

ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ЗАСАДИ ВИЩОЇ ТА ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

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ACADEMIC-INTEGRITY FRIENDLY ENVIRONMENT FOR FUTURE PHD

The environment includes educational, scientific, and professional components, which together foster knowledge development, creativity, and professional self-growth for future PhDs. The diversity of interpretations of environments in higher education reflects efforts to create an optimal setting that fosters students' creative potential and personal growth. The *object* of the article is the culture of academic integrity among future Doctors of Philosophy, and the *subject* is the environmental component of the system for developing the culture of academic integrity in future Doctors of Philosophy. The *purpose* is characteristics of environmental component of the system of forming academic integrity culture for PhDs. The concept of a professionally oriented educational-scientific environment for PhD candidates integrates academic, ethical, and value-based components to support their development. This environment should evolve through four stages: preparatory, integrative, interactive, and productive, each designed to nurture professional competencies and academic integrity. The preparatory stage, managed by university staff, sets the groundwork for academic training, including document formation, resource planning, and risk analysis. Key components of this stage include qualified staffing, ethics training, and ensuring access to educational infrastructure. The integrative stage begins with the first year of graduate study, where PhD candidates immerse themselves in the academic environment, adapting to new challenges and aligning their personal values with the system. This stage fosters ethical growth through professional disciplines, research ethics, and extracurricular activities, all aimed at shaping ethical behavior and self-realization. Active participation in cultural, social, and humanitarian initiatives enhances their creative potential and understanding of professional values. Through collaboration with experienced educators and researchers, PhD candidates strengthen their academic integrity and leadership skills, while contributing to research innovations and societal issues. This dynamic environment nurtures the holistic development of future scholars, ensuring they become ethical, well-rounded professionals. The concluding productive stage occurs in the third and fourth years of graduate school, focusing on refining professional skills through educational, scientific, and extracurricular activities. PhD candidates actively engage in teaching, research, and academic projects, deepening their knowledge and contributing to the academic environment. They internalize key ethical principles such as honesty, responsibility, and professionalism, applying them in their academic and professional work. By the end of their training, future doctors of philosophy solidify their personal and professional values, aligning them with universal principles and generating their own meanings in their field.

Key words: academic integrity, educational environment, scientific environment, professional environment, university environment, doctor of philosophy, higher educational institution.

Current relevance. The system of cultivating a culture of academic integrity in future PhD candidates during their professional training is so comprehensive that it encompasses not only pedagogical and methodological aspects but also an important element – the environmental component. This element is defined by the need to create special conditions that foster the understanding, acceptance and active practice of academic values in accordance with established standards and ethical norms. The academic environment of a higher education institution

plays a crucial role in enabling future PhD candidates to deeply grasp these values, develop critical thinking, and form meaningful approaches to research activities. The *object* of the article is the culture of academic integrity among future Doctors of Philosophy, and the *subject* is the environmental component of the system for developing the culture of academic integrity in future Doctors of Philosophy. The *purpose of the article* is characteristics of environmental component of the system of forming academic integrity culture for PhDs.

Main results. It can be noted that the environment is primarily viewed as a set of conditions and serves as a necessary prerequisite for the functioning of a specific system or technology [Kuzmenko, Biriukova, Tiahlo, Tiahlo 2024]. This position is confirmed by the philosophical notion of the environment as a complex of social, material, and spiritual conditions in which an individual exists, carries out their activities, and forms their personality [Fedii 2016: 88–97].

Given that the majority of future PhD candidates undergo their professional training primarily within institutions of higher education, it is appropriate to examine the scientific definition of the university environment as a social institution. The university environment is a combination of social, psychological, and spiritual factors and conditions that directly surround the student during their learning process [Volkovska 2016:10]; a unique space where students, lecturers, researchers, and administration work together to achieve educational and scientific goals [Novhorodskyi, Makhotkina 2019: 68-70]. The university environment is logically associated with and identified as the university itself, as a social institution and specific system, which is meant to fulfill a unique mission and institutional role [Riabchenko 2018].

