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**Kravchenko O. L. The dual form of education as a component of integration processes in the educational environment**

*The article substantiates the theoretical aspects of the introduction of a competency-based approach to the training of Food Technology professionals in the dual form of education. The importance of this approach for the implementation of the content of the dual process of training future professionals is emphasized.*

*The peculiarities of functioning and advantages of dual education in the training of food technology specialists on the basis of the competence approach are considered. The conclusion is made about the need to introduce dual education as an effective mechanism of cooperation between educational institutions, businesses, and students, regulated by the state. Among the advantages of the dual form of education are overcoming the dissonance between theoretical and practical components of education, improving the quality of the educational process, involving employers and practitioners from enterprises in training sessions and conferences, evaluating the results of academic achievements, curriculum development, labor market needs and business entities in creating educational programs, financial support of educational institutions through business companies, enterprises.*

*It is determined that the competency-based approach contributes to the formation of professional competencies, which are in demand in the labor market, and it allows understanding, identifying, and critically evaluation the production tasks and problems of professional activity in various aspects. The structure of this approach is dynamic and depends on changes in the priorities and values of society. The implementation of this scientific approach in the system of dual education ensures the integration of production and training components of the educational process and promotes the development of professionally significant qualities and values of society, as well as the intellectual and motivational potential of future food technology professionals.*

*Specificities of development and modernization of the current educational system determine the competence of specialists as a compulsory component of state educational standards, a necessary basis for the formation of professional skills of future specialists. The competence of food technology specialists in the system of dual education is considered as a general system of knowledge, skills, abilities that determine the readiness to implement professional activities and solve production problems and provide opportunities for self-realization in the profession.*

**Key words:** *specialist, learning process, the dual education, production, professional competency, cluster.*

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**Kuzmenko A. O.**

### ANATOMY OF ACADEMIC INTEGRITY

*Driving reforms in education in Ukraine began in 2014 by establishing the main legal, organizational, financial principles of higher education, strengthening interstate collaboration, autonomy of higher education, combining education with science and industry, based on training a competitive specialist for innovation and high-tech, economical development of the state to meet the needs of modern society. The development of scientific information is an important and vital contribution of the nation to the general civilization, which forms a place in the hierarchy and the role of each state in the world community. This increases the level of requirements for scientific activity, scientific research, academic writing. This situation gave impetus to Ukrainian education and science in February 2016, when the information space reacted briskly to the previously unknown concept of "academic integrity", which contained obvious components: honesty, independence, professionalism and more. The purpose of the article is to detail and specify the phenomenon of academic integrity in the Ukrainian scientific and educational community. The object of research is academic integrity, and the subject is the structure of academic integrity in Ukrainian realities. The article clarifies that the concept of "academic integrity" came to Ukraine from the Western world and gained its awareness and recognition of the Ukrainian educational and scientific community in general, received support at the legislative level and is enshrined in the Law of Ukraine "On Education". There are integrity, honesty and integrity, trust, equity, responsibility, respect, mutual respect, courage, courage and consistent advocacy, legality, honesty, scientific, transparency, professionalism, openness, rule of law, rule of law, competence, competence, partnership and mutual assistance, truthfulness, tolerance, self-improvement and improvement among values and rules of academic integrity, which are based on foreign experience, taking into account the peculiarities of national culture, mentality and character. This list is not exhaustive, but emphasizes the most popular components of academic integrity. We see the differentiation of the concepts of "academic integrity", "academic honesty", "academic dishonesty" as promising.*

**Key words:** *academic activity, academic integrity, legislation of Ukraine, ethical norms and values, Law of Ukraine "On Education", academic responsibility, educational reforms, educational and scientific activity*

**Current relevance.** Reforms in education in Ukraine have begun since 2014 by establishing the main legal, organizational, financial principles of the higher education system, strengthening interstate collaboration, autonomy of higher education institutions, combining education with science and industry, based on training a competitive specialist for innovation and high-tech, economical development of the state to meet the needs of modern society. The development of scientific information is an important and vital contribution of the nation to the general civilization, which forms a place in the hierarchy and the role of each state in the world community. This increases the level of requirements for scientific activity, scientific research, academic writing. This situation has given impetus to Ukrainian education and science in February 2016, when the information space reacted briskly to the previously unknown concept of “academic integrity”, which contained obvious components: honesty, independence, professionalism, etc. [3]. This term was firmly entrenched and gave rise to further reform of education in 2017. Law of Ukraine “On Education” dated 05.09.2017 approved the concept of academic integrity for the first time at the regulatory level [8].

