civil society with the authorities and business.

Keywords: security policy, national security, corruption, public administration, academic integrity.

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Shykerynets Vasyl[1], Polova Lesya[2], Zarichniak Andrii[3]
[1]*Head of the Department of Sociocultural Activities Management, Show Business and Event Management. Candidate of Sciences in Public Administration, Associate Professor, Faculty of Tourism. Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine, ORCID: https://orcid.org/0000-0002-6845-1639*
[2]*PhD of Pedagogical Sciences, Associate Professor of department of hotel-restaurant matter of Faculty of tourism. Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine, ORCID: https://orcid.org/0000-0003-2971-5993*
[3]*Lecture of the Department of Tourism Studies and Local History master's degree, Faculty of Tourism. Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine, ORCID: https://orcid.org/0000-0001-7191-6583*

BASES OF MODERN PARADIGM OF STATE ADMINISTRATION ARE IN SPHERE OF CULTURE (ASPECT OF INTEGRITY)

Abstract. Activity of the state in guidance in the field of a culture is outlined by the use of economic, organizational and legislative instruments of control on activity of cultural space of the state. It is thus needed to take into account that independently to what political ideology is sent in industry of culture - or on branch or on directed at creative people - some influence will have rich in content public consequences of general semantic and moral variety.

Choosing strategy of influence on the state in the sphere of culture it is possible to follow the existent models of public policy in the field of a culture, that name traditionally - "American", "British", "French".

Each of them contains the different variants of bringing in of the state to the cultural processes at the level of financing, bringing in of public and collaboration of organs integrity of cultural politics of the state (and in most countries there are the integrated going near creation of economic and organizational support of culture. It costs to pay attention to such organizational and legal conditions terms in relation to application of principles of the "American", "British" and "French" models in the modern terms of state administration in the field of a culture in Ukraine.

A course on the "American model" can be successfully realized at the terms of creation of national eleemosynary organization and sponsion under the direction of private initiative of corporations or separate patrons of art. It can become one of leading tasks to development of ideology of social partnership.

Concentrating of attention on the "British model" can be the criterion of estimation of democratization of administrative activity, as in certain priorities of sponsorship a primary role public associations and organizations will play.

An orientation on the "French model" can help to provide principle of social solidarity and equal access to the cultural commodities and services, and also to conscious creation of integral national cultural space. It can become a qualificatory idea for further integration of national work and large-scale bringing in of human potential of population to cultural work.

State administration in the sphere of culture puts an aim support and development of national culture of the state taking into account historical traditions, specific of forming of basic forms and expressions of national culture.

At the same time it follows to pay attention to national position on the account of cultural priorities, that consistently determines the orientation of influence of the state on cultural processes in the field of ideology of ethnic integration in cultural space of the state

and ideology of forming of national unity of all citizens of Ukraine on the basis of civil belonging of Ukrainian nation, as political

State administration to the sphere of culture is the system of legal, organizational and economic mechanisms of activity of organs of state administration and organs of local self-government with the aim of realization of public policy in cultural industry.

Subdivisions of local self-government carry out administrative activity in the field of a culture within the framework of rights on forming strategies of cultural development of the incorporated territorial society, that as statutory required by the Ukrainian Law on Local Government [6] are departments of culture in the system of corresponding executive committees. Distribution of administrative power between state and at regional and local level depends government bodies on the patterns of ownership on the cultural blessing that belong to the basic network of cultural establishments.

The specific of activity of state administration in the field of a culture depends on structural complication of management object by means of that it is possible to define management subsystems.

Cultural establishment is a "legal entity", the main object of that is activity, or structural organizational subdivision of legal entity the task of that is realization of cultural activity (article 1. Ukrainian Culture Law is "About a culture") [5].

A cultural and art project is a form of cultural activity, there are clearly certain goals and temporal scopes (gaining end) that, and also by a single-sourcing in accordance with a budget (article 1. Ukrainian Culture Law is "On a culture") [5].

Objects of culture are difficult complexes of the real estate of club establishments, in a civilized manner-entertaining parkas, libraries, museums, theatrical and entertaining establishments, cinemas, and other establishments of culture; monuments of cultural acquisition, collection, cultural building and another objects of culture (article 1. Ukrainian Culture Law is "About a culture") [5].

Cultural activity is creative, scientific, library, museum, educational, cultural, entertaining and recreational activity, that is adjusted on creation, distribution, show, advancement, guard and use of the cultural blessing and values for the decision of cultural necessities of citizens (article 1. Ukrainian Culture Law is "About a culture") [5].

Realization of cultural politics of the state acknowledges possibility of private noncommercial and private entrepreneurial activity in this sphere. It includes investing in the sphere of culture and commercialization of relations of subjects of culture. Creates pre-conditions for providing of sponsorship cultural to the sector from different sources, but not only from budgetary.

On the whole sourcings to the sphere of culture are divided into state and private. State support of financing of culture includes the direct financing of budget on everyday activity of public institutions, organizations, cultural and artistic enterprises, intended for financing of the national long-term programs and projects.

The indirect measures of state support include state guarantees, credit and tax privileges.

The private financing to the sphere of culture is provided by bringing in of money of patrons (corporate patronage of art and individual offering) of art, sponsors and cultural politics of the state.

Foremost, in Ukraine there is the system of sponsorship cultural to the sector, including the direct and indirect budgetary financing.

The basic lacks of the direct budgetary financing are: failure to observe of financial discipline and rationality in providing of realization of financial activity of the state; not considerable financing is in the field of a culture; an insignificant role of competitive mechanisms is in financing of the concrete

programs; instability of general allocation of charges; predominance of charges of maintenance is above the charges of development; washed out of priorities, presence of far of the government programs and measures that is financed from the state budget.

The indirect budgetary financing in the field of a culture in Ukraine did not get such considerable distribution, both in the developed countries, where the state provides tax and credit deductions as to establishments of culture and art and to organizations that support them financially.

In the conditions of the insufficient financing the role of own receivabless of the state and communal establishments of culture, got as paying for services that is given by them according to basic activity, grows from the state budget.

More one third of charges is covered from the own profits of establishments of culture, as a state budgetary financing appears below than pre-arranged [2].

Yes, O. Ovseyeva marks that in middle on organizations of culture and art in Ukraine part of money that turn out from off-budget sources, last years practically unchanging and the 12% budgetary financing presents approximately [4, p. 27].

The political and economic stabilizing in Ukraine will assist bringing in of private sourcings in development of culture.

However, it not enough: by the collaboration of power, business and civil society it is necessary to create terms in a country for development of culture in market conditions. Public agents for today already declared about readiness to realization of system reformation of all constituents of vital functions of country. In particular, Committee of Verkhovna Rada of Ukraine on questions a culture and spirituality presented the project of new Conception of reformation of sphere of culture in Ukraine [7].

Among basic directions of reform marked and about the change of base principles of bringing in of money for

financing to the sphere of culture : deployment of non-state money for support of sphere and creation of pre-conditions for appearance and functioning of new cultural objects and phenomena.

An important place among the private sourcings of sphere of culture occupies sponsion, that in accordance with the current legislation of Ukraine is determined as voluntarily material, financial, organizational and other support by physical and legal persons in any activity exceptionally for advancement of the names, name, brand of commodities and services [3].

The most universal mechanism of bringing in of private sourcings to the sphere of culture is state-private partnership (farther - SPP).

S. Gryscenko presents such potential financial benefits and advantages as a result of the use of mechanism of SPP [1, p. 16]: during realization of projects of SPP the budget of the state is complemented by payments from the payments carried out by private partners; the receipt of private sourcings through the projects of SPP not always needs financing from the state or local budget; successful projects can create new financial resources;

The legislation of Ukraine in the field of a culture envisages realization and defence of envisaged Constitution of Ukraine of cultural rights for citizens, first of all is providing of right on free cultural activity, creative freedom, access to information and cultural acquisition.

The Ukrainian Culture Law is "On a culture" marks, that legal framework of the Ukrainian culture is Constitution of Ukraine, and other acts, that regulate cultural activity of the international cultural agreements, ratified by Verkhovna Rada of Ukraine, and other normatively-legal norms" (article 2. Ukrainian Culture Law is "About a culture") [5].

Keywords: strategy, state administration, academic integrity, legal entity, management, policy.

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Section 2
Academic Integrity in Higher Educational Institutions as an Indicator of the Internal Quality Management System

Andrieieva Vita[1]

[1]*Ph.D. (Economics), Associate Professor, Associate Professor of Theoretical and Applied Economics Department, «KROK» University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0002-6357-3063*

THE IMPACT OF ACADEMIC INTEGRITY OF HIGHER EDUCATION QUALITY

Abstract. In 2016, the Strengthening Academic Integrity in Ukraine Project (SAIUP) was launched in Ukraine, to which they joined jointly with the Ministry of Education and Science of Ukraine, with the support of the United States Embassy, 10 Ukrainian universities, which have different geographies, vary in number of students or specialization [1]. Dishonesty in education has a negative impact on the entire society creates a system where success cannot be achieved fairly, and such a society cannot be successful in the long run.

In Ukraine's educational environment, the Institute of Academic Integrity was consolidated in 2009, when a series of events were held at the initiative of the US Embassy Democracy Promotion Fund by NGOs dedicated to the support and implementation of the Honor Code at Ukrainian universities.

Academic Integrity is the set of ethical principles and legal rules that should be followed by the participants in educational process during their studies, teaching and conducting scientific (creative) activities to ensure confidence in learning outcomes and / or scientific (creative) achievements [2].

The unfairness in education is as follows:

1. Plagiarism, write-offs, unauthorized use of someone else's work (the most common form used by students) is unacceptable and in no way tolerated in the community.
2. Rewriting source text in your own words without referring to the source.
3. Downloading papers from free abstract sites and using them as your own.
4. Usage of others' texts (full or partial) without reference to authorship.
5. Copying other people's texts with word order in the sentence without citing the source.
6. Usage of other people's texts literally with reference to another source (for example, usage of abstract, and reference to textbook).
7. Translating foreign texts from a foreign language into Ukrainian and using them in their works without a source.

In European higher education, students are held accountable for their academic integrity. In particular, the detection of plagiarism, fabrication or tampering in student work is the basis for rescinding the decision to obtain a higher education degree.

We can distinguish features of the European academic culture that greatly improve the quality of education:
-   systematic and honesty of homework, preparation for seminars, self-study;
-   inadmissibility of write-off - students do not have the ability and desire to write off. There is no practice of collective preparation of cheat sheets, because each task requires an individual approach, the tasks are not repeated from year to year and require the ability to apply knowledge to specific practical situations;
-   a clear focus on forming a qualified professional and getting a highly-paid workplace that has been spreading since high school;
-   high level of preparation of the teacher for lessons in European realities, which allows to form tasks that encourage reflection and practical application of the information received.

The EU-2020 Development Strategy, adopted in 2010, aims to help EU Member States overcome the effects of the global crisis and return to the path of sustainable

development. The key point of this strategy is the development of a knowledge-based and innovative economy (enhancing the interaction of scientific knowledge, research and innovation with economic growth and development).

EU countries spend about 2% of GDP on research and development. This is 0.8% less than in the US and 1.5% less than in Japan. The private sector of research and development within the EU mainly operates under the outsourcing mechanism in developing countries. Increasing R&D investment to 3% of EU GDP is one of the five priorities of the Europe 2020 Strategy. Achieving this goal should be based on the well-known indicator of 3% of GDP: 1% of public investment (already almost achieved in many EU countries) and 2% of private investment (private investment rejection is around € 100 billion) [3].

It is crucial to understand the potential internal and external factors that cause academic dishonesty, which will allow for the development and implementation of an effective academic integrity policy, both nationally and locally [4].

Improving the quality of higher education is possible in case of timely detection of violations of academic integrity, namely:
- writing off - writing works involving outside sources of information other than those permitted for using;
- fabrication - inventing data or facts used in an educational process or research;
- fraud - the conscious alteration or modification of already available data relating to the educational process or research;

- deception - providing deliberately false information about one's own educational (scientific, creative) activity or organization of an educational process;
- bribery - providing (receiving) a participant in an educational process or offering to supply (receiving) funds, property, services, privileges or any other tangible or intangible benefits for the purpose of obtaining an undue advantage in the educational process;
- biased evaluation - knowingly overestimating or underestimating the learning outcomes of education recipients.

Weaknesses in addressing the problem of academic integrity as a basis for improving the quality of the learning process are: inconsistency of legislation; lack of a unified anti-plagiarism policy; lack of transparency in the activities of institutional commissions to address academic integrity violations.

So, academic Integrity is a definite indicator not only of the socio-economic, cultural, but also of a democratic society.

This scientific phenomenon is characterized by a complex hierarchy and should be clearly structured.

Modern challenges of time have a strong influence on the principles and main components of virtue, so they can overcome only in the context of a comprehensive approach: international, national, sectoral and local (at the university level).

Keywords: academic integrity, educational environment, higher education, learning process, transparency.

