

Sumy Makarenko State Pedagogical University



ETHICS OF SCIENTIFIC RESEARCH

PHILOSOPHICAL, LINGUISTIC ASPECTS

THIRD (EDUCATIONAL AND SCIENTIFIC) LEVEL

HANDBOOK

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Sumy – 2024



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**Ethics of scientific research: philosophical, linguistic aspects.
Third (Educational and Scientific) Level/ O. Semenog,
Ya.Kapranov. Handbook. Sumy: Sumy State A. S. Makarenko
Pedagogical University. 2024. 100 p.**

The manual was prepared as part of implementing projects by the Center for Scientific and Educational Partnership and Networking at Sumy State A. S. Makarenko Pedagogical University, the University of Economics and Human Sciences in Warsaw, Poland, and the collective project "Text in the Modern Educational and Scientific Paradigm: Theory and Practice."

The manual includes the course program, assessment criteria, source materials, and tasks on academic culture for formal and informal education of future PhD students.

This is for students, postgraduates, and teachers of higher education institutions.

Етика наукового пошуку: філософські, мовні аспекти. Третій (науково-освітній) рівень/ О. Семеног, Я. Капранов. посібник. Суми: СумДПУ імені А.С.Макаренка. 2024. 100 с.

Посібник підготовлено в межах реалізації проєктів Центру науково-освітнього партнерства та мережевої взаємодії Сумського державного педагогічного університету імені А. С. Макаренка й Економіко-гуманітарного університету у Варшаві, Польща, а також колективної теми «Текст у сучасній освітньо-науковій парадигмі: теорія і практика».

У посібнику викладено програму курсу, запропоновано критерії оцінювання, джерельну базу, а також завдання з академічної культури для формальної та неформальної освіти майбутніх докторів філософії.

Для студентів, аспірантів, науково-педагогічних працівників.

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THE PURPOSE OF STUDYING THE ACADEMIC DISCIPLINE

The course "Ethics of Scientific Research: Philosophical and Linguistic Aspects" is a mandatory component of the professional training program for Doctor of Philosophy (PhD) candidates at Sumy Makarenko State Pedagogical University. This interdisciplinary course integrates specialized knowledge from various academic fields.

Course Objective:

The primary goal of this course is to cultivate the values of academic culture, particularly norms of academic integrity, and to develop the linguistic and communicative competencies essential for researchers. It also aims to provide a comprehensive understanding of national and European practices in academic ethics, foster a culture of scholarly communication, and develop cognitive-discursive skills for effectively processing and modeling academic texts across various genres, including digital technologies. Additionally, the course prepares students to engage in effective dialogue within the scientific community, particularly in interdisciplinary and international expert environments, through subject-subject interactions.

Course Tasks:

- Cultivate the values of academic culture, especially academic integrity.
- Equip graduate students with a solid understanding of scientific inquiry's theoretical foundations and methodologies, adhering to ethical guidelines and current academic regulations on integrity and research ethics.
- Enhance PhD candidates' proficiency in the Ukrainian scientific language, foster a culture of working with and on scientific texts, and develop reading, linguistic, and stylistic literacy, language awareness, and rhetorical skills crucial for preparing and publishing scientific works.
- Develop cognitive-discursive skills for the operational processing and modeling of academic texts in various genres, incorporating digital tools.
- Foster the ability to communicate effectively when presenting research materials and results to the scientific community, especially within

interdisciplinary and international expert settings based on peer-to-peer interactions.

Learning Outcomes:

Upon completing the course "Ethics of Scientific Research: Philosophical and Linguistic Aspects," students will acquire:

- **International Competence:** The ability to generate new ideas, solve complex problems within a specific field, and conduct original scientific research with outcomes that offer scientific novelty and theoretical and practical value, leading to the rethinking of existing knowledge and the creation of new, integrated knowledge and/or professional practices.

- **General Competencies:** Skills in abstract thinking, analysis, and synthesis; the ability to search for, process, and critically analyze information from various sources; creative thinking and the capacity to critically evaluate contemporary pedagogical phenomena and complex, innovative challenges; the ability to generate new ideas while addressing practical issues in scientific and professional activities; proficiency in presenting research findings in both Ukrainian and English; a commitment to lifelong learning within the context of continuous professional development; and adherence to ethical principles and corporate cultural norms in professional activities.

- **Special (Professional) Competencies:** The ability to present and discuss scientific research results and/or innovative developments, both orally and in writing, in Ukrainian and English.

After completing the course, graduate students should be able to:

- **Present and Discuss Research:** Confidently present and discuss research results and theoretical and practical economic problems with specialists and non-specialists in national and foreign languages.

- They should be able to competently articulate their research findings in scientific publications, particularly in leading journals.

- **Apply Innovative Teaching Techniques:** Implement innovative scientific and pedagogical technologies, formulate content, set learning goals, define methods for achieving these goals, and establish assessment forms.

- They should take responsibility for the effectiveness of the educational process, adhering to academic ethics and integrity.

Knowledge and Understanding:

Graduate students are expected to:

- Understand the essential characteristics of academic culture, ethics, and the integrity required of a researcher.
- Recognize the specific written and oral scientific discourse features, including the Ukrainian scientific language's main genre varieties and traditional stylistic features.
- The nuances of constructing and reading scientific texts include note-taking, annotating, and referencing scientific sources.
- Be familiar with the linguistic tools for organizing scientific information in a text and the citation formatting requirements, including the clichés used in writing scientific articles, theses, abstracts, reviews, and feedback.
- Understand the compositional and logical structure of oral scientific presentations, such as reports and lectures.

Skills and Abilities:

Graduate students should be proficient in:

- Conducting a critical analysis of conceptual and methodological knowledge in scientific research and professional activities, including across disciplinary boundaries. They should be able to interpret this knowledge, synthesize new ideas, and develop their perspectives.
- Developing and implementing projects, including original research, that allow for reevaluating existing knowledge and creating new, integrated knowledge or professional practices, addressing significant social, scientific, cultural, ethical, and other issues.
- Extracting and critically evaluating information from lexicographic, scientific, archival, and reference publications and effectively analyzing, commenting on, and comparing this information.

- Analyzing scientific texts of various genres and periods and performing operational processing of a scientific text, including segmenting the text into meaningful parts and correlating the extracted information with existing knowledge.

- Investigating the functional role of scientific language as used by prominent linguistic personalities.

- Conducting different types of information searches (bibliographic/review, familiarization, study, analytical-critical) and engaging in creative reading of scientific texts.

- Thinking critically, identifying key ideas, explaining cause-and-effect relationships within a scientific text, and highlighting the main issues, their relevance, key terms, and the author's writing style, while drawing logical conclusions.

- Ensuring correctness, semantic accuracy, logical sequence, and informational richness in scientific texts while adhering to lexical, morphological, and syntactic norms.

