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ACADEMIC INTEGRITY IN DISTANCE LEARNING IN UKRAINIAN UNIVERSITIES

Abstract. Academic integrity is an integral part of quality education, especially in the context of distance learning, which has become widespread in Ukrainian higher education institutions. This learning format creates new challenges for controlling knowledge and preventing academic misconduct. The main problems are cheating, plagiarism, and the use of third-party assistance in completing assignments and tests. At the same time, distance education opens up new opportunities for the formation of a conscious academic culture. Digital control tools, as well as clear rules and instructions from teachers, play an important role in ensuring integrity. It is equally important to educate students to understand the value of honest learning. Enforcing codes of ethics and raising students' awareness of academic responsibility also helps to reduce violations. Higher education institutions should develop an academic integrity policy that takes into account the specifics of online education. Thus, ensuring academic integrity in distance learning is a common task for both students and teachers. Its observance is a guarantee of trust in the education system and quality training of future professionals. The article

analyzes the main aspects of education modernization and transformation. Distance learning is considered as an important individualized process of transferring and mastering knowledge and skills, which requires further substantiation of the basic principles of its implementation. The features of the structure of the introduction of pedagogical technologies of distance learning in the process of professional training of future teachers are revealed. The place and role of distance learning technologies in the higher education system are determined. It is noted that with the development of technical capabilities of teaching methods and technologies, the means of educational activities of the teacher are changing. It becomes possible to use new organizational forms of the educational process with the use of ICT. Today, education is focused on “free development”, high culture, creative initiative, independence and mobility of future professionals. It has been found that the main purpose of distance learning technologies in higher education institutions is to provide students with access to electronic educational resources through the use of modern information technologies and social networks. Distance learning technologies in higher education reveal the possibilities of a positive impact on solving the main tasks of training future specialists: improving the quality of education in higher education institutions; meeting the needs of future specialists in educational services; increasing the professional mobility and activity of future specialists; forming a single educational space within a higher education institution; individualization of learning in the context of mass higher education. The results of the study allow us to substantiate the feasibility of introducing distance learning technologies in the training of future teachers. It has been established that distance learning provides graduates with access to non-traditional sources of information, increases the effectiveness of independent and individual work, and creates completely new opportunities for creative expression, development and improvement of various professional skills. And teachers, in turn, get the opportunity to introduce completely new forms and methods of teaching using information technology into the educational process.

Keywords: academic integrity, distance education, universities, educational process, future teachers.

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АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ ПІД ЧАС ДИСТАНЦІЙНОГО НАВЧАННЯ У ВНЗ УКРАЇНИ

Анотація. Академічна доброчесність є невід'ємною складовою якісної освіти, особливо в умовах дистанційного навчання, яке стало поширеним у вищих навчальних закладах України. Цей формат навчання створює нові виклики для контролю знань та запобігання академічним порушенням. Основними проблемами є списування, плагіат та використання сторонньої допомоги під час виконання завдань і тестів. Разом з тим, дистанційна освіта відкриває нові можливості для формування свідомої академічної культури. Важливу роль у забезпеченні доброчесності відіграють цифрові інструменти контролю, а також чіткі правила та інструкції від викладачів. Не менш значущим є виховання у студентів розуміння цінності чесного навчання. Застосування етичних кодексів та підвищення рівня обізнаності студентів щодо академічної відповідальності також сприяє зменшенню порушень. ВНЗ повинні формувати політику академічної доброчесності, що враховує специфіку онлайн-освіти. Таким чином, забезпечення академічної доброчесності під час дистанційного навчання є спільним завданням як студентів, так і викладачів. Її дотримання - запорука довіри до системи освіти та якісної підготовки майбутніх фахівців. У статті проаналізовано основні аспекти модернізації та трансформації освіти. Дистанційне навчання розглядається як важливий індивідуалізований процес передачі та засвоєння знань і вмінь, що потребує подальшого обґрунтування основних принципів його реалізації. Розкрито особливості структури впровадження педагогічних технологій дистанційного навчання у процес професійної підготовки майбутніх учителів. Визначено місце і роль технологій дистанційного навчання в системі вищої освіти. Зазначено, що з розвитком технічних можливостей методик і технологій навчання змінюються засоби освітньої діяльності викладача. З'являється можливість використовувати нові організаційні форми навчального процесу з використанням ІКТ. Сьогодні освіта орієнтується на «вільний розвиток», високу культуру, творчу ініціативу, самостійність і мобільність майбутніх фахівців. З'ясовано, що основною метою технологій

дистанційного навчання у вищих навчальних закладах є надання студентам доступу до електронних освітніх ресурсів за допомогою використання сучасних інформаційних технологій та соціальних мереж. Технології дистанційного навчання у вищій школі розкривають можливості позитивного впливу на вирішення основних завдань підготовки майбутніх фахівців: підвищення якості освіти у вищих навчальних закладах; реалізація потреб майбутніх фахівців в освітніх послугах; підвищення професійної мобільності та активності майбутніх фахівців; формування єдиного освітнього простору в межах вищого навчального закладу; індивідуалізація навчання при масовості вищої освіти. Результати дослідження дозволяють обґрунтувати доцільність впровадження технологій дистанційного навчання у підготовку майбутніх учителів. Встановлено, що дистанційне навчання забезпечує випускникам доступ до нетрадиційних джерел інформації, підвищує ефективність самостійної та індивідуальної роботи і створює абсолютно нові можливості для творчого самовираження, розвитку та вдосконалення різних професійних навичок. А викладачі, в свою чергу, отримують можливість впроваджувати в навчальний процес абсолютно нові форми і методи навчання з використанням інформаційних технологій.

