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FORMATION OF INTEGRITY IN CADETS OF HIGHER MILITARY EDUCATION INSTITUTIONS BY MEANS OF INTERACTIVE TECHNOLOGIES

Background. In today's world, as a result of globalization changes, the creation of a single information continuum and the erasure of personal boundaries against the background of mass culture and postmodernity, which is characterized by intertextuality and dialogicity, the question of authorship and honesty is one of the most urgent. Especially when it comes to aspects of the honesty of military personnel, whose moral principles have always been high in society. Academic integrity is one of the high-ways of the code of morals (dominant worldviews) and activities (behavioral aspect) of professional military personnel, and at the stage of training at the higher military educational institutions – future officers. The purpose of the current study is to outline the theoretical and practical content of the concept of military integrity and to determine the basic principles of academic integrity formation, as an important aspect of the complex concept of "military integrity", precisely by means of interactive technologies in foreign language (English) classes during the performance of independent work tasks. The formation of academic integrity is a long process.

Methods. A questionnaire was developed to assess the awareness of bachelor's and master's cadets at the Military Institute of Taras Shevchenko National University of Kyiv. Conducted via Google Forms, the survey included 85 cadets enrolled in the "Foreign Language" course (general, military, and specialized) for non-language specialties during the second semester of the 2023–2024 academic year.

Results. The article highlights the challenges of the digital age that threaten academic integrity. Attention is also drawn to why the issue of academic integrity is so fundamental for military personnel, as well as to the differences in the formation of academic integrity among military and civilian education seekers. Basic and additional interactive technologies are systematized, which can be used to ensure independent work on a foreign language of cadets of higher military educational institutions in an academically honest environment.

Conclusions. A foreign language, a paradigm of studying another culture through the lens of language, is a suitable ground for the systematic education of academic integrity among students of higher military educational institutions. All this given the relatively higher achievements in the formation of academic integrity in Western education (at least at the level of forming ideas about the culture of academic integrity, tracking manifestations of academic dishonesty with further consequences for education seekers). Further research on the topic will concern a thorough representation of the research conducted using Google Forms. The aim is assessing the general picture of academic integrity of students of higher military educational institutions and developing an algorithm to prevent manifestations of academic dishonesty during the performance of all types of work on learning a foreign language by cadets of higher military educational institutions.

Keywords: honesty, integrity, academic misconduct, academic mediation, interactive technologies, cadets, higher military educational institutions, English language.

Background

In turbulent times there is a great existential threat to honor and the very meaning of honesty and justice. It is important to support cadets whose active period of personal formation occurred in the axiologically very questionable time of postmodern rethinking of values, information manipulation, erasure of binary oppositions, a time of active technologicalization and unprecedented access to information sources, but most importantly, the time of the active ten-year Russian-Ukrainian war. Western researchers (e.g., L. Derby (2006)) sometimes add the concept of social dishonesty to this list, but if we objectively analyze any historical period in any country in the world, the concept of social justice is always relational. Therefore, it is more expedient to focus on those features of the modern world that distinguish it from other historical epochs in the narrative about why the topic of military integrity (in particular, academic integrity) has become so active now. It is important to note that the concept of academic integrity in the current research is considered as a component of the complex concept of "military integrity", which belongs to the value-activity sphere and characterizes the typical moral qualities of a military man, those traits of character and behavior that constitute the code of morality of a military man.

The issues of honesty and integrity are actively developing in the social field of Ukraine under the influence of transformational changes associated with the qualitative renewal of social mechanisms. For example, in 2020, after the reboot of the National Agency on Corruption Prevention, a special Integrity Office was established at the NACP. One

of the vectors of the NACP Integrity Office's activities is educational, i.e. integrating the idea and algorithms of virtuous behavior into various forms of social life. The idea is that integrity should be an integral part of education, and together they are prerequisites for the success of society. For integrity to become a universal norm in Ukraine, it should be continuously and systematically promoted both at the household level and in the educational sphere. Since in wartime the attention is particularly focused on the country's defenders, the role of integrity among the military (from the average cadet to the highest ranking military personnel) is not only a reputational issue, but a matter of trust in the nation's defenders in general. It is obvious that even after the war is over, the military in Ukraine will remain in the focus of public attention.