Thus, it can be concluded that most scholars understand the university environment through the lens of the space and localization of the learning process. Alongside this, other researchers propose the term “academic environment”. The academic environment is a specific community that brings together scholars, students, researchers, lecturers, and other participants in higher education who work collectively to develop and disseminate knowledge. This society is based on the principles of science, education, and the exchange of intellectual resources [Todorova 2019:116; Burak 2020: 126-128]. We are certainly inclined to agree with the view that the academic environment is one where all its members understand the necessity of adhering to the principles of academic integrity [Metodychni rekomendatsii dlia zakladiv vyshchoi osvity z pidtrymky pryntsyviv akademichnoi dobrochesnosti].

Understanding the specifics of training a future Doctor of Philosophy, which encompasses educational, scientific, and practical (professional) components, this work finds it relevant to define

the concepts of “educational environment”, “scientific environment”, and “professional environment”.

The educational environment is a form of cooperation aimed at creating communities that facilitate the transmission of essential norms of life activity, as well as the methods, knowledge, skills, and competencies necessary for learning and communication [Loboda 2021: 19]. We support M. Bratko’s view that the educational environment is a multi-level system of conditions/factors/opportunities that provides optimal parameters for the educational activity of a specific educational subject in all aspects – goal-oriented, content-based, procedural, outcome-oriented, and resource-based [Bratko 2015: 68–70].

The educational environment is viewed as a space where individuals not only acquire knowledge but also actively contribute to its development. The core principles of value-semantic education highlight that, through interaction with the environment, individuals bring their unique perspectives and attitudes to the surrounding world, fostering creativity and innovation. This observation emphasizes the importance of not only the environment’s influence on individuals but also the role individuals play in creating an intellectually rich and ethically oriented educational environment. Such an approach recognizes that a person is not merely a lens through which the environment is perceived, but an active architect shaping its essence and interacting with it on various levels.

Given the predominance of research activity in the preparation of students at the third educational-scientific level, it is essential to outline the significance of the scientific environment. H. Tsekhmistrova emphasizes that this environment fosters intensive scientific activity, creates conditions for high-quality research, facilitates the exchange of ideas, and promotes the development of new knowledge within the scientific community [Tsekhmistrova 2003]. A. Researchers V. Sheiko and N. Kushnarenko stress that the scientific environment includes not only space for the development of science but also for innovation, the formation of scientific communities, and addressing significant problems [Sheiko, Kushnarenko 2006].

The concept of the scientific environment outlines the theoretical and practical framework

that describes the main ideas and components necessary for effective scientific activity and development [Sverdán, Sverdán 2006]. A more detailed definition is provided by Ye. Shishkina and O. Nosyrev, who describe the scientific environment as a setting where scientific activities, research, experiments, and developments take place. This can include scientific laboratories, university campuses, research institutes, or any other location where scientists and researchers operate. In such environments, new technologies are developed, new laws of nature are discovered, and complex scientific problems are addressed [Shyshkina, Nosyrev 2014].

Preparation at the third educational-scientific level is the first professional experience for the future Doctor of Philosophy as the graduate student immerses themselves in the work of a scientific-pedagogical worker during practical activities, such as conducting classroom sessions and developing methodological guidelines. Thus, it is essential to understand the significance of the professional environment. O. Bilous and P. Samoylenko suggest that the professional environment of pedagogical practice is a unique complex of influences and conditions that provide the creation of a dynamic, uncertain, heterogeneous space filled with problematic situations and opportunities, where the mechanisms of professional self-development are activated, generating new meanings, values, and motives for future professional-pedagogical activities, shaping life perspectives, and fostering the ability for self-projecting [Bilous, Samoylenko 2020: 84-86]. O. Ignatovych characterizes the professional environment as involving diverse tasks that require personal initiative, management skills, and social competencies [Ignatovych, Tataurova-Osika, Shevenko 2021].

Such a diversity of interpretations of environments in higher education institutions indicates the active efforts of researchers to create a maximally effective environment tailored to the needs and interests of students. This environment should help them realize their creative potential and find personal meaning in the learning process and their future professional activities.

Results. In the context of this work, we propose the concept of a professionally oriented educational-scientific environment that provides appropriate

conditions and opportunities for the preparation and development of future doctors of philosophy within a socially-local subject environment. This environment aims to foster professional knowledge, skills, and competencies necessary for academic activities. Such an environment should be maintained throughout the professional training of graduate students and serve as a system-forming component that integrates the axiological potential of all system components to shape ethical and value orientations related to the culture of academic integrity among future doctors of philosophy.

