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## **STUDENT CENTEREDNESS AND ACADEMIC INTEGRITY AS THE BASIS OF MODERN EDUCATION SYSTEM**

*The article discusses the essence of student-centered learning based on the foundation of academic integrity as a modern paradigm of education, describes the model of interaction between student-centered learning and academic integrity in higher education institutions, which includes the main principles, object, subject, current objective, and comparable software products with anti-plagiarism. The structure of codes of academic integrity of the national and European universities is revealed, the sequence of introduction of the code of academic integrity is developed.*

**Key words:** *student-centered education, model of education, competence-based approach, university mobility, academic integrity, anti-plagiarism.*

**Introduction.** Modern realities of human existence in the conditions of scientific and technological civilization require a new paradigm of education, since it is difficult to imagine the future of society, business environment and education. Practical knowledge and skills quickly become obsolete; there are significant structural shifts in the economy, which are dictated by development of technology, electronics, nanotechnology, which leads to the aging of some professions and emergence of others. Naturally, the demands for training and gaining a system of professional and personal competences change radically.

In this case, the paradigm of education, which involves transition to a student-centered approach, becomes relevant. It shifts the emphasis in the educational process on the active educational, scientific, practical activities of the student, his self-actualization and self-realization. At the same time, it envisages increasing responsibility for the results of training, therefore the issue of academic integrity is of particular relevance. Student-centered approach is a fundamental principle of the Pedagogical Constitution of Europe and Bologna reforms in higher education.

**Analysis of relevant research.** The study of implementation of the student-centered approach and the principles of academic integrity was carried out by foreign and domestic scientists. Research by C. Rogers contributed to the practical introduction of a student-centered approach to higher education. R. Edwards substantiated that the value of student-centered learning is that it places the student in the center of the learning process, satisfies his needs, enables him to study what is needed in the way that suits him (*Болонський*

*процес та нова парадигма вищої освіти*). The Communiqué of the Conference of European Ministers responsible for higher education (Leuven, 2009) identifies priorities for the European Higher Education Area for the next decade, among which student-centered learning is called (European Commission). E. Shchukina substantiates the expediency of introducing student-centered education into the domestic system of education (Щукіна).

In the study of Yu. Rashkevych (Рашкевич, 2014), the main aspects of the new paradigm of the European Higher Education Area and the peculiarities of its perception by the national system of education are substantiated. The paper (*Студентоцентризм у системі забезпечення якості освіти в економічному університеті*) shows the preconditions for forming a student-centered approach in European countries, factors that stimulated universities to improve the quality of education.

The research of I. Babyn (Бабин) aims at practical aspects of transition of native education from a teacher-centered to a student-centered education. The studies of N. Romanova and H. Poliakova are devoted to the definition of the features of training technologies in institutions of higher education as an instrument of student-centered learning.

V. Romakin (Ромакін, 2002) substantiated the acute need for introduction of academic integrity in higher education. A. Melnychenko (Мельниченко) paid much attention to the definition of the basic concepts and principles of academic integrity in order to improve the quality of education. B. Vuiak (Буяк та Гнезділова, 2016) investigated the legal aspects of academic integrity and the fight against plagiarism. Yu. Kalinovsky (Калиновський, 2012) considered academic integrity as a factor in the legal education of youth. T. Finikov (*Академічна чесність як основа сталого розвитку університету*) studied the main concepts, factors and principles of improving the quality of higher education on the basis of introduction of academic integrity.

**The aim of the article** is to highlight the essence of student-centered learning based on the foundation of academic integrity as a modern paradigm of education.

**Research methods:** analysis of scientific-pedagogical literature on the studied problem, content analysis.

**Research results.** The basis for the new stage of reforming domestic educational system was the new Law of Ukraine “On Higher Education”, which provided a broad autonomy to higher education institutions. Ukrainian higher school introduces and consolidates a student-centered approach to learning.

Student centeredness is a rather complex, multi-faceted phenomenon and a process that appeared in the scientific space in connection with Bologna transformations of the education system. Morphological analysis of the concept of “student centeredness” is given in Table 1.