- Constructing coherent scientific texts that consider structural-semantic, genre-compositional features, and principles of textual organization, ensuring novelty and cognitive value, as well as the relevance of the title.

- Editing (proofreading, processing, revising) scientific texts and performing self-assessment of their content, logic, language, and style.

- Accurately quote from primary sources, distinguish between direct and indirect quotes, and avoid incorrect quoting from scientific sources while adequately formatting citations, theses, proofs, and quotes-arguments.

- Summarizing and compressing information, preparing synopses, abstracts, scientific reviews, and critiques. They should be capable of critically analyzing the relationship between content and form, assessing the coherence and logic of material presentation, the argumentation of conclusions, and conducting linguistic and stylistic editing of texts.

- Demonstrating oral communication skills, ensuring correctness, clarity, precision, logical flow, and expressiveness in speech while adhering to

morphological, lexical, and syntactic norms. They should be able to participate effectively in scientific discussions, debates, and disputes.

- Engaging in effective dialogue while presenting research materials and results, particularly within interdisciplinary and international expert environments based on peer-to-peer interactions.

The program was prepared as part of implementing projects by the Center for Scientific and Educational Partnership and Networking at Sumy State A. S. Makarenko Pedagogical University, the University of Economics and Human Sciences in Warsaw, Poland, and the collective project "Text in the Modern Educational and Scientific Paradigm: Theory and Practice."

The following materials were used:

Робоча програма навчальної дисципліни «Академічна культура педагога-дослідника»/уклад. О.Семеног. Суми. 2023. <https://repository.sspu.edu.ua/handle/123456789/15322>

Семеног О.М. Академічна культура дослідника: європейський та національний контексти : навч. посіб. Суми : Вид-во СумДПУ, 2021. 218 с. <http://surl.li/hbchf>

PROGRAM OF EDUCATIONAL DISCIPLINE

SECTION I

ETHICS IN SCIENTIFIC RESEARCH AND THE ACADEMIC VIRTUE OF RESEARCHERS

Philosophical Foundations of Scientific Activity

- **Concept of Scientific Studies in Epistemology and Philosophy of Science:** Understanding the motives, conditions, and factors that define scientific research and its subject.
- **The Concept of the "Scientific Community":** Exploring the scientific outlook and ethical culture that a scientist must embody.
- **Requirements for a Scientist's Personality:** Emphasizing scientific consistency, intellectual independence, dedication to science, humility, correctness, a critical-reflective style of thinking, and tolerance.
- **Copyright:** Understanding the ethical obligations regarding intellectual property.
- **Code of Ethics for Scientists in Ukraine:** Adhering to the ethical standards established for researchers.

Academic Integrity: Concepts and Regulatory Framework

- **Norms of Ethics in Scientific Research and Academic Integrity:** Overview of the ethical standards and integrity norms outlined in official documents and educational practices.
- **Virtue as a Philosophical and Worldview Category:** Examination of the fundamental values underpinning academic integrity.
- **Global Experience in the Formation of Ethical Norms:** Review of international ethical standards in scientific research and academic integrity.

International Organizations on Academic Integrity and Ethical Research Conduct

- **International Center for Academic Integrity (ICAI), USA:** An essential resource for promoting academic integrity (<http://www.academicintegrity.org/icai/home.php>).

- **International Association of Universities at UNESCO:** Guidelines for institutional codes of ethics in higher education (http://www.iau-aiu.net/sites/all/files/Ethics_Guidelines_FinalDef_08.02.13.pdf).
- **European University Association (EUA):** A significant organization addressing academic integrity across Europe (<http://www.eua.be/>).
- **Council of International Schools (CIS):** Promoting ethical standards in educational institutions worldwide (<http://www.cois.org/>).
- **National Center for Universities and Business, UK:** Ethics in higher education and business partnerships (http://www.ibe.org.uk/userassets/publicationdownloads/ibe_cihe_report_ethics_matters.pdf).

European Normative and Legal Framework on Ethics in Scientific Research

- **European Code of Conduct for Research Integrity (2017):** Establishing comprehensive guidelines for research ethics across Europe.
- **Pan-European Association of Academies of Sciences:** Supporting ethical standards in scientific research.

Ukrainian Normative and Legal Framework on Academic Integrity

- **Law of Ukraine "On Education" (2017), Article 48:** Defining academic integrity within the Ukrainian educational system.
- **Law of Ukraine "On Higher Education":** Legislative measures concerning academic integrity.
- **Code of Academic Integrity of the National Agency for Quality Assurance in Higher Education (2019):** Core values include decency, honesty, responsibility, truthfulness, transparency, legality, conscientiousness, respect, proper citation practices, and collegiality. It also emphasizes the importance of resisting pressure and upholding principles of academic integrity.

Violations of Academic Integrity

- **Forms of Academic Misconduct:** As outlined in the Law of Ukraine "On Higher Education," academic misconduct includes plagiarism, fabrication, falsification, cheating, deception, and bribery.

Promoting Academic Integrity in Ukrainian Higher Education Institutions

- **Developing a Culture of Academic Integrity:** Strategies for fostering academic integrity within educational institutions.
- **Legislation on Copyright and Related Rights in Ukraine:** Understanding the legal framework surrounding copyright.
- **Prevention of Academic Integrity Violations:** Utilizing software tools to detect and prevent plagiarism.

SECTION 2 ETHICS OF SCIENTIFIC RESEARCH: LINGUISTIC ASPECTS

Ukrainian Scientific Style in Professional Scientific Communication

- **Purpose, Tasks, Scope, and Basic Functions:** This includes informative, epistemic, communicative, performative, argumentative proof functions, impact, and dialogical scientific style. Understanding the language units of scientific style and the communicative qualities necessary in scientific communication, such as accuracy, unambiguity, logical sequence, clarity, objectivity, evidentiality, argumentativeness, information richness, and correctness. Emphasizes adherence to the norms of modern Ukrainian literary language in scientific communication.
- **Substyles of Scientific Style:**
 - **Purely Scientific Substyle:** Includes genres such as scientific articles, monographs, dissertations, reports, and theses.
 - **Scientific-Educational Substyle:** Encompasses lectures and educational-methodological publications (textbooks, manuals, anthologies, etc.).
 - **Popular Science Substyle:** Engages with the public through genres that make scientific concepts accessible.
 - **Scientific-Business Substyle:** This substyle includes technical documentation such as contracts, instructions for enterprises, resumes,

reports on experiments, analytical notes, service letters, charters, and regulations.

- **Scientific-Informative Style:** Covers abstracts, patent descriptions, and summaries.

- **Scientific Reference Style:** Involves dictionaries, directories, catalogs, and terminological dictionaries.

- **Other Scientific Genres:** Includes reviews, feedback, scientific portraits, and biographies.

