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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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