

UDC 378

DOI <https://doi.org/10.24919/2308-4863/73-2-50>

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CONCEPT OF PREPARATION OF FUTURE DOCTORS OF PHILOSOPHY FOR IMPLEMENTING ACADEMIC INTEGRITY CULTURE

The article presents that the research concept integrates three interrelated concepts (scientific-theoretical, methodological, and methodical) that contribute to the realization of the central idea: the formation of the academic integrity culture in future doctors of philosophy during their professional training constitutes a system grounded in the principles of the value-meaning educational paradigm. It involves the amalgamation of educational, scientific, and scientific-pedagogical activities through the utilization of a complex of innovative pedagogical technologies. The core idea and key provisions of the concept are encapsulated in the overarching research hypothesis, positing that the effectiveness of cultivating the culture of academic integrity in doctors of philosophy is attained through theoretical and methodological substantiation, as well as the development and implementation of a corresponding system that interconnects its components: goal-oriented, content-related, environmental, and technological. The research concept revolves around comprehending the process of instilling a culture of academic integrity in aspiring philosophers, considering it a pivotal element of their professional development. This is spurred by the advancement of a knowledge-based society and the demand for highly skilled professionals who can generate and propagate innovations in academic pursuits. The research concept amalgamates three interrelated concepts (scientific-theoretical, methodological, and methodical), contributing to the realization of the core idea: shaping the culture of academic integrity in future philosophy professionals within their professional training forms a system rooted in the principles of the value-driven educational paradigm. It encompasses the integration of educational, scientific, and pedagogical activities through the utilization of an array of innovative pedagogical technologies. The central idea and key tenets of the concept are encapsulated in the overarching research hypothesis, positing that the efficacy of cultivating academic integrity in philosophy professionals stems from theoretical and methodological underpinnings, coupled with the development and implementation of a corresponding system that intertwines its components: goal-oriented, content-specific, environmental, and technological.

Key words: *Doctor of Philosophy, Academic Integrity, Professional Training, Methodology, Concept.*

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КОНЦЕПЦІЯ ПІДГОТОВКИ МАЙБУТНІХ ДОКТОРІВ ФІЛОСОФІЇ ДО РЕАЛІЗАЦІЇ КУЛЬТУРИ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ

Мета дослідження полягає в характеристиці концепції процесу формування культури академічної доброчесності у майбутніх докторів філософії. Це визначається розвитком суспільства знань та потребою в конкурентоспроможних, висококваліфікованих фахівцях, здатних створювати та поширювати інновації в академічній діяльності. Для досягнення мети дослідження було використано комбінацію сучасних наукових методів, включаючи теоретичні методи, такі як аналіз, синтез, систематизація та узагальнення філософської, історичної, соціологічної та психо-педагогічної літератури. Ці методи використовувалися для визначення концептуального та категорійного каркасу дослідження, а також обґрунтування теоретико-методологічних принципів формування культури академічної доброчесності серед учасників III освітньо-наукового рівня. Концепція дослідження визначається розвитком суспільства знань та потребою у висококваліфікованих фахівцях, здатних створювати та поширювати інновації в академічній діяльності. Концепція дослідження синтезує три взаємопов'язані концепти, які сприяють реалізації провідної ідеї: формування культури академічної доброчесності майбутніх докторів філософії під час професійної підготовки становить систему, що ґрунтується на принципах ціннісно-сміслової освітньої парадигми. Вона передбачає поєднання освітньої,

наукової та науково-педагогічної діяльності за допомогою комплексу інноваційних педагогічних технологій. Панівна ідея та основні положення концепції відображені в загальній гіпотезі дослідження, яка передбачає, що ефективність формування культури академічної доброчесності у докторів філософії досягається через теоретико-методичне обґрунтування, розробку та впровадження відповідної системи.

Ключові слова: доктор філософії, академічна доброчесність, професійна підготовка, методологія, концепція.

Current relevance. The need to improve the educational process and prepare young professionals in today's academic environment is the main task of Ukrainian educational policy. Preserving and strengthening moral and ethical values in the academic sphere as well as shaping high standards of professional ethics are important tasks to ensure quality education and training of future experts. Examining this concept helps identify effective strategies and methods aimed at instilling in educational seekers a deep understanding and practical application of the principles of academic integrity in their professional activities.

Analysis of the researches. The current situation in the field of higher education in Ukraine has sparked significant interest among scholars, becoming the subject of numerous discussions and receiving diverse perspectives and evaluations from experts and society. M. Zgurovsky (Згуровський, 2006), Yu. Malohulko and M. Zatkhey (Малогулко Ю.В., Затхей, 2018), and others have focused on the development of the domestic higher education system and its integration into the European educational space. V. Menyailo (Меняйло, 2020), V. Kovtunets (Ковтунець, 2015), and others have addressed the preparation of future specialists for academic writing. In recent years, scholarly works by N. Batechko (Батечко, Михайліченко, 2019), Yu. Garust and V. Pavlenko (Гаруст, Павленко, 2017), Ya. Tytsko (Тицька, 2018), T. Finikova (Фінікова, Артюхова, 2016), and others have emerged, dedicated to examining specific issues of academic integrity.

