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ACADEMIC INTEGRITY IN THE ACTIVITY OF A FOREIGN LANGUAGE TEACHER

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The paper investigates the academic integrity (AcadI) in the activity of a foreign language (FL) teacher at a general secondary education institution (GSEI). **Aim of research** is to highlight the factors of formation of the FL teacher's AcadI, to define the directions of its activity regarding the promotion of AcadI, to name the leading ways of preventing violations of AcadI in the GSEI. **Methods.** To achieve the goal, the following methods were used as theoretical (analysis, synthesis of normative and scientific and pedagogical sources) and empirical (observation of the educational process). **Results and discussion.** The factors of formation of the FL teacher's AcadI are singled out and characterized, including the personality qualities of the FL teacher, which can be natural (from the birth) or acquired, the appropriate acquired qualification (an example of the popularization of AcadI and the prevention of its violations in the training of FL teachers under the specialities "Secondary Education (English Language and Literature)" and "Secondary education (German language and literature)" on the basis of Hryhorii Skovoroda University in Pereiaslav, Ukraine), self-education and direct practical professional activity and experience. The authors determined the directions of activity of a FL teacher regarding the promotion of AcadI were defined as: 1) personal example of behavior and academic culture of the FL teacher, 2) the extracurricular work with students about AcadI; 3) optional FL classes on AcadI; 4) the curricular work of the FL teacher with the students directly at FL classes. The leading ways to prevent violations of academic integrity in GSEI were identified: 1) adoption of the Regulation on academic integrity, which should be published on the website of the educational institution and brought to the attention of every participant in the educational process; 2) conducting educational work on compliance with academic integrity; 3) strengthening of self-motivation, self-esteem and self-respect of students, etc. Aspects, thanks to the analysis of which it is possible to verify compliance with the academic culture in the school, are also defined. **Conclusions.** It was made an attempt to highlight the factors of formation of the FL teacher's AcadI, which are considered to be as the following:

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personality qualities, appropriate acquired qualification, self-education, practical professional activity. The directions of activity of a FL teacher regarding the promotion of AcadI were defined and the leading ways of preventing violations of AcadI in the GSEI were named according to the authors' opinion. The prospect of further research is interviewing FL teachers on their opinion towards AcadI and problems and benefits of participating in AcadI popularization at GSEIs.

Keywords: integrity, academic integrity, foreign language teacher, teacher training, activities of GSEI, types of teacher's activities, prevention of violations.

АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ У ДІЯЛЬНОСТІ ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ

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Дослідження присвячено питанню академічної доброчесності (АД) у діяльності вчителя іноземної мови у закладах загальної середньої освіти (ЗЗСО). **Мета статті** – висвітлити чинники формування АД вчителя іноземної мови, визначити напрямки його діяльності щодо сприяння АД у ЗЗСО, назвати провідні шляхи попередження порушень АД у ЗЗСО. **Методи.** Для досягнення мети використано такі методи: теоретичні (аналіз, синтез нормативних та науково-педагогічних джерел) та емпіричні (спостереження за навчальним процесом). **Результати.** Виокремлені та охарактеризовані чинники формування АД вчителя іноземної мови, серед яких особистісні якості вчителя, які можуть природними чи набутими, відповідна здобута кваліфікація (розглянуто приклад популяризації АД та профілактики її порушень у підготовці вчителів іноземної мови за освітньою програмою (ОП) Середня освіта (Англійська мова та література) та ОП Середня освіта (Німецька мова та література) на базі Університету Григорія Сковороди в Переяславі), а також самоосвіта та безпосередня практична професійна діяльність і досвід. Автори визначили певні напрями діяльності вчителя іноземної мови щодо популяризації академічної доброчесності: власний приклад поведінки та академічної культури на основі принципів доброчесності; виховна робота з учнями, оскільки майже всі вчителі є класними керівниками, то цей вид у формі шкільних виховних годин співпраці з учнями є архіважливим; робота з учнями факультативно для популяризації культури чесності серед учнів ЗЗСО, під час яких українською та англійською мовою можна спробувати розвивати персональні моральні цінності; робота вчителя іноземної мови з учнями на уроці щодо якісного засвоєння учнями правил академічної доброчесності та культури. Визначено провідні шляхів профілактики порушень академічної доброчесності у ЗЗСО: 1) прийняття Положення про академічну доброчесність, яке має оприлюднюватися на веб-сайті закладу освіти та доводиться до відома кожного учасника освітнього процесу; 2) проведення просвітницька робота щодо дотримання академічної доброчесності; 3) зміцнення самомотивації, самооцінки та самоповаги у здобувачів освіти, тощо. Також визначено аспекти, завдяки аналізу яких можна здійснити перевірку дотримання академічної культури у школі. **Висновки.** Автори статті здійснили спробу виокремити чинники формування АД вчителя іноземної мови, якими вважаються: особистісні якості, відповідна набута кваліфікація, самоосвіта, практична професійна діяльність. Напрямами діяльності вчителя іноземної мови щодо популяризації АД були визначені: 1) особистий приклад поведінки та академічної культури вчителя іноземної мови; 2) позанавчальна виховна робота з учнями щодо АД; 3) факультативні заняття іноземною мовою щодо АД; 4) безпосередньо навчальна робота вчителя іноземної мови зі студентами на заняттях. Названі провідні, на думку авторів, шляхи запобігання порушенням АД у ЗЗСО. Перспективою подальших досліджень зазначено опитування вчителів іноземної мови щодо їхньої думки про АД та проблем і переваги участі в її популяризації в ЗЗСО.