Let us focus on the dynamics of environmental formation in the context of developing a culture of academic integrity among future doctors of philosophy. We propose four stages of environmental formation: preparatory, integrative, interactive, and productive.

The first stage, the *preparatory* stage, involves preparation for the admission process, occurring without the participation of future doctors of philosophy. This stage is executed by the staff of the higher educational institution (HEI) providing professional training at the third educational-scientific level. At this stage, the goals and objectives of academic activity are established; information is gathered; necessary data is systematized to “launch” the work; timelines are planned; necessary resources (material, financial, human, etc.) required for the implementation of activities are prepared; risks are analyzed, and plans for their minimization and/or prevention are developed; and organizational activities (preparation of documentation, its coordination with interested parties, etc.) are undertaken.

The leading components of this stage include:

- Formation of a package of documents (regulatory framework, contracts, agreements, etc.) that regulates the relationships of the parties and minimizes the occurrence of conflicts of interest;
- Highly qualified staffing, which primarily implies the professionalism of the academic and teaching staff. This means that the faculty must meet the requirements for conducting academic activities in training future doctors of philosophy. Such requirements may include possessing a scientific degree, academic title, participation in grant activities, an active research and publication record (articles in specialized and/or foreign journals, particularly those indexed

in databases such as Index Copernicus, Erih+, Scopus, Web of Science, etc.), monographs, theses, textbooks, manuals, etc., systematic professional development, internships, citation rates, participation in methodological support for subjects, and organization/conduct/participation in scientific and practical events of various levels, as well as proficiency in foreign languages;

– Ethics of behavior for all staff members of the HEI. To ensure this, training sessions on mutual respect, the unacceptability of discrimination based on any grounds, responsible attitudes towards duties, openness, and honesty in interactions with colleagues, students, and partners, protection of personal data of third parties, prevention of the disclosure of confidential information, thoughtful expression of thoughts and actions, recognition of mistakes and their correction, support for an atmosphere of cooperation and mutual assistance, fostering team spirit, and objectivity and impartiality in decision-making, are provided;

– Educational infrastructure: ensuring access to high-quality educational resources, libraries, laboratories, and research centers.

The second stage, the *integrative* stage, coincides with the admission to the higher education institution and the first year of study in graduate school (the first and second academic semesters). The integrative stage is characterized by the immersion of future doctors of philosophy in the educational and scientific process, adaptation to new conditions and requirements, and the challenges of the social situation in which the future specialist compares their capabilities with the system of value-meaning principles of the environment. This, in turn, leads to the emergence of contradictions that stimulate the development of the student and changes in their hierarchy of values.

At this stage of environmental formation, we associate it with educational activities and the importance of leading professional disciplines. Ethical aspects should be incorporated into all components of the educational-scientific program. Issues related to research ethics, studying ethical standards in one's field, and discussions with experts can play a crucial role in shaping conscious ethical behavior.

In addition, the active extracurricular participation of future doctors of philosophy in

cultural and social events during their professional training contributes to the revelation of their creative potential, the formation of a positive self-image, self-realization, and, consequently, the understanding of personal values and principles.

Engagement in various social and humanitarian initiatives, such as socially beneficial, volunteer, and cultural-patriotic activities, is also considered important for future doctors of philosophy. In our opinion, the appropriate environment allows for the full realization of the potential of these activities, which includes value, meaning, cognitive, subjective, reflexive, and recreational aspects. Integrating future doctors of philosophy into diverse forms of value-laden activities facilitates their active adaptation to the surrounding conditions and a profound understanding of the meaning of their professional journey. This process creates the basis for an immersive environment during the adaptive-cognitive development stage, which is crucial for the internalization of values at both the universal and professional levels, as well as for aligning the hierarchy of values at the individual-life level.

The next stage, the *interactive* stage, takes place during the third and fourth academic semesters (the second year of training in graduate school).

Educational activities within professional disciplines are assimilated with various forms of pedagogical practices (familiarization, teaching, group activities, etc.). This ensures the complete realization and understanding by future doctors of philosophy of their own experience interacting with students of the first and second levels of education. It provides an opportunity to work on their readiness to implement a culture of academic integrity from the perspective of a scientific-pedagogical worker, on one hand. On the other hand, it fosters interaction with the academic staff of the department from a position of collaborative cooperation.