The concept of integrity belongs to the so-called soft skills – the formation of integrity cannot be accurately measured by certain mathematical objective values, but it is important to form an idea of the high moral character of a military officer during the training of future officers, which is no less important during service than his or her combat training. Integrity is the basis for building trust between the military service institutions and other social institutions and society as a whole. The concept of integrity in the academic sphere is defined by the current regulations in Ukraine, in particular the Law "On Education" of 05.09.2017 No. 2145-VIII (Article 42) (Verkhovna Rada of Ukraine, 2017), as well as the Law "On Higher Education" (Verkhovna Rada of Ukraine, 2014). As of March 2024, the Verkhovna Rada of Ukraine is considering the Draft Law on Academic Integrity

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No. 10392 of January 08, 2024, which is included in the agenda of the Parliament No. 3562-IX of February 06, 2024. In the system of moral education of future officers, the Order of the (Ministry of Defense of Ukraine, 1999). "On Approval of the Conception of Moral and Psychological Support for the Preparation and Conduct of Operations (Combat) of the Armed Forces of Ukraine" is of paramount importance. The Order provides for a high degree of integration of the Concept into the educational process of cadets of the higher military educational institutions. The text of the order stipulates that subordinate military command and control bodies should formulate the main directions and tasks of moral and psychological support, as well as relevant ways to implement the Concept in the educational process of higher military educational institutions. This involved and still involves making the necessary changes to the curricula (it is stated that the provisions of the Concept are guidelines for organizing operational and combat training of the military).

Literature review. Derby (2006), in his article "Academic Integrity at the United States Air Force Academy", emphasizes the purposeful and persistent work of the academic staff of the HEI to introduce a number of support tools to help cadets go beyond those social norms where lack of integrity may be acceptable or at least tacitly acceptable. It is a proactive effort to support the younger generation of military personnel so that they can serve with integrity even in the most difficult circumstances. This support system is formulated in the Honor Code. It defines that honor is the basis of military leadership, because in a profession such as the military, where lives are constantly in danger, integrity becomes a necessary quality for every professional. It is noted that in some professions the cost of dishonesty is measured in monetary terms, but in the army the price is measured in human lives and the security of the entire state (academic dishonesty is further transformed, becoming a dangerous norm, risking to become a threatening scale). The ability to educate, train and inspire military personnel on the principles of integrity is based not only on the principles of desirability, but also on the ultimate functional necessity.

L. Cox, a public affairs specialist at Maxwell Air Force Base, an active duty military air base of the United States Air Force, emphasizes that exponentially expanding Internet technologies are among the most powerful tools in education, but the integral learning process can be disrupted if students do not demonstrate academic integrity (Cox, 2010). Advances in technology and increased access to knowledge greatly enhance the ability to accelerate the delivery of military education. At the same time, students are responsible for embracing the learning process, for understanding the information that supports their readiness for service, and for personal integrity in receiving and sharing information that goes beyond purely personal communication. The shift in learning paradigms in the 21st century has created enormous opportunities and challenges. For example, distance learning methods enrich the authoritative resources of professional education for students of military universities. The military-specific team-based approach to learning is emphasized, which means that military students come together to solve problems, discuss strategy, and share information. Online research, seminars and collaboration are effective methods of learning military subjects. In the case of English, the team-based approach to military education is very much in line with the communicative approach to foreign language learning. However, while the ease of access to information through the Internet has improved the ability to share information and

