

on computers and laptops. On the contrary, individual profiles (such as electronic goal setting, monitoring, reporting, and adjustments) must be intentionally designed into the device and involved in the educational process in general and higher education institutions in particular.

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СУЧАСНІ ІНФОРМАЦІЙНІ МОБІЛЬНІ ЗАСОБИ НАВЧАННЯ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Стаття присвячена сучасним інформаційним засобам навчання як способу оптимізації процесу підготовки майбутніх фахівців. Наголошено на значущості області технологічних інновацій та області теорії навчання в рамках застосування різноманітних технологій для навчання та викладання.

Визначено, що моделі поведінки сучасних студентів змінюються, щодо їхнього рідного середовища цифрових технологій, які стрімко розповсюджуються. Сучасні цифрові студенти обмірковують та обробляють інформацію принципово по-іншому, на відміну від своїх попередників – мислячи паралельними та лінійними моделями та читаючи візуальні зображення, за допомогою яких можна було б читати текст.

Наголошено на тому, що нові технології, як ті, що описані в статті, можуть надати студентам інформаційного суспільства і суспільства взаємодії можливість отримувати підвищену і постійну участь у навчанні.

Активні студенти взаємодіють зі своїм середовищем і маніпулюють об'єктами в цьому середовищі, спостерігають за впливом їх втручання і будують власні тлумачення явищ та результатів маніпуляцій, поділяють ці інтерпретації з іншими. Ці описи пропонують підключення до раніше виявлених рис інформаційного суспільства і суспільства взаємодії та нових технологій.

Проаналізовано різні підходи забезпечення сучасного активного навчання в закладах вищої освіти. Резюмовано про те, мобільні навчальні пристрої можуть забезпечувати індивідуальність через унікальні профілі, ця категорія технологій може стати належним вибором навчального середовища, спрямованого на посилення індивідуальної спрямованості в навчанні. Мобільні пристрої мають узгоджуватись з тим, як відбуваються події в світі та в Інтернеті, навіть якщо ці пристрої були використані лише для досягнення особистих цілей. Закцентовано, що критичний аспект такої стратегії полягає в тому, що мобільний пристрій не просто інтегрувався в навчально-виховне середовище та у заклади вищої освіти або впав у руки його користувача, як це було зроблено, наприклад, з нещодавніми ініціативами щодо комп'ютерів та ноутбуків. Навпаки, індивідуальні профілі повинні бути наємисне спроектовані в пристрій і задіяні в освітньому процесі в закладах освіти взагалі та в закладах вищої освіти зокрема.

Ключові слова: мобільна інформаційна технологія, мобільні пристрої, електронне навчання, мобільне навчання, змішане навчання, активне навчання.

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ACADEMIC INTEGRITY OF STUDENTS: PEDAGOGICAL CONDITIONS OF ITS CONTROL

In the article, the problem of academic integrity of students of higher education institutions is considered and the main pedagogical conditions for reduction of manifestations of academic insanity are offered on the basis of three interrelated psychological and pedagogical components: motivational, normative and cultural value.

Keywords: academic integrity, manifestations of academic integrity, academic responsibility.

Formulation of the problem. In the context of active reform of the higher education system in Ukraine, actual and problem issues are raising its quality. As stated in the Law of Ukraine "On Education", one of the important components of the internal quality assurance system is the system and mechanisms for ensuring academic integrity [6]. In turn, academic integrity concerns not only the quality of education – it significantly affects those citizens who are educating the higher education system in the country, which values are laid down while studying at the university. Our pedagogical observations, interviews with students and teachers indicate that the majority of the subjects of the educational process recognize that manifestations of academic dishonesty take place, but not all of them are ready to recognize their systemic problems in higher education institutions. Thus formed the so-called "vicious circle" – fraud and corruption of education – the negative effects of social inequality (results are not to reach by the best but by the fastest) – low level of experts are braking economic and cultural development of society.

It is worth noting that the concept of academic integrity for Ukrainian realities is rather new, although in the foreign

scientific community issues of academic integrity have been under way for quite some time.

