

Samko A. M.,
PhD Student of the Department of Andragogy
Ivan Ziaziun Institute of Teacher Education and Adult Education
of the National Academy of Pedagogical Sciences of Ukraine
Kyiv, Ukraine

THE ROLE OF ACADEMIC INTEGRITY IN PHILOSOPHICAL- PEDAGOGICAL WORKS OF S. HONCHARENKO

Recently, the fundamental values of academic integrity have played an important role in the civilized scientific world. The issue of academic integrity and consequences of its violation is ever more acute, especially given Ukraine's intention to integrate into the European and global educational and scientific space. In terms of world standards of higher education, academic integrity is an effective tool for quality assurance of higher education.

The issue of academic integrity was studied by Semen Honcharenko, the well-known Ukrainian researcher in the field of general pedagogy and methods of teaching physics and the leading methodologist of pedagogical science in Ukraine. In his scientific works, S. Honcharenko determined the leading principles of the researcher's code of ethics, which comply with the modern requirements of academic integrity and culture.

First of all, it is important to specify the concept of academic integrity. The academic explanatory dictionary of the Ukrainian language defines integrity as high moral integrity and honesty [3]. Hence, academic integrity is a quality which must be inherent in scholars, students, university teachers and other participants in the educational and scientific processes, that is, participants in academic communication. The policy of the university or other educational institution, its code of honour, its rules, its charter, which presupposes strict requirements and struggle against copying, plagiarism and bribery, can also be characterized by academic integrity.

The Law of Ukraine «On Education» [4, Art. 42] provides the following interpretation of the term: «academic integrity is a set of ethical principles and rules defined by law that should guide participants in the educational process while learning, teaching and conducting research (creative) activities in order to ensure confidence in learning outcomes and/or research (creative) achievements».

It states that the observance of academic integrity by educational and research workers involves: providing references to sources of information in case of using ideas, elaborations, statements, data; adhering to the rules of a law on copyright and related rights; presenting reliable information on research methods and results, sources of information used and one's own educational (educational and research, creative) achievements; supervising

the observance of academic integrity by students; ensuring objective evaluation of learning outcomes [4, Art. 42].

According to S. Honcharenko, the scientific society has gradually developed its system of moral norms, imperatives and prohibitions which regulate the scientific activity, that is, the code of ethics or the imperatives of the researcher. All over the world, such ethical codes are based on the understanding that proper scientific practice promotes trust in the scientific community, as well as between it and society, which is necessary for the development of science. Researchers should be confident in the reliability of their colleagues' findings [1, p. 26]. In turn, society must be convinced of the integrity of researchers and the reliability of their findings.

In his work, titled «The Ethical Code of the Researcher» (2011), S. Honcharenko indicated that science was closely linked to the development of morality, depended on the moral values and imperatives of different eras. Consequently, morality is often regulated and even determined by science. According to the researcher, science is not only the production of knowledge but also «the production of certain ethical standards. Science as a social institute implies the existence of a certain system of values, goals and imperatives. To successfully conduct research activities and serve the Truth, every researcher is obliged to master them» [1, p. 25]. Describing the ethical requirements for the researcher, S. Honcharenko prioritized the moral dimensions of science and social responsibility of the scientific community and every one of them. S. Honcharenko highlighted, «the imperatives of the researcher should include serving the truth, ensuring prosperity of society, as well as an honest attitude to scientific results» [1, p. 28]. He noted, «the weight of the researcher's bibliographic culture is quite obvious. Today, it is an indicator of maturity, an ethical component and a criterion for a balanced analysis of scientific works».

S. Honcharenko was convinced that the authority of pedagogy depended on the personality of the researcher, his/her erudition, intelligence and professional culture. The researcher believed [2, p. 4] that «the moral minimum of the researcher» includes, first of all, the obligation to refer to other people's ideas with accurate citation of the source, the inadmissibility of plagiarism, tolerance in relations with opponents. It is morally unacceptable in science to impose their ideas and theories using administrative methods.

Analyzing the problem of authorship on scientific discoveries, plagiarism and even competencies of the researcher in his/her research field, S. Honcharenko indicated [1, p. 29], «the researcher may be wrong, but he/she has no right to falsify. The scientific community does not accept researchers engaged in plagiarism, boycotts them, terminates all kinds of scientific contacts with them and refuses to collaborate. The institute of references is strictly obligatory for pieces of research applying for scientific

status since it records the authorship of certain ideas. The institute of references is «an academic component of science».