collaborate, including in foreign language learning, it has also increased the challenge of maintaining academic integrity. Military service demands the highest standards of professional and personal integrity from future officers, but the multiple pressures of high tempo operations and demanding deployment environments can be tempting to expand restrictions on information sharing with other participants in educational programs. These stressors, combined with the idea that "everyone is doing it because it's so easy" or "no one will know" (Cox, 2010), can lead to a less than categorical attitude toward the importance of authentic learning and personal honesty. Accurate assessment is central to the process of professional military education, so it is important to ensure that cadets clearly understand the rules and limitations on cooperation and information sharing. The use of specific teaching methods helps to minimize opportunities for collaboration that is inconsistent with the principles of academic integrity. Air University Instruction 36-2309 describes "academic integrity" as "uncompromising adherence to a code of ethics, morals, conduct, scholarship, and other values related to academic activities". The guidelines define violations of academic integrity, including plagiarism, fraud, and misrepresentation. Those who violate the instruction are subject to adverse administrative measures, including expulsion and dismissal from the ranks of cadets in the military, as well as possible disciplinary sanctions, such as extrajudicial punishment, court martial, and dismissal from service (Cox, 2010). The aforementioned Draft Law on Academic Integrity No. 10392 of 08.01.2024 categorizes the concept of "academic integrity" as a set of values, principles and rules based on them that should guide academic actors in carrying out such activities (Verkhovna Rada of Ukraine, 2024).

Students should be encouraged to share information as they are in the process of learning the material. However, once it is time to prepare for the test, academic integrity should also apply to ensuring that the assessment accurately reflects their personal effort as a test score. That is, without providing or requesting information from other students about the test material, without cheating, plagiarizing, or otherwise dishonestly improving an objective grade. It is important that the higher military educational institution itself carefully enforces the rules of academic integrity and therefore investigates all alleged violations of academic policy among both students and staff (Scanlan, 2006). If the allegations are substantiated, in addition to the adverse actions that may be taken, the officers may be expelled from the university and have all their military education credits canceled without the right to renew, which significantly affects their employment and career potential.

Cifuentes and Janney (2016) note the risks of increasing cases of academic integrity violations in distance education. They notice that for many faculty members, distance education for higher military educational institutions' faculties still raises the fear that students can too easily cheat in online courses by passing off other people's work as their own (Cifuentes, & Janney, 2016). There are many ways to prevent student dishonesty in online education. However, none of the approaches prevents such violations as academic brokering, which involves a certain gratitude payment to a third party for taking tests, completing written work, etc. L. Jones notes in this perspective the activities of student work sites that offer pirated texts or original student work for money (Jones, 2011). Thus, according to the conclusions of modern authors who pay attention to the study of integrity in the educational environment, including specifically in the military, the lack of communication

interaction between participants in the educational process stimulates manifestations of dishonesty (academic misconduct) (Harris et al., 2020; Davies, & Sharefeen, 2022). Conversely, high-quality communication, especially in a direct face-to-face format, promotes compliance with the principles of honest behavior while cadets are acquiring professional competencies. This means both higher academic performance and more objective assessment. Notwithstanding all the shortcomings of the modern information age (in terms of its destructive impact on the moral and ethical foundations of society as a whole and on the personal level of perception of moral norms as an imperative in behavioral strategies), the scientific literature on the topic demonstrates the proven effectiveness of honor codes in creating and maintaining a culture of academic honesty and integrity in higher educational institutions (Tatum, 2022). Despite the nuances, honor codes work positively by educating students, in particular cadets of higher military educational institution, for whom the military code of honor plays the role of a professional moral law and academic integrity. At the same time, they hold them accountable through social norms, expectations, attitudes, reminders, and clear policies to combat academic misconduct.