The International Center for Academic Integrity at the Rotterdam Institute of Ethics at Clemons University in South Carolina has developed a document entitled "Fundamental Values of Integrity", which states that academic integrity is a commitment to six fundamental values: honesty, trust, justice, respect, responsibility and courage [11]. The Law of Ukraine "On Education" states that "An Academic integrity is a set of ethical principles and statutory rules that should guide the participants in the educational process while teaching, educating and conducting scientific (creative) activities in order to ensure trust in the results of learning and / or scientific (creative) achievements. Adherence to the academic integrity of the applicants of education implies:

- independent performance of educational tasks, tasks of current and final control of learning outcomes;
- references to sources information in case of using ideas, developments, statements, information;
- observance of the norms of the legislation on the copyright and related rights;

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- granting reliable information about the results of their own academic (scientific, artistic) activity, methods used and sources of information [5].

Based on international experience, Ukrainian researchers have identified the following basic principles of academic excellence in higher education institutions: honesty, truth, transparency, accessibility, respect for others, equality and social justice, academic literacy, partnership and mutual assistance [2]. The main violations of academic integrity are considered to be [6]: academic plagiarism – the disclosure (part or in full) of scientific (creative) results obtained by other persons as the results of their own research (creation) and / or reproduction of published texts (published works of art) by other authors without specification of authorship;

Plagiarism – publication (partially or completely) of previously published scientific results as new scientific results; Fabrication – the production of data or facts used in the educational process or scientific research; falsification – a deliberate change or modification of existing data relating to the educational process or scientific research; write-off – execution of written work with the use of external sources of information, except for allowed for use, in particular, when evaluating the results of training; fraud – the provision of knowingly false information about your own educational (scientific, creative) activity or organization of educational process; forms of deception are, in particular, academic plagiarism, selfplagiarism, fabrication, falsification and writing; bribery – provision (receipt) of a participant in an educational process or a proposal for the provision (receipt) of funds, property, services, benefits or any other material or non-tangible goods in order to obtain an unlawful advantage in the educational process; biased evaluation is a deliberate overestimation or underestimation of the evaluation of the results of education for educational instructors [6].

The research objective is to determine the pedagogical conditions for the reduction of the evidence of academic dishonesty of students in higher education institutions.

Analysis of recent sources and publications. The problems of the essence of academic integrity were investigated in his writings by V. Kohan, M. Mintz, I. Petrenko, N. Stukalo, T. Finikov. The reasons for the phenomenon were written by G. Yefimov, I. Romanov. And the efficiency of the technologies was introduced to reveal the manifestations of academic dishonesty I.Krauz, O.Poralo, O. Stefan. The issue of academic integrity and academic culture was studied in Ukrainian educational institutions, including such Ukrainian scientists as A. Artyukhov, S. K urbatov T. Lichman, V. Satsyk, N. Syrotenko, Y. Slobodyanyk, T. Finikov etc. They focused on the dissemination of ethics and integrity established in an academic environment.

An important shift in the issue of academic integrity is the approval of the Project for Promoting Academic Integrity in Ukraine (Strengthening Academic Integrity in Ukraine Project – SAIUP), implemented by the American Council for International Education by the Ministry of Education and Science of Ukraine and support of the US Embassy in Ukraine, and aims to apply the common experience of the United States and Ukraine to develop and implement a four-year action plan, the content of which is orientation and the teaching of students, teachers and administrators of educational institutions of Ukraine of practical value and the importance of academic integrity, the provision of resources and action plans for their close involvement in strengthening academic well-being Essence in the educational environment [11]. In parallel, the Project will involve MES in order to enable key operational innovations to support sustainable changes in Ukrainian education at the national level. The initiators, performers and partners are considering forming an academic

culture in general, and academic integrity as its component, in particular, as an important part of transformation of Ukrainian educational system. The participants of the project are ten higher education institutions of Ukraine, among them the Institute of International Relations of Taras Shevchenko Kyiv National University.

Research presentation. The phenomenon of academic integrity (as opposed to dishonesty, unfairness) is versatile and can acquire any form. At the heart of this notion is the deliberate violation of generally accepted in the academic space of moral values and legal norms, in order to obtain certain benefits, benefits. In any case of the proliferation of manifestations of academic non- integrity has a devastating impact on the quality of education and research, and therefore – on the perspectives of sustainable development of society.