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Burlakova Iryna[1], Sheviakov Oleksiy[2], Kondes Tetiana[3]

[1]*Doctor of Psychological Sciences, Associate professor, East-Ukrainian National University named after Volodymyr Dahl, professor of the Department of Practical Psychology and Social Work, Severodonetsk, Ukraine, ORCID: https://orcid.org/0000-0002-6043-4359*
[2]*Doctor of Psychological Sciences, Professor, Private Higher Educational Establishment «Dnipro Humanitarian University», Head of the Department of General Psychology, Dnipro, Ukraine, ORCID: https://orcid.org/0000-0001-8348-1935*
[3]*Candidate of Psychological Sciences, University of Economics and Law "KROK", Associate Professor of the Department of Foreign Languages and General Educational Disciplines, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0001-8514-9389*

PSYCHOLOGICAL ASPECTS OF ACADEMIC INTEGRITY

Abstract. Academic integrity and respect for the dignity of the individual are essential in any educational activity. Academic virtue is a standard of success in educational activities and an effective tool for ensuring and improving the quality of education. Today it is impossible to develop education and science without adhering to the standards and principles of academic honesty (2).

Standards of professionalism, such as communication skills, honesty and ethical behavior, commitment to high standards of competence and productivity, conflict of interest management, continuous self-improvement and respect for trust exclude any behavior which can be perceived as harmful to the mental or physical well-being anyone involved in the process (1).

The issue of academic honesty as a holistic issue requires the creation of cultural changes that involve students, faculty and administrators in a single process. According to M. Mabins, raising students' awareness of why the development of honesty skills will matter in their learning and in their future work, standardization of teaching and training of teachers, as well as the process of active involvement of students in effective strategies, will contribute to the formation a culture of academic honesty. (3).

The quality and the degree of involvement are determined by the interaction between events with personal interpretations of these events, individual situations. However, by misconceptions about the dangers or miscalculations about academic misconduct and dishonesty, the negative emotions that arise in this interaction can be greatly enhanced.

The idea of academic integrity is often associated with misconduct and fraud that carries conflict, stress, anxiety, frustration, depression or addiction (5). At the same time, stress is considered as any kind of physical and psycho-emotional difficulties in the life of a person, which can bring cognitive and behavioral destabilization of activity.

In the face of adverse external and internal factors, educational institutions should understand, that constructive dialogue should shift towards a preventive, educational and positive approach to the promotion of European integration processes in the educational space. Students and teachers are obliged to respect each other, to promote the creation of the positive culture of professional environment.

Creating a positive educational environment reduces the incentive and opportunity to deceive students a and can also increase their motivation for learning. Often, academic honesty and success are the result of careful planning, preparation and awareness of the student's resources.

Maintaining a positive attitude towards professional conduct in «student-student» and «student-teacher» relationships is very important when it comes to enhancing the image of tomorrow's educational leaders. Issues related to the spiritual, mental health of participants in the educational process are most often addressed through programs

of psychological education, which include an interpretive approach to the study of the current model of human thinking, changes in his emotions and physiological reactions.

According to the results of researches (4), with the use of reflective, conscious learning, the habit of positive attitude towards oneself, to the environment is formed, despite their abilities, actions, attractiveness, earnings, communication skills.

The program's step-by-step procedure is to perform the following tasks:
1) Diagnosis of the situation (behavioral component of these problems. What is known about the impact of the environment and society?);
2) Goal Formulation (Learning Objective? Can it be achieved by the means available? What can be done in real time?);
3) Deciding on the target group (to which group the program is assigned? What will be the effect? Are there mediators for communication with this group?);
4) Strategy decisions (what steps and by whom must be followed to obtain the desired result?);
5) Implementation (time plan, resistance);
6) Evaluation of the learning effect (the real goal? Side effects?);
7) Planning (is there any reason to continue the program? Data for its modification?).

Task number 1-4 are completed before the start of study. The result may be that the situation is unsuitable for teaching positive perceptions of academic (unfair) honesty (for example, too much resistance). If the conditions are favorable, data collection on existing ideas, barriers, support mechanisms, etc. begins. Based on this data, the method of intervention, the content of the training, its verbal expressions, used in argumentation, format: lecture, discussion, television programs, etc. are developed.

Task number 5 is solved during training in order to develop an effective method to promote the creation of the positive culture of academic integrity in educational activities.

Task number 6-7 - after training: collecting data on changes in thinking and behavior.

Successful implementation of programs of psychological education for the training of positive mood, regarding academic integrity in education, increases self-confidence, improves communication with others and gives confidence in their actions and decision-making skills in everyday life and in the future.

Keywords: academic integrity, professionalism, quality, higher education, skills.

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Goncharuk Vitalyi[1], Goncharuk Valentyna[2], Pashkovska Olena[3]

[1]*Ph.D. (Pedagogical Sciences), Teacher in the Department of Chemistry, Ecology and Methods of Teaching Them, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine, ORCID: https://orcid.org/0000-0002-3977-3612*
[2] *Ph.D. (Pedagogical Sciences), Associate Professor of the Department of Ukrainian Literature, Ukrainian Studies and Methods of Teaching Them, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine, ORCID: https://orcid.org/0000-0002-7323-0590*
[3]*teacher of category II, Talyankiv Agricultural College of Uman National University of Horticulture, Uman, Ukraine*

REGULATORY BASE ON ACADEMIC INTEGRITY AND QUALITY ASSURANCE OF ACADEMIC WRITING IN HIGHER EDUCATION IN UKRAINE

Abstract. A stable impediment to the development of good academic writing skills in Ukraine is the tradition of academic writing practices of low quality and that fail to meet the best international experience and requirements (imperfect structure of the scientific article and annotation to it, lack of tradition of proper peer review, the need for scientific publications for the report, and not as a presentation of their own research, etc.). The pressure of these traditions significantly impedes the spreading of best practices in academic writing in Ukraine, both among researchers and teachers, and among students. Teachers teach students the same writing skills they possess. Separate academic writing courses for undergraduate and postgraduate students are nowadays the exception rather than the rule.

The tradition of teaching students academic writing should be shaped from the moment they are admitted to a higher educational institution. It is necessary to emphasize the difference between a school writing and an academic one in terms of requirements, wording opinions, public speeches, visual presentations, etc. Mastering the skills of quality academic writing is a complex process that requires long and hard work. Therefore, subject to creation and implementation, the expected learning outcomes of a particular course should be an understanding of basic principles and basic skills of academic writing by educational applicants. Such course can enable the students to get acquainted with the best and undesirable methods of writing, it can give them an opportunity to practice by doing certain tasks, indicate the directions in which the students will be able to further improve their skills after completion of the course. Tasks to improve academic writing skills should be incorporated into other courses offered to educational applicants. Also, specialized subjects for the specialty (disciplines), which provide for the preparation of students' written works and are lectured for the 1st and 2nd-year students who get their bachelor's degree should focus on improving skills of academic writing [1].

This project of promoting academic integrity in Ukraine began in February 2016 from interpreting the concept of academic integrity. The information space responded very actively to what it seemed to be obvious to the scientific community including the concepts of honesty, self-work, independence, objectivity and professionalism. Yet the community began to discuss, analyze, and, most importantly, explain those concepts to the educational applicants. Unfamiliar to society before, the concept being alien and not always clear in two years has become an integral topic of academic debates. The concept has received feed-backs in the student and teaching communities. Academic integrity

is a concept commonly accepted in developed countries of the modern world.

On the one hand, its generality allows to cover different spheres of academic life, where each participant is given his or her unique role and, accordingly, rights, duties and responsibilities. On the other hand, such comprehensiveness can be a threat in the cultural realities where for one reason or another, academic culture and rules of conduct have either not yet been formed, or have been lost or destroyed. The Ukrainian academic culture represents the second type, as due to the distortion of the goals and values of education in education in general and in higher education, in particular, the good name of a student or scholar, the prestigious status of an academic person (belonging to the academic community), good reputation gave way to titles and positions for which these scientific titles are obtained [2].

The Law of Ukraine on Higher Education emphasizes:

1) Academic integrity is a set of ethical principles and rules defined by law that shall guide participants of the educational process in studying, teaching and conducting scientific (creative) activities in order to ensure confidence and trust to learning outcomes and / or scientific (creative) achievements.

2) The observance of academic integrity by pedagogical, scientific and pedagogical as well as scientific staff shall include:
- references to sources of information in case of using ideas, developments, statements, information;
- observance of law on copyright and related rights;
- provision of reliable information on research methods and results, sources of the information used and their own pedagogical (scientific and pedagogical, creative) activity;
- control over the observance of academic integrity by educational applicants;
- objective evaluation of learning outcomes.

3) The observance of academic integrity by educational applicants shall provide for:
- independent fulfillment of educational tasks, tasks of current and final control of learning outcomes (for persons with special educational needs this requirement is applied taking into account their individual needs and possibilities);
- references to sources of information in case of using ideas, developments, statements, information;
- observance of law on copyright and related rights;
- provision of reliable information about the results of educational (scientific, creative) activity, used research methods and sources of information.

4) Violations of academic integrity shall be considered to be the following:
- academic plagiarism i.e. publication (partial or in full) of scientific (creative) results that have been received by other persons as the results of their own research (creativity) and / or reproduction of published texts (published works of art) of other authors without attribution;
- self-plagiarism, i.e. publication (partial or in full) of their own previously published scientific results as new scientific findings;
- fabrication, i.e. forging data or facts used in educational process or scientific research;
- falsification, i.e. deliberate modification or modification of already existing data related to the educational process or research;
- copying, i.e. performing written work using external sources of information other than those allowed for use, in particular, when assessing learning outcomes.

5) For violation of academic integrity pedagogical, pedagogical and scientific as well as scientific workers of educational institutions may be brought to such academic responsibility, namely:
- refusal to grant a degree or academic title;

- deprivation of the degree awarded or the title conferred;
- refusal or deprivation of the conferred pedagogical title, qualification category [3].

Therefore, in the first place, vocational education and training should be treated as such aimed at the versatile development of the individual, because high qualification of the specialist, his professionalism is the key to the wide and effective use of the latest high-tech information technologies, improving the welfare of the population, ensuring the economic stability of the country.

Keywords: academic integrity, academic writing, school writing, quality, educational institutions.

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Dmitrenko Vasyl[1]
[1]*Ph.D., Professor, Cherkasy Institute of Fire Safety named after the Heroes of Chernobyl, Cherkasy, Ukraine, ORCID: https://orcid.org//0000-0003-1860-418X*

ACADEMIC INTEGRITY IN IMPROVING THE QUALIFICATION OF BUILDING INDUSTRY WORKERS

Abstract. The construction industry is quite important among the branches of the national economy, which creates a large number of jobs, uses the products of other industries and develops small and medium-sized businesses, which is positively reflected in the overall state of the country's economy. Today, the construction industry in Ukraine is in a poor condition, so there is an urgent need for the development of its enterprises.

In order to quickly and qualitatively adapt to changes in the environment and market needs, the construction industry faces a constant need to develop the staffing potential of employees, thereby ensuring the development of the enterprise in accordance with strategic goals.

Most executives believe that to achieve the goal and sustainable development of the construction industry it is enough to implement the latest technologies of construction production, and work with personnel is less important.

According to the analysis of these works [1-5], this is one of the most important mistakes that negatively affects the activity of the construction company. Nowadays, every organization is trying to pay more attention to its staff, because it is becoming increasingly clear that people are the main component of successful completion of the tasks set before the enterprise. Particular attention should be paid to both employees directly involved in the production process and managers.

According to Grinchuk S.A., qualitative personnel act as the main factor influencing the effective activity of the enterprises of the construction industry, namely, attracting investments and increasing the number of orders for the performance of various types of works, which specialize in the enterprise [3, p.169]. Knowledge, experience of staff, social and psychological climate of the team, creative initiative and ingenuity of individual employees, as well as how effectively management decisions will be made determine the quality of the work performed.

The main personnel problems of the enterprises of the construction industry are:
- irrational use of human resources;
- insufficient number of qualified staff (both workers and managers);
- low productivity;
- high turnover of frames.

Bezzubko L.V. believes that in order to solve important tasks of strategic nature, enterprises attract specialists of retirement age, which leads to the problem of replacement of highly qualified employees who retire, young people due to insufficient experience, which has a negative impact on the work that should be made by the enterprise [1, p.42].

In recent years, the quality of construction work has been diminished because it is performed by unskilled workers. There are often times when the structure of a construction company is often determined rather spontaneously because the need for workers is unreasonable standards. This has a negative impact on the productivity of the whole enterprise [2, p.212]. Poor HR management results in reduced productivity. Comparing domestic construction companies with foreign companies (Poland, Brazil), the productivity of our enterprises does not exceed the level of 25% [4].

For the construction industry, the problem of retaining skilled workers is urgent. Most of them are characterized by

the presence of only sectoral education in managers and the lack of basic knowledge of personnel management. This situation has a negative impact on the productivity of staff and reducing the efficiency of the whole enterprise [5, p.107].