Ключові слова: академічна доброчесність, дистанційна освіта, ВНЗ, навчальний процес, майбутні вчителі.

Introduction. The current stage of education development in Ukraine is characterized by a special intensity and scale of transformations caused not only by the urgent tasks of forming a young personality but also by the entry of the education system into the world integration processes taking place in the conditions of informatization and globalization. The quality of education is one of the most urgent problems of the global community. Education is a complex and multifaceted formation. At the current stage, scientists and practitioners consider it both as a certain value (personal, public, state, economic, cultural) and as a social system that unites various state institutions, public organizations, educative, didactic, educational institutions and organizations, and as a special educational, informational, communicative, social, spiritual and cultural process, and as a multifaceted and multilevel result, and as a state of consciousness of an individual or society.

As stated in the National Doctrine of Education Development of Ukraine in the 21st century, new priorities and socio-cultural values, which determine the need to innovate the content, means, forms and methods of training scientific and pedagogical personnel of higher education contributed to the significant activation of scientific research in various directions. However, the issue of innovative training of future teachers in institutions of higher education, as well as related scientific-pedagogical and scientific-methodical aspects of teachers' activities, in particular,

improving their skills in modeling and implementing the functions of innovative activity, were not the subject of a special scientific-pedagogical study.

Nowadays, occurs a period of adaptation of the qualification improvement system to new requirements and conditions, because the old system cannot fully satisfy Ukraine's entry into the international educational and information space. One of the leading trends in modern education is its renewal with electronic educational tools. In the system of professional development of pedagogical workers, considerable attention is paid to distance education. Information globalization made it possible to expand the degree of openness and democratic freedoms in society, creating unprecedented opportunities for free access to information and, accordingly, education (self-education) of an individual.

Literature Review. The main purpose of using distance learning in higher education institutions is to provide access to electronic educational resources through the use of modern information technologies. Solving this problem requires finding effective and optimal ways to implement the professional training of future teachers, increasing attention to the formation of their scientific outlook.

At the current stage of the development of science, several studies by domestic and foreign scientists dedicated to the problems of the development of pedagogical education should be highlighted, in particular [1–6, 17].

Most scientific publications are devoted to the identification and justification of structural components, content and means of forming digital competence of the teacher [8-10].

Aims. The purpose of the article is to analyze the peculiarities of the use of distance learning technologies in institutions of higher education in the process of training future teachers.

Methods. In the XXI century, the Internet, information and communication technologies, telecommunication communication systems began to determine the nature of building relationships in society. The modern «network society» is a single computerized information community focused on the production of information and processing of information and communication flows. Consequently, ICT acquires global significance in the life of modern society, and information and communication competence becomes a key skill of an individual, necessary for his active socialization.

Information and communication technologies of education are understood as technologies that are oriented towards the pedagogically balanced use of various components of modern information and communication technologies for various purposes in the educational process. In this case, the purposeful educational activity simultaneously involves teaching the relevant academic discipline and mastering IT technologies and how to use them in the educational process. The European Commission considers the use of new multimedia technologies and the Internet to be extremely important and promising for improving the learning process by

simplifying access to resources and services, as well as through remote exchange and collaboration [11]. The use of Internet technologies in the educational process is devoted to the research of some domestic and foreign scientists. The issue of using the global Internet network in education is discussed in the works [12-13].

Distance learning as an educational technology can be easily integrated into any form of education. Distance technologies are intended for the delivery of educational material at any time and in any place convenient for students of higher education, therefore such technologies are used both for full-time and extramural forms of education with elements of distance learning. Special attention is paid to these technologies in the conditions of pandemics, natural disasters, wars, when there is a need to carry out educational activities.

Results. The term «information technologies» was introduced by [14]. The scientist believed that information technologies are related to the process of processing data. With this approach, it becomes obvious that information technologies have always been used in education, because education is a process of searching, analyzing and understanding various information, in particular, the transmission of educational messages from a teacher to a student. When computers became so widely used in education that it became possible to talk about information technologies of learning, it turned out that they have long been actually implemented in the learning process. Then the term «new information technologies of education» appeared, which, with the advent of powerful means of telecommunications and the global Internet, was replaced by the clarifying term «information and communication technologies of education». We understand distance learning as an individualized process of acquiring knowledge, abilities, skills and ways of cognitive activity of a person, which takes place mainly through the mediated interaction of remote participants of the educational process in a specialized environment that functions on the basis of modern psychological and pedagogical and information and communication technologies.