Terminological Culture of the Researcher

- **The vocabulary of Scientific Style:** The extensive use of abstract terms, terminological vocabulary, and borrowed words, emphasizing using words in their literal sense and avoiding colloquial, regional, or emotionally charged language. The importance of foreign language vocabulary in professional speech and the value of terms in scientific texts are discussed.

- **Scientific Terminology:** Outlines basic requirements for scientific terms, the signs of proper terminology, types of terms, and the peculiarities of synonymy in scientific language. It also addresses the distinction between terms, professionalisms, and jargon, the Ukrainian equivalents of borrowed terms, and issues related to scientific jargon and lexical errors, such as confusion between paronyms and speech redundancy.

Morphological Culture of the Researcher

- **Noun Usage:** Proper use of nouns, including second declension masculine nouns in the genitive and dative cases, and the vocative case.

- **Surname and Place Name Usage:** Guidelines for the declension of Ukrainian and foreign surnames, given names, and geographical names.

- **Adjectives:** Preference for relative adjectives and analytical forms for degrees of comparison.

- **Pronouns, Numerals, and Verbs:** Specific norms for pronouns, declension of numerals, information load of verbs, and the use of adverbs in scientific texts.

- **Conjunctions and Prepositions:** Functional range and rules for using prepositional structures and the correct use of particles in scientific writing.

Syntactic and Punctuation Culture of the Researcher

- **Syntax in Scientific Writing:** Includes coordination, management, and subject-predicate agreement. Focus on simple and complex sentences, and common errors in sentence construction. Active and passive constructions, monosyllabic sentences, and complex sentence structures are also addressed.
- **Quotation and Citation Practices:** Guidelines for direct, indirect speech, and quotation in a scientific style.

Culture of Scientific Text

- **Scientific Text as a Communication Unit:** Discusses the structural elements of a scientific text, such as cause-and-effect relationships, functions of these structural elements, and the pragmatic aspects of a scientific text. It also covers the types of information conveyed, such as content-factual, content-conceptual, and content-subtextual information.
- **Properties of a Scientific Text:** Integrity, coherence, informativeness, logical sequence, completeness, and communicative quality. Various levels of understanding of a scientific text, including intralinguistic and extralinguistic elements, and the main functions of scientific texts across genres.

Scientific Texts of Different Genres: Properties and Structural-Semantic Components

- **Varieties of Scientific Texts:** This section discusses academic, educational, and encyclopedic texts, as well as the distinctions between scientific-theoretical, scientific-experimental, scientific-technical, scientific-natural, and scientific-humanitarian texts. It also categorizes texts by genre form, degree of generalization, and functional value.

Professional Reading of Scientific Texts

- **Reading Culture:** Strategies for information-searching, analytical-critical, and creative reading of scientific texts, as well as developing reading skills. Discusses operations involved in reading, such as text perception, decoding, and the interpretation of extracted information.

Linguistic Design of the Composition of a Scientific Work

- **Composition of Scientific Texts:** The structure and elements of composition, including the title, plan, introduction, main part, and conclusions. Discuss paragraph structure, the connection of sentences within paragraphs, the overall text, and types of communication such as chain and parallel.

Compression of Scientific Texts

- **Concepts of Compression:** Types of scientific text compression, including theses, synopses, and abstracts. Discusses thesis structure, note-taking features, and requirements for abstract presentation.

Vocabulary Culture of the Researcher

- **Lexicography in Scientific Work:** Use and evaluation of dictionaries, including monolingual, bilingual, multilingual, and electronic dictionaries. Discusses scientific lexicographic criticism and the culture of dictionary creation.

Culture of Citation and Vocation

- **Citation Practices:** Types of citations, including thesis citations, evidence, and "indirect" citations. Discusses general citation requirements and issues related to incorrect citation, citing unpublished sources, and handling plagiarism.

Scientific Article as an Independent Scientific Work

- **Functions and Structure of Scientific Articles:** Discusses research, presentation, evaluative, and communicative functions of articles. Emphasizes the linguistic features necessary for writing scientific articles, including clichés for motivation, research presentation, conclusions, and proposals.

Scientific Monograph

- **Purpose and Structure of Scientific Monographs:** Discusses content saturation, logical transitions, and the principle of authorial modesty in composing scientific monographs. Emphasizes consistency between the title, purpose, tasks, and conclusions.

Scientific Review and Feedback

- **Functions of Reviews:** Covers informative, evaluative, pragmatic, and advertising functions of reviews. Discusses preparation stages, evaluation criteria for scientific work, and language clichés used in writing reviews and feedback.

Textbook and Manual for Secondary and Higher Education

- **Scientific-Educational Text:** Criteria for material selection, content, and form. Discusses the characteristics of textbooks and study guides, including scientific rigor, objectivity, and compliance with curricula.

Culture of Scientific Text Editing

- **Typology of Errors:** Discusses typical lexical, grammatical, and citation errors, as well as issues related to the translation of scientific texts. Provides guidelines for editing scientific texts and the use of machine translation.

Culture of Academic Communication **Stages of Preparing a Scientific Speech**

- **Compositional and Logical Construction:** Focuses on the structure of an oral scientific report, presentation, or speech, emphasizing the key structural elements.

- **Stages of Preparation:**

- **Intention (Invention):** Developing the central idea, defining the motivation behind the speech, and formulating the topic, idea, and concept. Ensuring the title of the speech is brief, comprehensible, and specific. Identifying the purpose of the speech and gathering, systematizing, and critically analyzing scientific references, both in print and electronic formats. Recording key points and adhering to entry requirements, including proper citations.

- **Disposition (Organization):** Structuring the material according to different types of reading (review, search, continuous). Creating a detailed

plan for the speech, including the introduction, main sections, and conclusions. Composing the speech into blocks, emphasizing key points, identifying debatable issues, and selecting relevant materials (e.g., tables, diagrams, graphs) to support each point. Anticipating potential audience questions and preparing responses. Formulating conclusions and considering the introductory elements of the speech.

- **Elocution (Verbal Design):** Editing key terms, refining the stylistic elements of the speech, and ensuring compliance with logical presentation, accuracy, and language norms. Addressing common language mistakes in speech.

- **Memory (Memorization):** Preparing to deliver the speech based on the written text, mastering rhetorical techniques (e.g., pauses, voice modulation), timing the speech, and making necessary adjustments to the text.

Public Delivery of a Report or Speech

- **Action (Delivery):** Techniques for public speaking, including psychological and logical pauses, speech mechanics, breathing, voice, diction, pacing, pauses, intonation, and emphasis. The potential role of body language and the use of vocal variety. Adhering to time limits and engaging with the audience through eye contact, facial expressions, and gestures.

- **Phonetic and Intonation Features:** Specific to the oral scientific style, such as clear pronunciation, narrative intonation, and a slower pace of speech. Discusses the melodious qualities of the Ukrainian language.