It is worth noting that the importance of forming an effective system of retraining and improving their qualification is due to the fact that according to the estimates of specialists, the knowledge acquired in the university is sufficient for the first 3-5 years, and the qualification of employees may be lost every 10 years. In Ukraine, in-service training is conducted every 12 years. At the same time, in the countries of the European Union, the period of training of employees is almost 5 years, in Japan - from one to one and a half years, in the Russian Federation - 7, 8 years.

Issues of professional development of employees are partly regulated by a number of legal acts, which do not take into account all the peculiarities of education of working citizens, do not provide for measures to stimulate it. Factors such as:
- insufficient responsibility of employers for the level of professionalism and qualification of employees, unwillingness to spend money on it;
- the economic inability of enterprises to provide advanced training for employees in accordance with the needs of modern production;
- lack of a system of promotion of professional promotion, low motivation of employees to improve their professional level.

Therefore, the need for constant retraining of staff requires the creation of appropriate conditions for the legal, economic and organizational support of the development of the system of training of employees.

At the same time, the main stages of improving the system of training of employees at the enterprises of the construction and investment complex should be:
- comprehensive assessment of construction and production personnel by professional qualification level, business qualities, complexity of work (functions performed);
- search and analysis of reserves for improving the use of labor resources based on the information obtained in the evaluation process;
- development of a plan for the implementation of reserves to increase the efficiency of use of construction and production personnel;
- developing a system of employee motivation to improve their professional level;
- measuring and evaluating the real impact of the measures envisaged on improving the efficiency of construction production.

We believe that the responsibility for the timely and complete improvement of the qualification of employees of the construction industry enterprises should rest entirely with the management of such enterprises and the honest attitude of the employees to fulfill their duties.

Keywords: Academic integrity, construction industry, national economy, HR management, developing a system of employee motivation.

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Kovalkova Tatyana[1]
[1]Ph.D. (Pedagogical Sciences), Associate Professor of the Psychology Department, «KROK» University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0003-2992-922X

THE IMPACT OF LECTURERS'S EMOTION WORK ON THE ACADEMIC INTEGRITY

Abstract. In the current state of development of Ukrainian university education, the quality of higher education is impossible without respect the principles of academic integrity. In this case, academic integrity provides a set of values in teaching, learning and scientific research. The observance of university's academic integrity is an important factor for international cooperation and may characterize positive changes in the academic culture [2, c. 34-39].

An academic integrity was investigated by such scientists as V. Romakin, V. Shinkarenko and O. Tsokur [5; 6]. They studied the European practice and American universities practices. For instance, scientists V. Pobizhenko and I. Pobizhenko paid a special attention to the problem of plagiarism as one of the factors of the decline in the quality of higher education in Ukraine [4].

Each organization uses a certain set of universal norms. The specific of profession of a lecturer consists in the necessity of acceptance of adequate decision, high responsibility for the job processing, presence of unexpected obstacles. The object of the professional activity of a lecturer is the personality of other person, which determines the high level of requirements in relation to his or her professionally personality qualities. Work of lecturer in the certain sphere of human activity has the features, which are determined by the specific of its object, terms of realization of its tasks. Such specific is peculiar to professional activity of a lecturer in Higher Educational Institutions. The objects of his professional attention are students.

Lecturers' work is highly emotional. Emotion work is one of the new concepts in the emotional psychology and the lecturers's emotion work is a new domain in the educational psychology. Nowadays, many researchers and theoreticians start to note the importance of emotion to teacher's daily life and work. As to Higher Educational Institutions' lecturers, the emotion work not only affects their moral and physical integrity, work achievements, but also has a tremendous influence on student's mental and physical integrity.

Emotion work was first put forward by Hochschild in organizational behavior in the late 1970s and early 1980s. Since then, many foreign researchers carry out a large number of studies on emotion work. Most subjects in these studies are enterprise administration personnel, staff and attendant. In 1983 Hochschild posited six kinds of work which required people to provide emotion work and one of which was teacher.

Nowadays, the research of the impact of lecturers' emotion work on the display of academic integrity is limited. Recently, researches on emotion work concentrate in definition, structure, measuring tools of emotion work; the influential factors on emotion work; the cognitive processing mechanism of emotion work; the dependant variables of emotion work; the moderator and mediator variables of emotion work. There are many researches about the teachers' emotion work carried out in the world, but, few studies attempt to investigate the impact of lecturers' emotion work on the display of academic integrity.

In Ukraine less amount of higher educational institutions has an effective action to prevent the academic system of malpractice. In 2016 the Institute of Educational Analysts conducted a survey

among 172 Higher Educational Establishments. Acording to it, only 15,5 % of universities have codes of honor student and nearly 11 % of institutions – codes of ethics of the teacher or similar documents. Only in 26 Higher Educational Establishments the position counter plagiarism or documents that specify the relevant principles are in the public domain [1].

However, the principles of academic integrity are not often used in practice. In the emotion work conditions are violated usual office and rest hours. It all pulls out grate requirements to the state of psychical health of a lecturer. The strong emotional and physical loadings create pre-conditions for the origin of psychical and somatic disorders. At extreme terms of professional activity important is lecturers' firmness to stress because of potential danger of the emotional burning out. Consequently, the important task of a lecturer in the field of education is the assistance to a student in his educational adaptation. An important task for lecturers is not only conducting an educational process, but also making a prophylactic work against the occurrence of the emotional burning out of lecturers. Nowadays, embodiment of norms of academic integrity is the task for each professional in the conditions of teaching in Higher Educational Institutions. This factor can be a special indicator of the internal quality management system of the university.

Lecturers' display of academic integrity is applied with some dimensions of their teaching- efficiency sense and prevention of job burnout. Positive emotions form lecturers' personal behavior and make sense in their relationships and eventually the place in the world [3]. Lecturers' acting profoundly influence their personal efficiency, job satisfaction and job burnout.

As a whole, actual is the task to create a culture for communities, which believe that integrity is a fundamental value that define how we teach and learn. And for implementation of this task lecturers should pay a special attention on the exposure of didactic and educative facilities on the process of implementation of values, skills and actions of educational process. Work of lecturers may be orientated on finding out the character of connections, dependences between the quality of higher education and observance of university's academic integrity.

Keywords: academic integrity, education, lecturer, emotion work, higher educational institutions.

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Liashenko Oleksandra[1]

[1]*Doctor of science (Economics), professor, «KROK» University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0001-7114-4501*

WORLDVIEW IMPERATIVES FOR ACADEMIC INTEGRITY

Abstract. Stanislav Jerzy Lec wrote: "Life compels a person to do many things voluntarily". The development of crisis phenomena in the system "society-nature" is a powerful impetus for revising human models of economic management and rethinking their theoretical foundations. In the late 1980s, the conceptual framework for sustainable (economically, socially and environmentally balanced) development was formulated; since then, the mathematical apparatus of the economic theory of sustainable development has been constructed. Within this theory, economics is seen not as a closed system but as a subsystem - an element in the hierarchy of higher-level systems: society and the natural ecosystem. The key to realizing the principles of sustainable development, therefore, is to match the goals of the economy with those of society and the natural ecosystem. In this way, an economy organized in this way should be guided by the principles of responsibility. However, economic results are the result of responsible thinking, the "roots" of which are formed in different sulfur. Creating an outlook on academic virtue is one of the most fundamental of these areas.

There has been an explosion of interest in academic integrity in the last 10-20 years. New technologies that have made it easier than ever for students to "cut and paste", coupled with global media scandals of high profile researchers behaving badly, have resulted in the perception that plagiarism is 'on the rise'. This, in combination with the massification and commercialisation of higher education, has resulted in a burgeoning interest in the importance of academic integrity, how to safeguard it and how to address breaches appropriately. What may have seemed like a relatively easy topic to address – students copying sources without attribution – has in fact, turned out to be a very complex, interdisciplinary field of research requiring contributions from linguists, psychologists, social scientists, anthropologists, teaching and learning specialists, mathematicians, accountants, medical doctors, lawyers and philosophers, to name just a few.

In the current state of development of Ukrainian university education, the principles of academic honesty are either perceived as abstract, fashionable, often recalled in words, but not used in practice, or, at best, as a reason to prohibit students and teachers to use uncontrollably and irresponsibly others' thoughts, issuing them for their own, and determine the order of punishment for plagiarism and copying. In this sense, academic honesty comes down to the rules of working with information. This understanding of the problem is too narrow, since the essence of its solution lies primarily in the worldview-value plane. In the world practice, the notion of "academic integrity" is used to determine honesty in teaching. Nowadays, the phrase "academic honesty" is quite new, which, in turn, leads to different approaches to its interpretation. In domestic explanatory dictionaries, "academic" refers to everything that is associated with a high level in the field of science, and also apply it as a synonym for the term "educational". Western scientific thought treats the concept of "academic" as: 1) scientific; 2) what has to do with school, college, university; 3) what has more theoretical interest than practical value. The term "integrity" derives from the late Latin words "integer" (integer), integrare (integer) or "integritas" (integrity). In the modern sense, the notion of "integrity" means "moral purity", "decency", "integrity", completeness [1].

Law of Ukraine "On Higher Education", Article 42: «1. Academic integrity is a set of ethical principles and rules defined by law that should be guided by participants in the educational process in teaching, teaching and conducting scientific (creative) activities in order to ensure confidence in learning outcomes and / or scientific (creative) achievements. … 3. The observance of academic integrity by the recipients of education provides for: independent performance of educational tasks, tasks of current and final control of learning outcomes (for persons with special educational needs this requirement is applied taking into account their individual needs and capabilities); references to sources of information in the case of the use of ideas, developments, statements, information; observance of the rules of copyright law and related rights; providing reliable information about the results of their own educational (scientific, creative) activity, used research methods and sources of information "[2].

Academic integrity is the basis of the not university's goal only. to enable an exchange of ideas and develop new knowledge, and it requires that individual scholars work with and trust one another. Avoiding academically dishonest behavior (plagiarism, fabrication, and falsification) is often cited as the way to promote academic integrity. But when the focus is on negative behaviors—where integrity is absent—conversations about integrity are centered on suspicion rather than trust, respect, and growth.

For example, The International Center for Academic Integrity (ICAI) defines academic integrity as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behavior that enable academic communities to translate ideals to action. The Fundamental Values of Academic Integrity describes these core values in detail. ICAI has identified five pillars of academic integrity to generate positive conversations about integrity:

«Pillar 1. Honesty is sincerity. All other pillars of academic integrity have some basis in honesty. Honest individuals take stock of individual abilities and represent their effort fairly. Pillar 2. Trust in other people and in your community eases working relationships. Trust is established in a system where all members are doing their best work, where structures and policies are fair and all will be treated fairly. Pillar 3. Fairness goes hand in hand with trust. Every individual should believe that they will be treated fairly and judged by the same standard as all others in the community. For example, you can trust that your professors will evaluate all work fairly and not favor one person over another. The best work comes out of a fair system. Pillar 4. Respect allows for individual points of view and opinions to be shared. Students show respect by "listening to other points of view, being prepared,…meeting… deadlines, and performing to the best of their ability." (Fundamental Values 8) Instructors show respect by listening to students' ideas and "providing full and honest feedback." Pillar 5. Responsibility means acknowledging your agency and accountability in daily actions and in your work. Everyone is personally invested in performing their work with integrity and encourages others to act with integrity too. Academic integrity starts with individuals and positively influences the entire community» [3].

How about Ukraine? The Code of Ethics of the Scientist of Ukraine was created at the National Academy of Sciences. The purpose of the Code of Ethics of Scientists of Ukraine is to affirm the ethical principles in the scientific community and their conscious observance by scientists and teachers in their work. It regulates the relations of scientists with each other and with society, establishes basic principles for evaluating scientists' own work and the activities of colleagues from a moral point of view. The principles set out therein should form the basis for the ethical education of young scientists. The

main task of the Code of Ethics is to give priority to the moral dimensions of science and the social responsibility of the community of scientists and each scientist in particular. Throughout the world, codes of ethics are based on the understanding that existing practices in the field of science promote trust in and between the scientific environment and society, which is a prerequisite for the development of science. Scientists need to be confident in the reliability of their colleagues' work. In turn, society must be convinced of the honesty of scientists and the reliability of their research results [4].

Returning to the topic of economics, it should be noted that the up-to-date knowledge of academic virtue is not cheap. For example, Amazon's Handbook of Academic Integrity by Tracey Bretag (Editor) costs about $ 500. However, it is a low cost to form an outlook on academic virtue. It can be said that it is a very modest investment.The book Handbook of Academic Integrity (2016) brings together diverse views from around the world and provides a comprehensive overview of the subject, beginning with different definitions of academic integrity through how to create the ethical academy.

So, public acceptance of the principles of academic integrity should be an example of a positive change in public consciousness and an important step in systematic introduction of high standards of educational and research activities in Ukraine's educational institutions [1]. Therefore, one of the vital tasks of building an economy and the principles of social responsibility and effective management of it is to train professionals for whom responsibility is a world-view imperative of professional activity and daily behavior. To contribute to this task and to introduce into the curricula of training of specialists of any direction of preparation of the module "Academic Integrity".

Keywords: economics, education, higher educational institutions, academic integrity, lecturer, introduction, high standards.