The purpose of distance learning is to provide educational services through the use of modern information and communication technologies in education at certain educational levels in accordance with state education standards; according to the programs of preparing citizens for admission to educational institutions, training foreigners and improving the qualifications of employees.

The task of distance education is to provide citizens with the opportunity to exercise the constitutional right to obtain education and professional qualifications and improve qualifications regardless of gender, race, nationality, social and property status, type and nature of occupations, worldview beliefs, party affiliation, attitude to religion, creed, state of health, place of residence, according to their abilities. Using such conditions, the innovative activity of the teacher involves the reorientation of the educational process from an extensive model, which is reduced to the transfer of a certain amount of ready-made knowledge to the acquirer, to an

intensive model, which is based on the formation of the ability for self-education, the development of the creative potential of the future specialist.

The key direction of the state education policy, according to the project of the National Strategy for the Development of Education in Ukraine, is the informatization of education, the improvement of library and information-resource provision of education and science [15]. Distance education is a type of education, according to which the participants and organizers of the educational process carry out mainly individualized interaction both asynchronously and synchronously in time, mainly and fundamentally using electronic learning tools, computer networks, the Internet, media-learning tools and information and communication technologies.

He pays special attention to the need for detailed planning of educational activities, its organization, and clear setting of educational goals and objectives. Applicants for higher education must understand the purpose of the courses offered to them. The effectiveness of their educational activities directly depends on the content of the material, which determines the structure and level of cognitive interests, namely general or special [16-17].

Discussion. Distance education, which was started at the end of the XX century, entered the XXI century as one of the most effective and promising systems and technologies of training specialists, characterized by the psychological features of the strategy and tactics of the student of higher education's interaction with the carriers and sources of new knowledge for him.

Learning in a distance course includes several types of interaction, such as: interaction with content (tutor – content, higher education student – content, content – content), interpersonal interaction (higher education student – tutor, higher education student – student, tutor – tutor). In the process of distance learning, certain requirements are put forward to the teacher-tutor, which should be paid attention to (Table 1).

Table 1

Tutor requirments

to be aware of	to be able to	to possess
basic principles of functioning of telecommunication systems, cloud technologies	work with information resources (databases, information services)	information navigation skills, digital literacy
pecularities of conducting video conferences, webinars, forums	create web-sites	skills of working in a specially created informational and educational environment
basics of network etiquette	use the complex of services provided by the environment and cloud technologies	methodology of formation of system thinking and digital literacy of students of higher education

to be aware of	to be able to	to possess
individual styles of educational and cognitive activity of students of higher education	to submit educational material in such a way as to ensure effective, individual, place- and time-independent work of the student of higher education	active methods and methods of learning, individual style of interaction with students of higher education
peculiarities of independent activity of higher education students in the network in the process of distance education	to offer such tasks for independent work of higher education students to ensure their independent work, independent of place and time	feedback skills
facts that motivate the activity of higher education seekers in the network, combined with the ability to use them in the process of distance learning	conduct psychological and pedagogical testing of the current activities of higher education applicants	
active learning methods (cooperative learning, project method, multi-level learning, research, search methods, etc.)	warn and resolve conflict situations, conduct online role-playing games	
	integrate face-to-face and distance learning	
	organize and implement projects	
	actively use the communication capabilities of computer networks to organize fruitful communication between participants of the educational process	
	create courses or adjust existing ones according to the new requirements of the educational process	

Modern institutions of higher education diversify the forms of obtaining higher education; introduce interdisciplinary educational programs, methods of organizing the educational process, teaching methods and the academic environment in general.

The rapid change in living conditions forces us to look for new approaches to the training of personnel capable of working effectively in the 21st century. Between higher education and life, a certain information system, a kind of cognitive infrastructure, should be formed, which will ensure the translation of production

needs into the education system, will encourage it to form the content of new ideas and knowledge in accordance with today's needs. Today, we can observe innovations in tutoring, which are widely supported by institutions of higher education. These innovations concern both the improvement of the tutoring development strategy and the use of the latest educational and information and communication technologies and specific teaching methods that are developed in response to the needs and interests of higher education students. Tutoring is a support and counseling system designed for higher education students, aimed at facilitating their integration into higher education institutions by guiding the process of choosing the best social, cultural, and educational options, as well as motivation and development of skills and abilities to improve their academic performance.

Conclusion. So, the conducted research and the experience of most institutions of higher education confirm that the use of tutoring programs, the use of distance learning has several advantages, among which should be mentioned the provision of assistance to students of higher education in understanding the optimal development of their academic trajectory, the development of self-management skills and abilities, responsibility for own personal and professional development, awareness of the potential of tutoring support, formation of academic experience in the conditions of a university environment, awareness of the perspective of professional and career development, promotion of the development and implementation of strategies and activities that have a positive impact on the educational activities of students of higher education. Taking into account the above, we conclude that a teacher-tutor of a higher education institution must constantly improve his information and communication skills and skills, take care of updating existing training courses, as well as create new educational content taking into account the demands of education of the XXI century.

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