Table 1

**Morphological analysis of the concept of “student centeredness” or “student-centered learning”**

Source	Definition	Link
A. Pavlenko (Павленко, 2016)	It is the main vector of improving the quality of education and gaining competitive advantages by higher education applicants	<a href="https://kneu.edu.ua/userfiles/Department_of_International_Economics_and_management/studentozentruzm.pdf">https://kneu.edu.ua/userfiles/Department_of_International_Economics_and_management/studentozentruzm.pdf</a>
Yu. Rashke-vych (Рашкевич, 2014)	The idea of maximum provision for students of the chances to get first place in the labor market, increase of their “value” for employers, satisfying urgent needs of the latter (Рашкевич, 2014, p. 16)	Rashkevych, Yu. M. (2014). <i>Bologna Process and New Paradigm of Higher Education</i> . L.: Publishing house of Lviv Polytechnic
European Students Union (European Commission, 2015)	Approach is characterized by innovative teaching methods aimed at improving learning in the process of interaction between teachers and students. According to this approach students are important active participants in their own learning, formation of soft skills, for example, problem solving, critical and reflective thinking	European Commission (2015). <i>ECTS Users’ Guide</i> . Luxemburg: Publications Office of the European Union
ECTS Users’ Guide (2015)	It is a process of qualitative transformation of the learning environment for students and other learners whose purpose is to improve their autonomy and ability to think critically on the basis of the outcome approach	European Commission. <i>ECTS Users’ Guide</i> . (2015). Luxemburg: Publications Office of the European Union
A. Savenko, T. Holubeva (Савенко та Голубева)	It provides for the development of educational programs aimed at person’s achievements and coordinating his various priorities with a suitable training load for it	<a href="http://knutd.edu.ua/publications/conference/22.11.2013/12_Golubeva_Savenko.pdf">http://knutd.edu.ua/publications/conference/22.11.2013/12_Golubeva_Savenko.pdf</a>
R. Chaitor (Чайтор)	A learning process that puts students’ needs on planning conventions, policies and procedures	<a href="https://www.teachthought.com/Learning">https://www.teachthought.com/Learning</a>
Yerevan Communiqué - 2015. New vision: our priorities (Ереванське комюніке – 2015)	The fundamental principle of Bologna reforms in higher education, which involves shifting the emphasis in the educational process from teaching (as the main role of the teaching staff in the “translation of knowledge”) to learning as an active educational activity of the student	<a href="ksu.edu.kz/files/folder_2/ums/.../studento-orient_obuchenie_chehova_ums.pptx">ksu.edu.kz/files/folder_2/ums/.../studento-orient_obuchenie_chehova_ums.pptx</a>

As can be seen in Table 1, most definitions as a basis for student centeredness emphasize transformation of education and educational environment, but comprehensive characteristic of this phenomenon should take into account at least four directions: active reaction of the educational environment to the changing needs of the labor market, the model of development of education, in which the student becomes an active participant of scientific-educational process, concentration of efforts on the development of individual abilities, formation of an individual profile of competencies. This is a new level of responsibility for creating conditions for the formation of the most advanced competences.

Thus, student centeredness is a modern paradigm of educational activity, which requires creating conditions by higher education institutions for identification and satisfaction of educational needs that combine and harmonize personal aspirations and needs of society, provided that high educational quality indicators are achieved. Thus, such a paradigm of education should give a person a sense of self-fulfillment, satisfaction and happiness.

In order to implement effectively student-centered learning in domestic higher education institutions, it is necessary to achieve an appropriate level of students training in secondary schools and establish an effective vocational guidance system. This is due to the fact that entrants and first-year students must know exactly what they want in order to be able to take an active part in the learning process, build a learning trajectory and successfully master their professional and general competences, taking initiative not only in classroom learning, but also in the events that require scientific, innovative, creative and entrepreneurial activity.

The model of student-centered learning in institutions of higher education is shown in Fig. 2.

Studies conducted at Simon Kuznets Kharkiv National University of Economics have shown that the academic community is almost ready for change, since 59 % of students believe that we need to change the outlook and carefully use the intellectual work of others, while 31 % believe that it is impossible for our mentality.

