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## SUBSTANTIVE COMPONENT OF THE FORMATION SYSTEM OF ACADEMIC INTEGRITY CULTURE FOR FUTURE PHD

**Abstract.** The article illuminates the structure of the substantive component in forming the system of cultivating the culture of academic integrity at the III educational-scientific level in Ukrainian higher education institutions. **The aim** is to characterize the substantive component of the system for cultivating the culture of academic integrity among future philosophy PhDs during their professional training. **Methodology.** The work employs various scientific methods, including induction and deduction, analysis and synthesis, abstraction and specification. Various analysis methods were used in the research, including theoretical, descriptive, processing, and interpretation methods. Additional techniques such as observation, classification, and systematization were also utilized. **The scientific novelty** lies in proposing a three-element structure of the substantive component of the system for cultivating the culture of academic integrity among future philosophy PhDs during their professional training; providing a characterization of the development of an axiologically significant environment in higher education institutions; describing the scientific and methodological activities with the graduating department, particularly with the research supervisor; and organizing educational and research activities with future PhDs. **Conclusions.** The significant component in forming the culture of academic integrity among future philosophy PhDs manifests through various spheres of activity at three levels. Firstly, it encompasses designing the axiological-meaningful environment of higher education institutions. The second level involves the scientific-methodological work of the faculty, including academic supervisors, involved in the preparation of future philosophy PhDs. Lastly, the third level encompasses educational and research activities with future philosophy PhDs. Building this system involves both designing an appropriate educational and scientific environment and interacting with key stakeholders of this system. The development of future philosophy PhDs occurs at different stages within our system, starting with the adaptive-cognitive stage, where they adapt to the academic environment. At the activity-technological stage, they shape their position and demonstrate the profession's values through engagement in various activities. The role of the academic faculty shifts from supervisory to collaborative, where learners take the lead, guided by the culture of academic integrity.

**Key words:** substantive component, graduate student, academic integrity culture, research supervisor, university environment, educational and scientific process.

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## ЗМІСТОВИЙ КОМПОНЕНТ СИСТЕМИ ФОРМУВАННЯ КУЛЬТУРИ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ МАЙБУТНІХ ДОКТОРІВ ФІЛОСОФІЇ

**Анотація.** У статті висвітлено структуру змістового компоненту формування системи формування культури академічної доброчесності на III освітньо-науковому рівні в українських ЗВО. **Мета** – характеристика змістового компоненту системи формування культури академічної доброчесності майбутніх докторів філософії у процесі їхньої професійної підготовки. **Методологія.** Робота використовує різноманітні наукові методи, такі як індукція та дедукція, аналіз і синтез, абстрагування та конкретизація. У процесі дослідження використано різні методи аналізу, включаючи теоретичний, описовий, обробку та інтерпретацію. Також використано додаткові прийоми, такі як спостереження, класифікація та систематизація. **Наукова новизна** полягає у тому, що вперше запропоновано триелементну побудову змістового компоненту системи формування культури академічної доброчесності майбутніх докторів філософії у процесі їхньої професійної підготовки; дано характеристику розроблення аксіологічно значущого середовища в закладах вищої освіти, науково-

методичної діяльності з випусковою кафедрою, зокрема з науковим керівником, навчально-дослідницьких заходів із майбутніми аспірантами. **Висновки.** Суттєвий компонент у формуванні культури академічної доброчесності серед майбутніх докторів філософії проявляється через різні сфери діяльності на трьох рівнях. По-перше, це охоплює проектування аксіологічно значущого середовища закладів вищої освіти. Другий рівень включає науково-методичну роботу факультету, включаючи наукових керівників, які залучені до підготовки майбутніх докторів філософії. Третій рівень охоплює навчально-дослідницькі заходи з майбутніми докторами філософії. Побудова цієї системи передбачає як проектування відповідного освітньо-наукового середовища, так і взаємодію з ключовими учасниками цієї системи. Розвиток майбутніх докторів філософії відбувається на різних етапах у межах нашої системи, починаючи з адаптивно-пізнавального етапу, де вони пристосовуються до академічного середовища. На етапі діяльності та технологій вони формують свою позицію та демонструють цінності професії через участь у різних видах діяльності. Роль науково-педагогічного складу змінюється з кураторської на співпрацю, де аспіранти беруть ініціативу, керуючись культурою академічної доброчесності.

**Ключові слова:** змістовий компонент, аспірант, культура академічної доброчесності, науковий керівник, університетське середовище, освітньо-науковий процес.