Ключові слова: чесність, академічна доброчесність, вчитель іноземної мови, підготовка вчителя, діяльність ЗЗСО, види діяльності вчителя, профілактика порушень.

Introduction of the issue. Currently, Ukraine has clearly outlined the guidelines for entering the educational and scientific space of Europe, actively

modernizing the educational system for its improvement, including in the area of preventing violations of the norms and rules of the teachers' academic culture.

Hence the issue of the academic integrity in the professional activity of a FL teacher is relevant to be studied.

In recent years, in the process of reforming education, the Ukrainian government has adopted a number of normative documents regulating the activities of educational institutions in compliance with academic integrity. New versions of the laws of Ukraine "On Education", "On Higher Education", "On Copyright and Related Rights", "Recommendations on Prevention of Academic Plagiarism and its Detection in Scientific Works (Abstracts, Dissertations, Monographs, Scientific Reports, Articles, etc.)". These normative legal documents define in detail the concepts of "academic integrity", "types of academic offenses" and others, which brings the fight against crimes in the scientific environment to the state level, that is an inherently unique phenomenon compared to other countries where this is not the case practiced.

AcI is influenced and presented by specific people at education as employees and students with their parents etc. The AcadI could exist only in highly developed system of education, which is formed by all its participants, FL teachers including.

Current state of the issue. The acceptance by all participants of the educational and scientific process of the principles of AcadI is "a guarantee that Ukrainian education and science will be equally involved in the global process of scientific communication. Therefore, strengthening academic integrity should be a priority" [2: 15].

Different aspects of the problem of AcadI have been investigated in the works of many domestic and foreign scientists: the leading aspects of the AcadI in the system of education and science [2; 5; 6], AcadI in the general secondary education system [4; 13; 14] etc. A lot of aspects of teacher training were studied, f.e. the development of the personality of the teacher-researcher [3], modern trends and problems in FL training [10; 11], the FL teachers training for their future innovative extracurricular work [7; 12]. A wide range of problems of Ukrainian

general secondary education has been studied; however, not enough attention is paid to the role of academic integrity in the professional activity of the FL teacher.

Aim of research is to highlight the factors of formation of the FL teacher's AcadI, to define the directions of its activity regarding the promotion of AcadI, to name the leading ways of preventing violations of AcadI in the GSEI.

Methods. To achieve the goal, the following methods were used as theoretical (analysis, synthesis of normative and scientific and pedagogical sources) and empirical (observation of the educational process).

Results and discussion. According to the Article 42 of the Law of Ukraine "On Education", academic integrity is "a set of ethical principles and rules defined by law, which should be guided by the participants of the educational process during learning, teaching and carrying out scientific (creative) activities in order to ensure trust in the results of education and/or scientific (creative) achievements" [8]. By these principles we understand the following: rule of law, legality, social justice, scientific knowledge, compliance with copyright, reliability of results, professionalism and competence, partnership and mutual assistance, openness and transparency, responsibility.

Each educational institution in Ukraine must have certain documents and provisions that regulate its activities based on these principles of academic culture. AcadI is ensured by administration, teaching staff, students, their parents and other participants of the educational process. Among all the participants of the educational process at a general secondary education institution, the most important are students, teachers, and administration.

Considering the teacher's person is at the center of our research, the AcadI of the foreign language teacher at GSEI is believed to be a set of ethical and defined by law principles, which he/she should be guided by during self-education (when a learning process for a teacher continues), teaching FL and carrying out scientific

activities in order to ensure trust in the results of studies and/or scientific achievements. In this context, it is the important hypothesis that in general AcadI is born only from the honesty and courage of the teacher itself, i.e., first of all, the human factor plays a role in shaping scientific ethics and culture.