- **Common Pitfalls in Oral Communication:** Includes issues like illogical constructions, unjustified repetitions, and the presence of insufficient or redundant information.

- **Relaxation (Tension Relief):** Techniques for relaxation and self-reflection post-speech. Analyzing the content and structure of the presentation from the audience's perspective and understanding how to maintain their attention. Strategies for addressing audience questions and analyzing responses. Identifying and correcting typical presentation style violations.

Speech Behavior in Scientific Discussions

- **Genres of Oral Scientific Communication:** Covers monological (reports, speeches) and dialogical (scientific conversations, discussions) forms.

- **Scientific Conferences and Discussions:** The concept of "academic etiquette," rules for conducting discussions, and correct polemical techniques. Using verbal and non-verbal methods establishes and maintains contact between the speaker and the audience.

- **Linguistic Techniques:** Formulating thoughts, including theses, antitheses, goals, tasks, conclusions, etc., in public speeches. Discusses the stylistic features of word formation, the construction of simple, complex, and compound sentences, and forms of address.

- **Emotionality and Correctness:** Balancing emotional expression and maintaining correctness in speech. The main types of arguments and the role of disputes in professional discursive and polemical language.

- **Etiquette in Public Defense of Scientific Work:** Outlines the linguistic behavior expected during the defense, such as explaining content, persuading opponents, expressing agreement or disagreement, and showing gratitude.

Culture of Listening to Scientific Texts

- **Listening to Scientific Texts:** Discusses different ways of listening, such as concentrated, attentive, and inattentive listening.

- **Types of Listening:**

- **Non-reflective Listening:** Involves listening attentively without interrupting.

- **Reflective Listening:** Involves active engagement, such as asking questions or paraphrasing to clarify understanding.

- **Basic Listening Styles:** Includes reflective, passive, emphatic, and critical listening.

- **Speaker and Audience Dynamics:** Examines the speaker's image, including appearance, manners, gestures, and facial expressions. Discusses the audience's characteristics and the conditions necessary for effective communication. Offers strategies to overcome audience resistance,

understanding communicative laws, and maintaining a strong communicative position.

- **Listening Culture:** Emphasizes the importance of a culture of listening in academic settings, discussing how different listening styles affect communication and interaction.

Research Mentorship Culture

ACADEMIC LECTURE AND ACADEMIC TEACHER IN THE DIGITAL ERA:
PRAXEOLOGICAL APPROACH

The article outlines the requirements of a modern school in the digital era and in the context of the implementation of the concept of "New Ukrainian school", with some aspects of academic lectures in the dimensions of pedagogical influence academic teacher.

The academic lecture is defined as a kind of pedagogical system, a set of didactically compressed information units that are closely related to the internal system connections and imbued with personal meaning. Its purpose is to lay the foundations of scientific knowledge, to acquaint with the methodology of scientific research in the relevant discipline and provide research-pedagogical interaction of the teacher and students. In the center of the model such lecture personality of teacher, which should combine the scientist, philosopher, educator and Director, and the identity of the student.

For example, the separate thesis of the famous scientist, academician APN of Ukraine Bykov concluded that the academic teacher has experience of text formation, high methodological culture, humanistic style of scientific thinking, creates an atmosphere of cognitive-emotional communication with the audience. The conceptual basis of the study of actual problems of the theory of the humanization of digital learning, which is substantiated by the Bulls, are the basis of the project of the formation of the academic culture of the future teachers-researchers in a digital creative environment, which is carried out at Sumy state pedagogical University named after A. S. Makarenko. It is planned to consider a system modeling the formation of academic culture in the interrelation of its components, in particular the axiological, motivational, moral, information and digital, cultural and communicative, narrative and biographical, praxiological, behavioral, interactive, educational levels bachelor - master - doctor of philosophy (PhD) in the measurement of cultural linguistics, cognitive science, lingopresley, digital humanistic pedagogy.

Key words: professional preparation of future teacher, the concept “New Ukrainian School”, key competencies, digital age, academic lecture, academic teacher, V. Bykov, digital humanistic education.

Семенов О. М. Академічна лекція і академічний учитель в цифрову епоху: праксеологічний підхід. *Фізико-математична освіта*. збірник наукових праць. 2017. Вип. 2 (12). С. 140–146. URL : <https://repository.sspu.edu.ua/handle/123456789/2245>

Description of the academic discipline

Name of indicators	Educational degree	Characteristic academic discipline	
		full-time education	correspondence form of education
Number credits - 3	Doctor of Philosophy	Mandatory cycle general training	
		Year of preparation:	
1st		1st	
Semester			
General number hours - 90		1st	1st
		Lectures	
		12 o'clock	4 hours
		Practical classes	
		18 p.m.	6 hours
		Independent work	
	60 hours	80 hours	
	Type of control : 3 credit		

Criteria for evaluating learning outcomes

Number points	Criteria for evaluating educational achievements graduate student
A 90–100 Perfect	The graduate student has theoretical knowledge from the course, knows the practical material perfectly (operates with it freely, applies it competently); is able to use acquired knowledge and skills in practical activities; presents theoretical material logically, consistently and convincingly; competently operates the conceptual and terminological apparatus.
B 82–89 Good	A graduate student demonstrates complete, systematic knowledge of the discipline, has the ability to independently replenish and update knowledge. Quickly processes and assimilates the material, operates with the conceptual and terminological apparatus, but at the same time admits inaccuracies, makes minor mistakes.
C 74–81 Good	A graduate student demonstrates complete knowledge of the discipline, has the ability to independently update knowledge. Demonstrates certain skills and abilities during practical classes, but professionally uses the complex of knowledge to a limited extent (makes certain mistakes and inaccuracies, etc.).
D 64–73 Satisfactory	A graduate student shows knowledge of the main material, has knowledge of the literature, tries to analyze works, draw conclusions, but at the same time makes gross mistakes and cannot convincingly present the material on a certain topic.
E 60–63 Satisfactory	The graduate student demonstrates knowledge of the main educational material in an amount satisfactory for further professional activity. Practical training generally meets the requirements, the graduate student demonstrates certain skills, but the form of the presentation is unstable, there are noticeable methodological flaws.
F 35–59 Not satisfactory	The graduate student is not sure of his answers. Does not understand the main essence of the task, cannot draw conclusions and generalizations. The performance is vague and unconvincing.
FX 1 – 34 Not satisfactory	Negligence of the graduate student regarding his own preparation. Has no sure knowledge of the course. Does not demonstrate the proper form of public speaking and the necessary practical skills.

Recommended sources

International documents

Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region. URL: http://www.iau-aiu.net/sites/all/files/Bucharest_Dec_0.pdf.