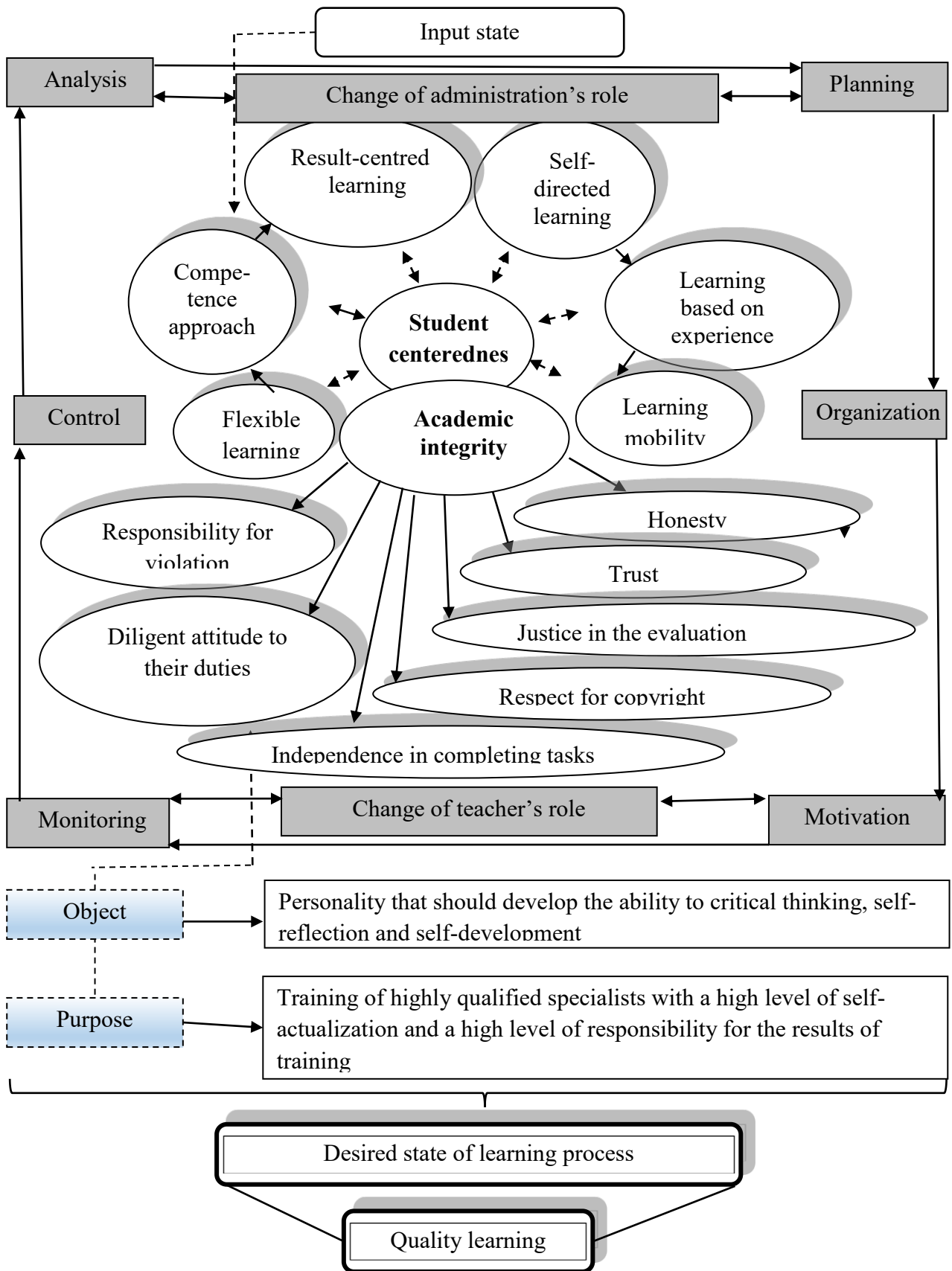


Fig. 1. Model of student-centered learning based on academic integrity in higher education institutions

However, it should be noted that the problem of academic ethics exist not only in developing countries but also in the developed countries.