Of great importance for the current study is the dissertation research by J. Williams, where the author addresses the issue of students' perceptions of academic integrity and ethics by comparing the environment of cadets and students at civilian colleges (Williams, 2018). The empirical study concluded that the communication between cadets and faculty at the military academy where the issue was studied was more unique and positive than the communication between civilian college students and civilian faculty. It was also observed that both civilian college students and cadets' perceptions of academic integrity deteriorated with each successive year of the training. The same applies to violations of moral principles in decision-making in general, i.e., there were many questions about the ethics of the decisions made by cadets. It was also emphasized that organizational culture, defined as "shared values", plays an important role in academic integrity. The formation of ethical manifestations of organizational culture, therefore, affects all manifestations of academic integrity. To outline the issues that we are considering in the current article, J. Williams engages the concepts of climate in groups of cadets, as well as personal and social responsibility (Williams, 2018). The general organizational culture of the HEI, as well as the local (group) and individual culture, play a role. Leaders, both formal and informal, build the general organizational culture. In addition, in many ways, the organizational culture, which determines, among other things, the principles of academic integrity, is institutionally inherited, so it is important to preserve and maintain a culture of integrity at a high level.

Although the issue of academic integrity is widely covered in modern scientific literature, including domestic Ukrainian scientific literature, the aspect of honesty of academic integrity among students of military educational institutions is still poorly studied. In addition to the above works of foreign authors, in domestic scientific community, Kozubtsov (2022) studies the criteria and indicators for assessing the level of plagiarism as a component of the academic integrity of the military (or rather as a manifestation of academic dishonesty). Huzyk, Lishchynska and Brodyak (2022) study the integrity of cadets in relation to aspects of educational quality. Prylipko (2021) focuses on the integrity of military officials. Polotai (2022) studies the application of academic integrity in higher education

institutions with special conditions of study, that is, also in higher military educational institutions. However, in general, the problem of forming the integrity of students of higher education institutions remains insufficiently studied. First of all, the study of the formation of cadets' integrity by means of interactive technologies in the study of specific academic disciplines, for example, a foreign language, and in the performance of specific types of educational activities, for example, independent work, is relevant.

The *aim* of the current study is to outline the theoretical and practical content of the concept of military integrity and to define the basic principles of forming academic integrity as an important aspect of the complex concept of "military integrity". Namely by means of interactive technologies in foreign language (English) classes during the performance of independent work tasks in higher military educational institutions.

Methods

In addition to traditional research methods, a questionnaire for bachelor's and master's degree students of the Military Institute of Taras Shevchenko National University of Kyiv was developed to determine the state of awareness of the cadets. The survey was conducted using the Google Forms tool. The survey involved 85 cadets who, as of the second semester of study in the academic year 2023–2024, were studying the discipline "Foreign Language" (general, general military and special course) for cadets of non-language specialties.

Results

In the aforementioned Concept of Moral and Psychological Support for the Preparation and Conduct of Operations (Combat) of the Armed Forces of Ukraine, paragraph 2 defines the basic moral principles of the Code of Honor of an Officer of the Armed Forces of Ukraine, and subparagraph 2.5. corresponds to the aspect of honesty. Honesty is defined here as an essential trait of an officer. Honesty consists in the unselfish fulfillment of one's duties in order to ensure the national interests of Ukraine in peacetime and wartime. The author emphasizes the social determinism of the military profession, since the officer is positioned as a person who is ready to devote his service to the benefit of society. Further, as part of the description of this virtue, the Concept emphasizes the officer's responsibility: both to the law and to people. Moreover, the decisions that officers typically have to make have serious social consequences: their outcome is measured in terms of victory or defeat, life or death. Since public expectations of an officer are high (primarily as an honest person), many fundamental factors of the military profession, including its perception by society, are based on the observance of this ideological symmetry.

To determine the issues of academic integrity relevant to a large-scale study among cadets of higher military educational institution, as mentioned earlier, a survey was conducted using Google Forms. Below is a translated screenshot of the answers to one of the questions in the questionnaire (Figure).

Based on the survey results, cheating is the most prevalent form of academic dishonesty. It is objectively the most common way to violate academic integrity when completing independent work in a foreign language. The survey also revealed that one-fifth of the surveyed students are aware of all types of academic violations. In contrast, 11.8% of respondents reported not being aware of any academic misconduct types. It is important to note that knowledge of academic integrity violations does not necessarily imply personal involvement, and vice versa.