ETINED Pan-European Platform on Ethics, Transparency and Integrity in Education. URL: https://www.coe.int/t/DG4/EDUCATION/etined_en.asp

Glendinning I. Promoting Maturity in Policies for Plagiarism across Europe and beyond. URL: https://www.coe.int/t/DG4/EDUCATION/etined/Irene_Glendinning_PragueForum2015.pdf

IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education. URL: <http://www.iau-aiu.net/content/new-iau-mco-guidelines-institutional-code-ethics-higher-education>

Pan-European Platform on Ethics, Transparency and Integrity in Education (ETINED). URL: https://www.coe.int/t/DG4/EDUCATION/etined/Etined_EthicalPrincipes_en.pdf

The European Charter for Researchers. The Code of Conduct for the Recruitment of Researchers.– Brussels, European Commission, 2005. URL: http://ec.europa.eu/euraxess/pdf/brochure_rights/am509774CEE_EN_E4.pdf

Trends in Global Higher Education: Tracking an Academic Revolution. A Report Prepared for the UNESCO. 2009. World Conference on Higher Education. Philip G. Altbach, Liz Reisberg, Laura E. Rumbley. Executive Summary, Published in 2009 by the United Nations Educational, Scientific and Cultural Organization. Paris.

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Electronic resources

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- Проект сприяння академічній доброчесності в Україні (SAIUP) - Американські Ради. URL: <http://www.saiup.org.ua> /.
- Рекомендації з оформлення посилань в наукових роботах: DSpace. URL: ela.kpi.ua/handle/123456789/16051.
- Рекомендації до пошуку наукової інформації за допомогою інтернет-ресурсів. URL: <https://docs.google.com/document/d/1sUBDV-qvUxuAfoi1yNW47y.../edit?hl=uk>.
- Сервіс перевірки на плагіат для найкращих результатів. Електронний ресурс. URL: <https://unichack.com/uk-ua> 8.
- Сервіс перевірки на плагіат для найкращих результатів. Електронний ресурс. URL: <https://refcom.nethouse.ua/antiplagiatukraina>
- Стили оформлення бібліографічних посилань для міжнародних публікацій. Ч. 1. URL: www.library.ukma.edu.ua/.../Styli_oformlennya_bibliohrafichnykh.
- Committee on Publication Ethics: (COPE): Promoting integrity in research publication. Назва з екрану. URL: publicationethics.org/.
- Plagiarism.org Best Practices for Ensuring Originality in Written Work. URL: www.plagiarism.org/ .
- Академічна доброчесність. Інформаційний бюлетень URL: <https://www.skeptic.in.ua/wp-content/uploads/Integrity-bulletin-all-issues.pdf>
- Ініціатива Academic IQ. URL: https://www.youtube.com/channel/UC9c5TDYVD_NIjiNcqZCGcdQ ;
- <https://www.youtube.com/playlist?list=PLZWbvfmp-Z9F8XajOzEGYwE-oHnxnxZCZ>
- Етичні питання публікації результатів наукового дослідження URL: <https://www.youtube.com/watch?v=RxsZ7TAZQZ4>
- Національний репозитарій академічних текстів. URL: <https://nrat.ukrintei.ua/https://www.facebook.com/groups/578991159108587>
- Проблеми встановлення плагіату у дослідженнях: кейси Комітету з етики Національного агентства. URL: <https://www.youtube.com/watch?v=-Obd6DiVjnM>
- Онлайн-курс «Академічна доброчесність». URL: https://www.youtube.com/playlist?list=PL_zDp5rG6Hqt7743o3K_KWpfr7IxnLFzH
- Рівень плагіату в студентських роботах у країнах Європи. Електронний ресурс. Режим доступу: <http://aphd.ua/riven-plahiatu-vstudentskykh-robotakh-u-kranakh-ievropy/>
- Університетський лекторій. URL: <https://www.youtube.com/playlist?list=PLDYSJtpldNMtZanQKN7yrj6th9hdbQJG2>
- Ред. Тедді Фішман. Фундаментальні цінності академічної доброчесності: переклад українською. Електронний ресурс. Режим доступу: https://academicintegrity.org/wpcontent/uploads/2019/04/Fundamental_values_version_in_Ukrainian.pdf
- Як написати наукову статтю. URL: <https://www.youtube.com/watch?v=iEsk7N0spNI&t=249s>
- Вебінар «Академічна доброчесність: виклики, проблеми та перспективи» <https://www.youtube.com/watch?v=zscseyzPx2OQ>
- Круглий стіл «Академічна доброчесність: досвід, практики, виклики, поступ» <https://www.youtube.com/watch?v=SuFYaig3BVk>
- Академічна доброчесність. Плагіат. Авторське право <https://www.youtube.com/watch?v=xSBDrKo2emk>
- Академічна доброчесність та наукове дослідження <https://www.youtube.com/live/IwOX-iNf5eU?app=desktop&feature=share>

Дисертаційне дослідження: Кризь терени до зірок

<https://www.youtube.com/watch?v=4scl-PEkTU>

Вебінар "Публікація статей у хижацьких виданнях: наслідки для дослідників та університетів"<https://www.youtube.com/watch?v=RbCT5y1Evdo>

Як уникнути плагіату. Оріся Демська <https://www.youtube.com/watch?v=jcfGfp-9390>

Редагування наукових текстів - Короткі поради Богдана Романцова

<https://www.youtube.com/watch?v=Ya7c3ijUa3M&t=5s>

Щоденник науковця

<https://youtube.com/@daybook2024?si=c5MwO4MFtRjwFsAg>

"Academic Culture of Researcher"

2022.:

– Програма <http://surl.li/pchqi>

– Збірник <http://surl.li/pchqr>

– Відеозапис <https://www.youtube.com/watch?v=XBZ4k2TsAS0>

2023.:

– Програма <http://surl.li/pchpz;>

–Відеозапис

https://www.youtube.com/watch?v=NrGUhE_9i9k&t=3724s

Медіавчительський кампус.

Записи занять та заходів з академічної культури.

URL: https://www.youtube.com/channel/UCx-AL3lm3wYbt_E2dRLsLyQ

Assignment for Independent Work

Compare the course descriptions in Ukrainian and English provided by ChatGPT, which generated the following key points upon our request, with our course program. What differences and similarities did you find?

