

Postmodern Openings

ISSN: 2068-0236 | e-ISSN: 2069-9387

Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2020, Volume 11, Issue 2 Supl.1, pages: 125-144 | <https://doi.org/10.18662/po/11.2Sup1/183>

Increase of Social Status of Foreign Language in the Processing Academic Integrity in Higher School

Liliia REBUKHA¹,
Vira POLISHCHUK²,
Larisa CHUMAK³,
Yuliia ZAHORUIKO⁴,
Inna PROKOPCHUK⁵

¹ Doctor of Pedagogical Sciences, Associate Professor of Department of Psychology and Social Work, Ternopil National Economical University, Ternopil, Ukraine. l_rebukha@ukr.net

² Doctor of Pedagogic Sciences, Professor, Head of the Department of Social Pedagogy and Social Work, Ternopil Volodymyr Hnatyuk National Pedagogical University, Ternopil, Ukraine. polvira1951@gmail.com

³ Doctor of Pedagogical Sciences, Associate Professor of Theory and Methodology of Education, Psychology and Inclusive Education Department of Communal Higher Educational Establishment “Kherson Academy of Continuing Education” of Kherson Regional Council, Kherson, Ukraine. larisaks2008@ukr.net

⁴ Candidate of Biological Sciences, Associate Professor of Department of Medical Biology, Kharkiv National Medical University, Kharkiv, Ukraine. zahoruiouv@gmail.com

⁵ PhD in Art, Senior Lecturer of Design Department of National Forestry University, Lviv, Ukraine. inna.prokopchuk@ukr.net

Abstract: Increasing the level of foreign language in students of high school and its importance in the educational process are motivated by the importance for the practical implementation of academic integrity in the educational and scientific environment. It is argued that effective study of foreign languages by future specialists, who receive education in various non-philological specialties, becomes especially relevant, as in processing of practically-oriented works of foreign scientists for writing research, teaching and creative works purposefully or with no understanding that copyright are infringed, give out other people's ideas, thought as their own and thus violate academic integrity, reduce educational process' quality. Therefore, the state of development of the problem in pedagogical theory and practice has been clarified; an empirical study was conducted to examine the interdependence between students' English proficiency levels and the academic integrity use; the teachers' competence in teaching pedagogical skills related to modern academic writing, academic plagiarism prevention, the basic normative provisions of academic integrity understanding have been improved. A study was conducted with the participation of 58 third-year students of the specialty “Social Work” and “Psychology” and 18 teachers of the Departments of Psychology and Social Work and Foreign Languages and Information and Communication Technologies of Ternopil National Economic University. It is concluded that in order to eradicate academic plagiarism in high school, it is advisable for teachers who study professionally oriented disciplines and business professional foreign language with students to introduce rules and norms of academic integrity into the educational process of future professionals.

Keywords: *Students of high school; foreign language; academic integrity; quality of education; plagiarism; professional ethics.*

How to cite: Rebukha, L., Polishchuk, V., Chumak, L., Zahoruiko, Y., & Prokopchuk, I. (2020). Increase of Social Status of Foreign Language in the Processing Academic Integrity in Higher School. *Postmodern Openings*, 11(2Sup1), 125-144. <https://doi.org/10.18662/po/11.2Sup1/183>

1. Introduction

Postmodernism in education, in its new sense, allows us to comprehend not only the theoretical foundations and manifestations of the educational process, but also a practice aimed at the direct implementation of theoretical developments in education in everyday life. According to Gusinsky and Turchaninova (2000), the question of consideration of how the mental and moral development of a person in the cultural environment occurs and how the education system can (and should) contribute to this process arises nowadays.

Understanding the problems of education, discussing the boundaries of pedagogical activity and experience in designing ways to build a new pedagogy require modern solutions of crisis situations that occur in education. Postmodern education with its ethical, ecological, informational, socially inherited education, which forms the ability of students of higher education to integrate into the society of the future, comes to the aid. It is postmodern education that is the driving force that is able to effectively integrate the future specialist into the informative - technological society due to the borderline understanding of the ideal of education, the content of education and the peculiarities of pedagogical activity.

The acquisition of knowledge, skills and competences from basic principles relating to academic integrity plays an important role in this process.

Honesty in the academic environment is part of the values, the establishment and retention of which is indispensable for providing future professionals with high-quality higher education and Ukraine's entry into a single European educational space (Poliakova et al., 2019). The implementation of new educational values in the educational process leads to an increase of the social status of a foreign language and a deeper development of foreign language training in students of non-philological specialties. There is an understanding that the continuous expansion of international scientific connections, taking into account the latest developments in the field of science and education of foreign scientists are a significant reason for the globalization of education, which includes both specialized knowledge of the profession and knowledge of professionally oriented foreign language (in our vision of English as it is the most universal and widespread in the world community). Foreign language communication is an essential component of professional activities of specialists, and foreign

language is considered not only as a means of intercultural communication, but also as an effective way to acquire specialized knowledge.