Emphasizing the need for a good professional reputation as the researcher, S. Honcharenko stated [1, p. 31], «the researcher does not take actions that could harm the professional reputation of another researcher. He/she has no right to publicly challenge or discredit the professional qualifications of another researcher. Professional remarks addressed to a colleague should be reasoned, correct, innocuous in form, expressed in a personal conversation, before the matter is discussed by the scientific community or the ethics committee or commission. In the presence of simple evidence of unethical behaviour or unprofessional actions of the researcher, the scientific community should properly evaluate it during an open and impartial discussion».

S. Honcharenko clearly formulated the researcher's code of ethics, which outlines the general ethical principles that every researcher must follow in the course of his/her scientific activity. The leading ones include the following: «an honest researcher is forced to admit his/her mistake»; «all researchers should be aware of the importance of high ethical behaviour and their responsibility for shaping public opinion about science»; «scientific work requires absolute truth»; «serving moral purposes follows the researcher's understanding of his/her responsibility to society» [1]. S. Honcharenko believed that these and other imperatives of the researcher formed an ethical system of science, which «reflects, on the one hand, the universal nature of science and its peculiarities, the requirements for the researcher and, on the other hand, the nature of the very researcher».

This research dwells on the idea that many of these and other imperatives of the researcher are still insufficiently understood and, accordingly, practically not generalized by the scientific community in Ukraine.

S. Honcharenko was deeply convinced that the researcher should adhere to the researcher's code of honour. He confirmed this daily with his scientific activity, attitude to science and his example. He was the model of scientific wisdom and the bearer of ethical principles of the researcher, guided by the unwritten code of truth of scientific activity. S. Honcharenko did not accept superficiality, arrogance, the moralization of conversations and speeches, focus on one's academic rank, academic degree, position, etc. He was tactful in the way he evaluated the dissertations of PhD students and postdoctoral researchers, which was manifested in his respect for them, a respectful attitude to their opinions, tolerant formulation of their comments and wishes. Due to his upbringing and intelligence as a citizen, creator as a scholar, scientific grandeur as an academician, he was and remains the example of a person with high moral culture, true intelligence and spirituality, a master of his craft, which stimulates his colleagues today to a critical attitude towards themselves and self-development.

In conclusion, it is important to note that research activities of S. Honcharenko are based on the imperatives of the researcher's code of ethics and determine the fundamentality of scientific traditions, namely academic integrity, scientific freedom, ethics and respect for the individual.

References:

1. Honcharenko S. U. The Ethical Code of the Researcher. *Aesthetics and Ethics of Pedagogical Action*. 2011. Issue. 1. pp. 25-34.
2. Honcharenko S. The Ethics of Science and the Ethical Code of the Researcher. *Scientific Notes: Problems of Methodologies in Physical-Mathematical and Technological Education*. 2011. Issue 2. pp. 3-12.
3. Integrity // *The Dictionary of the Ukrainian Language : the Academic Explanatory Dictionary (1970-1980)*. Available at: <http://sum.in.ua/s/dobrocheshnistj>. (accessed on 9.11.2018).
4. On Higher Education. The Law of Ukraine as of 01.07.2014. No 1556-VII. *The Voice of Ukraine*. 06.08.14. No 148.

Sizov V. V.,
Candidate of Pedagogical Sciences, Associate Professor,
The Head of Social Humanitarian Disciplines Department
M. Glinka Dnipropetrovsk Academy of Music

Slavska Ya. A.,
Candidate of Pedagogical Sciences,
Associate Professor at the Department of Social Humanitarian Disciplines
M. Glinka Dnipropetrovsk Academy of Music
Dnipro, Ukraine

THE TRANSFORMATION OF ANTHROPOCENTRISM IN PEDAGOGY AS THE CONSEQUENCE OF WORLD GLOBALISATION PROCESSES

Any pedagogical model is the element of the pedagogical system. Pedagogical system can be classified on a basis of the specific criteria the main of which is the value-based place of a person in the pedagogy. Here two large groups of the pedagogical schools, models, systems etc. can be marked out – the anthropocentric and sociocentric pedagogical systems. It is generally accepted that the West-European pedagogical model is anthropocentric. However, in the present-day conditions of the education globalisation this phenomena can be contested. The tendencies are such that the globalisation processes seek to unify and standardize national