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Lykhohrai Viktoriia[1], *Protsenko Olha[2]*
[1]*Ph.D. (Engineering Science), Kharkiv National University of Civil Engineering and Architecture, Kharkiv, Ukraine, ORCID: https://orcid.org/0000-0001-6536-1526*
[2]*Doctor of Sciences (Philosophy), professor, Kharkiv National University of Civil Engineering and Architecture, Kharkiv, Ukraine, ORCID: https://orcid.org/0000-0002-4085-4276*

ACADEMIC INTEGRITY IN POSTGRADUATE STUDIES IS THE KEY TO HIGH-QUALITY RESEARCH AND TEACHING IN HIGHER EDUCATION

Abstract. Analyzing the last five years of higher education development in Ukraine, we know that the state has taken a course on improving the quality of educational and scientific services by adopting appropriate amendments to the legislation and introducing an external and internal education quality assurance system. The ultimate goal of these reforms is to create and maintain an image of a country capable of training competitive professionals in the global labor market, as well as guaranteeing the quality of research at a level that meets external investors` demands.

Also, it should to be noted that postgraduate study is an important unit in the creation of a new generation of scientific and teaching staff. Apparently, this is why the mechanism of highly qualified personnel training and certification has undergone significant changes. Thus, the Law of Ukraine "On Higher Education" (2014) introduced the third level of higher education "Doctor of Philosophy". An applicant for a scientific degree must fulfill an individual plan, which consists of educational and scientific components. Cabinet of Ministers of Ukraine Resolution "On Approval of the Procedure of Preparation of Higher Education Applicants for the Degree of Doctor of Philosophy and Doctor of Science in Higher Education Institutions (Scientific Institutions) " (2016), determined, in particular, the terms of study and the main competencies that a PhD candidate should acquire. The document governing the certification of applicants for the period until December 31, 2020, is Cabinet of Ministers of Ukraine Resolution "On the Experiment to Award the Degree of Doctor of Philosophy" (2019), which contains the approved procedure for the experiment to award a PhD. In addition, the National Education Quality Assurance Agency (hereinafter referred to as the National Agency) introduced a new procedure for accreditation, including at the third level of higher education.

At present, the Law of Ukraine "On Education" (2017) is one of the main legal documents that define the essence of the academic integrity concept, types of its violations and the degree of responsibility for its violation. However, it should be noted that all normative documents related to the preparation and certification of PhDs update and regulate the issue of academic integrity, since only the establishment of clear requirements and rules can lead to the desired result.

In order to create an educational and scientific atmosphere in universities, in particular at the third (educational and scientific) level, where a violation of academic integrity is unacceptable phenomenon, it is advisable to consider measures that warn, defined by the Law of Ukraine "On Education" (2017), academic plagiarism, self-plagiarism, fabrication, falsification, cheating, deception, bribery, biased assessment (Table. 1).

Table 1. Control measures to prevent violations of academic integrity that should be implemented in universities

Type of violation		Type of academic activity	Violation detection methods	Who should detect the violation
Deception	Academic plagiarism	Abstract for admission or research proposal	Verification of work with the help of specialized software	Reviewer(s) (specialist in this scientific subject)
		Abstracts		Teachers
		Scientific publications		Responsible persons of scientific publications
		Thesis		Reviewers
	Self-plagiarism	Scientific publications	Familiarization with the content of the applicant`s all publications	Supervisor(s)
	Fabrication/ falsification	Research results	Systematic reporting on the progress of the study; approbation of research results at conferences; implementation of scientific research into practical activities	Academic community
				Organizations that provide acts of implementing research results
Deception		Written works during entrance examinations	High-quality fulfillment of obligations by members of the selection committee, consideration of complaints received	Admission Committee
		Written works during the educational process	Quality fulfillment of obligations by teachers; consideration of complaints of participants in the educational and scientific process	Teachers
Bribery		Any kind of work	Consideration of complaints of participants of educational and scientific process	Responsible persons and management of the university
Biased assessment		Any kind of work during the educational process		

However, the best way to prevent principles violation of academic integrity is to strengthen generally accepted ethical standards, to promote healthy competition, and to demonstrate positive consequences for both the educational process participants and the institution of higher education.

The main concepts of academic virtue can be achieved by establishing equal, transparent and clear moral and ethical principles, which should be set out in the University's Code of Corporate Ethics and Academic Integrity. The introduction of a Declaration on Compliance with the provisions of this Code by all educational process participants before the signing of contracts for educational services and employment relations will prevent the commission of illegal actions. The reason for this will be an understanding of the responsibility.

The term "Soft skills" has now been introduced by the National Agency. The main content of it is to provide flexible education to applicants, which will be useful regardless of the further direction of the graduate's professional career. However, in our opinion, it is advisable to include academic virtue in the content of this concept, since the dignity of any

subject of public life should be in all fields of activity.

In a university-wide context, academic virtue can also be seen as a way of optimizing moral, legal, and psychological conflicts, as well as avoiding misunderstandings and all sorts of confusions, through such simple actions as the intention to express willingness to join a common goal. This model will only work in the presence of trust and sense of security for the educational process participants. That is why in educational institutions there should be structural units whose mission is to carry out educational activities, collect information about the psychological atmosphere in the team, as well as implement the adopted mechanisms to resolve conflict situations.

The main decisive factor that will lead to the growth of moral and ethical principles in the educational and scientific trajectory is the holding of seminars, round tables and conferences for all higher education applicants, which should highlight the positive consequences of adherence to the principles of academic integrity and professional ethics.

Therefore, it is the upbringing and maintenance of a high level of responsibility and self-esteem among the PhD students, through the observance of academic integrity that will elevate the educational and scientific activity of Ukrainian higher education institutions to a new qualitative level.

Keywords: academic integrity, education, higher educational institutions, academic plagiarism, self-plagiarism, fabrication, falsification, deception, bribery, biased assessment.

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Mihus Iryna[1]
Doctor of Science (Economics), professor, Professor of the department of financial and economic security, "KROK" University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0001-6939-9097

THE ROLE OF SCIENTIFIC PROFILES OF UNIVERSITY PROFESSORS IN ENSURING ACADEMIC INTEGRITY

Abstract. According to World Development Indicators (WDI), there are around 3 million scientists in the world who have published more than 2.5 million articles in scientific journals in 2018 [1]. Most scientific journals adhere to Open Access policies, so the articles presented in them can be read and used by other scholars in their future works. That is why the issue of identifying authors and adhering to academic integrity by them is gaining particular importance.

To some extent, the scientific profiles of authors of publications can solve this issue, provided they are properly used. In addition, scientific profiles contribute to the dissemination of information about scientific achievements as they contain general information about authors, which can be used for receiving grants, participation in conferences, peer reviews of other researchers, international rankings, etc.

Let us consider main scientific profiles. According to T. Semigina, scientific profiles should be divided into those that are automatically generated (Author ID in Scopus) and those that are created by logging in and coring data (ResearcherID, ORCID, Google Scholar) [2].

Scopus AuthorID is a unique identifier of the author in Scopus, which presents information with variants of the author's name, place of work (affiliation), number of publications, years of publication activity, field of research, co-authors, total number of citations per author, the Hirsch index, etc. [3].

ResearcherID is an author identification system created by Thomson Reuters for use in the Web of Science scientometric database, which aims at addressing the issue of author attachment to a specific publication. ResearcherID has now been transformed into Publons, which allows managing authors' publications and improving ratings of their profiles. [4] All publications of authors are immediately imported from Web of Science, ORCID, or bibliographic reference manager (e.g. EndNote or Mendeley). Publons is also useful for publishers and universities as it makes possible to improve the quality of article reviews and ensure transparency of this process. Publons helps universities with the following, namely:

- raise your institution's profile and discoverability as a center of research excellence;
- set your institution apart in funding and assessment rounds with new evidence of your researchers' influence over published research;
- understand researchers' true workloads for promotion and tenure applications;
- give your researchers the tools they need to flourish and stay abreast of trends in their field;
- quantify your institution's contributions to the global publishing enterprise.

ORCID was created in 2012 and is an open base that allows a scientist to present all his or her achievements and a scientific path. The ORCID identifier is a 16-digit numeric code that complies with the ISO (ISO 27729) standard, which is created by the author and that monitors the profile content [5]. The advantage of ORCID is the ability to be filled up by importing information from other databases (Crossref Metadata Search, Research Data Australia, ResearcherID, Scopus – Elsevier, etc.), as well as further exporting to other profiles of the author, including ResearcherID

(Publons). Currently, most scientific journals require an ORCID ID when submitting articles for publishing to identify the author. It may also be required when completing applications for research grants.

A Google Scholar profile is part of the Google search engine [6]. This search platform indexes a full text of scientific publications of all formats and disciplines, allows authors to track the citation of their own publications or the citation of a particular author, keep track of a specific topic, see their own Hirsch index and more. The profile can be closed (accessible only for the owner) and open to all. If the profile is open and linked to the author's university address, that profile is taken into account when determining the university's ranking by the citation index (Webometric rankings). The author's publishing activity is most widely represented in Google Scholar. However, because the profile is formed automatically, there can be many errors and not all authors spend time to "clean up" their profile, keep it up to date. We believe that this directly affects the academic integrity of the author, who, for various reasons, may not remove the same works created in different ways that have citations from his or her profile, or works of other authors who have the same surname and high ranking of citation of their works .

The affiliation of scientists in scientific profiles and their real place of work is equally important, as authors quite often "forget" to make relevant changes and their profiles work for the benefit of other universities, which is also a manifestation of academic dishonesty.

In addition to the information posted on the websites of higher educational institutions, international rankings of universities also use the information contained in scientific profiles of the institutions' staff. The lack of completed academic profiles leads to a decline in the position of universities in international and national rankings.

In our view, reflection of information about participation in national and international grants in scientific profiles of employees of higher educational institutions is worth particular attention. The same applies to providing information about sources of funding for research including those received from the state budget [7]. Providing information on conducting scientific research on a scientific topic funded from the state budget in open access will contribute to:

- verification of information when submitting an application for a topic in the breakdown of the participants' publications, their previous research, citation indices, etc.;

- aligning the participants of the scientific topic with its performers, as well as with the list of persons receiving remuneration in the higher educational institution for conducting research;

- implementation of the plan of carrying out scientific researches based on their results, including publications financed by the funds allocated from the state budget for the implementation of a specific topic, etc.

Revealing deviations in the submitted applications for research and the information contained in scientific profiles will directly influence decisions on funding and will become an indicator of academic integrity of universities.

Therefore maintaining up-to-date information about researchers in their scientific profiles will contribute not only to the transparency of research results, but also to maintaining an adequate level of academic integrity of both individual perosons and universities as a whole.

Keywords: academic integrity, education, scientific research, scientific profiles, publications, Scopus ID, ResearcherID, ORCID, Google Scholar.

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Nakonechna Nataliia[1]

[1]*Ph.D. (Psychology), Associate Professor of Psychology Department, KROK University, Kyiv, Ukraine, ORCID: https://orcid.or/0000-0001-6236-9549*

CORPORATE CULTURE OF THE HIGHER EDUCATIONAL INSTITUTION AS A BASIS FOR DEVELOPMENT OF QUALITY ACADEMIC ENVIRONMENT

Abstract. The process of forming the corporate culture of the higher educational institution is a complex and long-lasting process that is changing in modern society and has to be adapted to the requirements of modern times. The basis of the corporate culture of the educational institution is the chosen mission and identification of the major basic values that form the standards of behavior of all corporation members including employees, students, clients, partners.

Many research sources say that the corporate culture like the national culture is formed independently of participants. An important component at this stage is to define basic values that are shared and accepted by all participants of the process. The values of academic integrity are in harmony with the basic principles of functioning of the educational corporation and contribute to the formation of a quality educational environment.

The fact of the impact on the activity of the educational institution, its main indicators and effectiveness of activity made by strong corporate culture has been already recognized.

The course of Ukraine on integration processes has intensified compliance with quality standards in the educational environment.

According to Article 42 of the Law of Ukraine *On Education*, academic integrity is a set of ethical principles and rules defined by law that shall guide participants of the educational process in studying, teaching and conducting scientific (creative) activities in order to ensure confidence and trust to learning outcomes and / or scientific (creative) achievements

Observing systemic changes in the educational environment on implementation of the principles of academic integrity proves that such a component is the basic foundation for an effective corporate culture in the educational institution.

The academic responsibility of participants of the educational process radically changes the level of personal responsibility of everyone and contributes to the formation of a high academic culture.

Communicating the values of academic culture to each member of the corporation of the educational institution gives an opportunity to improve the value-motivation structure of the student's personality.

At the present stage, in the context of reforming higher education, scholars and educators are increasingly using to the basic principles of academic integrity.

As an employee of the higher educational institution of KROK University, I have a unique opportunity to observe implementation of the basic values of academic integrity, which significantly affects the quality of education of our educational institution.

The foundation created by the corporate culture in the educational environment of higher education has become acceleration for adoption of the basic principles and values of academic integrity, which will guarantee the quality changes in higher education, will maximize the development of creative and intellectual potential.

Keywords: academic integrity, education, corporate culture, higher educational institution, quality, academic environment.

