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**ACADEMIC DISHONESTY AS A FACTOR OF NON-COMPETITIVE PROFESSIONAL FORMATION****Revutska S. K.***c.philol.s.*

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**Abstract.** *The paper presents the results of a survey of students of different specialties and courses, carried out in order to find out the reasons for non-competitive specialist formation in modern education. It is determined that the process of competitive specialist forming is primarily influenced by a conscious approach to the choice of specialty and university, which will provide the appropriate level of knowledge with a practical focus. Equally important is the conscious adherence to the ethical principles of academic honesty while training, which provides an opportunity to gain in-depth knowledge in a particular field and become a competitive specialist in the labour market.*

**Key words:** *academic culture, academic honesty / dishonesty, competitive specialist, academic cheating, plagiarism.*

**Introduction.**

In 2017, the Law of Ukraine “On Higher Education” was introduced, where the concept of “academic honesty” was formulated. This legislative step made it possible to spread the principles of academic culture in educational institutions through the creation of codes of honour, the introduction of disciplines that consider and explain the concept of academic fraud, plagiarism in science, ethical standards of the scientist and etc. For several years, these issues have been comprehensively studied by a number of foreign and domestic scientists (P. Artomov and I. Pak, Y. Kalynovskyi, T. Yaroshenko, V. Romakin, O. Kravchenko, H. Khoruzhyi, L. Semenenko), and empirical researches have been conducted.

In recent decades, the problem of low level of training of professionals capable to compete in the labour market is quite acute in Ukraine. One of the reasons for this situation is the unconscious choice of specialty by the applicants, which leads to a violation of academic culture, honesty in the student environment.

The purpose of the study is to find out the main reasons for non-competitive specialist formation in modern education by means of online survey of students of different courses.

**Main body.**

Only 10 freelancers have the opportunity to participate in the Strengthening Academic Integrity in Ukraine Project (SAIUP), but to implement and promote ethical norms of a young scientist, to form a conscious attitude of students to the educational process, to avoid plagiarism and academic fraud, is available for any educational institution. Moreover, students are happy to study the problems of the educational process, to find out the causes and types of academic fraud that affect the non-competitiveness of graduates in the labour market.

To investigate these issues, a marketing survey was conducted through an online survey, which was created using the online resource Survio. Students of different courses and specialties were involved in the survey.

The low competitiveness of a university graduate has a number of interrelated reasons: unconscious choice of specialty, including misunderstanding of professional competencies, insufficient level of knowledge base provided in the classroom, obtaining a good grade by violating academic culture, and so on. According to the outlined reasons, a questionnaire was formed.

It is also significant that students positively assess the level of knowledge gained, at least for the session: out of 58% satisfied with the knowledge base, 43.5% consider it sufficient for the session. However, only 20% are sure that the knowledge obtained in the free economic zone will be enough to work in their field of activity, 54% answered that they need more practice to apply the acquired knowledge and acquire practical skills. Thus, the survey revealed weaknesses in the release of a competitive specialist: the student's unconscious approach to choosing a specialty on the one hand, and the need to gain practical experience for the formation of professional skills, on the other.

The first block of questions offered to the respondents concerned the motives for learning and choosing a profession, as well as the level of knowledge offered for the professional skills formation. The study suggests that 43.9% of students when choosing a university were guided by low competition, 16.7% – by state status; 12.1% – by the possibility of employment after graduation. The following options gained up to 10% : parental decisions and advice from friends (9.1%). The least respondents were guided by the high level of teaching and the prestige of the university, 3% and 6.1%, respectively. At the same time, the priority educational goal of the student is to obtain higher education – up to 50%, and only 24.3% – immediately focus on career growth. Not surprisingly, that 42.4% of students do not understand the professional competencies of the profession and therefore do not imagine themselves in this area, so they are waiting for an internship to understand it in more detail. Therefore, there is a possibility that students, having spent 2-3 years of training, will be disappointed in the choice of profession or leave the training before their internship, and this will lead to the production of specialists with a low level of competitiveness. It is also significant that students positively assess the level of knowledge gained, at least for the session: out of 58% satisfied with the knowledge base, 43.5% consider it sufficient for the session. However, only 20% are sure that the knowledge obtained in the free economic zone will be enough to work in their field of activity, 54% answered that they need more practical activity to apply the knowledge gained and acquire practical skills. Thus, the survey revealed weaknesses in the production of a competitive specialist: the student's unconscious approach to choosing a specialty on the one hand, and the need to gain practical experience for the professional skills formation, on the other.

Incomprehensibility in choosing a profession gives rise to similar behaviour during the educational process. Most students complain about the large number of written works in various subjects (28% of respondents), in which they are not interested due to lack of skills to search and structure the academic text (28%), the

system of penalties for violation of academic honesty (32%). All this leads to the fact that 73% of respondents resort to write-offs during control measures, 19% use prohibited technical means, while others commit various types of academic fraud. In general, only 20% of students have never used Internet resources in their own texts without proper design. At the same time, 45.5% of students plan to work after graduation, if there are good working conditions, completely without taking into account the factor of low level of their own training; 12.1% of respondents immediately refuse to continue their professional activity in the chosen field.

### Summary and conclusions.

Thus, the survey of the students gave reason to believe that the process of forming a competitive specialist is primarily influenced by a conscious approach to the choice of specialty and university, which will provide the appropriate level of knowledge with a practical focus. A graduate of the Free Economic Zone, having a sufficient level of theoretical knowledge to master the profession, lacks practical skills, working with academic texts as well, and therefore turns to academic fraud to improve grades, make a session faster, etc., without thinking that thus he deprives himself of the opportunity to become a specialist capable of withstanding competition in the labour market. A significant percentage of such students are those who are not going to work in education, but only seek higher education.

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