<p>Ethics of Scientific Research: Philosophical and Linguistic Aspects</p> <p>Course Description: This course explores the ethical dimensions of scientific research, focusing on both philosophical considerations and linguistic aspects. It aims to provide students with an understanding of the ethical principles that guide scientific inquiry and communication, addressing questions of integrity, responsibility, and societal impact.</p> <p>Course Objectives:</p> <ol style="list-style-type: none">1. To examine the ethical challenges and philosophical dilemmas in scientific research.2. To explore how language shapes scientific discourse and influences ethical decision-making.3. To develop students' ability to think critically about ethical issues in research. <p>Key Topics:</p> <ol style="list-style-type: none">1. Philosophical Foundations of Research Ethics:<ul style="list-style-type: none">○ Theories of ethics: consequentialism, deontology, virtue ethics.○ Historical evolution of research ethics and codes of conduct.○ Moral dilemmas in research practices.2. Research Integrity:<ul style="list-style-type: none">○ Concepts of honesty, transparency, and accountability.○ Ethical considerations in experimental design, data collection, and analysis.○ Issues of authorship, plagiarism, and responsible publication.	<p>Етика наукового пошуку: філософські та мовні аспекти</p> <p>Опис курсу: Цей курс досліджує етичні аспекти наукового пошуку, зосереджуючись як на філософських засадах, так і на мовних аспектах. Метою курсу є надати студентам розуміння етичних принципів, що керують науковим дослідженням і комунікацією, а також обговорити питання доброчесності, відповідальності та впливу на суспільство.</p> <p>Цілі курсу:</p> <ol style="list-style-type: none">1. Дослідити етичні виклики та філософські дилеми у наукових дослідженнях.2. Вивчити, як мова формує науковий дискурс та впливає на прийняття етичних рішень.3. Розвинути здатність студентів критично мислити щодо етичних питань у дослідженнях. <p>Основні теми:</p> <ol style="list-style-type: none">1. Філософські основи етики досліджень:<ul style="list-style-type: none">○ Теорії етики: консеквенціалізм, деонтологія, етика доброчесності.○ Історичний розвиток етики досліджень і кодексів поведінки.○ Моральні дилеми в дослідницькій практиці.2. Доброчесність у дослідженнях:<ul style="list-style-type: none">○ Поняття чесності, прозорості та відповідальності.○ Етичні аспекти планування експериментів, збору даних та аналізу.
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<p>3. Linguistic Aspects of Research Ethics:</p> <ul style="list-style-type: none"> ○ The role of language in scientific communication. ○ Bias in scientific discourse: how language can shape research outcomes. ○ Ethical issues in framing research questions and interpreting results. ○ <p>4. Human Subjects and Ethical Concerns:</p> <ul style="list-style-type: none"> ○ Informed consent and the rights of participants. ○ The role of Institutional Review Boards (IRBs). ○ Ethical considerations in sensitive research topics. ○ <p>5. Global Perspectives on Research Ethics:</p> <ul style="list-style-type: none"> ○ Ethical guidelines in different cultural and disciplinary contexts. ○ International standards and collaboration in research. ○ Challenges of conducting ethical research in a globalized world. ○ <p>6. Case Studies in Research Ethics:</p> <ul style="list-style-type: none"> ○ Analysis of famous cases of scientific misconduct. ○ Examination of ethical challenges in contemporary research. ○ <p>Learning Outcomes: Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate key ethical theories and apply them to scientific research. 2. Analyze ethical issues in research design, conduct, and reporting. 3. Recognize the influence of language on the ethical aspects of scientific communication. 4. Evaluate case studies and propose 	<ul style="list-style-type: none"> ○ Питання авторства, плагіату та відповідальної публікації. <p>3. Мовні аспекти етики досліджень:</p> <ul style="list-style-type: none"> ○ Роль мови в науковій комунікації. ○ Упередження в науковому дискурсі: як мова може впливати на результати досліджень. ○ Етичні питання у формулюванні дослідницьких питань та інтерпретації результатів. <p>4. Людські суб'єкти та етичні питання:</p> <ul style="list-style-type: none"> ○ Інформована згода та права учасників. ○ Роль інституційних комітетів з етики (IRB). ○ Етичні аспекти у чутливих дослідницьких темах. <p>5. Глобальні перспективи етики досліджень:</p> <ul style="list-style-type: none"> ○ Етичні норми в різних культурних та дисциплінарних контекстах. ○ Міжнародні стандарти та співпраця у дослідженнях. ○ Виклики проведення етичних досліджень у глобалізованому світі. <p>6. Кейс-стадії у галузі етики досліджень:</p> <ul style="list-style-type: none"> ○ Аналіз відомих випадків наукових порушень. ○ Розгляд етичних викликів у сучасних дослідженнях. <p>Результати навчання: Після успішного завершення курсу студенти зможуть:</p> <ol style="list-style-type: none"> 1. Висловлювати основні етичні теорії та застосовувати їх до наукових досліджень. 2. Аналізувати етичні питання у проектуванні, проведенні та звітуванні досліджень. 3. Розпізнавати вплив мови на етичні аспекти наукової комунікації. 4. Оцінювати кейс-стадії та пропонувати етичні рішення для
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<p>ethical solutions to research challenges.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Participation in class discussions • Analysis of case studies • Short essays on philosophical and linguistic aspects of research ethics • Final exam or project <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. "On Being a Scientist: A Guide to Responsible Conduct in Research" - National Academy of Sciences 2. "Ethics in Science: Ethical Misconduct in Scientific Research" by John M. Braxton 3. "The Ethics of Science: An Introduction" by David B. Resnik 4. Selected articles and case studies on language and ethics in scientific research. 	<p>дослідницьких викликів.</p> <p>Оцінювання:</p> <ul style="list-style-type: none"> • Участь у класних дискусіях • Аналіз кейс-стадій • Короткі есе на тему філософських та мовних аспектів етики досліджень • Підсумковий іспит або проект <p>Рекомендована література:</p> <ol style="list-style-type: none"> 1. "On Being a Scientist: A Guide to Responsible Conduct in Research" - Національна академія наук США 2. "Ethics in Science: Ethical Misconduct in Scientific Research" Джона М. Бракстона 3. "The Ethics of Science: An Introduction" Девіда Б. Резніка 4. Вибрані статті та кейс-стадії щодо мови та етики у наукових дослідженнях.
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An article by Greer Murphy titled "Updating Academic Integrity in the Age of Artificial Intelligence" (University of California)¹ has been published on the website of the International Center for Academic Integrity (ICAI). What advice does the researcher offer?

¹Національний репозитарій академічних текстів.
<https://www.facebook.com/groups/repository.ukrintei/posts/2310719305935755/>

URL:

Refreshing Academic Integrity in the Age of Artificial Intelligence²

I have no magic spells, crystal ball predictions, or prophecies as to where “the other AI” will lead us. So I write this post not just to offer solidarity, but also to share some ideas I hope can help us head into the 2024-25 academic year with refreshed perspectives and renewed energy!

Without further ado, and in roughly ascending order (shortest to longest), my suggestions are:

1. Read different
2. Talk different
3. Do different

2. Talk (to someone) different

One of the most beautiful things about a career in academic integrity are the diverse practices, structures, and people who are part of what we do. Along the way, many of us have developed habits, routines, and colleagues with whom we’re likeliest to collaborate—strategies that made, and still make, good practical sense.