In accordance with Part 2 of the Article 42 of the Law of Ukraine "On Education", observance of AcadI by "pedagogical, scientific-pedagogical and scientific workers involves: references to sources of information in the case of using ideas, developments, statements; compliance with the legislation on copyright and related rights; provision of reliable information about research methods and results, sources of used information and own pedagogical (scientific-pedagogical, creative) activity; control over compliance with academic integrity by education seekers; objective assessment of learning outcomes" [8]. In our opinion, non-observance of these principles leads teachers to violate their AcadI.

Minding the fact that the concept of AcadI is "complex, so it is quite logical that compliance with its norms takes place on several levels" [6: 84], we believe that these levels are considered to be the level of state, different levels of education (pre-school, primary, secondary, vocational, higher) and the level of person itself, its knowledge and competences based on its education, self-education and work activities/experience.

Let's try to highlight the following factors of formation of the FL teacher's AcadI.

1. Personality qualities.

The most important person for a student at an GSEI is a teacher, whose role is not only to teach the particular subject, but also to develop the personality of a student, including his/her ethical values, culture and behavior, ideology etc. Based on the above stated, every FL teacher, like any other teacher, should be (or should strive to be) an example of ideal teacher with the best personality for a student, should have good nature to engage everyone to him/her, should be a friend and

leader/manager/tutor for them, should inspire students' respect and confidence, in short words, should be honest, responsible and courageous. If the teacher has at least one of the above characteristics, then he/she possesses those qualities which are basic for the AcadI formation. We are completely agree that "without developed moral traits (honesty, courage, responsibility), the very concept of "integrity", not only academic, but universal, becomes impossible" [6: 84]. Such very important qualities can be given by nature at birth or by parents during upbringing, or they can be acquired in the process of becoming a teacher at university.

2. Appropriate acquired qualification.

The training process of future teachers at higher education institutions (HEI) should ensure the becoming of a FL teacher based on the principles of integrity. This implies that the personality qualities as honesty, courage, responsibility must be formed and developed as necessary traits for further labour activities.

During the training of FL teachers at HEIs, it is also necessary to emphasize this by introducing the course "Academic Integrity of a Teacher of a Foreign Language and Literature" into the educational process, which should be a mandatory component of professional training in the specialties of Secondary education (English language and literature) and Secondary education (German language and literature) at the bachelor's level. The purpose of such a course should be: mastering the conceptual apparatus and the principles of AcadI and types of responsibility for their non-compliance; mastered methods of implementation and registration of the results of the implemented professional research; development of the students' non-standard critical thinking; formation of a thorough basis for carrying out professional research during the period of their own professional activity; development of a creative approach to the organization of professional research by applying acquired theoretical knowledge; development of the personality of the

future scientist, formation of professional competences that contribute to self-realization in the process of scientific and research activities.

Based on the experience of teaching the educational component "Methodology and Organization of Professional Research & Academic Integrity" to students of the second (master's) level of higher education (first year of study) under the specialty 014 Secondary education (English language and literature) and 014 Secondary education (German language and literature) at Hryhorii Skovoroda University in Pereiaslav (Pereiaslav, Ukraine), we can define the following learning outcomes obtained by students: 1) possession of specialized conceptual knowledge, which includes modern scientific achievements in the field of professional activity and is the basis for original thinking and conducting research, critical understanding of problems in the field of knowledge and on the border of fields; 2) mastery of the methodology of professional research; the ability to organize and conduct professional research, complying with AcadI requirements; 3) the ability to determine prospective directions of pedagogical research, in particular, theoretical and methodological features of the content, tasks, forms, methods and/or technologies of education in a GSEI; 4) the ability to work with theoretical and scientific-methodical sources (in particular, digital ones), extract, process and systematize information, use it in the educational process, etc.

Using the example of the Hryhorii Skovoroda University in Pereiaslav (HSUP), we note that this HEI has a number of documents that highlight the policy, standards and procedures for compliance with academic integrity, namely: the Code of Employee Integrity, the Anti-Corruption Program of the HSUP, Regulations on Academic Integrity, the Declaration on AcadI Observance by a Student of HSUP, the Declaration on AcadI Observance by an Employee of HSUP, Regulations on Qualification Work etc. Also, the applicant or employee of

HEIs has the right to contact the hotline of the Ministry of Education and Science of Ukraine and law enforcement agencies. Annually the Order of HSUP on measures to prevent and combat corruption approves the "Plan of Anti-Corruption Measures of HSUP".