Results of the survey that was conducted by Dr. Donald McCabe and the International Center for Academic Integrity are given in Table 2.

*Table 2*

**The study of the center of academic integrity of the level of unfairness of American students**

Number of answers	Graduate students	Undergraduates
% who confesses to cheating for tests	17 %	71,3 %
% who recognizes fraud in writing tasks	17 %	39 %
% of all who accept written or test fraud	43 %	68 %

Thus, the study of the International Center for Academic Integrity (*USAID*), which lasted from 2002 to 2015, showed that 43 % of graduate students and 60 % of undergraduates (43 %) wrote out at tests and exams.

Achievement of academic integrity in Ukrainian higher education institutions is possible by combining the efforts of the state, society, academic community and directly each participant of the educational environment.

The international community supports the efforts of domestic higher education institutions on this issue. In order to promote academic integrity, the Project for the Promotion of Academic Integrity in Ukraine (*SAIUP*) was launched. The initiative is aimed at systemic changes in Ukrainian higher education: improving quality, creating conditions for revealing potential of the most gifted students, improving the image of Ukrainian universities.

The project is being implemented by the American Councils for International Education in Ukraine with the support of the US Embassy and in partnership with the Ministry of Education and Science of Ukraine.

The mission of the project is systematic changes in higher education in Ukraine, from which will benefit all the participants of the academic process – students, lecturers, and universities. Formation of a new academic culture should be based on trust, honesty, transparency, real learning, real scholarly work (*SAIUP*).

The project is developed for 4 years (January 2016 – 31 December 2019), which will cover a whole generation of undergraduate students from their first year of study at the university and up to the bachelor's degree. This generation of graduates should become the bearer of new values in higher education, in science and in society as a whole.

The project has four main areas of activity: educational campaign, practical training course at universities, dissemination of international practices at Ukrainian universities, work on regulatory frameworks and regulatory mechanisms.

In order to reverse the situation, long and systematic work is needed, first of all at the level of higher education institutions. That is why the participants of the Project for Promoting Academic Integrity in Ukraine have become 10 Ukrainian higher education institutions with different geography, varying in number of students or specialization (polytechnic, medical, and economical) (SAIUP).

In order to achieve academic integrity in higher education institutions it is necessary:

- to shape public attitudes to the need to observe the principles of academic integrity as a system of values that are laid during training in secondary schools and higher education institutions;
- to teach students to be guided in the learning or research process by the principles of honesty, honest work and learning;
- to conduct information literacy classes at schools and universities;
- to instil in the educational environment the idea that plagiarism, cheating, unauthorized use of developments of other people are unfair and unacceptable;
- to increase the status of a teacher, forming on this basis a conscientious attitude towards work and responsibility towards its results;
- to approve the codes of academic integrity in scientific and education institutions.

All European higher education institutions have such a document, which specifies: basic principles and standards of academic behavior, types of manifestations of academic dishonesty, organization and procedure for the disclosure, proof and punishment for academic non-integrity, establishment of a body dealing with the case.

According to the studies of the Ministry of Education and Science of Ukraine among the 172 state and municipal higher education institutions of Ukraine of III–IV accreditation levels, the codes of honor of the student or its analogues were found on the sites of 27 universities (15,5 % of the total number), among them (*Аналітична довідка за результатами дослідження практик академічній доброчесності у вищих навчальних закладах України*):

- separate codes of honor for students – 13;
- part of the general code of honor (the rules of which concern all the members of the academic community) – 6;
- analogues of the code of honor of the student with a different name – 4;
- components of the general analogue of the code of honor – 4;
- there are no public references – 145.

That is, there are universities that have already taken a serious step forward and created and published separate codes of honor for students. The results of the content analysis of student honor codes and their analogues are given in Table 3.