It should be noted that academic integrity is not a purely modern phenomenon. It is known that already in 1964, William Bauers published the results of the first large-scale study of academic dishonesty in higher education institutions. He interviewed more than 5,000 students in 99 colleges and universities in the United States. According to the survey, it was found that more than half of all respondents once or twice resorted to violating sound academic practices [2].

Particular attention is paid to the results of the all-Ukrainian sociological study conducted within the framework of the project "Academic Culture of Ukrainian Students: The Main Factors of Formation and Development" by the East Ukrainian Social Research Foundation with the support of the International Renaissance Foundation from December 2014 to July 2015. So a survey of 1928 students and 374 teachers in 25 higher education institutions in Ukraine showed that: 78% of students did not take exams independently, 67% of them cheated during the exam, 23% of students indicated that they received ratings for services or money, 90 % of students resort to plagiarism [1]. Compared with these results co – poll was conducted with American students, including more than 75% said they resorted to deception in the process of learning activities, and 68% – acknowledge the facts of copying materials from the Internet without relevant references to the original source [1].

According to the Law of Ukraine "On Education", which introduced a formalized view for all levels of education academic integrity is determined by the parliament of our country as aspects of the academic integrity of scientific and pedagogical employees and applicants education [6].

Academic integrity in the modern concept of discourse on this issue is opposed to the category of academic dishonesty (academic misconduct, dishonesty), the main manifestations of which are found in the following activities [3]:

- fabrication of data (fabrication) – involves the artificial creation of fictitious data or facts in support of the provisions proposed by the author in scientific work;
- data falsification (falsification) – consists in conscious change or modification of already available data for confirmation of certain scientific findings of the researcher;
- bribe in the academic field (bribery) – an illegal extortion from a particular person of material or monetary value in exchange for academic gain (eg, a bribe for exam or written work);
- academic sabotage – the pursuit by the researcher of actions that give him the opportunity to obtain illegitimate academic benefit, or to reduce it to other members of an academic group or community (for example, by delaying the process of reviewing the work of the author for the use of results for his own purposes, the destruction of certain data relative to other competitor researchers);
- professorial dishonesty (professorial misconduct) – abuse of the individual faculty members by their official

duties in order to coerce and exert pressure on colleagues or students;

- academic fraud (cheating) – this is the behavior of students when they use for their own purposes non-permissible materials, information or other auxiliary means in the course of performing educational tasks; The most common form of academic fraud is the scamming, in particular through cribs, by looking at the work of a neighbor during the exam, collaborating with students in order to obtain a common benefit for all, committing actions aimed at preliminary and unlawful familiarization with the content of examination tickets, etc.;

- plagiarism (plagiarism) – Academic conduct which has the following five cumulative characteristics, when a person uses the words, ideas or results of work belonging to another specified source or person without specifying the reference to the source from which it was borrowed from a situation in which it is lawfully expected to indicate the authorship of the original in order to obtain some benefit, respect, benefit, which does not necessarily have to be monetary.

Therefore, we can conclude that academic integrity is a complex phenomenon and combines both ethical norms and rules of human behavior in the educational and scientific environment, the mechanisms and tools by which they are implemented in practice, and the moral and cultural values of personality and society in general. In any case, this is an important problem for contemporary Ukrainian education, which needs to be studied and studied.

To analyze the current state of the problem of integrity in institutions of higher education, an experimental study was conducted that included pedagogical observations, interviews with students and professors, a questionnaire for students of 3-4 year students of the Taras Shevchenko National University of Kyiv.

The conducted research made it possible to make certain conclusions: the main manifestations and academic unrighteousness of students are writing off, three and less – biased evaluation. The plagiarized respondents were also highly evaluated (see Fig. 1).