The Ukrainian Law No. 2145-VIII on Education of September 5, 2017 clearly estimates that the state facilitates the study of languages of international communication, primarily English, in state and communal educational establishments. The following paragraph states: “Educational institutions may, in accordance with the educational program, teach one or more disciplines in two or more languages - the official language, English, other official languages of the European Union” (Law on Education., 2017).

Increased attention to the study of foreign languages by students is associated with personally defined internal motives, such as self-knowledge, self-determination, self-regulation, and needs that are formed by external factors of socio-economic nature. At the same time, mastering a professionally oriented foreign language helps the future specialist to learn how to act adequately in different business situations that require professional linguistic knowledge, skills and abilities. Development of content of educational process, choice of means and methods of teaching by the teacher of higher school is carried out in accordance with consideration of language needs of students and holistic analysis of features of future professional situations.

2. Review of literature

Nowadays, teaching in a foreign language is considered as a transfer of linguistic knowledge and as a holistic means of socializing the individual, and mastering a foreign language is analyzed at not only the level of knowledge, but also at the ability to use the acquired knowledge in practice during writing scientific, research, educational and professional works. Accordingly, the modern renovation of the educational paradigm of higher education, directed at learning and skillful use of foreign language, is becoming increasingly important for professionals, because their future activity depends, to a certain extent, on the skillful application of individual-linguistic skills in practice.

It is important to note that the acquisition of linguistic skills by future specialists facilitates effective communication, while the success of any organization, including a scientific and educational institution depends, according to Ghibanu (2018), directly on the quality of interpersonal communication and the social values of people, who are carriers of intercultural-educational linguistic values. According to Türkkahraman (2014), social values are an ideal way of thinking and acting in a foreign-

language society in which it is impossible to be without knowing a foreign language.

The importance of studying a foreign language at the state level is reflected in the work of Lahodynskyi and Semeniako (2018). «Second language), which focuses on the direction of Ukraine's external priorities on The European Union, which needs from the future Ukrainian specialists a high level of professionalism and proper verbal knowledge, skills and abilities in working with foreign partners.

Strategic importance of English in self-education of students of social and humanitarian specialties for the fundamentalization of university education was disclosed by Melnychuk et al. (2018). Bloshchynsky (2017) considered professional training of specialists using modern educational and informational - communicative technologies. Believing Stepanchuk (2015), mastering a foreign language opens access to foreign sites and printed foreign language editions. The teaching of foreign languages by students in institutions of higher education based on international interdisciplinary integrity is thoroughly characterized in work of Melnychuk et al. (2019).

Simkova and Tuliakova (2020) explored the implementation of problematic professional discussion during learning English for specific purposes as a tool that can help students master, enhance and improve their own linguistic skills. It is noteworthy that scientists consider the problem of purposeful stimulation of foreign language by using different kinds of warm-ups in the classes, which allowed to increase students' communicative competence, as well as to provide them with real linguistic contexts, settings and useful thoughts, which can be used in academic and scientific spheres (Karpushyna et al., 2019). Scholars like Borzenko and Pavlishcheva (2019) emphasize the effective use of interactive whiteboard opportunities for playing non-standard educational games in English language classes with students of non-standard games.

The study of foreign language by students of non-philological faculties of institutions of higher education is updated and motivated by the fact that in the educational process it is very often necessary to refer to the works of foreign scientists, foreign professional textbooks, monographs and other sources and at the same time to be able to properly use the author's thoughts, ideas, truthfully make references to the used foreign language sources, etc. The interconnectedness of a high level of English proficiency with the skillful application of the rules, norms and principles of academic integrity enables a specialist to implement successfully himself or herself as a professional in the future. Typically, the acquisition of an appropriate language level takes place during training in specialized secondary schools

with advanced study of foreign languages, language courses, in the process of obtaining a professional and postgraduate language education, and is determined by levels A, B, C proficiency in a foreign language.

The purpose of the article is the comprehensive tracking and substantiation of the influence of knowledge of English language on the effective provision of academic integrity in the educational process and the credibility of student learning and scientific-creative achievement in university education.

3. Theoretical Part of the Research

3.1. Theoretical bases of the study of Legislation of Ukraine on Academic Integrity

The Ukrainian state confronts academics and higher education as a whole with the strategic task of joining the global scientific community to make a worthy contribution to the development of world education and science. An important step in this direction was the abolition of the visa regime with the countries of the European Union, which extended the boundaries of academic mobility of students and scholars, made it possible to present the results of their own research and to fully join the world scientific-educational programs, projects, platforms, etc. Mobility, openness and free access to information in the scientific environment have accelerated international cooperation in the field of education, but on the other hand, such obstacles are the cause of challenges that are in full need of regulation at national and world levels. These challenges are related to the active development of digital technologies and the free access to information on the Internet. Respect for the principles of academic integrity is of particular importance, because the current scientific space constantly requires the interpretation, analysis and evaluation of existing databases and theories to identify alienated or borrowed ideas or intellectual property.