The purpose of the research is to characterize the concept of the process of shaping the academic integrity culture in future PhDs, which is considered as a crucial component of their professional training. This is driven by the development of knowledge society and the need for competitive, highly qualified professionals capable of creating and disseminating innovations in academic activities.

To achieve the research objective, a combination of modern scientific methods has been employed, including theoretical methods such as analysis, synthesis, systematization, and generalization of philosophical, historical, sociological, and psycho-pedagogical literature. These methods have been used to define the conceptual and categorical framework of the research, as well as to substantiate the theoretical

and methodological principles of the issue of forming the culture of academic integrity among participants in the educational process.

Main body. The concept of preparing third-level education seekers for the culture of academic integrity details the author's approach to unfolding the content and implementation methods of such training. This approach is grounded in a theoretical and methodological framework and is contextualized within the leading concept of preparing aspirants – future doctors of philosophy. “Conceptio,” meaning to grasp or perceive, represents a system of views on phenomena, processes, and a way of understanding them. It is the dominant idea of the theory, providing a substantiated and scientifically proven core of the interpretation of certain phenomena and processes that determine an individual's life, strategy of human actions in implementing plans, programs, reforms, etc. (Козак, 2013: 235). The theoretical and methodological foundation of the concept incorporates two corresponding concepts (theoretical and methodological) that are interconnected.

It has been proposed a three-stage methodological structure, comprising fundamental, interdisciplinary, and specialized scientific levels. The methodological concept is based on philosophical ideas (existentialism, personalism, philosophical anthropology) and approaches of general scientific and specific scientific methodologies regarding the formation of academic integrity culture in future doctors of philosophy. The existential approach supports individual uniqueness and creative realization. The axiological approach is oriented towards universal values and integrity. The systemic approach views the culture formation process as a system. The personal-subjective approach emphasizes the importance of interaction among subjects. The activity-reflective approach takes into account the phenomenon of “academic integrity culture”. The acmeological approach is directed towards self-improvement. The hermeneutic approach focuses on shaping culture through the interpretation of activity results.

The development of the concept for shaping the culture of academic integrity among future doctors of philosophy is driven by several key factors. Firstly, there is a growing demand for the education of highly competitive professionals who are not only skilled but also ethically grounded, emphasizing the impor-

tance of quality work in an intellectual society. Furthermore, the policies of the European Union regarding higher education play a significant role, with a focus on strengthening the effectiveness of third-level education across the European higher education landscape – an influence that has also impacted Ukraine.

The first prerequisite is grounded in the relevance of enhancing the competitiveness of Ukrainian education and science professionals on the international stage. This involves transitioning to a stage of educational and scientific activity that considers moral-ethical norms, principles, and values of academic practitioners within the framework of academic integrity culture. This transition aims to produce cutting-edge, innovative developments and implement them in the educational process during their own academic and pedagogical activities. According to the OECD, future doctors of philosophy play a crucial role in generating new ideas, disseminating knowledge, and realizing innovations, highlighting the need for highly qualified professional training of doctoral candidates. This involves the birth and popularization of advancements in education and science throughout their preparation, motivation, incentivization, and support for work in the academic environment while adhering to academic integrity culture. This heightened interest and focus contribute to the preparation of future doctors of philosophy as a means of cultivating academic integrity culture in third-level education participants.

The second prerequisite pertains to the European Union's perspectives on education, particularly higher education, based on the Lisbon Strategy (Lisbon European Council, 2000). This strategy emphasizes ensuring the quality of education and the preparation of doctors of philosophy as "key actors" in knowledge production and conducting cutting-edge research to strengthen the economic situation. In this context, the EHEA has adopted several crucial documents, including Standards and Guidelines for Quality Assurance in Higher Education (ESG) (Standards and Guidelines, 2015), the European Qualifications Framework (Descriptors defining levels), decisions, and recommendations for Bologna Process countries on the development of the third level of higher education. These include the Salzburg Principles-I (Bologna Seminar, 2005), Salzburg Principles-II (Salzburg II Recommendations, 2010), Principles for Innovative Doctoral Training (Exploration of the implementation, 2011), Salzburg Forward (Doctoral Education, 2016), and others, serving as the foundation for the legislative frameworks of European countries to enhance doctoral training worldwide.

During the development of the concept and model of professional training for future doctors of philosophy, it is essential to consider the specifics of third-level education, particularly its differential features compared to the first and second levels. The distinct characteristics of this level encompass the professional orientation towards scientific and pedagogical activities, engagement in active intellectual work, advanced analytical abilities, and the skill to deduce logical cause-and-effect relationships. Additionally, crucial elements include motivation for research work, innovative orientation, objectivity, unbiased thinking, immersion in real professional environments, exchange of experience with academic professionals and other third-level learners, as well as the modeling of a scientific and pedagogical worker, considering moral-ethical values and principles in academic activities. Furthermore, fostering the involvement of future doctors of philosophy in diverse scientific and pedagogical activities within higher education institutions, including teaching, methodological work, research, investigative tasks, and organizational responsibilities, is essential.