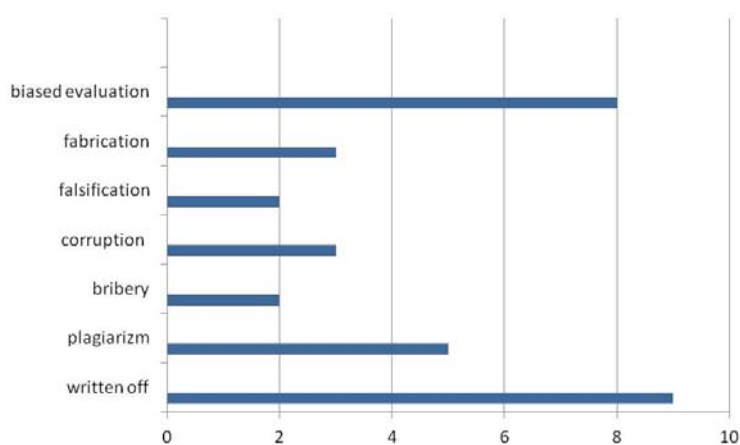


Fig. 1 Manifestations of academic integrity

Factors that have influenced the widespread use of plagiarism, fabrication of research data, writing and other manifestations of scarcity are quite large. One of the main things is, above all, education. When parents do their homework instead of children, or give consent to write off the finished information from the Internet, or if there is a widespread phenomenon of bribery in the family, it is clear that in an adult's life people will follow already established patterns of behavior.

Secondly, the experience of the school. In most urban secondary schools, an average of 30-35 students are in one class. It is physically unrealistic for a teacher to follow all students during a supervisory work or exam, so there is an opportunity for the students to cheat, write to a neighbor or from a telephone. This is a matter of providing the state with the optimum filling of classes. Then the assessment of students' knowledge would be more objective.

Well, and thirdly, the attitude of the teachers themselves. To date, the modern teacher has no motivation to learn to complete his work. This is due to low wages and difficult working conditions and – most hours of workload load extra-curricular activities and more. Teachers are forced to look for other earnings by engaging with students in addition, gradually turning into workers, and not people who need to educate honest and intelligent people.

And the last factor is the indifference of the authorities. After all, in addition to the creation of laws on academic integrity, good titles of scientific articles on the fight against evil, those in power need to chat about the integrity of their personal.

The conducted experimental study shows (see Fig. 2) that one of the main reasons for academic integrity of a student is the low level of motivation of students to acquire knowledge.

The question of learning motivation always arises and depends more on the internal system of values, or on the external stimulus. Respondents also identified the work of both students and teachers and that academic dishonesty in higher education is traditionally appointed system. If the first phenomenon can be fought at the system level – reducing the number of academic hours, increasing the time for independent work, reducing the volume of paper work, then the second manifestation must work at the national level.

The category of "integrity" belongs to the multi-level search, and therefore its understanding requires a synergistic approach in identifying the essence and structure that allowed to cover the logic of scientific research with the most significant psychological and moral manifestations of the integrity of students of higher education institutions and to consider them as system-forming components of the structure, from influence which depends both on the content, and on the methods and mechanisms for the formation of the student's youthful fraternity [7]. Therefore, in order to determine psychological and pedagogical conditions for the formation of academic integrity, it is necessary to highlight the main components of academic integrity.

The analysis of scientific literature on this issue and the research conducted, we can conclude that to the main components of the category "academic integrity" as systems belong [7]: motivational (formation of a system of positive motives necessary to motivate and direct students to their integrity, moral behavior); value (universal principles and culture) and normative component (the system of counteraction to academic insecurity at the state level) (see Fig. 3).