The theme of academic integrity is drawing attention at the state level in Ukraine. In 2005, “The Anti-plagiarism” project has been developed, which has the function of recognizing maliciously borrowed fragments of scientific texts, and in 2007, “The Anti-plagiarism” program was recommended for widespread adoption in institutions of higher education. In the same year, the Higher Attestation Commission of Ukraine used this program to detect plagiarism in dissertation researches. In 2013, the Ministry of Science and Education of Ukraine announces the creation of an open archive of scientific papers so that anyone can engage in plagiarism detection.

In order to comply with academic integrity, the Ukrainian “Law on Education” (2017) clearly states that academic integrity is a set of ethical principles and rules defined by law that should be guided by participants in the educational process during teaching and conducting scientific (creative) activities to ensure confidence in learning outcomes and/or scientific (creative) achievements (Law on Education, 2017). The requirements of academic integrity are applied not only to pedagogical, scientific-pedagogical and scientific workers, but also to those who receive education (students). Article 42, paragraph 3, of the mentioned document emphasizes the observance of academic integrity by the recipients of education. It provides for independent performance of educational tasks, tasks of current and final control; references to sources of information in the case of the use of ideas, developments, statements, information; observance of the rules of copyright law and related rights; providing reliable information about the results of their own educational, scientific - creative activities, used research methods and sources of information.

Despite the outlined Law, the quality of students’ education continues to decline, non-independent performance of classroom and out-of-class work, manifestations of dishonesty in students' educational and teaching activities take place in the modern Ukrainian education system. Academic dishonesty have a systemic level that deforms decent social development as a whole. In view of this factor, the Ministry of Education and Science of Ukraine (2018), in Guidelines no. 1/9-650 of 23.10.2018 for the support of the principles of academic integrity offers methodical recommendations for the support of the principles of academic integrity, which clearly describe basic provisions for future professionals, to implement in institutions of higher education, which clearly describe basic provisions for future professionals. Students must master:

- the concept of academic integrity and the benefits of virtuous behavior;
- types of violations of academic integrity, ways of their identification;
- tools and procedures for checking academic works for plagiarism;
- methods of teaching the applicants of academic writing and academic integrity;
- tools and ways of motivating the learners to engage in virtuous behavior;
- norms of law, requirements for internal normative documents on questions of academic integrity,

- methods of prevention of violations determined by the institution of higher education, types of academic responsibility and procedures for consideration of cases of violation of academic integrity;
- practices of academic integrity are introduced by leading universities in the world;
- effective methods of objectively evaluating your own learning outcomes.

The issue of academic integrity is being actively pursued in the practice of higher education institutions by the Recommendations for Higher Education Institutions of the National Agency for the Quality of Higher Education (2019) and by the Academic Integrity Assistance Project in Ukraine of the American Councils for International Education in Ukraine (2016) (as part of an international project to promote academic integrity in Ukraine – SAIUP). The overwhelming majority of scientific studies are aimed at forming an idea of the concepts and values of academic integrity, its ethical and institutional influence on the construction of general education (Bakhrushin, 2018). There is collective monograph “Academic Integrity as the Basis for Sustainable Development of the University” among the major national intelligence researchers, which collects studies on academic culture and integrity, presents the influence of this phenomenon on the quality of Ukrainian higher education (Finikova and Artiukhov, 2016).

3.2. The Importance of Knowledge of English in the Implementation of Academic Integrity in Universities

Nowadays, English is a high-tech and programming language, a language in which international contracts are negotiated and signed, the language of radio, television and, of course, the Internet (Lobachuk, 2013); the language of the entire world community, which after the name of Crystal (2003) became known as global. Knowledge of English enables everyone to join and become an equal member of the cultural world community.

English has become a must-have for a professionally educated person. Fluent in English allows a specialist to occupy a higher professional ladder and easily communicate with interesting and professionally oriented individuals. It should be noted that a lot of scientific and professional literature is written in English, and therefore it is impossible to become a first-rate specialist, unless you use the great advantage and help - knowledge, skills and abilities in English.

However, the problem regarding the influence of foreign language skills in students on the formation of professional academic ethics and

respect for the intellectual property of the world is not fully solved in the works of scholars and at the legislative level in Ukraine nowadays. The study and establishing this issue facilitates the introduction of proper citation in the educational practice by properly defining forms of plagiarism, procedures of consideration and methods of preventing its spread, as well as formalizing the possible consequences of its commission among students.

4. Methodology Research

There is a problem regarding the influence of students' knowledge of a foreign language on the formation of academic integration in every institution of higher education. There is an additional, related, problem outlined at the same time. Its essence is the effective implementation of the principles of academic integrity in the teaching process.