Table 3

**Results of content analysis of student honor codes and their analogues**

Name of HEI	General Principles	Independence in completing tasks	Respect for copywrite	General content	Definition of key terms	Responsibility for violation	Determining who decides whether the code has been violated	Total score
National technical university of Ukraine "Kyiv Politechnic Institute"	8	10	5	23	5	1	2	31
Tavria state agrotechnological university	8	10	5	23	5	1	2	31
Vasyl Stefanyk Precarpathian national university	8	10	5	23	5	1	2	31
Yuriy Fedkovych Chernivtsi national university	9	8	2	19	1	0,5	2	22,5
Chernivtsi Trade and Economic Institute of Kyiv National University of Trade and Economics	9	3	0	12	3	0,5	1	16,5
<b>Simon Kuznets Kharkiv National University of Economics</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>13</b>

According to the results of the content analysis, the Code of Simon Kuznets Kharkiv National University of Economics, entitled "Code of Professional Ethics and Organizational Culture of the Employees and Students of Kharkiv National University of Economics", ranked sixth out of 172 universities. It was adopted and published in 2008 and laid deep philosophical and moral-ethical foundations of the activities of teachers and students. However, assessments according to the outlined components (principles of academic integrity, independence in completing tasks, respect for copyright) are not high enough, and the issue of organization and procedures for the disclosure, proof and punishment of academic non-integrity is not sufficiently considered.

In general, it should be noted that the codes of domestic higher education institutions are somewhat different from the similar codes of European universities. The main differences are shown in Table 4.



Table 4

**Comparison of codes of domestic and European universities**

Criteria	Universities	
	European	Domestic
Target category	Separately for students	Often the only document for teachers and students
Subject involved in the development	Student society with involvement of teachers	Academic society with involvement of student youth
Stylistics of writing	More arbitrary	Similar to legislative acts
Structure	Basic principles and standards of conduct, types of academic dishonesty, organization of evidence and punishment for academic non-integrity, establishment of a body dealing with the case	There are no procedures for organizing evidence and punishment for academic non-integrity

As can be seen in Table 4, the European practice of creating codes of integrity for students involves simple, clear, adapted content for student youth, and aims at involving the student community in the process of creating a document, as well as in the process of examining cases of academic dishonesty among learners. That is, the practice of foreign universities shows that it is expedient to involve the student community in the independent formation of the codes of academic honesty of students.

Inclusion in the structure of the codes of student integrity procedures regarding consideration of complaints about non-integrity behavior, as well as the possibility of appeal, is of utmost importance, since in the Law of Ukraine "On Education" this issue is given to self-regulation for higher education institutions. The procedure for detecting and establishing the facts of violation of academic integrity is determined by the authorized collegial body of the education institution's administration, taking into account the requirements of this Law and special laws.

The law also states that each person in respect of whom the issue of violation of academic integrity is raised has the following rights (*Закон України «Про освіту»*):

- to review all the materials of the audit to establish the fact of violation of academic integrity, submit comments to them;
- to give oral or written explanations in person or through a representative or refuse to provide any explanations, to participate in the investigation of evidence of violations of academic integrity;
- to know about date, time and place and to be present during consideration of the issue of establishing the fact of violation of academic integrity and bringing it to academic responsibility;

- to appeal against the decision to bring to an academic responsibility to the body authorized to consider appeals, or to a court.

The survey of the Ministry of Education and Science of Ukraine also showed that out of 172 universities only 5 (3 %) have a separate document titled “ethical teacher code” or “code of teacher’s honor” (these phrases are used synonymously in the practice of state universities), in 4 higher education institutions (2 %), a similar document appears under another name and in 10 higher education institutions (6 %), the document is combined with the code of honor of the student or its analogue (*Аналітична довідка за результатами дослідження практик академічній доброчесності у вищих навчальних закладах України*). The results of the content analysis of the ethical codes of the teacher and their analogues are given in Table 5.