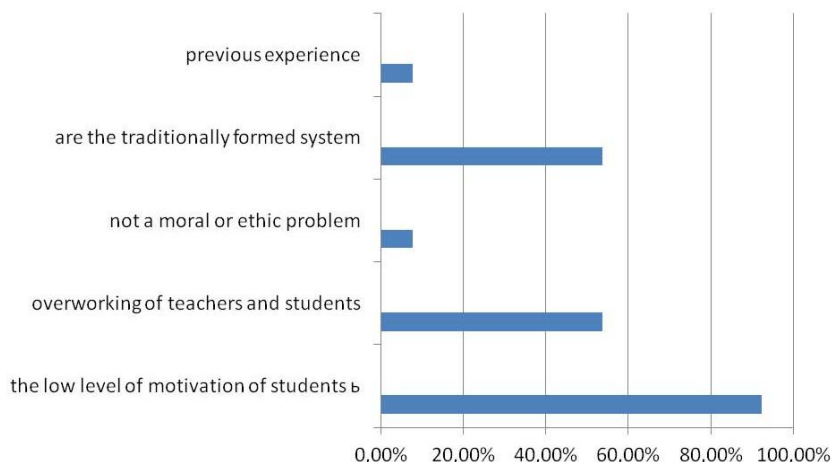


Fig. 2 Reasons for academic integrity

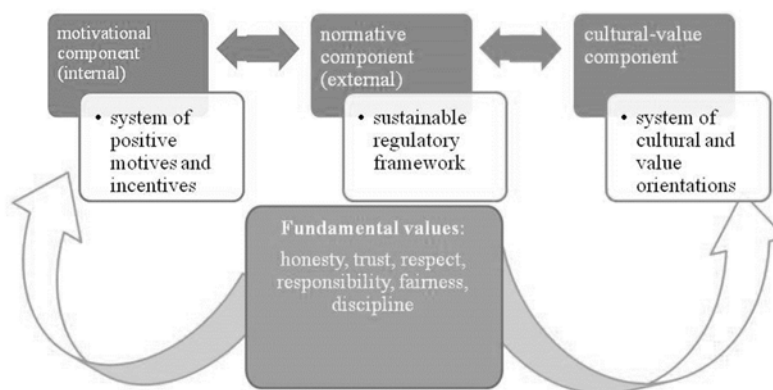


Fig. 3 Components of academic integrity

The motivational component is one of the main but also the most controversial, since it focuses on the internal processes of each participant in the educational activity. In every educational situation, the student is constantly faced with the choice: to work for himself and to acquire new knowledge or to "simplify" his task and to use information processed by others, for example, having written off homework from other students, or "borrowing" other people's scientific results, while not indicating source of borrowing. In order to reduce the above manifestations of academic integrity, it is necessary to address the motivation of both the student and the scientific and pedagogical worker, to rely on their internal incentives and needs, to create a positive and safe atmosphere. Motivation for learning and the development of internal motives is one of the main factors that determine academic culture [7].

Quite global, therefore, the normative component is no less important. It is extremely important that you understand that your current school, as a particular social system, functions in the external environment. It is a complex of certain conditions and external stimuli that affect the object (student / educational institution).

Therefore, the creation of a clear and sustainable regulatory framework is a key step towards the adoption of the principles of academic integrity in higher education institutions. An obvious need is the introduction of issues of academic integrity in the areas of public education policy. Educational institutions have a special responsibility, since they are often one of the last chances of a society to overcome the moral crisis. If habits of honesty are not glued to students before they leave schools, it's unlikely that these habits will be developed later in them.

It is important not only to adopt the necessary legislative acts, which include, in particular, the attraction to academic accountability of those higher education graduates who violate academic integrity: "repeated passing of the assessment (control work, exam, credit, etc.); repeated passing of the educational component of the educational program; deductions from educational institution; deprivation of academic scholarship; deprivation of education provided by the educational institution benefits to pay for education" [6], but provide a reliable system for their implementation in the educational process.

The cultural-value component is the intermediary between the universal human principles and norms of society and the internal values of the individual. The education system is one of the most important factors in changing the consciousness of a modern young person. In view of this, the outlook and quality of education depends on the way in which social relations will be formed on what values, principles, ideas will be formed. Serious problems with ethics, value orientations, culture of thinking and behavior that manifest themselves at all levels of social life are the basis for growing attention and awareness of the need for practical action in the field of academic affirmation in the education system of Ukraine [2].

Speaking of academic good integrity, it should be emphasized that throughout the academic world have long come to the conclusion that a professional he Developing rights is impossible without a general worldview that shapes not only professional and socially active and responsible citizen, a leader who is able to change the world for the better. It is this process that can not become a reality without academic integrity. Therefore, it is worth mentioning the importance of the cultural and value component.

All of the above components are interconnected. Their complex promotes the development of high standards of academic integrity at the personal, institutional and cultural levels. The process of education should be continuous and continuously improved in the light of the emergence of new learning technologies and the ability to motivate participants in the process to make ethical decisions.

It is worth noting that many researchers along with the notion of academic integrity are also distinguished by the notion of academic culture. At the present stage, the problem of the formation of academic culture in pedagogical contexts has been reflected in the scientific works of N. Gordienko, A. Prokhorov, O. Semenog, I. Sizovoy, P. Scott, I. Tomashevskaya, O. Fast, M. Shiversky and others. Academic culture is understood as a set of norms and values of educational and scientific activities of the University. The classical academic values of higher education were formed together with the classical model of the university of industrial society (academic freedom, the unity of research and teaching, etc.) [2].