Accordingly, every student must be clearly aware and understand that to paraphrase someone else's thoughts in their own words and to give them as their own is a significant factor in the failure of academic integrity, which leads to the use of penalties to the future specialist by teacher and institution of higher education. Such sanctions result in unsatisfactory current and final assessments, loss of scholarships, expelling, etc. Students' judgments about problems related to a willingness to adhere to academic integrity largely depend on the overall atmosphere of the institution of higher education and teachers providing the learning process. Teachers' adherence to the principles of academic integrity serves as an important condition for the formation of appropriate competence in students, creates confidence in the results of learning, increases the success of professionals in their professional careers.

It follows that first of all teachers must be motivated, have the goal of knowing and understanding the basic principles of academic integrity, the requirements of the law and the internal documents of the institution of higher education on these issues. They should have the basics of academic writing, thoroughly explain to students the requirements for writing analytical papers, and reliably use the tools and methods of controlling the academic integrity of applicants for higher education.

Improvements of teachers' personal competences relate to contemporary academic writing, an understanding of basic principles and basic skills of academic integrity. Accordingly, the acquisition and development of the teachers' distinct competencies required the expansion of their pedagogical skills in this direction.

Conducting a cycle of training of pedagogical skills was concerned with the following issues:

- understanding of common and different signs between the terms “plagiarism” (Article 50 of the Law of Ukraine “On Copyright and Related Rights”, 2018) and “academic plagiarism” (Article 42 of the Law of Ukraine “Law on Education”, 2017). The phenomenon of a considerable number of borderline cases, which is regarded as academic plagiarism and its absence, is emphasized (examples of scientific works with references to literary sources are given). Teachers are advised to focus on interpreting the content of academic plagiarism in accordance with Article 42 of the Law of Ukraine “Law on Education”, in order to avoid such situations in the teaching of professional disciplines and foreign professional language;

- awareness of the values of the standards of academic integrity in the educational process of institutions of higher education;

- procedures for checking academic works (students’ coursework and master's works) for plagiarism;

- a thorough knowledge of the main causes of student academic plagiarism and a generalized understanding of the basic principles of academic integrity by future professionals;

- planning and carrying out of educational actions by teachers for effective promotion of plagiarism prevention by students;

- drawing up non-standard, creative tasks for current and final control, exam questions in such a way as not to direct students to plagiarism;

- formation of skills and abilities to detect cases of plagiarism in students' written works;

- evaluation the actions of teachers and students regarding the personal manifestations of academic dishonesty, correlating them with moral and professional standards.

5. Results of the research

5.1. Research of importance of linguistic skills for self-education of students of non-philological direction of education

We conducted two detailed studies with statistics. All respondents (58 students and 18 teachers) agreed to participate in the survey. At the same time, we obtained their permission to publish the results for scientific and research purposes. Both studies were conducted at the Ternopil National Economic University (Ternopil, Western Ukraine) in October-November 2019.

In October 2019, a questionnaire was conducted to the third year students of the specialty “Psychology and Social Work” (58 persons in total, age range of respondents was 19-20 years) of Ternopil National Economic University, specialized in English. To confirm the importance of linguistic skills with. The questionnaire was prepared and published on the social network Facebook. Responders' answers were calculated automatically by Google search engine. The questionnaire contained five questions:

1. Assess your personal level of English proficiency from 0 to 100 points (very low level – 0-39 points; low level – 40-59 points; medium level – 60-74 points; sufficient level – 75-89 points; high level – 90-100 points).

2. Evaluate your own level of proficiency in professional English related to the glossary of basic concepts, violations and responsibilities of academic integrity from 0 to 100 points (very low level – 0-39 points; low level – 40-59 points; intermediate level – 60-74 points; sufficient level – 75-89 points; high level – 90-100 points).

3. Do you feel that you need to increase your level of professional English to acquire academic integrity competencies and future personal self-fulfillment? (Yes. No.).

4. Do you have a good knowledge of the English language in order to be acquainted with foreign professional literature, to work on scientific projects, individual, coursework, other works? (Yes. No.).

5. If you answered “Yes” to question № 4, do you use the principles of academic integrity in the process of borrowing ideas, opinions, results of researches, etc. from foreign scientists and / or the world's scientific heritage? (Yes. No.).

Students were informed in advance that the research results would be used for scientific purposes only. The answer to the first question was as follows (see Figure 1). No student scores his or her English proficiency at less than 60 points on a 100 point scale. 12 (20,69%) students confirmed a high level; 25 (43,10%) people pointed sufficient level and 21 (36,21%) students think he or she has an average level. Therefore, 37 (63,79%) third-year students are dominated by a high and sufficient level of general knowledge of English.