Engagement with experienced researchers and educators creates a positive environment for the transmission of valuable knowledge and ethical standards. This also directly contributes to mutual understanding and the avoidance of conflicts, as well as the formation of common values, including academic integrity.

Active interaction with the educational and scientific community occurs through

participation in department meetings, operational consultations, scientific conferences, seminars, and round tables.

The formation of research groups and projects, in which future doctors of philosophy collaborate with other academic staff, stimulates collective work and mutual influence. Creating such incentives for scientific innovations and research aimed at solving pressing societal problems can enhance motivation to adhere to high standards of integrity. In this environment, young scholars learn to interact and address ethical issues.

Undoubtedly, at this stage, the civic engagement of the future doctor of philosophy plays an essential role in their professional and personal development. This includes fostering emotional involvement, developing empathy, recognizing the value of academic activity, enhancing pedagogical skills, practically applying theoretical knowledge, and implementing innovative inventions. This engagement contributes to the formation of leadership qualities, expanding networks of contacts, and improving communication skills, as well as fostering social responsibility and acquiring diverse skills that inspire research activities.

Participation in civic initiatives allows future doctors of philosophy to develop their leadership and organizational abilities, manage teams, and implement positive changes in their communities. Interaction with other volunteers and representatives of social institutions facilitates the expansion of networks, which is undoubtedly beneficial for their future academic and professional careers. Engagement in socially beneficial activities helps future doctors of philosophy understand their social responsibility and role in addressing societal issues.

Being active in volunteer projects can help future doctors of philosophy acquire new skills that may be useful for their academic and professional pursuits. Civic engagement can serve as a source of inspiration for future doctors of philosophy, providing new ideas for their research. Applying acquired knowledge to real societal issues can enhance the significance of their academic work. Overall, an active civic stance helps graduate students become more well-rounded and expand their influence on society.

At this stage, a simulation of professional activity occurs both in the classroom (within

professional courses and pedagogical teaching practice) and outside it, through the integration of educational and professional activities, as well as immersion in the research sphere.

Thus, the formation of the environment at the interactive stage occurs through mastering professional disciplines, a specially designed course on “Foundations and Practices of Academic Integrity Culture,” pedagogical practices, and socio-humanitarian activities. Therefore, the axiological-meaningful environment becomes modeled to reflect more realistic conditions of professional activity. Its immersiveness increases, and the future doctor of philosophy gradually becomes an active participant in the educational and scientific process, internally recognizing leading values and assigning them personal significance.

The concluding *productive* stage unfolds during the third and fourth years of training in graduate school (the fifth and eighth academic semesters) and encompasses educational, scientific, and professional activities, along with all forms of extracurricular work.

Environmental formation occurs through the final refinement of professional skills within specialized subjects, practical training, and active participation of future doctors of philosophy in various projects within extracurricular work. The significance of academic practices grows, where the future doctor of philosophy effectively performs the duties of a scientific and pedagogical staff member (teaching, developing methodological materials, preparing and conducting classes), and the involvement of students at the third educational-scientific level in research activities intensifies (writing professional and international articles, presenting conference abstracts, participating in scientific projects, and engaging in competitions and olympiads, etc.).

This not only allows for an expansion of knowledge but also represents personal meanings based on established values, enriching the axiological-meaningful environment of the higher education institution. At this stage, students at the third educational-scientific level rely on prevailing universal principles and values (respect for human dignity, freedom and autonomy, equality and justice, solidarity and mutual aid, honesty and responsibility) in their professional activities. They clearly understand the meaning

and character of the key ethical principles of their future profession, as they are effectively immersed in scientific-pedagogical activities that encompass all forms of academic engagement.

By the time of completing their professional training, future doctors of philosophy become aware of their individual life values and professional academic principles. The key principles include honesty, respect, tolerance, professionalism, transparency, confidentiality, responsibility, justice, and service to society, among others. Moreover, the future doctor of philosophy gradually begins to generate their own meanings in alignment with these accepted values.