Scientific papers have appeared by T. Filipova (2016), A. Artiuhova (2016), Yu. Harust (2017), B. Pavlenko (2017), Ya. Titska (2018) etc, devoted to the consideration of certain problems of academic integrity.

**The purpose** of the article is to detail and concretize the phenomenon of academic integrity in the Ukrainian scientific and educational community. Its **subject** is academic integrity and its **object** is the structure of academic integrity in the Ukrainian reality.

According to the legal definition, *academic integrity* is a set of ethical principles and rules defined by law, which should guide the participants of the educational process during training, teaching and conducting scientific (creative) activities to ensure confidence in learning outcomes and / or scientific (creative) achievements [5]. In our opinion, this definition is quite abstract in terms of specifying these ethical principles and rules, which enhances the feasibility of comprehensive research and analysis of the origin of the term and its linguistic components.

Taking into account the fact that the concept of “academic integrity” is new in both legislative and scientific-pedagogical discourse, we will focus on revealing the essence, structure and content of this phenomenon. Agreeing with I.M. Serebryanska [9], we believe that the term academic integrity has its origins in foreign discourse.

It is well known that the adjective *integer* from Latin is translated as “perfect, complete, integral”, and the noun *integrity* – “perfection, completeness, integrity” of the psychological state of man, inner harmony, stability and consistency of the moral image [13, p.12]. The defining adjective *academic* characterizes belonging to a school / university, learning processes, education and thinking. This is how the category of *academic integrity* is formed [2]. Academic integrity is a paramount principle in the functioning of any foreign higher education institution. Academic integrity in foreign realities is the main goal of the educational and scientific community, which is based on responsibility, honesty and morality, ensures the settlement of relations between members of the educational and scientific community and their materials.

The integration of a phenomenon into any different culture is impossible without taking into account, saturating and adapting it to the new environment and, accordingly, the mentality, despite the characteristics provided by the foreign community,

The concept of academic integrity has not escaped the attention of the Ukrainian scientific community. Thus, in Ukraine there are a number of developments: «Академічна чесність як основа сталого розвитку університету» (manuscript, Kyiv, 2016р.), «Академічна доброчесність: проблеми дотримання та пріоритети поширення серед молодих вчених» (manuscript, Dnipro, 2017), «Основи академічної доброчесності» (methodological textbook, Ternopil, 2018) etc.

The most common definitions are the following:

1) “Academic integrity, on the one hand, is a complex interdisciplinary category that combines ethical norms and rules of human behaviour in the educational and scientific environment and the mechanisms and tools by which the latter are implemented in practice. On the other hand, there is a whole set of factors, first of all, moral and cultural, institutional, educational, which influence the university from the outside or inside, determining its ability and desire to counteract academic dishonesty. In any case, the introduction of a new type of responsibility is due to the transformation of the entire system of education and science, as reformatting a number of norms, rules, devices requires significant resources, time and even the will and courage of individuals to assert themselves. cannot appear simultaneously or accidentally without the use of tools of “academic coercion” [10, p.194.];

2) “Academic integrity is based on the consent of all participants in the academic process to follow the rules and perform their duties” [7];

3) Academic integrity essentially means “intellectual honesty”, ie decency in the use of information, which becomes the basis for the formation of conclusions and results of research, as well as other activities related to the search and acquisition of knowledge [4, p.88].

Therefore, academic integrity is a rather multidimensional and at the same time abstract concept, which is built on a number of values, norms and rules. However, these values, norms and rules vary in different higher education institutions, works of scientists and normative documents.

Academic integrity includes such fundamental values and core principles as integrity, honesty and integrity, truthfulness, transparency, legality, respect, trust, consistent advocacy, fairness, self-improvement and improvement, responsibility, honesty and professionalism according to the Code of Academic Integrity of the National Agency for Quality Assurance in Higher Education.

The work “*Академічна доброчесність: міфічна концепція чи дієвий інструмент забезпечення якості вищої освіти?*” [1] presents such principles as honesty, trust, justice, respect, responsibility and courage.

Poltava State Agrarian University [7] manifests the following rules, norms and principles of academic integrity for researchers, research and teaching staff, staff and applicants for higher education: legality and the rule of law; freedom and human dignity; patriotism and service to the Ukrainian people; professionalism and competence; honesty and decency; justice and tolerance; partnership and mutual assistance; respect and mutual trust; openness and transparency; collegiality and democracy; self-improvement and self-development; personal responsibility and work for the result; formation of a conscious need to comply with the Constitution and laws of Ukraine, intolerance of their violation; formation of respect for human rights and freedoms, intolerance of humiliation of his honour and dignity, physical or mental violence, as well as discrimination on any grounds; formation of civic culture; intolerance of non-compliance with the rules and regulations of the Code of Academic Integrity.