The analysis of foreign and domestic scientific sources, as well as normative legal documents regarding the development of the third level of higher education allowed us to formulate the fundamental principles on which our concept is based, namely:

1) The formation of academic integrity culture among future doctors of philosophy is not only one of the fundamental components of their professional and moral-ethical training but also constitutes an independent complex dynamic system.

2) The cultivation of academic integrity culture among future doctors of philosophy is carried out through structured programs, encompassing theoretical education, practical training, original research, and involving young researchers in educational and scientific activities at higher education institutions, with institutional support from the educational institution.

3) The outcomes of developing academic integrity culture in future doctors of philosophy are determined through a competency-based approach, incorporating both professional competence in their specialization and chosen field of scientific research, as well as essential general competencies acquired through practical experience.

4) The foundation for the practical training of doctors of philosophy involves the formation of academic culture and gaining international/national/regional experience, particularly in conducting educational and scientific activities aimed at addressing the current needs and demands of education and science in the respective field/space/time continuum.

5) The formation of academic integrity culture among future doctors of philosophy occurs in a high-quality educational and scientific environment characterized by numerous leading researchers and trends, advanced infrastructure, modern information and communication support, conducive organizational and socio-psychological conditions, maximizing the disclosure of academic-creative potential, enhancing motivation, and receiving societal recognition for their results.

6) The academic professional training of doctors of philosophy is grounded in European experience in their future professional activities, primarily demonstrated in the ability to present research results in leading scientific publications included in bibliographic databases, implement original developments, engage in scientific and pedagogical activities adhering to moral-ethical norms, principles, and values, and realize their own innovative achievements.

7) The development of academic integrity culture among future doctors of philosophy involves measures for their academic development and improvement, focusing on creating and promoting their own scientific views, expanding the educational-scientific network of professional contacts, developing an individual portrait of a virtuous academic figure, and more.

The guiding idea of the concept is the development of a scientific and methodological system for cultivating academic integrity culture in future doctors of philosophy during their professional training. This system is presented through two components:

– Educational, reflecting the theoretical and practical aspects of forming the academic integrity culture of future philosophy doctors during their professional training.

– Professional, involving the organization of their quasi-educational and scientific activities as a means of acquiring personal experience in implementing academic integrity culture in various contexts.

The practical implementation of the leading concept involves the following:

1) Development of the content for cultivating the academic integrity culture of future doctors of philosophy in accordance with contemporary societal demands, requirements of the European educational and scientific space, and domestic regulatory framework for higher education, reflected in educational programs, curricula, work plans for disciplines, and individual work plans for postgraduates.

2) Ensuring the integrity of the process of cultivating the academic integrity culture of future doctors of philosophy, which includes acquiring necessary knowledge, practical skills, and abilities during their professional training, as well as their subsequent updating during academic activities.

3) Utilizing modern forms, methods, and means of education to provide a systematic approach to the process of cultivating the academic integrity culture of future doctors of philosophy, encompassing motivational-target, subject-subject, content, environmental, technological, and evaluative-result components.

4) Creating a favorable psychological-emotional environment in higher education institutions aimed at enhancing motivation, active professional activity, and expression of the creative potential of future doctors of philosophy, in compliance with recommendations for academic integrity behavior.

5) Mutual integration of educational and professional activities of third-level education seekers to enhance their personal academic experience in conducting scientific and pedagogical activities, implementing and popularizing new knowledge through presenting research results at conferences, seminars, round tables, publishing in national and international journals (with international indexing such as Index Copernicus, Erih+, SENSE, Web of Science, Scopus, etc.), participating in grant activities, contests, and innovative projects.

6) Implementation of a set of measures focused on self-reflection, self-improvement, professional development of future philosophy doctors, as well as activating the manifestation of their academic integrity culture.

Conclusion. To sum up, the research concept is based on understanding the process of forming the culture of academic integrity in future doctors of philosophy as a crucial component of their professional training. This is driven by the development of the knowledge society and the need for highly qualified professionals capable of creating and disseminating innovations in academic activities. The research concept synthesizes three interconnected concepts (scientific-theoretical, methodological, and methodical), which contribute to the implementation of the leading idea: the formation of the culture of academic integrity in future doctors of philosophy during professional training constitutes a system grounded in the principles of the value-meaning educational paradigm. It involves combining educational, scientific, and scientific-pedagogical activities through the use of a complex of innovative pedagogical technologies. The dominant idea and main provisions of the concept are reflected in the general research hypothesis, which assumes that the effectiveness of forming the culture of academic integrity in doctors of philosophy is achieved through theoretical and methodological justification, the development, and implementation of a corresponding system, interrelating its components: goal-oriented, content-related, environmental, and technological.

It will be perspective to characterize in details theoretical justification and modeling of the system for cultivating the culture of academic integrity in future doctors of philosophy during their professional training.

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