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Nesterova Olha[1]
[1]*Ph.D., associate professor, Dnipro University of Technology, Dnipro, Ukraine, ORCID: https://orcid.org/0000-0002-5952-4664*

TYPES OF INFORMATION RESOURCES ON ACADEMIC INTEGRITY FOR STUDENTS IN THE USA

Abstract. The concept of academic integrity is considered to be of great importance for the development of modern student with respect to the issues of lifelong learning. Various researches study different aspects of the problem of academic integrity. The concept developed by the International Center for Academic Integrity is based on the idea of values, i.e. academic integrity is described as maintained by the active understanding and promoting of six fundamental values (International Center for Academic Integrity, 2013).

Australian researchers propose the following definition of academic integrity: Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and professional staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. All students and staff should be an example to others of how to act with integrity in their study and work. Academic integrity is important for an individual's and a school's reputation Exemplary Academic Integrity Project (2013).

In the USA the problem of academic integrity has been considered for a long period of time, so there are many developed ways of its promotion. The approach based on misconduct prevention may be considered as the leading approach, so universities officials take active measures to put students onto the right way in terms of academic integrity. The variety of such measures and actions concerns different problems associated with academic integrity. But almost all of them are based on the principle of informing.

This means that all students of higher educational institutions get a huge volume of relevant information of the issue of academic integrity. As it is stated in Student Handbook 2019-2020 (2019), the purpose of the Honor Code is to preserve and promote academic integrity. Ideally, a student's personal integrity is presumed to be sufficient assurance that in academic matters one does one's own work without unauthorized help from any other source.

The main sources of such information are as follows:
- Special courses for first year students;
- Codes of ethics;
- Special online resources;
- University policy statements;
- Specific regulatory documents;
- Handbooks and manuals.

The sources listed above provide students with the information concerning the following issues:
- The definition of academic integrity;
- The concept of academic integrity, which is promoted by the institution;
- The role of academic integrity for the development of student's personality;
- The idea of misconduct;
- The tips of misconduct avoidance;
- Student's responsibilities in the field of academic integrity;
- Faculty responsibilities in the field of academic integrity;
- The possible punishment resulting from misconduct.

The idea of responsibility is represented as shared by both students and educators. This means that the students are informed about their responsibility and the responsibility of pedagogical staff.

All students are also involved into the various clubs and discussions devoted to the issue, as well as other activities

providing them with the relevant knowledge and skills.

It is notable that American researchers are very interested in the reasons of students' misconduct. The huge volume of information has been analyzed, so the main problems are considered very thoroughly. The results of such studies enabled development of specific diverse strategies of misconduct avoiding (Taylor & Bicak, 2019; McCabe, Trevino, & Butterfield, 2001).

The great attention is paid to the issues of academic writing development and teaching students to organize their time and learning activities, as lack of knowledge in these areas often causes plagiarism.

The perception of academic integrity of students and faculty is also being constantly monitored be the researchers. This information is needed for strategic planning and early detection of various problems to be solved timely. Such researches are also the useful and powerful source of information for both students and faculty, ex. (Lang, 2013).

Students are also encouraged to participate in different events aimed at academic integrity promoting, as well as to look for information at websites, take online courses and quizzes to consider difficult issues concerning academic integrity and turn to the practical side of their activity.

The activities may be aimed at both promoting academic integrity as a complex phenomenon and at particular cases to be considered.

Such variety of students' activities is supported by the proper resources for educators. This provides them with the adequate support for promoting and maintaining the academic integrity values and academic integrity itself.

To conclude we should point up that students in the USA are provided with a volume of relevant and diverse information they need to follow the principles academic integrity. The is information is of theoretical and practical character.

Keywords: academic integrity, Honor Code, students, American higher educational institutions.

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Onischyk Yuriy[1]

[1]*Doctor of Science (Law), Associate Professor, Academy of Labour, Social Relations and Tourism, Kiyv, Ukaine, ORCID: https://orcid.org/0000-0003-3355-3392*

LEGAL ASPECTS OF ACADEMIC INTEGRITY IMPLEMENTATION IN THE ACADEMY OF LABOR, SOCIAL RELATIONS AND TOURISM

Abstract. The updated Law of Ukraine «On Education» [1] defines new approaches to the development of the educational sector. One of the innovations of the educational process is the introduction of such an element of the educational quality assurance system as academic integrity. The introduction of the legal foundations of the formation of the Institute of Academic Integrity into the educational legislation is aimed at changing of the valuable orientations in the field of education [2].

The first step in the implementation of academic integrity in the Academy of Labor, Social Relations and Tourism was the adoption of the Code of Ethics [3], which aims to systematize the moral guidelines of professional activity, as well as to establish a system of criteria for assessing the ethical foundations of professional behavior and activity. This document establishes the principles of relations between the Academy of Labor, Social Relations and Tourism, workers and applicants for higher education, the procedure for resolving ethical disputes, the responsibility of participants in the educational process.

Subsequently, in order to implement the declared legal norms on academic integrity, the Regulations on Academic Integrity at the Academy of Labor, Social Relations and Tourism [4], were approved, defining the general principles of academic integrity, measures to prevent the violation of academic integrity, responsibility for violation of academic integrity, the procedure for identifying and establishing facts of academic integrity violations by subjects of academic integrity, organization of work of the Commission on Academic Integrity, the rights of the

person whom raised about her violation of academic integrity. This Regulation also provides for workers and applicants for higher education such a document as a declaration of academic integrity, which they are obliged to abide by in the educational process and scientific (creative) activity of academic integrity.

For the effective functioning of academic integrity, a first-year guide to academic integrity has been developed and an online survey of higher education applicants for academic integrity has been conducted. Also, the academic discipline for the students of higher education «Academic Studies» was introduced and the educational-methodical manual «Academic Studies» [5]. The purpose of the «Academic Studies» course is to promote the practical value and importance of academic virtue; developing a new academic culture based on the principles of honesty, real learning, fairness, trust and mutual respect of all participants in the academic process. The discipline «Academic Studies» covers theoretical material on principles, fundamental values, legal aspects of academic integrity, prevention of academic plagiarism, as well as plans for lectures and laboratory classes, questions for testing knowledge, a list of recommended literature. To regulate the procedure of preventing and detecting plagiarism in the academic works of higher education workers and applicants, the Procedure for checking academic texts for plagiarism has been approved [6]. Also at the Academy of Labor, Social Relations and Tourism there is a Commission on Academic Integrity, which includes: Vice-rector for scientific work, Vice-rector for educational and pedagogical work, deans of faculties, heads of departments,

professors of departments and employees of trade unions education, subject matter experts, chair of the board of higher education applicants.

At the same time, the implementation of academic integrity in the Academy of Labor, Social Relations and Tourism is predetermined by certain problems, which include, first of all, the following: absence of legislative requirements and procedures for evaluating academic texts for academic plagiarism, procedural and technological issues of using anti-plagiarism programs, the difficulty of identifying and proving facts of academic plagiarism, the validity of the results of checking academic texts using a non-plagiarism programs, adequacy of the degree of punishment of the size of violations.

Summarizing the above, we believe that the implementation of the above measures has helped to create a legal basis for regulating public relations in the field of academic integrity in the Academy of Labor, Social Relations and Tourism. Today, academic virtue is an indicator of the internal quality assurance system of education and science and an indispensable condition for the sustainable development of a higher education institution.

Keywords: educational process, educational quality, academic integrity.

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Radionova Iryna[1]

[1]Doctor of Science (Economics), Professor, Head of Theoretical and Applied Economics Department, «KROK» University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0002-0941-2867

ACADEMIC INTEGRITY IN THE RELATIONSHIP BETWEEN THE SCIENTIFIC SUPERVISOR AND THE STUDENT IN THE WORK OF THE SCIENTIFIC CIRCLE

Abstract. Scientific academic integrity has many manifestations. In our view, the most important of them is the recognition of ownership of such scientific products as:
- ideas, logical constructs and reasoning, hypotheses of scientific research;
- methods of analysis of facts, scientific approaches, conclusions based on the results of scientific researches;
- ways of formalizing the obtained results, namely: graphs, diagrams, tables, equations;
- created databases (raw materials) of scientific activity which need further elaboration and development;
- generalization of the results of the study, including recommendations for taking management decisions.

There are reasons to believe that there is a need to distinguish and identify a special phenomenon, which is the scientific and academic integrity, in the communication between the supervisor and the student working in the scientific circle.

Scientific academic integrity in communicating with students in the course of the work of the scientific student circle has its special forms of manifestation and should be aligned with the creation of special competences. Such integrity applies to the various stages of the formation of scientific communication in the relashipship between the scientific supervisor and the student. These steps are presented in Fig. 1.
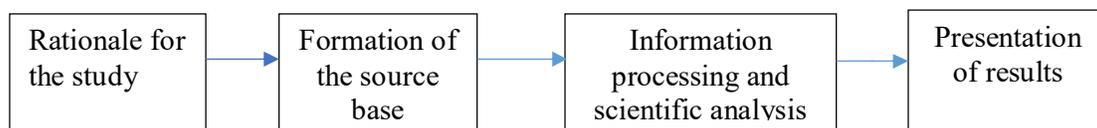
Fig. 1 Steps of scientific communication
(Source: created solely by the author)

The first stage of "Rationale for the study" requires more activity of the scientific supervisor, but implies taking into account the scientific interests of the student. At this stage the content of scientific integrity is related to balancing the interests of the supervisor and the student.

The second stage of "Formation of the source base" implies relatively more intensive student's activity. Performed under the guidance of the teacher, this activity should help develop the competencies as follows: correct reference to the maximum possible number of sources, ability to distinguish groups of such sources and ability to correctly describe them (by existing standards).

The third stage of "Information processing and scientific analysis" involves transferring the skills and abilities to work with information in the following areas, including content analysis of texts, statistical analysis, historical analysis and the like from the supervisor to the student.

The fourth stage of "Presentation of results" means the acquisition of skills of

using different forms of presenting research results. Such forms may include:

- presentation given along with the speech at the conference or at meetings of the circle;

- presentation of the thesis statement (speech) at the conference;

- preparation of the research based article.

When determining the authorship of the article the actual contribution of both the supervisor and the student into the received results should be taken into account. If the article has been written by the student, the teacher is not to be a co-author of this work. If the contribution of the supervisor to the idea of the article, the logic of presenting the material, calculations, conclusions is obvious, then the article should be co-authored by both the student and the supervisor.

An important aspect of academic integrity, which requires attention of students and has to be focus on, is the exchange of information, ideas, knowledge about methods of analysis in the teamwork of students. In such an exchange, the leaders of the group should clearly differentiate the authorship of the students

and clearly define the contribution of individual co-authors into the final result of the teamwork.

Conclusions:

- research of the problem of scientific and academic integrity implies awareness of the features of the structural elements of the instruments in the field in which the scientific activity takes place;

- scientific and academic integrity in the work of the student circle has general and special features;

- as part of the special features of ensuring academic integrity in the relationship between the supervisor and the student, we point out to the following:

a) transmission of the true values of scientific activity from the supervisor to the student;

b) ensuring a clear delineation of the contribution of the supervisor and of the student into the final results and accurate determination of authorship, if it was a joint activity.

Keywords: scientific research, academic integrity, scientific communication, supervisor, student, presentation of results, university.

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Storozhuk Sergyi[1]

[1]*postgraduate student, «KROK» University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0001-9397-6296*

THE PUBLIC ORGANIZATION'S IMAGE AS A TOOL OF INTERACTION WITH EDUCATIONAL INSTITUTIONS IN THE AREA OF SECONDARY EDUCATION

Abstract. In today's management of secondary education system in Ukraine a process management model has been formed, which is associated with a large number of bureaucratic layers, when less resources are left for the organization of the educational process and, and respectively, for ensuring its quality than for the overall activities on reporting and planning.

One of the main goals that educational institutions establish for themselves is to train new citizens who will gain the competencies they need to be competitive by the time they graduate. The administration process of secondary education by the institutions assigned by the state with management functions must be harmonized with the stated goal. Of course, the approaches to training in secondary educational institutions should be unified aimed at fulfilling the state's task. The relevant units of the Ministry of Education of Ukraine and local government bodies under it work to develop and implement this approach. Approaches to training in secondary educational establishments are generally well-formed, but they are in the process of constant adjustment aimed at receiving the planned result of the quality of education. It sometimes leads to an increase of the weight of 'how to prepare students' vs 'to what (or why) to prepare them for'. But when the form begins to dominate the content, a threat of the content quality worsening arises.

One of the effective mechanisms for monitoring the actions of the authorities in developed countries is the institute of public control in various socially important spheres, including school education.

Though formally the main customer of educational services provided by secondary educational institutions is the state, there is another equally interested party, i.e. parents of these students, who are representatives of the community and each of them individually is interested in the educational preparation of their children. Many active parents have their comments and suggestions to the format of training of pupils in secondary schools, but usually the most active of them are active in their professional activities, which take so much time that it does not enable them to perform quality and systematic audit of the preparation of their children, letting alone influencing it.