Ensuring academic integrity in higher education “National Academy of Management” is based on the ethics of academic relations, based on the following principles: mutual respect, openness, responsibility, rule of law, integrity, trust, democracy, legality, competence, scientific integrity, interdependence and consistent advocacy, partnership and mutual assistance, truthfulness, transparency, professionalism, justice, tolerance, honesty and integrity.

Kharkiv University of Internal Affairs interprets academic integrity as compliance with references to sources of information in the case of the use of ideas, developments, statements, information; compliance with the legislation on copyright and related rights; providing reliable information about research methods and results, sources of information used and own pedagogical (scientific-pedagogical, creative) activity; control over the observance of academic integrity by students; objective assessment of learning outcomes; 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 opportunities); providing reliable information about the results of their own educational (scientific, creative) activities, used research methods and sources of information [12].

The Code of Academic Integrity of the National Agency for Quality Assurance in Higher Education proposes the following content of fundamental principles and qualities: integrity, honesty and integrity, truthfulness, transparency, legality, respect, trust, consistent defense of justice, self-improvement and improvement, responsibility, honesty and integrity [6].

It is advisable to investigate what the “most popular” values of academic integrity absorb and how they are reinterpreted in scientific papers and regulations:

- **integrity:** Integrity academic communities promote the search for truth and knowledge through intellectual and personal honesty in teaching, teaching, research, and providing services on behalf of the administration. [1]; commitment to moral principles and standards that create a barrier to dishonesty in scientific work; commitment of participants in the process of implementing state policy in the field of quality of education to moral principles and standards that create a barrier to dishonesty [6].

- **honesty and integrity:** systematic avoidance of manifestations of academic dishonesty in the implementation of their own activities [6].

- **trust:** integrity academic communities foster and rely on a climate of mutual trust. A climate of trust encourages and supports the free exchange of ideas, which in turn enables scientific research to be fully realized [1]; all participants in the process of implementing state policy in the field of education quality have confidence in each other's honesty and integrity, can rely on each other, are free from fear that the results of activities may be illegally borrowed, careers are tarnished, and reputation is undermined [6];

- **equity:** Integrity academic communities set clear and transparent expectations, standards, and practices for maintaining equity in the relationship between students, faculty, and administrative staff [1]; impartial equal treatment of all participants in the process of implementation of state policy in the field of quality of education, free from discrimination and dishonesty [6];

- **responsibility:** Academic communities of integrity rely on the principles of personal responsibility, reinforced by the willingness of individuals and groups to set an example of responsible behavior. The necessity to maintain mutually agreed standards, as well as take appropriate measures in case of non-compliance [1]; the ability to take responsibility for the results of their activities, to fulfill certain obligations, to resist the manifestations of academic dishonesty, to set examples of decent behavior [6]

- **respect:** Integrity academic communities value the interactive, cooperative, and participatory nature of learning and cognition. It is necessary to respect and consider the appropriate diversity of thoughts and ideas [1];

- **mutual respect:** respect for ideas, dignity of others, mutual respect in the academic environment, appreciation of diversity of views, opinions and ideas;

- **courage:** building and maintaining academic communities of virtue requires more than just believing in fundamental values. Transformation of values from conversations about them to appropriate actions [1];

- **courage and consistent advocacy:** all participants in the educational process must behave with dignity, profess the dissemination of the principles of academic integrity and defend academic integrity in the face of outside pressure;

- **consistent advocacy:** consistent advocacy of decent behaviour and ideas of spreading the principles of academic integrity in adverse conditions of outside pressure [6];

- **legality**: compliance with the law, as well as encouraging others to do so; compliance by each participant in the process of implementing state policy in the field of quality of higher education laws and encouraging others to do so [6]

- **honesty**: participants in the process of implementing state policy in the field of quality of education properly use the powers delegated to them without exceeding or dishonesty [6];

- **scientific honesty**: devotion to moral principles and standards, academic integrity, use of authority without exceeding and observance of honesty in their performance;

- **transparency**: accessibility and openness of information, which stipulates that all participants in the process of implementing state policy in the field of quality of education are obliged to act openly, clearly and within the law [6]; all procedures related to educational and research activities must be transparent, open, clear and within the law;

- **professionalism**: maintaining a high level of competence of each participant in the process of implementing state policy in the field of education quality <https://naqa.gov.ua/wp-content/uploads/2021/03/Кодекс-академічної-добросочесності.pdf>; making every effort to continuous improvement, in particular through their own professional development and acquisition of additional competencies.