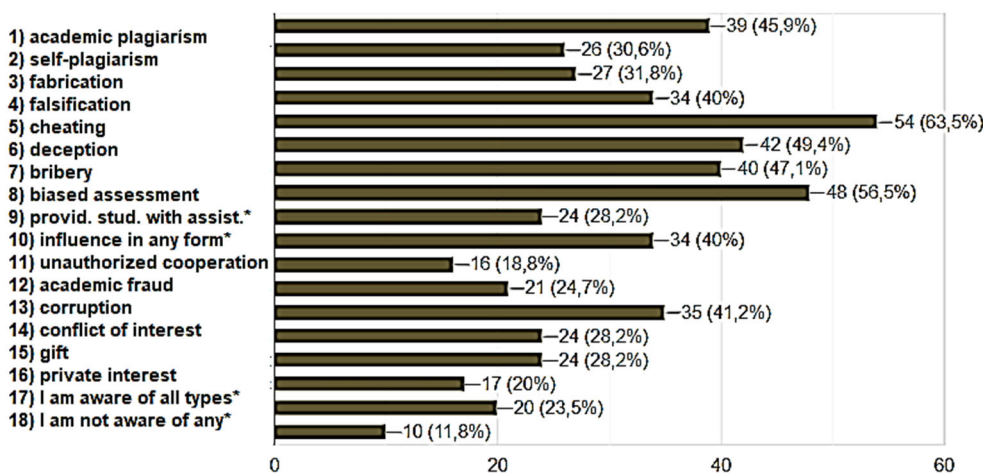
Preliminary data indicates that the most effective method to prevent academic dishonesty during independent work in a foreign language is to increase the use of tasks that go beyond grammar and vocabulary exercises, thereby reducing the possibility of cheating. This can be accomplished through interactive tasks that utilize educational technologies. Interactive technologies involve

interaction with environmental elements for educational purposes. The use of the internet and digitalization offers significant benefits in this regard. Interactive technologies have been proven effective in promoting academic integrity among higher military educational institution, particularly when performing independent work tasks in foreign language learning.

What types of violations of academic integrity do you know?

(please choose from the listed)

85 responses



*9) providing students with assistance or creating obstacles not provided for by the terms and / or procedures for passing such an assessment during their assessment of learning outcomes;

*10) influence in any form (request, persuasion, instruction, threat, coercion, etc.) on a pedagogical (scientific and pedagogical) employee in order to carry out an unbiased assessment of learning outcomes;

*17) I am aware of all types of violations;

*18) I am not aware of any of the types of violations.

Figure. Answers of HEI cadets to the questionnaire on academic integrity

Interactive technologies have become an essential component of modern English language learning. Independent work often poses challenges for university students due to time constraints and lack of teacher supervision, which increases the risk of academic integrity violations. Considering that some aspects of the topic may not be clear to the cadet, this complicates the problem. Independent task completion requires concentration, time management, the ability to search for necessary information, update knowledge, and a thorough interest in completing the task. They make the process more interesting, exciting, algorithmic, and understandable, while contributing to the development of all basic foreign language skills, such as reading, writing, listening, and speaking. Interactive technologies are commonly used for self-study of foreign languages. For learning English in a self-study format, typical interactive technologies can be used:

- Mobile applications such as Duolingo, Babel, and Quizlet offer interactive and game-based English language learning, as well as creating and using interactive learning cards for vocabulary and grammar.

- Online resources for learning English as a foreign language include BBC Learning English, which provides news and interviews with English speakers, and TED-Ed, which offers interactive lessons based on TED talks to develop listening and comprehension skills. Another helpful resource is Kahoot!, which allows users to create games to test their knowledge.

- Virtual reality design, such as Immersive VR Education programs, can be used to immerse learners in real-life scenarios and improve their English skills.

- Interactive video tutorials, such as those found on YouTube channels like Learn English with TV Series and English with Lucy, offer widgets to help learners improve various aspects of the language.