**Current relevance.** In the global educational and scientific community, "academic integrity" is understood as a combination of fundamental values that underpin educational and research activities. Among the foundational values for science and education are honesty, trust, fairness, respect, responsibility, modesty, complemented by courage. The substantive content of the system for forming a culture of academic integrity, which is based on these values, serves as the foundation, the basis on which only conscientiousness and integrity, grounded in moral and ethical principles that determine the development of civil society culture, can be strengthened.

However, there are still gaps in the pedagogical systemic approach to shaping and developing academic integrity among higher education learners, particularly doctoral candidates.

The system of forming academic integrity culture is considered as a comprehensive complex that includes various interacting components with both each other and the social environment. This system reproduces the axiological-motivational environment of higher education, defining the valuable perceptions of future philosophy doctors. The formation of integrity culture during professional training takes into account the influence of society and interaction with key subjects of the system. Moreover, a key factor in determining the level of integrity is personal self-realization and positive motives of future philosophy doctors, influencing their educational activities. The system for cultivating academic integrity culture among future PhDs during professional training can be defined as a holistic, organized, interrelated set of components (motivational-target, subject-subject, content-related, environmental, technological, evaluative-resultant), which actively interact with each other and the social environment, enabling

the functioning of the higher education academic environment as a leading factor in shaping the culture of academic integrity among future PhDs.

This work extensively examines the content component of such a system. The content component illustrates specific actions involving various system subjects to realize the ideals of academic integrity during various activities (pedagogical, scientific, methodological, organizational) of future PhDs. Therefore, the dominant function of the content component directs the work with the system subjects.

**Analysis of sources and recent research.** The works of M. Zgurovsky [3] are dedicated to the contradictions in the Ukrainian education system, while Yu. Malohulko and M. Zatkhey [4] examine the issues of Ukrainian higher education institutions from the perspective of academic integrity principles. Ya. Tytska [6] in her scholarly works highlighted the direct correlation between the quality of education and academic integrity. In the field of promoting academic integrity implementation in Ukraine, N. Batechko and M. Mykhailichenko [1] conducted surveys regarding its significance in higher education institutions, while Yu. Garust and B. Pavlenko considered academic integrity as a component of intellectual property [2]. V. Menyailo raised questions concerning the preparation of philosophy doctors and their research activities [5].

**The purpose of the article** is to describe the substantive component of the system for fostering academic integrity at the tertiary education and research level, along with the following objectives:

- 1) Designing an axiological and meaningful environment within higher education institutions;
- 2) Organizing scientific and methodological activities with the faculty of the graduating department, particularly with the research supervisor;
- 3) Organizing educational and research activities with future PhDs.

**The presentation of the main material.** The European Union's stance on education, particularly higher education, aligns with the Lisbon Strategy [11]. This strategy prioritizes maintaining educational quality and positions doctoral candidates as pivotal figures in knowledge creation and advanced research to bolster economic prosperity. Within this framework, the EHEA has endorsed several essential documents, such as the Standards and Guidelines for Quality Assurance in Higher Education (ESG) [13], the European Qualifications Framework [8], along with decisions and recommendations for Bologna Process participant countries concerning the advancement of tertiary education. These encompass the Salzburg Principles-I [7], Salzburg Principles-II [12], Principles for Innovative Doctoral Training [10], Salzburg Forward [9], and others, forming the cornerstone of European nations' legislative frameworks aimed at enhancing doctoral education globally. Drawing on these foundational documents, we propose the following structure for the substantive component of the system for forming academic integrity among future PhDs. It is a three-element structure: a characterization of the development of an axiologically significant environment in higher education institutions; description of the scientific and methodological activities with the graduating department, particularly with the research supervisor; and organization of educational and research activities with future PhDs.

The work on *designing the axiological and meaningful environment of higher education institution* involves the following types of activities: the adaptation of the institution's mission and strategy prioritizes fostering academic integrity culture among third-level education and research participants; modernizing educational programs includes incorporating axiological considerations to develop both necessary competencies and relevant value-oriented orientations; strengthening the graduating department emphasizes the role of the research supervisor and encourages active participation in educational and research initiatives to enhance academic understanding; updating the educational environment involves creating didactic materials, media support, and diverse educational resources to deepen understanding and critical thinking; training administrative and pedagogical staff emphasizes communication skills, both technical and cultural, essential for fostering academic

integrity culture among future PhDs; inclusion of a wide range of pedagogical technologies aimed at forming the culture of academic integrity of future PhDs is an important component of the technological aspect of the educational environment.