One can conclude that academic culture is primarily an ethical culture and service to society, as opposed to the notion of academic culture, which is defined as a complex of ethical, moral values and statutory rules defining the activities of participants in the educational process. From this it

becomes clear that academic integrity is a broader concept and includes an academic culture.

Academic integrity in institutions of higher education is a systemic problem, and therefore its solution requires systemic changes that should take place in parallel with the formation of the system of quality assurance in higher education. Therefore, an important precondition for this is the creation of favorable and operating organizational and educational conditions for the reduction and full elimination of manifestations of academic insecurity.

The practice of punishment does not justify itself, because it has the character of only external influence on the student, while it is necessary to form the very inner motivation of a young person to adhere to the principles of academic honesty. Actual and progressive in this regard is the approach proposed by many American universities, who see an effective way of asserting academic integrity in the formation of fundamental values and their rooting in the behavior of the young man [2].

On the basis of certain components of academic integrity, one can determine the following pedagogical conditions for the formation of academic integrity of students in higher education institutions (see Fig. 4).

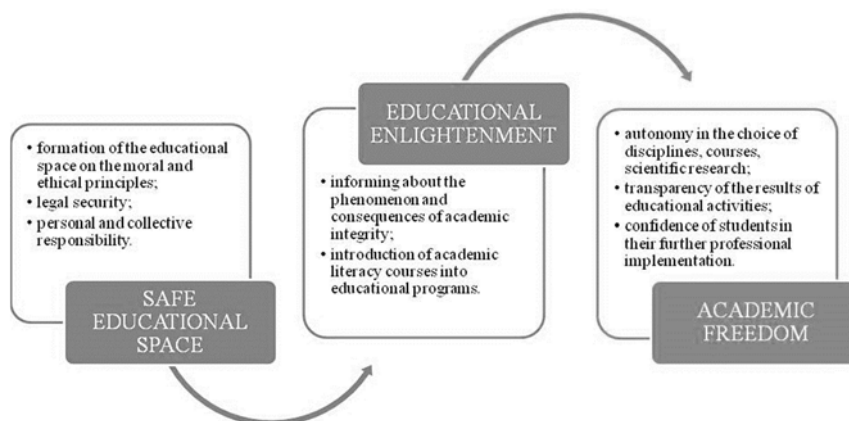


Fig. 4 Pedagogical conditions of academic integrity

As can be seen, the following pedagogical conditions can be distinguished: safe space, educational activity and academic freedom.

The safe educational space includes the moral and ethical values on which pedagogical interaction is constructed; legal protection, that is, each student of the educational process is equal before the law and educational activity is determined by the normative-legal provision; personal and collective responsibility, understood as equal academic accountability.

In the literature on this problem, there are also approaches in which academic well-being is not a problem as such [2]. Proponents of this position say that if strict sanctions are imposed to overcome the manifestations of academic dishonesty, most educators will cease their academic activities because of fear of academic accountability and sanctions. However, ensuring academic integrity depends not only on the constant pursuit of illegal scientists and students, but on creating an atmosphere of trust in the scientific field, a sense of justice and security of their intellectual property. So, creating a secure space is there a necessary condition for successful educational activities, creating conditions for the formation of student social responsibility.

An important condition for the implementation of educational activities on the basis of academic integrity is the pur-

suit of educational enlightenment. As the results of our experimental study showed, 40% of students were only partially informed about the need for academic integrity. This is a rather good result, but in comparison with the results of the following issues regarding compliance with these academic norms, informing about this problem did not give the desired results. To say that it was not necessary to conduct informative work can not be carried out because the correct educational activities can significantly since diminish manifestations of academic dishonesty.

One of them is the lack of a profound understanding at universities of the importance of academic integrity and the procedures that should ensure this good faith.

Academic freedom in turn is independent of c and in the selection disciplinary etc., research that will provide greater motivation for learning, awareness of career choices, understand the importance of academic integrity; Transparency of educational outcomes minimizing negative manifestations such as corruption, bribery, and biased evaluations that reduce the teacher's credibility and prestige of training; in the students' confidence in their own professional implementation.