- **openness**: the obligation to act openly, within one's authority and within the law;

- **rule of law**: observance of the norms of the Constitution of Ukraine; current legislation of Ukraine in the field of higher education and other norms of legislation of Ukraine; regulations of the Academy;

- **democracy**: adherence to democratic relations between members of the academic community;

- **competence**: maintaining the highest level of competence in work and study;

- **partnership and mutual assistance**: participants of the educational process focus on partnership and mutual assistance in order to improve the quality of educational and research results;

- **truthfulness**: the pursuit of truth, free and open dissemination of best practices in the implementation of their own activities, their continuous acquisition and enrichment [6];

- **tolerance**: equal access to education and research regardless of race, colour, political, religious or other beliefs, gender, social status, national origin, health status, etc.;

- **self-improvement and improvement**: participants in the process of implementing state policy in the field of quality of education recognize the importance and make every effort to continuously improve the educational system, in particular through their own professional development [6]

It can be concluded that currently the list of values and norms of academic integrity is not fully formed and standardized, and the understanding of the concepts of these values and norms is quite extensive and varies from institution to institution.

We agree with the statement that “the process of implementing the ideas and postulates of academic honesty is gradual, complex and long-term, so it must be constantly improved, because the achievement of educational, training and research goals is possible only if ethical standards are met. Ultimately, this will lead to positive systemic changes in the life of society, starting with specific changes in the life of each higher education institution” [11, p. 98–99].

**Conclusions and prospects for further research.** Thus, the phenomenon of “academic integrity” came to Ukraine from the Western world and gained its realization and recognition in general of the Ukrainian educational and scientific community, received support at the legislative level and is enshrined in the Law of Ukraine “On Education”. There are integrity, honesty and integrity, trust, equity, responsibility, respect, mutual respect, courage, courage and consistent advocacy, legality, honesty, scientific, transparency, professionalism, openness, rule of law, rule of law, competence, competence, partnership and mutual assistance, truthfulness, tolerance, self-improvement and improvement among the values, norms and rules of academic integrity, which are based on foreign experience, taking into account the peculiarities of national culture, mentality and character. This list is not exhaustive, but notes the most popular components of academic integrity. We see the differentiation of the concepts of “academic integrity”, “academic honesty”, “academic dishonesty” as promising.

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#### Кузьменко А. О. Анатомія академічної доброчесності

*Рушійне реформування освіти України розпочалося у 2014 році шляхом встановлення головних правових, організаційних, фінансових принципів функціонування системи вищої освіти, зміцнюючи міждержавну колаборацію, автономію вищих навчальних закладів, поєднання освіти з наукою і виробництвом, ґрунтуючись на підготовці конкурентоспроможного фахівця з метою інноваційного, високотехнологічного, економічного розвитку держави та забезпечення потреб сучасного суспільства. Розвиток наукової інформації – це важливий і життєво необхідний внесок нації у загальну цивілізацію, що формує місце в ієрархії та роль кожної держави у світовій спільноті. Це посилює рівень вимог до наукової діяльності, наукових досліджень, академічного письма. Така ситуація дала поштовх до розвитку української освіти і науки в лютому 2016 року, коли інформаційний простір з'явився відреагував на раніше незнайоме поняття «академічна доброчесність», що містило такі очевидні складники, як чесність, самостійність, незалежність, професіоналізм тощо. Метою роботи є деталізація і конкретизація феномена академічної доброчесності в українській науково-освітній спільноті. Об'єктом дослідження є академічна доброчесність, а предметом – структура академічної доброчесності в українських реаліях. У статті з'ясовано, що поняття «академічна доброчесність» прийшло в Україну із західного світу і здобуло своє усвідомлення та визнання українською освітньою та науковою спільнотою, отримавши підтримку на законодавчому рівні та закріпившись у Законі України «Про освіту». Існують чесність, довіра, відповідальність, наукова чесність, прозорість, порядність, справедливість, повага, взаємоповага, мужність, відкритість, верховенство права, законність, професіоналізм, компетентність, демократія, взаємодопомога, партнерство, правдивість, толерантність, самовдосконалення, вдосконалення серед цінностей, норм і правил академічної доброчесності, які ґрунтуються на зарубіжному досвіді з урахуванням особливостей національної культури, менталітету і характеру. Цей перелік не є вичерпним, але наголошує на найпопулярніших компонентах академічної доброчесності. Ми вбачаємо диференціацію понять «академічна доброчесність», «академічна чесність», «академічна нечесність» як перспективну.*

**Ключові слова:** академічна діяльність, академічна доброчесність, законодавство України, етичні норми та цінності, Закон України «Про освіту», академічна відповідальність, реформи освіти, освітньо-наукова діяльність.