At the level of *organizing scientific and methodological activities with the faculty of the graduating department*, particularly with the research supervisor, particularly with the involvement of a research supervisor, we envision work in a convergent scientific, methodological, and organizational-pedagogical direction. The content of scientific activities is a key element in shaping the culture of academic integrity, including measures to involve the faculty in research work. The faculty of the graduating department engages in scientific research, pedagogical experiments, and participates in various scientific events, including conferences, seminars, and projects. Organizing scientific events creates a platform for discussing academic integrity culture and exchanging experiences. International collaboration with scientific institutions from different countries helps leverage global expertise and exchange best practices in the field of academic integrity, promoting the quality of education and shaping the values of future PhDs.

*Organizing educational and research activities with future PhDs*, educational activities with future PhDs involve various types of work aimed at cultivating academic integrity culture in them: educational (classroom work, independent work within the classroom), socio-humanitarian (socially beneficial and volunteer work, cultural and leisure activities), scientific research, and professional activities. The educational activities of future PhDs encompass both classroom and independent study, both within and outside the university. This curriculum covers various educational components and specialized courses such as "Fundamentals and Practices of Academic Integrity" and "Academic Integrity and Career" to enhance their knowledge and skills. It also addresses several key objectives, including the development of professional competence among learners and the exchange of cultural values between academic staff and future PhDs. Additionally, it fosters an understanding of socially significant values among participants in the educational process. Independent work, an integral part of the education of future PhDs, encompasses various forms of academic and extracurricular activities, such as preparation for classes, completion of assignments from

different courses, and the development of projects and competitive works. However, currently there is insufficient activity and motivation among learners in completing these tasks. This may be related to various factors, such as the mismatch of tasks with personal interests or the underestimation of their needs in work planning. Optimization of independent work can be achieved through a review of task content and consideration of learners' individual characteristics. It is important to strike a balance between program requirements and learners' needs, and to create a stimulating learning environment. Only in this way can the potential of independent work be effectively utilized for the professional growth of future PhDs. Special attention is given to the socio-humanitarian aspect of working with future PhDs, where volunteer and socially beneficial activities collaborate with the cultural and recreational sphere. This initiative fosters the formation of ethical values and personal development through active cooperation with social institutions. Specifically, future PhDs are involved in charitable and educational events to support vulnerable populations and promote idea exchange in educational settings. Cultural and recreational activities within the socio-humanitarian framework hold significant importance for shaping values and fostering the creative potential of future PhDs. They aid in uncovering their inner abilities and understanding the importance of creativity. In this context, it's essential to involve them in various cultural events, sports sections, creative groups, and pedagogical trainings. This endeavor is aimed at internal growth and integration of values such as kindness, honesty, and responsibility into their personal structure. The research work of future PhDs includes:

- Participation in various activities contributing to their academic and professional development. They may engage in scientific competitions, write articles, and participate in conferences. This helps develop their scientific abilities and public speaking skills.

- Implementing a differentiated approach to tasks, taking into account their level of preparation and individual interests. In the first year of their training, the focus is usually on familiarizing themselves with research fundamentals and methodology, while in subsequent years, it shifts to more in-depth research.

- Participation in young scientist councils, scientific clubs, which allow them to gain practical experience in conducting research and collaborate with colleagues.

- Carrying out collective scientific projects under the guidance of experienced instructors, enabling them to deepen their knowledge and skills in research and receive valuable feedback.

During the initial year of training, the emphasis lies on fostering essential personal traits like responsibility and determination. As learning progresses, learners delve deeper into the significance of research, integral to their professional development. Towards the end of their training, engaging in scientific endeavors becomes pivotal in shaping a comprehensive understanding of academic integrity and one's role in academia.

Application of professional techniques and participation in socially beneficial activities offer practical experience. Pedagogical practices prioritize professional orientation, facilitating direct interaction between aspiring PhDs and students.

This program aims to:

- Internalize values into meaningful constructs,
- Foster emotional-value communication within academia,
- Encourage reflection on future careers,
- Cultivate a desire for self-development.

The expanded pedagogical program encourages future PhDs to deeply reflect on academic values within their personal and professional journeys.

The development of future PhDs progresses through various stages within our system, starting with the adaptive-cognitive stage, where they adapt to the academic environment. At the activity-technological stage, they shape their position and demonstrate the profession's values through engagement in various activities. The role of instructors shifts from supervisory to collaborative, with learners taking the lead, guided by the culture of academic integrity.

**Conclusion.** The substantive component in shaping the culture of academic integrity among future PhDs manifests through various spheres of activity at three levels. Firstly, it encompasses designing the axiological-meaningful environment of higher education institutions. The second level involves the scientific-methodological work of the faculty, including academic supervisors, involved in the preparation of future PhDs. Lastly, the third level encompasses educational and scientific activities with future PhDs. Building the system involves both designing an appropriate educational and scientific environment and interacting with key stakeholders of this system.

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