For the purposes of institutional audit of the evaluation of the quality of educational activity, management processes in the educational institution and the educational environment, the quality of pedagogical activity, the system of evaluation of educational achievement of students, there is a practice of forming organizations from the society, and those organizations can communicate with schools and administrative institutions in the field of education on a centralized basis, raising interaction between the society and the state in this process to a level of higher quality.

One of the key characteristics of a public organization is its image. What does it consist of? According to the author, first of all, the image formation in the context of the activity of a public organization can be structured into such components as the correlation of tasks established and realized, the quality of realization of the said tasks, the completeness and quality of consideration of the interests of the

community for which the relevant organization works, the absence of conflict of property and non-property interests of the public organization's employees, performance of their functions within the legal framework, etc.

First of all, the results of the activity of the public organization can be tracked by the material manifestations of improvement of the school material and technical base, availability of additional educational materials, introduction of a new nutrition system, etc., as well as stimulating the work of staff employed within the education field through additional material encouragement (of course, in accordance with the current legislation). However, non-material transformations are also needed as a component of educational activities (ensuring optimization of school preparation (learning) processes to the extent the existing regulatory framework allows, implementing a comprehensive child development (sports activities and creative or educational groups) at the educational institution).

In addition to bringing the results to the goals set, the ways how they were achieved are important (availability of an administrative resource in a specific public organization that helped achieve the goal only through this structure in a specific educational institution, or high quality application of current general standards, which may further be scaled to other similar cases to address similar issues comprehensively at the community, region, or even state level).

According to the author, it is the methods of activity of the public organization, their effectiveness, inclusivity (accessibility for publicity) that should be the markers that also form a general impression about the public organization. Activity methods should also be applied properly. In other words, regularity of activity and quality of application of available methods of work should be considered to be another factor of image formation.

The direct interaction with the administration of the educational institution plays last but not least role in fulfilling tasks of the public organization in the field of school education. Comfortable work relationships between members of the public organization and the school administration are often the key to long and fruitful cooperation aimed at achieving mutually beneficial results. When having a choice of selecting a counterparty to fulfill their tasks, the administration of the educational institution would rather get in touch with the public organization, that will not only seek to meet interests of the customer, which is a community acts, but will also interact in a non-conflict way with the contractor, which is a school educational institution. Of course, conflict-free relationships can only be a case in the absence of counteraction by the contractor regarding defending the interests of the customer by the public organization. Otherwise, the presence of high-quality mechanisms of influence that are successfully used by the organization to overcome such opposition, will become another component that shapes its positive image.

The issue of influence of positive elements of image is considered in this speech as a component of quality interaction of public organizations with educational institutions, which is aimed at achieving the goal of the organization's activity, not the other way around.

It should be noted that the image of the public organization can be characterized by both positive and negative characteristics in the paradigm of positive vs negative perception of this institution as an effective tool for solving the community's tasks. At the same time, the negative factors in the activities of public organizations should be stated which may also occur. In this case, we are already talking about the destructive impact of the organization's activities on achieving the established goal. We propose to identify such elements that make up a negative image as disinterest in achieving the goal of the organization, the

domination of self-interest of the public organization's members over the direct performance of its functions (corruption risks), violation of the current legislation applicable in their activities (for example, the misuse of personal contacts of the organization's members with those officials who may influence the resolution of certain issues the public organization faces, exceeding their authority), lack of transparency of their operations (absence of clear regular reporting to the community, of clear mechanisms of functioning).

The above positive and negative factors that influence the formation of the public organization's image can be called natural, since their presence or absence actually derives from the nature of its existence. And what can adjust the image component in the activities of public organizations? The practice shows that active informing the public about the existence of such an organization, its way and structure of functioning, perspective plans and goals, achievements, media awareness (name, logo, members' personalities) sometimes have a greater impact on the image formation than direct and obvious results of their activity.

That is why, when using the image component of the public organization in the field of secondary education, when interacting with educational institutions, one should not only hope on showing some interest on the part of the latter or the public, but should also work in the direction of quality and comprehensive coverage of their activities, which will allow to advertise themselves as a means to solve certain tasks. At the same time, the absence of real positive results in solving the problematic issues in the field of activity of the organization will quickly turn any work aimed at artificial image creation into a waste of resources. When it comes to the mentioned negative components of the image and their coverage, the correlation between their presence and their disclosure is approximately the same, that is, when negative cases in the practice of the organization are present it is difficult to stop their wide spreading in the public.

Keywords: secondary education, public organization, nteraction, educational institutions, institutional audit, academic integrity, public relations.

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Synhaivska Iryna[1]

[1]*Ph.D. (Psychology), Associate Professor, Director of the Psychology Institute, «KROK» University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0001-6802-0081*

PERSONAL PECULIARITIES OF A TEACHER AS A FACTOR OF ACADEMIC INTEGRITY

Abstract. The personality of a teacher is a system-forming factor for successful performance of professional scientific-pedagogical activity. The professional being of a personality is usually embodied in his or her professional behavior and reflected in his/her outlook. It is possible to identify the factors that encourage a teacher of a higher educational institution to adhere to the principles of academic integrity, due to the study of the specifics of his/her personality characteristics, psychological states, individual motivational and value system.

The research of the personality of a teacher as the subject of professional activity and the subject of academic integrity principles observance is advisable to be carried out within the framework of an integrative approach that will allow to reconcile the personal, theoretical and practical sphere of achievement of professional successfulness in the scientific and pedagogical activity of a teacher (Radosavlevych D. and Synhaivska I., 2016). Herewith:

- the theoretical field will indicate the appropriate level of professional readiness (education, level of theoretical knowledge, etc.) of a teacher to successfully fulfill his / her duties;

- the practical sphere will reflect the level of professional abilities, competences, experience, as well as the ways (organizational, communicative, behavioral, etc.) of their application in professional activity;

- the personal sphere will provide value-meaning and motivational resources to achieve the goals of professional successfulness.

The personal qualities of a teacher directly influence and determine his/her capacity for work, job satisfaction, level of professional responsibility. A number of personal qualities that are distinguished by researchers as professionally important for the successful implementation of scientific and pedagogical activities: self-control, emotional stability, reflexivity, flexibility, creativity, openness, morality, etc. can be added to this list (Boudreau J.W., 2001). At the same time, the personal characteristics of each teacher are determined by a certain system of interactions, what significantly affects the teacher, his/her professional activity and its results.

Psychological research of the development of the scientist's intelligence and its impact on the effectiveness of scientific activity also confirms the importance of taking into account personal qualities. However, no direct correlation between highly developed intellectual ability and adherence to academic integrity was found. Moreover, sometimes developed intelligence without moral support becomes the so-called "evil genius". Therefore, the moral and value influence of a teacher on a student can be both positive and negative. The latter will be exacerbated by the increase in negative tendencies in the personal and professional life of a teacher. In particular, with a low level of personal and professional responsibility, the psychological and moral damage caused by the teacher may be quite noticeable in view of the student's professional future.

Professional and psychological culture, world-view and moral guidelines, as well as the personality and value component of professional activity are becoming an indispensable condition for adherence to the principles of academic integrity by a

teacher. Therefore, not only professional activity, personal professionalism, but also personal (first and foremost, psychological) qualities of a teacher are gaining importance.

The updating of personal values, combined with personal abilities and professionally significant qualities, makes it possible for the successful course of professional activity and adherence to the principles of academic integrity. The value position of a teacher can be defined as a certain discourse when declared personal values (including professional ones) are consistent with his or her life position. Otherwise, values remain a certain ideal, abstraction. A teacher who has sufficient intellectual, communicative potential and at the same time uses appropriate verbal means can convey his / her value position to a student. It should be emphasized that the mismatch of professional behavior to declared values can significantly impair the achievement of a teacher's professional successfulness. Therefore, the definition of an individual strategy for achieving professional successfulness should be made, based on the principle of consistency of personal and professional principles. The point is that the teacher is perceived by the students as a specific model with a corresponding value system, and "the model as a real or constructed person should motivate to imitate" (Donchenko O., 2005, p. 128).

From a psychological point of view, it is important to construct a personal "I" of a teacher using narrative. These are personal abilities that are important to the teacher as an interpreter of theoretical knowledge (above all, intellectual and analytical). To convey information, without distorting it, to offer a modern objective vision of events - these and other communicative personality traits can be decisive in a teacher's professional activity.

The emotional component is essential in the psychological structure of the teacher's professional activity as an incentive to adhere to the principles of academic integrity. Emotional orientation is determined by the value and motivational spheres of personality, and also depends on its psychological type (altruistic, gnostic, romantic, hedonistic, etc.) (Dodonov B., 1987, pp. 98-103). Teaching is always accompanied by emotional experiences and emotional costs, which can affect its results both positively (satisfaction, passion for work) and negatively (emotional burnout). A certain emotional balance of the teacher's personality, which depends directly on his/her mental state and psychological competences, is an important condition for the achievement and maintenance of a high level of academic integrity. The development of the latter helps to achieve emotional balance in combining different types of professional activity of a teacher.

Therefore, adherence to the principles of academic integrity is a process of constant reconciliation of personal and social meanings in the professional activity of a teacher. The strategy of adherence to the principles of academic integrity must be based on a personal hierarchy of meaningful goals; socially acceptable ways of achieving these goals; obtaining socially significant results and personal satisfaction with professional achievements. Personal qualities should be embedded in the psychological culture of a teacher in order to form successful professional interactions. The combination of psychological knowledge, emotional lability and balance, motivational, value and behavioral characteristics will contribute to the observance of the principles of academic integrity by the teacher of a higher education institution.

Keywords: personal peculiarities of a teacher, personal qualities, academic integrity, scientific and pedagogical activity, professional activity, professional success, value position.

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Teslenko Vita[1], Petrunko Olha[2]
[1]*postgraduate student, "KROK" University, Kyiv, Ukraine, ORCID: https://orcid.org/0000-0002-8030-1246*
[2]*Doctor of Science (Psychology), Professor of Psychology Department, "KROK" University, ORCID: https://orcid.org/0000-0001-9023-5265*

PERSONAL STUDENTS' RESOURCES AS AN ACADEMIC QUALITY INDICATOR IN A HIGHER EDUCATION SYSTEM

Abstract. The phenomenon of academic integrity is considered as a factor in the optimal functioning of the higher education system in terms of psychological approach. The acquisition of personal resources by the students is an evidence of such functioning as a "result of the result" in the possibilities of expanding the framework of personal functioning.

To achieve the goal of studying the personal resource of the students as the optimal factor on the path to academic integrity, the following tasks were set: 1) to describe the results of the study of internal psychological resources of educational burnout of the students of the educational institutions from different forms of the ownership; 2) to determine the degree of conformity of the students with the characteristics of the personal resource; 3) to pay special attention to the resources of the eco-approach to prevent academic malpractice.

From the standpoint of a systemic approach, the very resourcefulness of the student body (the subjects of the educational process) as a «social system in a higher order» indicates its readiness for optimal learning activities and resistance to the many risks and temptations that sometimes push the students to save their resources and search for some surrogates, irresponsible and dishonest ways of learning. In particular, the students resort to such quasi-forms of learning as academic plagiarism, data fabrication, writing off, buying coursework and diploma papers, etc. that, in fact, serve as indicators of academic burnout and academic malfeasance. Academic malpractice is now considered to be one of the threats to the qualitative educational process, and the magnitude of this threat is increasing.

In our belief, based on the long experience of teaching, the personal resource as one of the most optimal factors in counteracting academic malpractice is the presence or absence of the student's personal structural and integral construct. The construction of a structural-integral construct will be useful for optimizing the learning process, since some differences in the effectiveness of the cognitive activity are possible in the group as a social-psychological community (emotional-psychological phenomenon). The state of the mental stress as a result of the students' comparison of learning outcomes is meant. There is a certain annoyance: "no motivation" → "resort to academic dishonesty" and self-stimulation in finding the right answers (solutions). In such narratives, a kind of content analysis of "illusion in illusion" is a non-productive story. The platform of current states changes in the context of planning and goal-setting notions as a substitute for "value-relevance" as a measure of the personal advancement in achieving certain goals. Correcting current states by constructing target priorities and managing the significance of certain spaces of self-realization as a phenomenon of circular causality is fundamental: the discourse determines the behavior of the subject, the subject has the opportunity to make changes in the organization of some discourse [1]. The significance of the spaces of self-realization changes according to the personal change, which is achieved accordingly to the personal

values, in the hierarchy of which the personality presents itself in the form of self-presentation as a project aimed at a specific result. The acquisition of the personal resources is a dynamic process for the formation of a system of the affective, behavioral and cognitive competences.