The following tools are used to counter the violation of AcadI on the mentioned specialities of FL teachers training: 1) familiarization of all participants of the educational process with the Regulation on AI; 2) signing of Declarations on compliance with AcadI by students and teachers at HSUP; 3) carrying out information work with the participants of the educational process regarding a compliance with the principles of AcadI and ethics of scientific research; 4) checking qualification papers for academic plagiarism using the Unicheck online service by Antiplagiat. Moreover, in order to prevent non-compliance with the norms and rules of AcadI, a complex of preventive measures is used in HSUP, including annual events on the implementation of AcadI in the educational and scientific activities of students; conducting informational work (in particular, seminars) on popularizing the principles of AcadI and ethics of higher education seekers; coverage of basic concepts, laws, information bulletins and informative videos on AcadI on the HSUP website (section "Academic Integrity").

The authors believe that having become accustomed to observing the principles of AcadI while studying at the university, the teacher will also comply with it at the workplace. Also, having received the qualification of a FL teacher, students do not need to stop at self-development, but should constantly devote time to their improvement, for example, through advanced training courses, various trainings, seminars and webinars, etc.

3. Self-education. The graduated FL teachers, in order to realize successful professional activities and personal growth, could improve their qualifications through the self-world, where it is also

necessary to adhere to the principles of AcadI.

In our opinion, non-formal education for FL teachers is effective. For example, educators can complete the training course "Academic Integrity: An Online Course for Teachers" on the Prometheus platform, which provides an opportunity to look at disciplines through the prism of AcadI and offers theoretical foundations and practical tools that help strengthen a culture of AcadI (many different situations from school life are described in the course). The structure of the course covers 6 modules, namely: the concept of AcadI in higher education; teaching methods as promotion of academic integrity; design of educational programs and courses with a focus on AcadI; basics of academic writing and integrity; the design of an assessment system to enhance AcadI and academic leadership and the development of an AcadI culture.

The main thing is that during completing this (non-formal education) online course (and/or others) FL teachers should not resort to academic dishonesty, so they should: not transfer the course test results to outsiders, work independently and creatively, not look for answers on the Internet and do not expose their own answers to the general public, approached tasks with full awareness and responsibility, not try to bypass the system (scrolling videos at a fast pace, instead of carefully listening and studying them; taking tests at random, instead of carefully choosing answers, etc.; passing only a certain minimum of material necessary to obtain a certificate, and not completing all the material); not try to falsify results or obtain certificates in other dishonest ways, etc.

4. *Practical professional activity*, i.e. the FL teacher's work experience in GSEI.

Each educational institution in Ukraine must have certain documents and provisions that regulate its activities based on the principles of academic culture. According to the Law "On comprehensive general secondary education" (CGSE) it is stated that "the head and other pedagogical workers of the

educational institution ensure compliance with the principles of academic integrity in accordance with their competences" [9].

A document that can be used to analyze the extent to which a GSEI "adheres to academic integrity is the Principal's Alphabet" [4]. It was created to help educational institutions in the development of the internal system of ensuring the quality of education, provides an opportunity to carry out self-evaluation of educational and management processes. In the GSEI, AcadI is ensured by teaching staff, students of education, parents of students of education and other participants of the educational process.

The authors make an attempt to determine the directions of activity of a FL teacher regarding the promotion of AcadI:

1. *Personal example of behavior and academic culture* based on the principles of integrity, which includes: maximum compliance with regulatory documents and provisions in GSEI, honest and impartial treatment of applicants and evaluation of their work, honest cooperation with colleagues, effective and responsible performance of one's duties and obligations, passing appropriate professional development courses and seminars on the subject of integrity in the teacher's activity, visiting and/or conducting consultations with both teachers and students of education (for example, regarding the design of methodological developments, articles for publication, scientific works, etc.); having the ability to correctly use the services of free anti-plagiarism check of works, i.e. generally no violations of AcadI.

2. *Extracurricular work with students*, since almost all teachers are class teachers. This type of cooperation with students in the form of school educational hours is matter of great concern. In the direct activity as a class teacher, the FL teacher should acquaint students with the basic concepts of academic culture, the importance of human virtues and norms of ethical behavior, about the basic principles of integrity, emphasize the need for students to observe AcadI when

writing, designing and defending scientific papers of various degrees, to demonstrate samples of correctly designed scientific works, to talk about checking scientific works for plagiarism using specialized software, etc., about the types of violations of integrity in the educational space and their consequences. Attention is more often focused on such types of violations as incorrect reference to sources of information and incorrect formatting of citations, the absence of such violations is a necessary condition when writing abstracts, works of the Junior Academy of Sciences of Ukraine (JAS), etc. Educational conversations are held by FL teachers as class teachers about, for example, fraud (writing off, using unexpected auxiliary materials and/or technical means during control measures; passing the evaluation procedure instead of other people, not being independent in scientific work, etc.), bribery (offering bribes to teachers and administration, students for completed homework or assignments, etc.), plagiarism (passing off other people's texts and research as one's own, appropriating other people's scientific conclusions and achievements, textual borrowing without proper registration as citation or self-citation, etc.) and others.