Conclusions and perspectives. In summary, the formation of a culture of academic integrity among future doctors of philosophy incorporates an environmental component. This means creating and maintaining a professionally oriented educational and scientific environment within higher education institutions (HEIs) that fosters favorable conditions for the preparation and development of future doctors of philosophy in a socially localized subject context. This environment is geared toward developing professional knowledge, skills, and competencies while considering the necessary academic competencies. Such an environment should be maintained throughout the entire training of graduate students, serving as a systemic component that integrates the axiological potential

of all elements within the system to shape the ethical and value orientations of a culture of academic integrity among future doctors of philosophy. This encompasses a complex of sociocultural, psychological-pedagogical, and didactic-technological conditions and opportunities. Such an approach ensures the implementation of ethical norms within the system of professional training for future doctors of philosophy and promotes their personal and professional development through self-actualization, self-development, self-improvement, and the formation of meanings related to the culture of academic integrity based on recognized values. The process of environmental formation unfolds gradually. During the preparatory stage, the primary focus is on establishing normative legal frameworks for the interaction of parties, selecting qualified staff, ensuring ethical behavior among HEI personnel, and maintaining adequate infrastructure. In the integrative stage, adaptation to the requirements of the educational and scientific process and participation in socially beneficial initiatives are emphasized. The interactive stage stimulates professional, research, and civic engagement. The productive stage ensures an understanding of values, followed by their reproduction in professional activities.

Perspective aspect is to characterize the technological component of the system of academic integrity culture formation for PhDs.

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**ДРУЖНЄ ДО АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ СЕРЕДОВИЩЕ
ДЛЯ МАЙБУТНІХ ДОКТОРІВ ФІЛОСОФІЇ**

Середовище включає освітні, наукові та професійні компоненти, які разом сприяють розвитку знань, креативності та професійному саморозвитку майбутніх докторів філософії. Різноманіття тлумачень середовищ у вищій освіті відображає зусилля щодо створення оптимальних умов, які сприяють розкриттю креативного потенціалу студентів та їх особистісному зростанню. Об'єктом статті є культура академічної доброчесності майбутніх докторів філософії, а предметом – середовищний компонент системи формування культури академічної доброчесності у майбутніх докторів філософії. Мета статті – характеристика середовищного компонента системи формування культури академічної доброчесності для докторів філософії. Концепція професійно орієнтованого освітньо-наукового середовища для аспірантів інтегрує академічні, етичні та ціннісні компоненти для підтримки їхнього розвитку. Це середовище повинно еволюціонувати через чотири етапи: підготовчий, інтегративний, інтерактивний та продуктивний, кожен з яких спрямований на розвиток професійних компетентностей та академічної доброчесності. Підготовчий етап, що управляється працівниками університету, закладає основу для академічної підготовки, включаючи формування документів, планування ресурсів та аналіз ризиків. Ключовими компонентами цього етапу є кваліфікований кадровий склад, навчання з питань етики та забезпечення доступу до освітньої інфраструктури. Інтегративний етап починається з першого року аспірантури, коли аспіранти занурюються в академічне середовище, адаптуючись до нових викликів і узгоджуючи свої особисті цінності з системою. Цей етап сприяє етичному зростанню через професійні дисципліни, етику досліджень та позакласну діяльність, спрямовані на формування етичної поведінки та самореалізації. Активна участь у культурних, соціальних та гуманітарних ініціативах підвищує їхній творчий потенціал та розуміння професійних цінностей. Співпрацюючи з досвідченими викладачами та дослідниками, аспіранти зміцнюють свою академічну доброчесність і лідерські навички, вносячи свій внесок у дослідницькі інновації та суспільні проблеми. Це динамічне середовище сприяє всебічному розвитку майбутніх науковців, забезпечуючи їхню етичність та гармонійність. Заключний продуктивний етап відбувається на третьому та четвертому курсах аспірантури, зосереджуючи увагу на вдосконаленні професійних навичок через освітню, наукову та позакласну діяльність. Аспіранти активно займаються викладанням, дослідженнями та академічними проектами, поглиблюючи свої знання та вносячи свій внесок в академічне середовище. Вони інтерналізують ключові етичні принципи, такі як чесність, відповідальність та професіоналізм, застосовуючи їх у своїй академічній та професійній діяльності. До кінця своєї підготовки майбутні доктори філософії укріплюють свої особисті та професійні цінності, узгоджуючи їх з універсальними принципами та генеруючи власні значення у своїй сфері.

Ключові слова: академічна доброчесність, освітнє середовище, наукове середовище, професійне середовище, університетське середовище, доктор філософії, вищий навчальний заклад.