Table 5

**Results of the content analysis of the ethical codes of the teacher and their analogues**

Name of HEI	General principles	Tolerance and truthfulness	Control and propaganda of academic honesty	Respect for copyright	General content	Definition of key terms	Responsibility for violation	Determining who decides whether there was a violation of the code	Total score
1	2	3	4	5	6	7	8	9	10
National technical university of Ukraine “Kyiv Politechnic Institute”	10	10	3	5	8	5	1	2	36
Tavria state agrotechnological university	10	10	3	5	8	5	1	2	36
Vasyl Stefanyk Precarpathian national university	9	10	3	5	27	5	0,5	2	34,5
Yuriy Fedkovych Chernivtsi national university	12	10	1	2	25	1	0,5	2	28,5
National University of Life and Environmental Sciences of Ukraine	13	9	0	2	24	1	0,5		25,5
<b>Simon Kuznets Kharkiv National University of Economics</b>	<b>5</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>19</b>

As can be seen in Table 5, according to the results of the content analysis of teachers' codes, the Code of Simon Kuznets Kharkiv National University of Economics is in the sixth position. However, the assessments according to the outlined components (monitoring and promoting academic honesty, respect for copyright) are not high enough, and the issue of responsibility for violations is not sufficiently addressed, the body deciding whether a code has been violated is not sufficiently considered.

The analysis shows that it is expedient to develop a student code of academic integrity at Simon Kuznets Kharkiv National University of Economics, with the involvement of student self-government of the University. This requires:

- actualizing the problems of academic integrity among professors and students (round tables, meetings, seminars);
- creating a working group, which will be engaged in developing a student code of academic integrity, uniting representatives of student youth;
- holding public hearings of the draft code, making changes;
- approving the code and publishing;
- ensuring functioning of the mechanism of consideration, proof and acknowledgment of manifestations of academic dishonesty among the students;
- introducing academic literacy courses for the first year students;
- establishing a mechanism for using the Anti-Plagiarism software product.

The overstraining of the information space, on the one hand, and the need to improve the quality of education, on the other hand, require formation of a fair approach to implementation of independent or collective educational tasks, which makes the fact of plagiarism impossible. In connection to this, in recent years almost in all colleges, almost all departments conduct examination of diploma thesis, coursework, and sometimes other types of works on anti-plagiarism, that is, detection of the percentage use of someone else's text.

The comparison of software products that detect plagiarism and recognize Ukrainian texts is given in Table 6.

Among the open programs that check uniqueness of scientific texts, there are no Ukrainian analogues. There are plenty of international and Russian resources that carry out the test at a rather high level. These programs have their own characteristics and vary in processing speed, the ability to download whole texts or parts of them, some of them recognize translation from Russian to Ukrainian. On request of the Ministry of Education and Science of Ukraine an information technology for defining fuzzy coincidences in the content of electronic documents "Antiplagiarism" was developed.

Table 6

## Comparison of software products

Name	Basic functions				
	Link	Number of characters	Spell checking	Registration	English-language documents
Advego Plagiatus	<a href="http://advego.ru/plagiatus/">http://advego.ru/plagiatus/</a>	5000	+	+	-
Etxt Antiplagiat	<a href="http://www.etxt.ru/antiplagiat/">http://www.etxt.ru/antiplagiat/</a>	5000	-	+	-
ANTIPLAGIAT	<a href="http://www.antiplagiat.ru/">http://www.antiplagiat.ru/</a>	5000	-	+/-	-
CONTENT-WATCH	<a href="http://www.content-watch.ru/text/">http://www.content-watch.ru/text/</a>	3000-10000	-	+/-	-
TEXT.RU	<a href="http://text.ru">http://text.ru</a>	Unlimited	+	+/-	+
Strike Plagiarism	StrikePlagiarism.com	Unlimited	-	+	+
Antiplagiat.su/	<a href="http://antiplagiat.su/">http://antiplagiat.su/</a>	5000	-	-	-
PlagiarismCheck	<a href="https://plagiarismcheck.org/">https://plagiarismcheck.org/</a>	Unlimited	+	+	+
Plagtracker	<a href="http://www.plagtracker.com/">http://www.plagtracker.com/</a>	Unlimited	+	-	+
ScanMyEssay	<a href="https://www.scanmyessay.com/">https://www.scanmyessay.com/</a>	Unlimited	-	+	+
Plagscan	<a href="https://www.plagscan.com/plagiarism-check/">https://www.plagscan.com/plagiarism-check/</a>	Unlimited	-	-	+
PlagiarismDetector	<a href="https://plagiarismdetector.net/">https://plagiarismdetector.net/</a>	1000	-	-	+
Antiplagiarismc	<a href="https://sourceforge.net/projects/antiplagiarismc/">https://sourceforge.net/projects/antiplagiarismc/</a>	Unlimited	-	-	+
DupliChecker	<a href="https://www.duplichecker.com/free-tools.php">https://www.duplichecker.com/free-tools.php</a>	1000	-	-	+
Paperrater	<a href="https://www.paperrater.com/">https://www.paperrater.com/</a>	Unlimited	+	-	+

It should be noted that effective rooting of the institute of academic integrity in higher education institutions requires a comprehensive approach that involves state support in the field of policy-making, development of programs to support academic integrity throughout the training cycle.