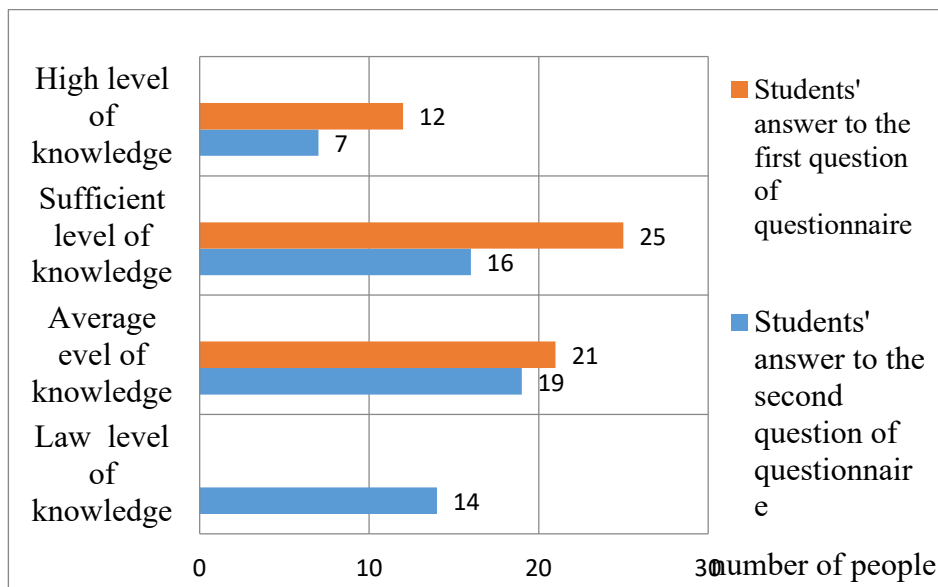


Figure 1. Distribution of students of the experimental group by level of general and professional knowledge of English
Source: Authors' own conception

However, the answer to the second question was distributed as follows (see Figure 1, the answer to the second question): 23 (39,66%) students (7 of them (12,07%) have a high level of knowledge and 16 (27,59%) students have a sufficient level of knowledge) are proficient in professional English regarding fundamental concepts of academic integrity, the main types of academic integrity and academic responsibility for plagiarism; 21 (36,21%) future specialists have average knowledge of English in this area, but the level of knowledge of all others, 14 (24,13%) students, does not allow to use English as the second, relatively important for the educational process, because they don't have enough linguistic knowledge for the free translation of professional texts and the study of scientific works on foreign Internet resources.

Using statistical analysis of the answers to the questionnaire and during the interview with the third-year students we have established:

1. The level of knowledge of a foreign language of future specialists verifies. It is in the range from high to medium (Figure 1). Higher and intermediate levels of linguistic knowledge are generally found in those students who have studied in specialized schools with advanced studying of foreign language from first-grade, have studied English in various curricula,

textbooks, or taken additional private lessons. However, students noted that the level of professional English, reflecting knowledge of the basic norms of academic integrity and skills in mastering its basic principles in practice, is much lower. It ranges from high to low. At the same time, the level of 14 students is low, which is 24,13% of the total number of 58 students surveyed (Figure 1). This is because foreign language teachers pay little attention to the study of academic integrity abroad, and how to properly use electronic resources, the achievements of foreign scholars to avoid plagiarism, and do not punish students for academic transgressions.

2. The distribution of students' opinions about the third questionnaire was as follows: 23 (39,66%) of them felt that they needed English to better acquire academic integrity competencies and develop high quality academic writing skills, but a large proportion (48 (82,76 %) students) indicated that they would not use a professional foreign language directly, because they would associate their professional career with Ukraine, but they may need it for personal self-realization (see Table 1).

Table 1. Relationship between the educational and personal needs of future professionals and the level of knowledge of professional English
Source: Authors' own conception

Question 3	Number of respondents, (%)
Do you feel that you need to increase your level of professional English to acquire academic integrity competencies and future personal self-fulfillment?	
a) to acquire competences in academic integrity and to develop the skills of quality of academic writing, yes	23 (39,66%)
a) to acquire competences in academic integrity and to develop the skills of quality of academic writing, no	35 (60,34%)
b) for future personal self-realization, yes	48 (82,76%)
b) for future personal self-realization, no	10 (17,24%)

3. The analysis of students' answers to the fourth questionnaire (see Table 2) showed that 21 (36,21%) future specialists use a personal level of English language skills to familiarize effectively with the special professional achievements of foreign scientists. However, the majority of students, 37 (63,79%), believe that they do not always need linguistic knowledge for effective preparation for university study, as they have successfully used Ukrainian information sites on the Internet and scientific literature from library holdings during writing scientific projects of professional orientation, different types of creative, individual and course works.