Understanding academic integrity is not possible without defining what constitutes academic dishonesty. In English-language sources, the synonym of academic dishonesty is the concept of academic misconduct, which, according to M. Freeman, G. Cluckeburn and L. Treleven, is "... not only a form of fraud, but also a contradiction to the fundamental academic values" [5: 153]. Violation of AcadI by educational process participants in accordance with the Law of Ukraine "On Education" is carried out in the following forms: academic plagiarism, self-plagiarism, fabrication, falsification, writing off, deception, bribery, biased assessment; providing education seekers with assistance during their assessment of learning outcomes or creating obstacles not foreseen by the conditions and procedures of such an

assessment; influence in any form (requests, persuasions, instructions, threats, coercion, etc.) on a pedagogical worker in order to make him carry out an unbiased assessment of learning results [8], as well as forging signatures in official documents; acquisition from other persons or organizations with the subsequent submission as one's own modification of the results of educational and scientific activity; inclusion in the list of authors of educational and scientific publications or project executors of persons who did not participate in their preparation and writing; using family ties or official position to obtain advantages in academic, extracurricular, scientific or administrative fields; writing not one's own versions of tasks on control measures; the use of a system of hidden signals (sound, gestures, and others) during control works, tests, etc., with the same options [1: 13].

3. *Optional classes on AcadI*, which could be a useful tradition. Optional work at GSEIs can popularize the culture of AcadI among students. The FL teachers can try to develop personal moral values speaking not only Ukrainian, but also English in order to parallel contribute the development of FL competence of learners.

4. *The curricular work of the FL teacher with the students at FL classes* regarding the students' qualitative assimilation of the rules of academic integrity and culture. Academic integrity is considered as an important cross-cutting theme of the educational process, a value that is formed throughout the entire education during the mastery of various school subjects. Many school subjects (from physical education to fine arts) can be used to form academic integrity, but the main ones for middle and high school are "Ukrainian literature" and "Foreign literature", "Man and the world", "Civic education" and "Ukrainian language" and, of course, "Foreign language".

At FL classes, the teacher can systematically offer students to read and discuss original texts, think about moral categories and values, which will give

them the opportunity to develop independent critical thinking.

We consider the following to be the leading ways of preventing violations of AcadI in the GSEI: 1) adoption of the Regulation on Academic Integrity, which is a normative internal document approved by the decision of the pedagogical council of the GSEI and aimed at ensuring quality educational services provided to students through compliance with legal, moral and ethical norms of behavior, professional activity of teachers and professional communication of all participants in the educational process [14: 98], which should be published on the website of the GSEI and brought to the attention of each participant in the educational process; 2) conducting educational work on compliance with AcadI; 3) strengthening of self-motivation, self-esteem and self-respect of students, etc. We agree that up-to-date and meaningful information on the websites of GSEI "ensures that they comply with the requirements of the law, are open and transparent in their activities in compliance with AcadI, and are able to organize effective communication with all participants in the educational process and to be a leader in providing quality educational services and a single educational center for the territorial community" [14: 98]. The very fact of their adoption and publication on the official websites of schools already makes the participants of the educational process at GSEI "realize that AcadI is a

legal category that is gradually included in their daily school life" [13].

Increasing the level of AcadI in GSEI can be done through the creation of a virtuous environment; promotion of integrity, which is aimed at understanding the meaning of academic virtues, awareness of their values, fostering respect for oneself and others, responsibility for learning results. But the most important is the development of ethical standards of virtuous behavior of teachers, students of education, parents.

Conclusions and research perspectives. It was made an attempt to highlight the factors of formation of the FL teacher's AcadI, which are considered to be as the following: personality qualities, appropriate acquired qualification, self-education, practical professional activity. The directions of activity of a FL teacher regarding the promotion of AcadI were defined as: 1) personal example of behavior and academic culture of the FL teacher, 2) the extracurricular work with students about AcadI; 3) optional FL classes on AcadI; 4) the curricular work of the FL teacher with the students directly at FL classes. The leading ways of preventing violations of AcadI in the GSEI were named according to the authors' opinion.

The prospect of further research is interviewing FL teachers on their opinion towards AcadI and defining the problems and benefits of participating in AcadI popularization at GSEIs.

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