Of course, the achievement of sustainable results in implementing the standards of academic integrity is possible only with the continued and persistent efforts of the higher education institution's leadership in advancing these norms

and values. This is not a matter of "quick decision" when the university is sufficient to adopt an ethical code or subscribe to a system of detecting signs of plagiarism in the text and report that the problem has been successfully solved.

Conclusions. Higher school is a peculiar model of society. Therefore, the introduction of academic ideas of good integrity is gradual, complex and lengthy, so must constantly be improved as educational achievement, educational, training and scientific research purposes can only be subject to ethical standards. Ultimately, this will lead to systemic changes in the life of society, starting with concrete changes in the life of every institution of higher education.

It can be concluded that to reduce manifestations of academic integrity must adhere to higher education relevant pedagogical conditions, which is to provide safe educational space, which is formed on the ethical principles and includes legal protection, personal and collective responsibility; Educational activity, which informs about the phenomenon of academic integrity and the consequences of bad faith, as well as the introduction of academic literacy courses in educational programs; academic freedom, which is understood as the transparency of the results of academic integrity, autonomy in the choice of disciplines, scientific research.

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АКАДЕМІЧНА ЦІЛЬНІСТЬ СТУДЕНТІВ: ПЕДАГОГІЧНІ УМОВИ ЇЇ КОНТРОЛЮ

У статті розглянуто проблему академічної доброчесності студентів вищих навчальних закладів та запропоновано основні педагогічні умови для зменшення проявів академічного недоброчесності на основі трьох взаємопов'язаних психолого-педагогічних компонентів: мотиваційної, нормативної та культурної цінності. Вища школа – це своєрідна модель суспільства. Тому впровадження академічних ідей доброчесності є поступовим, складним та тривалим, тому його слід постійно вдосконалювати, оскільки навчальні досягнення та науково-дослідні цілі можуть підпорядковуватися лише етичним стандартам. Зрештою, це призведе до системних змін у житті суспільства, починаючи з конкретних змін у житті кожного вищого навчального закладу.

Можна зробити висновок, що для зменшення проявів академічної доброчесності вищі навчальні заклади повинні дотримуватися відповідних педагогічних умов: забезпечення безпечного освітнього простору, який формується на етичних принципах і включає правовий захист, особисту та колективну відповідальність; навчальна діяльність, яка інформує про явище академічної доброчесності та наслідки недоброчесного характеру, а також про запровадження курсів академічної грамотності в освітніх програмах; академічна свобода, що розуміється як прозорість результатів академічної доброчесності, самостійність у виборі дисциплін, наукові дослідження.

Ключові слова: академічна доброчесність, прояви академічної доброчесності, академічна відповідальність.

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IMPLEMENTATION OF TUTORING PRACTICES IN A HIGH SCHOOL BASED ON THE EXAMPLE OF THE PRIVATE SCHOOL "ATHENS", KYIV

The article actualizes the implementation of tutoring practices that meet the challenges of modern times, help to overcome the contradiction between the current demands from a personality and traditional educational practices. Special attention is paid to the conditions of tutoring practices implementation, meaning creation of an open variable educational environment. The most effective tutoring experience practice, which corresponds with the age specifics of high school students, is designed. A short analysis of a tutor's competence is provided.

Keywords: individualization, tutor, tutoring practices, open educational environment.

Formulation of the problem. Nowadays the educational system is witnessing pivotal changes: forming of different subjects in the educational field, openness and variability of educational models, informal education, continuity of education and so on. All of that means essential changes for a modern school in regards to its resource capabilities. At the current stage of society evolution, there is an initiative to create such an educational model that would allow for development of each individual according to their maximal range of intellectual and psychological resources. Solution of this problem is connected with modernization of the content of education, such as: optimization of methods and technologies in the education process organization, and

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achievement of modern high-quality education that meets the country's needs and worldwide standards. However, reformation of the Ukrainian educational system cannot be limited by the implementation of new standards, effective pedagogical technologies and forms of pedagogical activities. It also depends on the change of the very didactic principles on which the modern school is based [3]. According to the new tendencies in the Ukrainian educational reformation, realization of the individualization principle becomes more and more important. The principle of individualization is in one way or another present in most of the chapters of the New Ukrainian School Concept [4, p. 7]. Updated educational standards are oriented at discovering one's individuality,