Table 2. The interdependence between linguistic knowledge and the study of foreign professional literature, writing of scientific projects, individual and course works by students of non-philological specialties

Source: Authors' own conception

Question 4 Do you have a good knowledge of the English language in order to be acquainted with foreign professional literature, to work on scientific projects, individual, coursework, other works?	Number of respondents, (%)
a) yes	21 (36,21%)
б) no	37 (63,79%)

4. Students who answered “Yes” to the fourth question participated in the fifth questionnaire (this was a necessary condition for answering the subsequent questionnaire (see the fifth questionnaire)). The results show that only 6 (28,57%) students out of 21 use foreign language skills to introduce effectively academic integrity in the learning process. They successfully and normatively correctly borrow opinions, scientific results, international scientific and professional heritage, etc. of foreign scientists. All students who are in this group believe during the conversation that getting acquainted with the professional training-methodological works of foreign colleagues, working out the special articles from foreign journals is professionally important information for the expansion of personal and professional outlook (see Table 3).

Table 3. The interdependence between academic integrity and the focus of English on enriching students' diverse perspectives

Source: Authors' own conception

Question 5 (21 third-year students answered the questionnaire) Do you use the principles of academic integrity in the process of borrowing ideas, opinions, results of researches, etc. from foreign scientists and / or the world's scientific heritage?	Number of respondents, (%)
a) yes , I use the principles of academic integrity in the process of borrowing ideas, opinions, scientific results from foreign scientists	6 (28,57%)
a) no , I use the principles of academic integrity in the process of borrowing ideas, opinions, scientific results from foreign scientists	15 (71,43%)
б) yes , English is an important prerequisite for getting valuable information on expanding your personal and professional outlook	21 (100%)

6) no , English is not an important prerequisite for getting valuable information on expanding your personal and professional outlook	–
--	---

The obtained numerical values of the questionnaire survey of the third-year students of Ternopil National Economic University proved that a small number of students (21 persons) read professional literature in the English language in order to familiarize effectively themselves with the modern world achievements in the social and humanitarian sphere. However, only 6 future specialists, representing 28,57% (of the 58 respondents surveyed, this percentage is even smaller and is 10,34%), use English language skills for practical implementation of the principles of academic integrity in the educational process. They combine the linguistic skills with the correct search, selection, citation of primary sources and accurate description of the references to the works of foreign scientists in their own creative and individual works.

5.2. Working with teaching staff to support effectively the principles of academic integrity in the educational process

We became interested in the opinion of the teachers on this problem. This was the reason for the second study. Therefore, in November, we conducted a sociological survey of 14 teachers of the Department of Psychology and Social Work (who do not have special English-language training, but teach subjects to third-year students) and 4 teachers of the Department of Foreign Languages and Informative-Communicative Technologies of Ternopil National Economic University and agreed to disseminate the results. The survey was in writing form and addressed two questions:

1. Evaluate your level of English proficiency on a scale of 1 to 4, where 1 corresponds to a low level of proficiency; 2 - medium and 3 - sufficient, 4 - high.
2. Describe the concepts of “plagiarism in education” and “academic integrity”.

Yes, a summary of the survey showed that 85,71% (12 respondents) do not have enough level of English language training (except for 4 teachers of professional foreign language), 77,78% (14 respondents) of the total number of respondents felt the difficulty with the fuzzy definition of plagiarism and phenomena connected with academic integrity.

However, all (18 people) expressed a desire to modernize the study of professional disciplines in order to motivate and activate future

professionals to acquire knowledge and skills to prevent academic plagiarism, both in writing and in students' oral answers.

During the conduction of qualitative research, namely repeated conversations with teachers, it was suggested to improve personal competencies related to modern academic writing, understanding of basic principles and basic skills of academic integrity.

Therefore the Associate Professor of Psychology and Social Work at the Ternopil National Economic University L. Rebukha passed in 2019 a scientific internship "Academic Integrity: Challenges of the Presence" at the UKSW Higher Theological Seminary in Warsaw (Republic of Poland) with the support of the ADD Foundation. Participation in the work program allowed her to become familiar with European approaches to the issue of scientific plagiarism and the promotion of academic integrity. This was an important background that a series of classes of pedagogical skills was conducted at the department with the assistance of Doctor of Pedagogical Sciences L. Rebukha and Candidate of Psychological Sciences A. Girnyak.

Particular attention was paid to the relationship between academic integrity and English language proficiency of students. Teachers of foreign languages have undertaken in the process of studying the discipline "Foreign language of professional orientation" in the future specialists of non-philological specialties "Psychology" and "Social work" to deepen the knowledge of a foreign language, namely: to develop a conceptual-categorical apparatus related with academic integrity and plagiarism; to acquaint with the rules of academic writing during all classes; to teach the use and quotation of the works of foreign scientists; to make truthful references to English sources of information in case of use of other people's ideas, developments, statements, etc.

During the classes, all participants of pedagogical masterclasses actively participated in the discussion of problematic issues on a topical topic and presented the results of their own research, related to disrespectful attitude to issues of academic integrity, compliance with copyright law, the development of objective evaluation of learning outcomes, benefits of virtuous behavior, etc.