Unfortunately, an empirical study with the participation of 50 students of public and private fourth-year higher education students (graduates of Bachelor of Psychological Specialties) showed the lack of this resource, which can be considered as the affective, behavioral and cognitive incompetence, as a whole, as well as the educational burnout. The following research methods were valid: 1) the method of diagnostics of the level of the professional burnout (according to V. Boyko); 2) the questionnaire "Style of behavioral self-regulation" (by V. Morosanova); 3) the psychological burnout questionnaire for teachers of Maslach Burnout Inventory (authors K. Maslach and S. Jackson; adaptation by N. Vodopianova); 4) the method "Diagnosis of the level of self-development and professional and pedagogical activity" (by L. Berezhnova); 5) the method of "Multidimensional scale of perfectionism" (by P. Hewitt and G. Flett in adaptation by I. Grachova); 6) the method "Determination of motivation of the professional activity" (by K. Zamfir; in modification by A. Rean); 7) the method "Test of life-orientation" (by D. Leontiev). Consequently, the direct training burnout was estimated using the techniques of V. Boyko and K. Maslach, which have a high level of correlation with each other (K = 0.79). The statistical significance of differences in the obtained indicators was determined using Pearson's criterion.

The results of the study highlighted the students' problem – the "mode of problematizing behavior" as a way of mastering themselves. According to M. Fuko, the dynamics of self-relation is realized through restructuring the forms of self-relation and transformation of some actions and techniques [2].

The analysis of the results by V. Morosanova's method showed that the least developed in youth is the ability to model situational development and communication, which is quite justified due to the lack of certain experience, one can say, the unformed system of the ethical principles (academic virtue) that guide the promotion of sub elements of the educational process to quality education at all its levels on such fundamental principles as: 1) honesty; 2) trust; 3) fairness; 4) respect; 5) responsibility; 6) courage; 7) excellence and impact (according to The Center for Academic Integrity, 2015).

The analysis of the results by K. Zamfir's method in A. Rean's modification showed the nonlinear dependence of the indicators of the educational burnout on the age of the respondents and the length of their work, namely that the students' personal factor goes beyond the operational one: it is a matter of developing the professional orientation of the motivational-need sphere (values, ethical orientation, self-development ability), because, according to the eco-approach, the main principle of higher education policy now is to revise the admission criteria not so much on the basis of the exams but on the basis of the analysis of the induced motives and professional interests of the entrants as their personal achievements as a result.

It should also be emphasized that at the level of some tendencies, in private higher education institutions the educational burnout as a factor of academic dishonesty is somewhat higher, since the internal processes have been already present under V. Boyko's method.

That is, it is an identity crisis ("... an acute form of disorientation; a radical uncertainty about a person's position. The lack of a frame or horizon in which things may be of lasting importance" [3, p. 45]). In contrast, the sustainability of the eco-paradigm, taking into account the influence

of social factors, is manifested in: 1) the formation of the ability of the individual to correct self-management; 2) the formation of the personality's ability to draw the correct conclusions as a tool of the student in preventing academic dishonesty; 3) actualization and activation of resources for self-preservation of the individual in his / her focus on self-realization and self-identity.

Keywords: psychological approach, academic integrity, teaching, student, education.

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Section 3
The Impact of Academic Integrity on the Internal Quality System in Schools

Korinna Ludmyla[1]

Ph.D. (Pedagogical Sciences), Associate Professor, Director. Municipal Institution "Zhytomyr Regional Boarding School for Gifted Children" of Zhytomyr Regional Council, Zhytomyr, Ukraine

PROBLEMS OF INTRODUCTION OF ACADEMIC INTEGRITY IN A SCHOOL EDUCATIONAL ENVIRONMENT

Abstract. The issues of academic integrity in today's context of wide and uncontrolled access to information resources are very relevant and timely. Intellectual ventures and plagiarism, copying and appropriation of ideas are not immediately diagnosable and detectable, they require special information programs, approaches and measures. However, even a bigger problem is the introduction of standards of academic integrity in the educational life, and ensuring strict observance of moral and ethical principles in science and education.

Academic integrity implies that all participants of the educational process (teachers, lectures, researchers, pupils, students) must adhere to the principles of honest work, cooperation and learning when studying and conducting research. This concept should become an integral element of the academic culture in domestic educational institutions and a condition for the intellectual development of Ukrainian society. Introduction of such integrity is taking place as part of the processes of implementing modern standards in education.

The project of promoting academic integrity started in Ukraine in 2016. In general, the definition of this term and its constituents is not debatable. The Law of Ukraine *On Education* explicitly states that academic integrity is a set of ethical principles and rules defined by law that shall guide participants of the educational process in studying, teaching and conducting scientific (creative) activities in order to ensure confidence and trust to learning outcomes and/ or scientific (creative) achievements [1]. And the International Center for Academic Integrity clearly sets out its founding principles:

- honesty;
- trust;
- justice;
- respect;
- responsibility [2].

The Law specifies the main types of violations of academic integrity incuding academic plagiarism, self-plagiarism, fabrication, falsification, copying, cheating, bribery and biased evaluation (Art. 42 Law of Ukraine On Education) [1].

The requirements and principles of academic integrity apply to all participants of the educational process, including educational applicants (students when it comes to school education). For the students, the national legislation provides for independent performance of the tasks of current and final control, educational tasks, mandatory reference to the sources used, giving truthful and reliable information about the results of their own research, interviews, the methods used, compliance with the laws on copyright and related rights, etc. In our view, the violation of academic integrity is mainly connected with the fact that the national school does not yet pay much attention to how pupils should act in the course of their studies from the perspective of ethics, principles and norms of academic integrity, how to correctly formulate their opinion and conclusions, how to work with information sources and refer to them when using ideas and statements you borrow, etc.

As the experience of our Lyceum employees shows, the most common problem in violating the standards of academic integrity among the Lyceum

students is copying. Copying is completing a task using other sources of information other than those allowed, other than one's own knowledge and skills, to obtain a better evaluation (grade) of learning outcomes [3]. This kind of unethical behavior of students is observed during the current and final control of knowledge, when fulfilling independent individual works, preparing reports, messages and researching "interesting facts" connected to the topic of the lesson, etc.

Most often copying is about answering questions and when performing tests using mobile phones with Internet access. At the same time, the responsibility for this situation lies not only with the students, the teachers, management of the educational institution, but also, in our opinion, with the parents. The parents should also point out to the necessity to get quality knowledge, skills and competences, to focus their children on professional achievements.

The Municipal Institution "Zhytomyr Regional Boarding School for Gifted Children" developed the Regulations on Academic Integrity and declared it to the public as required by law, established a special Commission to address academic malpractice and apply relevant sanctions, and set up a program for implementing academic integrity rules.

To widespread the rules of professional ethics, norms and principles of the major statements of academic integrity in our Lyceum the following is carried out:
- special classes are held devoted to the matter,
- meetings with parents are held where issues of academic integrity and dishonesty are highlighted;
- the psychologist and social worker of the Lyceum conduct interviews and surveys with a view to knowledge of academic standards and forms of malpractice among students,
- motivational arguments have been developed explaining why one should not copy; besides, pupils can be caught red-handed (when they are committing fraud),

- the newsletter on Academic Integrity is published,
- sittings of the Educational and Methodological Council are held to discuss the challenges of introducing academic integrity among the Lyceum staff, the issues of educating and motivating teachers to comply with ethical professional standards of academic integrity, the issues of encouraging productive activities of students, for example, by developing methodological recommendations regarding thematic assignments that incorporate questions like "What do you think about.., "What is your opinion about...", "Why do you think..." which allow to establish the level of awareness and understanding of the educational discipline,
- recommendations for using Bloom's Taxonomy when forming creative assignements have been developed (this system is based on the principle that the completion of a higher level task is possible only through mastering the relevant information of lower levels),
- information minutes are held at the Lyceum Library and other activities.

Thus, summing it up it should be noted that academic integrity is an integral part of the development of national society. Its implementation in Ukraine has a number of problems, such as lack of awareness of participants of the educational process, lack of due attention to the process by management of educational institutions and the educational community, lack of effective strategies and methods for forming test, creative, independent, exam assignments which would create significant difficulties for plagiarism or copying when completing them, low motivation of teachers to introduce innovative interactive methods of teaching and assessment, and low incentivation of students to receive knowledge. Studies show that the lack of training and motivation of both teachers and students to use necessary techniques for completion of tasks is a much more common reason for

copying and plagiarizing them than seeking to deceive [4].

We believe that one of the ways of solving the identified problems is introduction of the concept of academic integrity as part of professional development programs for pedagogical staff, promulgation of positive experience, methodical recommendations for creating quality educational tasks, holding round tables on the issues of promoting and supporting academic integrity, etc. The rule "Teach first and then require" should work.

Keywords: academic integrity incuding academic plagiarism, self-plagiarism, fabrication, falsification, copying, cheating, bribery, biased evaluation, educational process.

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Parashchenko Liudmyla[1]

[1]*Doctor of Science in Public Administration, Associate Professor of the Management Technologies Department, KROK University, Director of Kyiv Business Lyceum, ORCID: https://orcid.org/0000-0003-0613-2998*

PROBLEMS OF STATE REGULATION OF ENSURING ACADEMIC INTEGRITY IN THE FIELD OF GENERAL SECONDARY EDUCATION

Abstract. Until 2017 the issues related to academic integrity in education have not been regulated at the legislative level. For a long time, academic integrity in Ukrainian educational discourse served as a slogan rather than as the basis of activities of educational institutions. At the same time understanding that this phenomenon applies exclusively to the field of science and higher education has formed in the society.

Significant contributions to the institutionalization of academic integrity in Ukraine, including the study of principles, values, ethical standards, the formation of culture of integrity and its impact on the quality of education have been made by researchers under international projects and with the participation of a wide community of public activists of educational staff. One of the first and most important was the collective monograph "Academic Integrity as the Basis for Sustainable Development of the University" (2016) [1].

The major novelties for updating the educational legislation have been worked out on the basis of these scientific researches and results of active work of the academic environment.

For the first time in the Law of Ukraine *On Education* (2017) [2], Article 42, a new standard of "Academic Integrity" was introduced in the education system. The article defines the basic concepts in the field of academic integrity, the rules of its observance and the degree of responsibility for its violation. An extended glossary of the terms and concepts of Art. 42 "Academic Integrity" of the Law of Ukraine *On Education* has been created for

a thorough interpretation [3]. However, one of the problems with the implementation of this article is that the mechanism of implementation of the principles of academic integrity and responsibility for its violation by applicants to higher education is insufficiently specified and should be implemented in the by-laws and regulations of a lower level as well as local acts of educational institutions. The absence of rules on legal liability for failure to comply with academic integrity for applicants to higher education makes it impossible to apply it, since legal liability cannot be established by by-laws and regulations of a lower level. Therefore, there is a need to improve the legal regulation of the institution of responsibility for applicants to higher education for violations of academic integrity.

Currently the phenomenon of academic integrity is actively researched and implemented in the practice of national education under international Strengthening Academic Integrity in Ukraine Project (SAIUP) implemented by the American Councils for International Education with the assistance of the Ministry of Education and Science of Ukraine and the support of the US Embassy in Ukraine. The project aims at using the joint experience of the US and Ukraine to develop and implement a four-year action plan, the content of which is to educate students, teachers and administrators of Ukrainian educational institutions in terms of practical value and importance of academic integrity, provide resources and an action plan for their close involvement in strengthening academic

integrity in the educational environment. Significant achievements posted on the website of the project help create a new academic culture based on trust, honesty, transparency, true learning, proper scientific work, implementation of systemic changes, which will become benefitial for all participants of the academic process including students and pupils, teachers and lectures, universities and schools [4]. The concepts of academic integrity were updated for general secondary education after the adoption of the Law *On Education*.

A separate study was conducted in 2018 as part of Strengthening Academic Integrity in Secondary Schools Project (SAISS) aimed at familiarizinge high school pupils and teachers with the basic principles of academic integrity, with the functioning of the academic integrity system and its introduction in Ukrainian educational institutions. The objective of the study is to identify the features of the educational process that affect the state of academic integrity in Ukrainian secondary education institutions of Ukraine. According to the interviews, teachers and parents are not familiar with the concept of academic integrity, and it is not discussed at schools. Teachers associated academic integrity more with higher than secondary education, and did not quite distinguish between academic malpractice and unethical behaviour. Among the forms of academic malpractice of pupilship, copying and cheating were often called by teachers, and biased evaluation was mentioned as a form of academic malpractice of teachership [5].

It should be noted that parents did not fully understand the concept of academic malpractice and what it has to do with studies of children at schools. Most of the respondents connected this concept in secondary education with teachers rather than with pupils. Among the forms of academic malpractice of pupils, parents often named copying and cheating, and parents most often referred to biased evaluation as a form of academic malpractice of teachers; cheating connected with wants of teachers to attract pupils to attend additional classes for extra pay went second [6].

The aforementioned problematic issues have been taken into account when working on updating legislation on general secondary education.

The new Law *On Complete General Secondary Education*, adopted by the Verkhovna Rada on January 16, 2020, for the first time contains a rule on the obligation to ensure academic integrity in the field of general secondary education. Article 43 states that every participant of the educational process shall be bound to observe academic integrity. The violations of academic integrity in the general secondary education system include academic plagiarism, fabrication, falsification, copying, fraud, bribery, biased evaluation, as defined by the Law of Ukraine *On Education*, as well as such forms of fraud as:

- providing assistance to pupils during their final assessment (semester and annual ones), state final certification, external independent assessment, not provided for by the conditions and / or procedures for their completion by teaching staff and other persons;
- using not allowed additional materials and / or technical means by the student during control activities;
- undergoing through a procedure for evaluating learning outcomes instead of other persons;
- biased evaluation of the competence of teaching staff during certification. [7].