But now is as opportune a time as any to reflect: Who don’t we speak with as often as we might hope? If you come to academic integrity through research, scholarship, or your own classroom challenges ... talk to your university’s academic integrity administrator. (Kudos if they happen to be full-time in their role or if they occupy a funded or named integrity office.) If you work as an administrator or office director ... talk to faculty. And I’m sure all of us could stand to invest more effort in connecting with students.

Better yet, go several steps further and out of education entirely! Talk with some of the business professionals or lawyers in your life. Ask the parents, grandparents, or young children you know how they define integrity and what some of our [fundamental values](#) mean to them.

In closing, beyond Academic integrity is not for the faint of heart! Stresses and stressors come with the territory, and they’re not something we can—or should—try to self-care our way out of.

At the same time, let’s remind ourselves that no one can take responsibility for refreshing our perspectives like we can.

So, don’t be afraid to iterate. Don’t be afraid to read, talk, or—if possible—do something different. Keep track and reflect on what you learn, giving yourself permission to make adjustments along the way. Ask why not? Ask what if? And above all, start somewhere. Maintaining motivation and passion in a field as ... intense as

Assignment for Independent Work

² Refreshing Academic Integrity in the Age of Artificial Intelligence. URL: <https://academicintegrity.org/resources/blog/521-refreshing-academic-integrity-in-the-age-of-artificial-intelligence>

Academic writing: cultural approaches³

Research work

Research today is viewed as a process and researchers engage in certain steps as they carry out their investigations. Research has a beginning and an ending, but the steps in between do not necessarily occur in a linear fashion or orderly process. Investigators move back and forth among the steps in a cyclical manner. Research usually begins with an issue or a problem that needs to be investigated and ends with a written thesis that can be used by others and is valuable to the field.

Research Problem, Topic⁴

Identifying a topic or a research problem means that the researcher specifies an issue to be investigated, as well as develops a justification for studying it, and puts forth the reasons why and for whom this study is important.

Research problems arise out of needs expressed by any number of sources, including but not limited to, teachers, schools, students, parents, other researchers, policy makers, etc.

Understanding Research Topics

Before you plunge into research or writing, invest some time in thinking through the specific assignment you are dealing with. Remember, you are not being asked just to collect facts, but to develop and display your powers of reasoning.

Note which concepts or methods the topic asks you to use. Is the main requirement to find and synthesize information, to argue a point with others, or to explore your own responses? Does the assignment ask you to go into depth about some material already covered in the course? Or does it suggest that you evaluate a theory or model by applying it to an example from outside the course material? Whatever the design, an essay assignment expects you to use course concepts and ways of thinking; it encourages you to apply course methodology.

³ Семенов, О., Фаст, О. (2015). Академічне письмо: лінгвокультурологічний підхід: навч. посіб. Суми: СумДПУ імені А.С.Макаренка, 2015. С.99-119.

⁴Understanding Essay Topics: A Checklist. Written by Margaret Procter, Writing Support<https://advice.writing.utoronto.ca/general/essay-topics/#:~:text=To%20generate%20ideas%20from%20which,you%20find%20things%20worth%20discussing.>

Note the key terms in the assignment sheet, including those naming parts of the topic and those giving directions for dealing with it. Look especially for words that define the kind of reasoning you should be using: *why, how, analyse, compare, evaluate, argue, etc.* Be sure you understand the specific meanings of these terms.

Assignment for Independent Work

Familiarize yourself with the brief theses of the annotation of the presentation "Training of a Teacher of Ukrainian Philology in the Conditions of War: European Priorities (Values) and National Experience" for the conference "Education for Sustainable Development – Dissemination of the Best Practices".

Compare it with the text of the posters.

What is the difference?

Which information is more complete?

The European values of forming a European identity, culture of safe behaviour, multiculturalism, digitalization, and reading as a life strategy are outlined, which are essential for updating educational programs for training future teachers of Ukrainian philology.

The results of PISA-2018, the national report on foreign language learning, encourage teachers of higher pedagogical education institutions to search for practical tools in preparing future teachers for the formation of students' reading literacy.

Some aspects of professional practice in the dimensions of a pedagogical partnership of the professional development resource centre of the teacher of Ukrainian language and literature of A. S. Makarenko Sumy State Pedagogical University with stakeholders are characterized.

It has been found that with the establishment of the state-building, nation-building role of the Ukrainian language and language stability, the mission of philological education is also being rethought in the wartime. European priorities and experience are essential for updating the training of a future teacher of Ukrainian philology in conditions of uncertainty or non-standard situations of the educational process.

INTERNATIONAL SCIENTIFIC CONFERENCE

“Education for sustainable development – dissemination of the best practices”

Pedagogical University of Krakow, Poland, 05-06 September 2023

Poster session

A short presentation of about 5 minutes for each poster is given to an audience gathered as a group. After the authors' brief presentation, an in-depth discussion between them and the audience follows.

The poster sessions offer researchers the chance to present their work in a visual format and offer more opportunities for interaction and discussion.

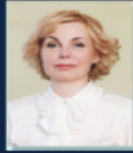
Sustainability and Internationalization Capacities to Promote
Modernisation of Newcomers Higher Education in Neighbourhood East
Countries

About science in a popular way ... Time for board games

Ukrainian Practices of Academic Resilience Strengthening among Doctoral
Students and Early Career Researchers

Experiential Learning as Innovative Approach in Education in Public Bodies

POSTER 1



Olena Semenog
Prof. Dr of Pedagogical Sciences,
A. S. Makarenko Sumy State
Pedagogical University, Sumy

Training of a teacher of Ukrainian philology in the conditions of war: European priorities (values) and national experience



Sumy, March, 17, 2023

From February 24, 2022, the vectors of Ukraine's development have changed.

Russia's full-scale military aggression against Ukraine radically changed the value vectors of the state's development, influenced the value orientations of every family, and adjusted the social dimensions of education.

Purpose

to outline some aspects of European priorities and national practices of training future teachers of Ukrainian philology in wartime conditions, taking into account pedagogical partnership.



School, Romny, Sumy Region. The school principal, deputy principal, and history teacher were killed

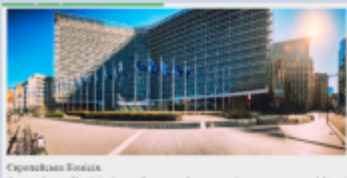
THE WAR CONTINUES "FOR LINGUISTIC BORDERS, FOR HUMAN TERRITORY, AND FOR THE FUTURE OF THE WORLD" (T. KLOCHKO, O. ROSSA)



European priorities (values) and practices regarding the training of future philology teachers



In the documents of the Summit of Ministers of Education (2020), in scientific sources, the EPVO is presented as an innovative space, with new effective methods and practices of learning, teaching and research; inclusive, with equal access of all participants in the educational process to higher education, partnership - with joint tools of international cooperation between educational institutions, mobility of employees and students.