6. The degree of reliability of the results of the study

The two studies (the first with students and the second with teachers of Ternopil National Economic University) involved 58 third-year students and 18 teachers who teach subjects to future professionals of specialty "Social work" and "Psychology".

59 people study in these two specialties, 34 of whom are future social workers and 25 are psychology students. One student from a group of psychologists did not participate in the questionnaire because he was studying on an individual schedule, which allowed him not to attend full-time classes, but to come only to the control modules. Regarding the teaching staff, we involved in the study all teachers who teach third-year students both from the Department of Psychology and Social Work (14 people) and teachers (4 persons) from the Department of Foreign Languages and Informative - Communicative Technologies of Ternopil National Economic University.

Therefore, we conducted a continuous survey, as there were relatively few surveyed objects (58 and 18, respectively). All third-year students and all teachers teaching these third-year students are included in the study, making a complete sample, which makes it possible to speak about 100% of the general population. The boundaries of continuous study were determined by the topic of the proposed study.

Thus, all possible objects of our research were subjected to be studied, that is to say, to be a continuous research. Accordingly, we did not assess the probability of the obtained results, as it is not conducted in a continuous study, because only one value can be obtained for the whole population, (Liubchuk, 2017).

Therefore, the results of our study are correct for this (58 students and 18 teachers) of the general population and do not contain any errors.

7. Results

The problems of academic integrity in the day-to-day practices of Ukrainian institutions of higher education are still unresolved. Their solution requires effective teaching of teachers and students, which is directed at getting themselves acquainted with the new normative documents of Ukrainian legislation on the implementation of academic integrity in practice. Practical experience of adherence of academic integrity by the leading universities of the world, which have already proven their effectiveness, plays an important role in this aspect. However, the situation is complicated by the fact that not all teachers and students have enough level of English proficiency to make full use of academic ethics and respect for the world's intellectual property.

The empirical (questionnaire) research has shown:

1. Teachers of the Department of Psychology and Social Work of Ternopil National Economic University (14 persons interviewed) do not

have the proper level of English language (9 persons, which is 64%), which is essential for free access to the world's scientific- informative flows, and have difficulties related to the implementation of the principles of academic integrity in the educational process of higher education and the definition of the phenomenon of academic plagiarism in general (13 persons (72%)).

2. The level of linguistic knowledge of 58 third-year students of the specialty "Social Work" and "Psychology" is generally in the range from high to medium, with 37 (63,79%) persons being high and sufficient. Students' level of professional English language ranges, at the same time, from high to low. It is medium and low in 33 (56,90%) students, which does not allow full access to the professional achievements of experienced English-speaking scholars.

3. Knowledge of English open for 23 (39,66%) third-year students new opportunities to learn from the experience of advanced foreign universities in gaining competencies in academic ethics and culture, mastering the skills of high quality academic writing, gaining effective skills in performing critical assessment of negative phenomena that took place in the educational process, etc. However, a small number of future specialists, 21 (36,21%) future specialists out of 58, use English to study the professionally directed works of foreign scientists. It was found out that only 6 (28,57%) students out of the 21, use their linguistic knowledge to effectively implement academic integrity in their own learning process, which contributes to confidence in learning outcomes and academic-creative achievements in university education.

The received empirical data confirm that there is a strong correlation between the ability to use the principles of academic integrity and the students' knowledge of English. A great role of teachers, who read both specialized disciplines and professional foreign language in institutions of higher education, has been established in the acquisition of these skills in future specialists.

In this regard, a series of pedagogical masterclasses were held, where 18 teachers of two departments of were acquainted with the legal support, implementation and promotion of academic integrity in higher education in details.

The final survey of teachers revealed the following positive changes in their professional activity:

- all teachers involved in the pilot study (18 people (100%)) consider that academic integrity is an integral part of the quality of higher education in Ukraine and all over the world;

- there was a reassessment of personal academic culture based on the principles of honesty, fairness, trust and mutual respect for all participants of the academic process in 15 (83,33%) teachers;

- teachers (16 (88,89%) people) insist on the importance of implementation of European approaches and international practices on issues of scientific plagiarism and academic integrity into the educational process of Ukrainian higher education;

- teachers of higher education (13 people, representing 72,22%) believe that increasing the status of English language for teachers and students has a positive influence on the implementation of academic integrity into teaching of future specialists, and therefore on the competitiveness of Ukrainian institutions of higher education and their full involvement into global educational processes;

- 16 (88,89%) teachers expressed the desire to continue taking part in classes that provide for the acquisition of pedagogical skills in the practice of applying academic integrity, and 2 teachers out of 14 (those who have no special English training) plan to become participants of English-speaking professional courses .

8. Conclusions

Thus, comprehensive monitoring and practical argumentation of the influence of English language skills in students effectively affects the implementation of basic principles of academic integrity in the educational process of Ternopil National Economic University. The effective ability of high school teachers to implement totally the standards of academic integrity and to ensure confidence in the learning outcomes and academic achievement of students plays a great role in this process.