- The use of chats, blogs, and social networks, such as HelloTalk and Language Exchange subreddits, can provide opportunities for language exchange and learning. Personal and institutional pages, as well as group pages, can also be utilized for this purpose. However, it is important to be mindful of the potential for biased or inaccurate information on social media platforms like Instagram and TikTok, which are popular among young people. Additionally, it is important to use clear and objective language when communicating in a foreign language, avoiding biased, emotional, or ornamental language.

- Language games like WordBrain and Scrabble Go can help enrich your vocabulary and improve your grammar.

- Interactive exercises and tests on reputable foreign language learning resources such as Cambridge English Online Practice or British Council – Learn English can help develop your grammar and vocabulary.

Interactive technologies can play an important role in preventing academic dishonesty. The use of interactive technologies can ensure a transparent, stimulating, and effective educational process for mastering a foreign language.

In addition to the aforementioned areas of using interactive technologies for independent work in English by cadets of higher military educational institution, other interactive tools can positively impact the culture of academic integrity among cadets. These tools include an electronic assessment system and interactive online communication between cadets, such as creating a chat in a foreign language or recording audio or video messages for a friend, colleague, business partner, military command, or subordinates using interactive web-based tools. Teachers can utilize interactive tools to facilitate the independent work of future officers. These tools include anti-plagiarism checking systems and foreign language courses available on resources such as Prometheus. Cadets can progress through the course program step by step, completing assignments and receiving certificates upon completion. They can also send screenshots of their progress to the teacher of the discipline. Additionally, foreign language teachers can provide online support for the cadets' independent work.

Discussion and conclusions

While technological tools alone cannot promote a culture of academic integrity or prevent misconduct, they can be effective when used appropriately in combination with other approaches to organizing independent work of foreign language learners. While technological tools alone cannot promote a culture of academic integrity or prevent misconduct, they can be effective when used appropriately in combination with other approaches to organizing independent work of foreign language learners. While technological tools alone cannot promote a culture of academic integrity or prevent misconduct, they can be effective when used appropriately in combination with other approaches to organizing independent work of foreign language learners. This can help prevent or detect academic misconduct, thereby supporting academic integrity.

The initial measure to prevent academic dishonesty is to establish and communicate clear expectations regarding academic integrity and the repercussions of violating them. A declaration on academic integrity, such as a standardized form or an individualized essay on the subject of integrity in foreign language classes in a foreign language, can be included in the cadets' independent work. To prevent academic dishonesty, cadets can be asked to sign a code of honor or make a verbal commitment to adhere to academic integrity standards. Additionally, authentic assessments that require students to apply their knowledge and skills should be developed. Authentic assessment can reduce the likelihood of cheating since completed tasks and prepared materials are harder to copy, fake, or falsify compared to traditional tests or questionnaires. Examples of authentic assessments include projects, portfolios, case studies, simulations, presentations, and peer reviews. Formative assessments, such as self-assessment, feedback, and reflection, can be used to monitor students' progress and understanding of their progress in learning a foreign language. The emphasis should always be on communicative interaction. The third step is the use of interactive technologies to organize the process of independent work in English by future officers.

Technological progress will continue to be the basis for improved education. However, it is important to remain cautious of any cadets who may use technology for negative purposes. The potential danger is always present, and it is crucial for teachers to be aware of this issue. Academic institutions, both civilian and military, are facing ongoing technological challenges to maintain academic integrity (Malmstrom, & Mullin, 2013; Kidwell, Wozniak, & Laurel,

2003). The culture of academic integrity plays an important role in higher military educational institution due to the peculiarity of accommodating cadets in improved barracks. J. Williams (2018) also highlights this in their study.