**Conclusions.** Thus, introduction of student-centered learning on the foundation of academic integrity in the world takes place not simultaneously due to the peculiarities of historical development of society and the national system of education of different countries. However, formation of a united European academic space provides incentives for accelerating the processes of establishing and ensuring the quality of education, based on implementation of a number of principles, including ensuring the integrity of the participants of

the educational community. This will contribute not only to changing the system of higher education, but also to transformation of public values, the carriers of which will become graduates and students of higher education institutions. The basis of this positive trend was the Law of Ukraine "On Education", which opened new opportunities for democratization of university life and development of student self-government.

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## РЕЗЮМЕ

**Лола Юлия.** Студентоцентризм и академическая добропорядочность как основа современной системы образования.

В статье рассмотрена сущность студентоориентированного обучения, основанного на фундаменте академической добродетели как современной парадигмы образования. Описана модель взаимодействия студентоориентированного обучения и академической добропорядочности в учреждениях высшего образования, включая основные принципы, объект, субъект, современную цель. Подано сравнение программных продуктов по антиплагиату, исследована структура кодексов

*академической добропорядочности отечественных и европейских университетов, разработана последовательность введения кодекса академической добропорядочности.*

**Ключевые слова:** *студентоориентованое обучение, модель образования, компетентностный подход, университетская мобильность, академическая добропорядочность, антиплагиат.*

## АНОТАЦІЯ

**Лола Юлія.** Студентоцентризм та академічна доброчесність як основа сучасної системи освіти.

*У статті розглянуто сутність студентоорієнтованого навчання, що базується на фундаменті академічної доброчесності як сучасної парадигми освіти, описано модель взаємодії студентоцентрованого навчання та академічної доброчесності в закладах вищої освіти, що включає основні принципи, об'єкт, суб'єкт, сучасну мету, також порівнянні програмні продукти з антиплагіату, досліджено структуру кодексів академічної доброчесності вітчизняних та європейських університетів, розроблено послідовність запровадження кодексу академічної доброчесності.*

*Доведено, що для досягнення академічної доброчесності в закладах вищої освіти потрібно: сформувати суспільне ставлення до необхідності дотримання принципів академічної доброчесності як системи цінностей, що закладаються під час навчання в закладах загальної середньої та вищої освіти; навчити учнів та студентів керуватися в процесі навчання чи досліджень принципами чесності, чесною праці та навчання; проводити заняття з інформаційної грамотності у школах та університетах; укорінити в освітньому середовищі ідеї, що плагіат, списування, несанкціоноване використання чужих напрацювань є нечесним й неприйнятним; підвищити статус вчителя та викладача, формування на цьому підґрунті сумлінного ставлення до роботи та відповідальності до її результатів; затвердити кодекси академічної доброчесності в наукових установах та закладах освіти.*

*Упровадження студентоцентрованого навчання на фундаменті академічної доброчесності в світі проходить неодноразово внаслідок особливостей історичного розвитку суспільства та національної системи освіти різних країн. Однак, формування єдиного європейського академічного простору надає стимули для прискорення процесів встановлення та забезпечення якості освіти на основі впровадження низки принципів, у тому числі гарантування доброчесної поведінки учасників освітньої спільноти. Це буде сприяти зміні не тільки системі вищої освіти, а й трансформації суспільних цінностей, носіями яких стануть випускники і студенти закладів вищої освіти.*

**Ключові слова:** *студентоорієнтоване навчання, модель освіти, компетентнісний підхід, університетська мобільність, академічна доброчесність, антиплагіат.*