It is important that Art. 43 gives details about responsibility of pedagogical staff in respect of whom there has been a finding of violation of academic integrity and of the general secondary education applicants.

In particular, teachers are not allowed to be involved in procedures and events of ensuring and improving the education quality, pupil olympiads and other contests; may not be admitted to unscheduled attestation for the purpose of upgrading a qualification category or

conferring a pedagogical title; cannot receive any type of promotion and incentivation (bonuses, other incentive payments, awards, etc.) for one year; may be deprived of the pedagogical title. These are sufficient leverages for adherence to academic integrity standards.

The following types of academic responsibility may also be applied to pupils for violation of academic integrity: reprimand; re-taking the final assessment; re-taking the state final certification; re-taking the relevant educational component of the educational program; deprivation of academic scholarship, award-winning places in pupil competitions, tournaments, olympiads, contests received with violation of academic integrity.

The law states that the types of academic responsibility applied to pupils and teaching staff should be proportionate to the violations committed. And the decision to bringing the guilty ones to academic responsibility may be appealed in accordance with the procedure stipulated by the regulation on internal quality assurance system of the educational institution. [7].

Therefore, the Regulation on quality assurance in the general secondary education institution should be supplemented and contain provisions in accordance with Article 43 of the Law.

Conclusions. At the legislative level, the regulation of the introduction of academic integrity in the school education system is ensured. The Law *On General Secondary Education* establishes the obligation of pupils and teachers to adhere to academic integrity, defines the types of responsibility for the revealed facts of its violation. Heads in charge and other pedagogical staff of the educational establishment are responsible for ensuring the principles of academic integrity in the general secondary education institution.

The formation of academic culture in general and of academic integrity as its component is an important component of the transformation of the Ukrainian educational system, in particular of general secondary education. In recent years thanks to the cooperation of international and national experts and scholars, a database of methodological developments for different subjects of the educational process on the culture of academic integrity has been created. It needs to be popularized and disseminated.

Further research needs to be conducted on the problem of making amendments to the adopted laws on establishing the responsibility of institutions of higher and secondary education for violation of academic integrity, mechanisms of personal responsibility of the director of the general secondary education institution for forming a culture of academic integrity.

Keywords: personal peculiarities of a teacher, personal qualities, academic integrity, scientific and pedagogical activity, professional activity, professional success, value position.

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Proskura Oksana[1]
[1]*director, Kyiv Gymnasium of Oriental Languages № 1, Kyiv, Ukraine*

EDUCATIONAL PROCESS QUALITY AND QUALITY MANAGEMENT SYSTEMS - AN URGENT PROBLEM OF MODERN EDUCATION

Abstract. XXI century with the economic processes globalization and social development, the interdependence of many spheres of human activity and the rapprochement of nations, peoples, states, challenges the education, which is forced to transform, reorient to the individual with its demands and needs, to the fundamental humanistic values and the new quality of teaching staff. "Education is the basis of the intellectual, spiritual, physical and cultural development of the individual, his successful socialization, economic well-being, the key to the development of a society united by common values, culture and the state", which is defined in the law of Ukraine "On Education" (2017) [1, p. 3].

Kyiv Gymnasium of Oriental Languages № 1 as an innovative establishment in Ukraine's general secondary education system, known both in Europe, in the English-speaking world, and in the countries of the East [3 p. 136].

One of the requirements of reforming the general secondary education system in Ukraine is the provision of quality education for education recipients. Solving this problem is important for improving the quality of school activities. Scientific development of monitoring the education quality in the educational establishment, disclosing its essence, theoretical substantiation of its tools and technologies of implementation is important in solving this problem.

There is not enough specific scientific research to reveal the technology of monitoring the quality of general secondary education at the educational establishment level.

Education quality assurance system is an urgent need in Ukraine nowadays.

The purposes of establishing and functioning of education quality assurance system in Ukraine are: guaranteeing the quality of education; building public confidence in the system and educational establishments, educational management authorities; continuous and consistent improvement of the education quality; assisting educational establishments and other entities in improving the quality of education [1, p. 43].

The components of education quality assurance system are: quality assurance system in educational establishments (internal education quality assurance system); external education quality assurance system; quality assurance system in the activities of governing authorities and establishments which are providing external education quality assurance [1, p. 43].

Education quality assurance is one of leading tasks defined in the Kyiv Gymnasium of Oriental Languages № 1 development strategy for 2019/2020, the regulation on academic integrity of pedagogical workers and students of the Kyiv Gymnasium of Oriental Languages № 1, the regulation on education and educational activities quality assurance system in Kyiv Gymnasium of Oriental Languages № 1.

Quality of education is a requirement of the State Standard for Primary Education, the State Standard for basic and complete secondary education. The quality of education depends on the quality of the educational process, which is a reflection of the professional competence of the teaching staff, the state of the material-technical base of the educational establishment, psychological and pedagogical comfort, democratic

management of the educational process on the basis of educational diplomacy, modern management in education, etc. [4, p. 223].

The technological aspect of education quality assurance in gymnasium is an important component, which modern student education quality management implies.

Studying Ukrainian and 2 foreign languages (one of the Eastern languages - Chinese, Japanese, Arabic, Persian, Hindi, Turkish, Korean and English as a second foreign language) from grades 1 to 11 also led to determining the levels of quality assurance of foreign language education. The teaching of oriental languages quality standard is defined in the author's educational programs approved by the Ministry of Education and Science of Ukraine.

The main aspects of the educational process, which characterize effectiveness, determine the relevance of education to the requirements of time and quality of the educational process, and improving the quality of the educational process is possible provided that: pedagogical process is organized on the monitoring research basis to study the influence of the teachers managerial and students actions algorithms on the improvement of education process quality; system of social and psychological support for students and teachers is created; comfortable conditions and freedom of choice for full self-realization of teachers and students are created. By applying monitoring research in practice, we significantly increase the effectiveness of each pedagogical process participant activity and educational establishment as a whole, namely: improvement of educational establishment administration management activity, methodical work structure, educational work system, work with gifted children; development and approbation of teacher's professional competence development management model, teacher's research training system model, and the model of pedagogical team certification in the

experimental work conditions; continuous education and upbringing of students system assistance, development of an innovative pedagogical team activity model, conscious personality upbringing model, students culture formation system improvement [2, p. 5]. By using these innovative models, educational monitoring makes it possible to track the dynamics of educational quality indicators and to direct the activities of the gymnasium to ra result which combines the educational establishment capabilities with state requirements and provides quality education for students.

In the process of education quality management, education quality model has been developed and is constantly improving in the educational establishment, which is aimed at ensuring the future result of pedagogical system activity. It is used as a feedback mechanism and a way of correcting deviations from planned outputs, and includes as a part of the model of educational activity and education levels of students, which are using the indicators obtained in previous studies.

Monitoring model is the mechanism of education quality management in gymnasium. Monitoring refers to a set of procedures for observing formative assessments, transformations of a managed object, and directing these transformations to obtain specified parameters (for example, compliance with State Standard of primary education).

If the object of management while ensuring educational quality in gymnasium is the student's educational activity, then to establish its level, we perform factor criterion modeling, which creates a standard (model) of the student's educational activity.

For student's educational activity state evaluation, we use the method of peer review according to criteria (high level, sufficient level, average level, low level). The experts are: the teacher (class teacher, teacher of extended day group), the student himself, the deputy director of educational

work, the head of methodical department, parents of students etc.

Qualimetric management model for the quantitative characterization of the quality of education in the gymnasium, methods of using the model of innovative activity of the teacher, methods of administrative monitoring, conducted periodically with the involvement of teachers, students, parents of students in the management of high school, contribute to the establishment of a modern system of quality management education and quality of education competency approach. It is important to include the self-analysis of these processes in the annual work plan of the Kyiv Gymnasium of Oriental Languages № 1.

Keywords: academic integrity, educational process quality, quality management systems, school education.

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Savchenko Myhaylo[1]

[1]*deputy director of educational and methodical work, Kyiv Gymnasium of Oriental Languages № 1, Kyiv, Ukraine*

ACADEMIC INTEGRITY AS TEAHER'S PROFESSIONAL COMPETENCE REFLECTION

Abstract. The implementation of a humanistic, innovative paradigm in the education system of Ukraine has created an urgent need both for the pedagogical staff professional competence development and for the new requirements to the results of the educational process.

The professional development of the general secondary educational system pedagogical employee is considered as a powerful formation and professional activity subject development process, namely, certain properties in the conditions of continuous professional education, self-education, self-upbringing and professional activity in accordance with the requirements of the present.

Researcher V.V. Rybalka identifies such important conditions of professional development as mastering following components of work and professional activity: stimulating, orienting, goal-shaping (programming), producing, affirming [1, p.733].

The main structural elements of pedagogical competence are theoretical sectoral, psychological, pedagogical knowledge, practical skills, personal teacher's qualities.

In today's realities, the problem of the teacher's professional competence is combined with many pedagogical problems related to the formation of the socially responsible teacher's personality, his pedagogical skill, adherence to high professional standards in all spheres of activity of the educational establishment (scientific, educational, upbringing) and depends on the maintenance of special relationships between pedagogical staff and educators in the pedagogical system of educational activity and education quality assurance.

The Law of Ukraine "On Education" states that "Education in Ukraine is a state priority that ensures innovative, social, economic and cultural development of society" [2, p.9].

In modern scientific literature, we can find different characteristics of pedagogical staff professional competence development [4, p.66-78].

A.K. Markova examines a teacher's professional competence through procedural performance indicators [4, p.69]. To the first researcher includes three blocks: pedagogical activity, pedagogical communication and personality of the teacher. To the second: education and training, education and upbringing.

Analysis of existing approaches to determining professional competence identified such interpretation of the concept of teacher's professional competence: as personality traits manifested in the ability to professional activity, as a unity of teacher's theoretical and practical readiness to engage in professional activity and as the ability to effectively and efficiently solve standard and problematic situations arising in professional activity [4, p.70].

However, in modern scientific studies there is practically no works available on the role of pedagogical staff academic integrity as a functional obligation, which influences the formation of a favorable educational environment, effective educational process organization on the objective and impartial assessment of learning outcomes, control over the adherence of academic achievement etc.

Article 42 of the Law of Ukraine "On Education" defines the notion of academic virtue as a set of ethical principles and rules defined by law that should be guided

by the educational process participants during training in order to trust the learning outcomes [2, p.44].

The following, developed in Kyiv Gymnasium of Oriental Languages № 1, documents, such as the Strategy for the development of the Kyiv Gymnasium of Oriental Languages № 1 for 2019/2023, the Regulations on academic integrity of pedagogical staff and students of the Kyiv Gymnasium of Oriental Languages № 1, the Regulations on the educational activities and education quality assurance system emphasize the role of the following principles in ensuring academic integrity:
• democracy;
• legality;
• social justice, priority of human and citizen's rights and freedoms;
• equality of all participants in the educational process;
• guaranteeing the rights and freedoms of the individual;
• openness and transparency of the educational process;
• professionalism and competence;
• partnership and mutual assistance;
• respect and mutual trust;
• responsibility for violation of academic integrity.

Successful personal development and professional growth of a teacher is impossible without an understanding of adherence to academic integrity for the quality of general secondary education in Ukraine, integration of national education into European and world educational spaces.

The teacher's capacity for academic integrity is not only a duty, but a professionally significant personal quality, which should become an important criterion for high professionalism, an indicator of the education quality, its practical target, outpost of successful innovation processes in the system of general secondary education, in the New Ukrainian school.

According to this purpose, the gymnasium specifies the main tasks of teacher's professional competence

formation and development, including: creation of modern conditions for the development of teacher's professional competence, formation of their professional mobility, scientific, methodical, didactic support of pedagogical activity, development of social activity and social skills, etc.

The results of the completed nationwide level experimental work on the theme "Realization of innovative model of cultural/linguistic and moral/civic values of students development" (2012/2019). During the experiment, 120 scientific and methodological works were developed and published. Teacher's researches were published at international, nationwide scientific and practical conferences on current problems of modern education, published in the Electronic Library of the National Academy of Pedagogical Sciences of Ukraine [3, p.75].

The acquired academic integrity of pedagogical staff and students is regarded not only as a norm, but also as a component of the moral and civic values of the individual. To ensure the academic integrity of educational process participants in the gymnasium such actions are performed: coordination of all educational process participants actions (pedagogical staff through the pedagogical council, methodical council, gymnasium methodical departments of teachers, educational seminars, workshops, trainings, round tables, monitoring studies); introduction of a social and managerial support system for teachers and students as a part of the modern model of managing the professional competence of teachers, building a modern didactic basis for the student's education model (choice of pedagogical techniques: the level of teacher's professional competence, optimization of educational materials, optimization of teaching materials; forms of educational process for quality education).

Keywords: academic integrity, professional development, school education, stimulating, orienting, goal-

shaping (programming), producing, affirming.

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