The academic behavior of students, especially cadets, is a growing problem for colleges and universities responsible for training future officers. The introduction of military honor codes around the world and in Ukraine, as outlined in the Concept of Moral and Psychological Support for Training and Operations (Combat) of the Armed Forces of Ukraine (1999), has had a positive impact on the issue of student cheating and plagiarism. However, a comprehensive strategy is necessary to further reduce these problems and promote an institutional culture of academic integrity. A strategy to prevent and detect academic dishonesty should be implemented, along with fair but firm sanctions against such behavior. Methods to prevent or deter dishonest behavior among cadets include early education on integrity concepts, reinforced at the course level, faculty role modeling, and the use of selected testing strategies such as honor oaths and declarations of integrity, as practiced in the United States (Thornton, & Peterson, 2000; Bakken, 2020). To address the issue of academic integrity, administrations of higher military educational institution can give cadets greater responsibility and promote the necessary culture to uphold its principles. Successful enforcement requires strong and visible support for adherence to academic integrity standards, including a clear and fair process, as well as consistent sanctions against those cadets whose behavior violates these standards.

Future research will focus on a thorough presentation of a study conducted using Google Forms to assess the overall picture of academic integrity of university students and develop an algorithm for preventing academic dishonesty in all types of foreign language coursework by university students.

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ФОРМУВАННЯ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ В КУРСАНТІВ ЗАКЛАДІВ ВИЩОЇ ВІЙСЬКОВОЇ ОСВІТИ ЗАСОБАМИ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ

Вступ. У сьогоденні світі внаслідок глобалізаційних змін, створення єдиного інформаційного континууму та стирання особистісних меж на тлі масової культури й постмодерну, для якого характерними рисами є інтертекстуальність і діалогічність, питання авторства й чесності є одним із нагальних. Особливо коли йдеться про аспекти чесності військовослужбовців, очікування від моральних принципів яких у суспільстві завжди були високими. Академічна доброчесність є однією з підвалин кодексу моралі (світоглядних домінант) і діяльності (поведінковий аспект) професійних військових, а на етапі навчання в закладах вищої військової освіти – майбутніх офіцерів. Мета пропонуваного дослідження – окреслити теоретико-практичний зміст концепту доброчесності військового та визначити основні засади формування академічної доброчесності, як важливого аспекту комплексного поняття "доброчесність військового", саме засобами інтерактивних технологій на заняттях з іноземної мови (англійської) під час виконання завдань самостійної роботи. Формування академічної доброчесності – тривалий процес.

Методи. Для оцінювання обізнаності курсантів бакалаврату та магістратури Військового інституту Київського національного університету імені Тараса Шевченка розроблено анкету. Опитування, проведене через Google Forms, охопило 85 курсантів, які вичають дисципліну "Іноземна мова" (загальноосвітню, військову та профільну) за неможливими спеціальностями протягом II семестру 2023–2024 навчального року.

Результати. Наголошено на викликах цифрової епохи, які загрожують академічній доброчесності. Звернено увагу й на те, чому саме для військовослужбовців питання академічної доброчесності таке принципове, також на відмінності у формуванні академічної доброчесності серед військових і цивільних здобувачів освіти. Систематизовано основні та додаткові інтерактивні технології, які можуть використовуватись для забезпечення самостійної роботи з іноземної мови курсантів закладів вищої військової освіти в академічно доброчесному середовищі.

Висновки. Іноземна мова, парадигма вивчення іншої культури крізь призму мови – придатний ґрунт для системного виховання академічної доброчесності в середовищі курсантів закладів вищої військової освіти з огляду на порівняно вищі досягнення у формуванні академічної доброчесності в освіті західного зразка (принаймні на рівні сформованості уявлення про культуру академічної доброчесності, відстеження проявів академічної недоброчесності з подальшими наслідками для здобувачів освіти). Подальші дослідження з теми будуть стосуватись ґрунтовної репрезентації дослідження, здійсненого з використанням Google Forms із метою оцінювання загальної картини академічної доброчесності студентів закладів вищої військової освіти й розроблення алгоритму запобігання проявам академічної недоброчесності під час виконання всіх типів робіт із вивчення іноземної мови курсантами вказаних закладів.

Ключові слова: чесність, доброчесність, академічний проступок, академічне посередництво, інтерактивні технології, курсанти, заклади вищої військової освіти, англійська мова.

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