References

- Academic Integrity Assistance Project in Ukraine (SAIUP). (2016). <https://saiup.org.ua/novyny/saiup-branding-academic-integrity-in-ukrainian-schools-since-2016/>
- Bakhrushin, V. (2018). Academic plagiarism and self-plagiarism in science and higher education: Regulatory basis and world experience. <http://education-ua.org/ru/articles/1128>
- Bloshchynskyi, I. (2017). Usage of Anki specialized program application during future border guard officers' independent foreign language professional training for passing state examination. *Information Technologies and Learning Tools*. 58(2), 49-58.

- Borzenko, O., & Pavlishcheva, Y. (2019). Educational games with an interactive whiteboard at professional English lessons. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(2), 18-37.
<https://doi.org/10.18662/rrem/115>
- Crystal, D. (2003). *English as a global language*. Cambridge University Press.
- Finikova, T. V., & Artiukhov, E. E. (Eds.). (2016). *Academic integrity as a basis for the sustainable development of universities*. International Charitable Fund "International Foundation of Research of Educational Policy". Taxon.
- Ghibanu, I. A. (2018). Communication management within the organization. *Postmodern Openings*, 9(4), 16-23. <https://doi.org/10.18662/po/41>
- Gusinsky, E. N., & Turchaninova, Y. I. (2000). *Introduction to the philosophy of education*. Logos.
- Karpushyna, M., Bloschynskiy, I., Zheliaskov, V., Chymshyr, V., Kolmykova, O., & Tymofieieva, O. (2019). Warm-up as a means of fostering target-language performance in a particular English class. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(2), 141-159.
<https://doi.org/10.18662/rrem/122>
- Lahodynskyi, O., & Semeniako, I. (2018). Second language teaching strategies within the framework of individualisation and differentiation in higher educational institutions. *Journal of Teaching English for Specific and Academic Purposes*, 6(1), 107-114. <https://doi.org/10.22190/JTESAP1801107L>
- Liubchuk, V. V. (2017). Non-traditional methods of teaching sociology in non-sociological specialties (experience of application). *Bulletin of NTUU "KPI". Politology. Sociology. Right*, 1/2(33/34), 135-137.
- Lobachuk, I. M. (2013). Theoretical-methodological aspects of teaching a second foreign language. *Scientific notes of Vinnitsa State Pedagogical University named after Mikhaïl Kotsiubynskiyi*, 40, 56-60.
- Melnychuk, I., Drozdova, I., Savchak, I., & Bloschynskiy, I. (2019). Higher school instructors' pedagogical skills improvement as a basis of educational strategy for development of students' professional training. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(4S1), 170-184.
<https://doi.org/10.18662/rrem/184>
- Melnychuk, I., Rebukha, L., Zavgorodnia, T., & Bloschynskiy, I. (2018). Strategic significance of english in self-education of the students of socio-humanitarian specialties for fundamentalization of university education. *Modern Journal of Language Teaching Methods*, 8(11), 712-720.
<https://doi.org/10.26655/mjltm.2018.11.1>
- Ministry of Education and Science of Ukraine. (2018). Guidelines no. 1/9-650 of October 23, 2018 for ensuring the principles of academic integrity. Kyiv.
- National Agency for the Quality of Higher Education. (2019). Recommendations for institutions of higher education on the design and implementation of

- the university's assurance system of academic integrity of the National Agency for Assurance of Quality of Higher Education.
<https://naqa.gov.ua/wp-content/uploads/2019/10/>
- Poliakova, G. A, Lola, I. I., & Pochuieva, O. O. (2019). Implementation, monitoring and evaluation of academic integrity in institutions of higher education. *Theory and Methodology of Educational Management*, 13(2), 149-155.
- Simkova I., & Tuliakova K. (2020). The implementation of spoken interaction methods as efficient tools to improve 21st century skills in English for specific purposes training in Higher schools of Ukraine. *Revista Dilemas Contemporáneos: Educación, Política y Valores*, 2 (VII). <https://dilemas-contemporaneos-educacio.webnode.es/files/200006584-728cc728d0/20.01.02>
- Stepanchuk, L. (2015). The value of learning a foreign language for personal development and professional activity.
<http://eztuir.ztu.edu.ua/jspui/bitstream/123456789/307/1/88.pdf>
- Türkkahraman, M. (2014). Social values and value education. *Procedia - Social and Behavioral Sciences*, 116, 633-638. <https://doi.org/10.1016/j.sbspro.2014.01.270>
- Verkhovna Rada. (2017). Law on Education no. 2145-VIII from September, 05, 2017. <http://zakon0.rada.gov.ua/laws/show/2145-19/page3>
- Verkhovna Rada. (2018). Law of Ukraine no. 3792-XII from November 04, 2018 on Copyright and Related Rights.
<https://zakon.rada.gov.ua/laws/show/3792-12>