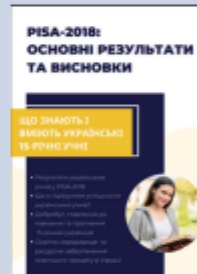
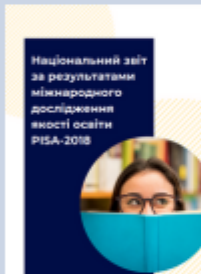


Support of vulnerable categories of pupils and students is a key thematic issue in the policies and practices of the countries of the European Union. Since 2022, the Council of the European Union has introduced extensive policies and measures to support Ukrainian refugee students in Europe (European Commission, EACEA, Eurydice reports).

It is important to form a culture of safe behavior of school youth, taking into account the experience of such European countries as Albania, Bosnia and Herzegovina, Macedonia, Serbia, Slovenia, Croatia, as well as the Republic of Kosovo



General European and world trends of civilizational development: innovative type of progress, globalization, internationalization, processes of European integration and formation of European identity, fluency in English along with state and native languages; digitization of all spheres of life, readiness for professional activity in the conditions of inclusion of artificial intelligence in all spheres of life.



In educational institutions of European countries, the importance of training a philologist who skillfully owns the culture of working with texts, creates different types of texts, media texts, virtual texts, and also teaches students to create such texts is increasingly emphasized. This need is connected with the growth of the role of reading literacy in society and the conduct of the authoritative International study of the quality of education PISA (Programme for International Student Assessment) in 90 countries of the world as part of the educational programs of the Organization for Economic Cooperation and Development of the OECD since 2000.



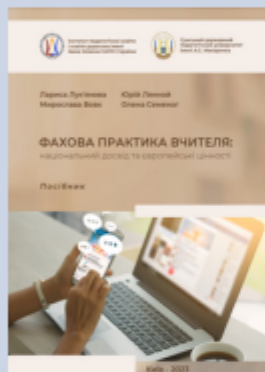
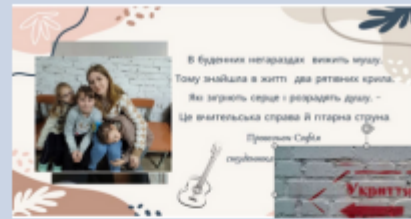
In cooperation with: A. S. Makarenko Sumy State Pedagogical University, ISMA University of Applied Sciences published the monograph "Trends of development of philological education in the age of digitalization: European and national contexts". "Izdvnieciba "Baltija Publishing" publishing house (Riga, Latvia)

On March 3, 2023, the Cabinet of Ministers of Ukraine approved the "Strategy for the development of reading for the period until 2032", according to which the tendency towards reading as a life strategy became apparent: the teacher must be able to ensure a stable interest in reading Ukrainian books and the formation of a competent reader, be able to counter attacks and Russian propaganda to strengthen the information resistance of our country.





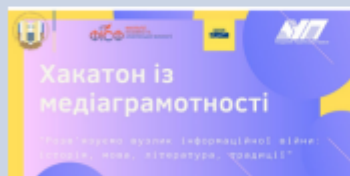
School, university, and research institutions become centers of psychological support, national-patriotic upbringing, and academic culture of participants in the educational process. Each discipline is read as a part of the nation's culture.



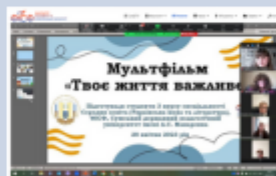
The purpose and functions of professional practice have significantly expanded and become more complicated. The weight of such a quality of the practitioner as the ability to listen to the interlocutor has increased.



Inclusive and educational online space on media literacy for people with hearing impairments "Beyond the boundaries of the information aquarium" or "Media literacy where sirens are not heard" (directed by M.M. Yachmenyk)



Grant miniprojects "Wartime media education: new challenges, resources and audiences" from the Academy of the Ukrainian Press



On April 28, 2023, as part of the International Online Exhibition "Education and Career - 2023", a webinar "Safe information and educational environment in war conditions: tips for the teacher" was held.



VIRTUAL INTERNATIONAL SUMMER SCHOOL SNOP/SN/515329/2021 Remote Education - Modern Forms, Methods and Tools, 12th - 14th June 2023, Pedagogical University of Krakow

POSTER 2



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СІМСЬКИЙ ДЕРЖАВНИЙ
ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ А.С. МАКАРЕНКА

Training of a teacher of Ukrainian philology in the conditions of war: European priorities (values) and national experience

INTERNATIONAL CONFERENCE "Education for sustainable development – dissemination of the best practices" Pedagogical University of Krakow, Poland, 05-06 September 2023

INTRODUCTION

From February 24, 2022, the vectors of Ukraine's development have changed. Russia's full-scale military aggression against Ukraine radically changed the value vectors of the state's development, influenced the value orientations of every family, and adjusted the social dimensions of education. THE WAR CONTINUES "FOR LINGUISTIC BORDERS, FOR HUMAN TERRITORY, AND FOR THE FUTURE OF THE WORLD" (T. KLOCHKO, O. ROSSA).

With the establishment of the state-building, nation-building role of the Ukrainian language and language stability, the mission of philological education is also being rethought in the war. European priorities and European experience are important for updating the training of a future teacher of Ukrainian philology in conditions of uncertainty or non-standard situations of the educational process.

THE AIM OF THE STUDY

To outline some aspects of European priorities and national practices of training future teachers of Ukrainian philology in wartime conditions, taking into account pedagogical partnership.

THE RESEARCH QUESTION

European priorities (values) and practices regarding the training of future philology teachers; National experience of professional training of the future teacher of Ukrainian philology in the conditions of war; Professional practice in dimensions of partnership interaction.



School, Romny, Sumy Region. The school principal, deputy principal, and history teacher were killed

RESULTS

1. European priorities and practices regarding the training of future philology teachers

Support of vulnerable categories of pupils and students is a key thematic issue in the policies and practices of the countries of the European Union. Since 2022, the Council of the European Union has introduced extensive policies and measures to support Ukrainian refugee students in Europe (European Commission, EACEA, Eurydice reports).



It is important to form a culture of safe behavior of school youth, taking into account the experience of such European countries as Albania, Bosnia and Herzegovina, Macedonia, Serbia, Slovenia, Croatia, as well as the Republic of Kosovo National experience of professional training of the future teacher of Ukrainian philology in the conditions of war; Professional practice in dimensions of partnership interaction.



In educational institutions of European countries, the importance of training a philologist who skillfully owns the culture of working with texts, creates different types of texts, media texts, virtual texts, and also teaches students to create such texts is increasingly emphasized. This need is connected with the growth of the role of reading literacy in society and the conduct of the authoritative International study of the quality of education PISA (Programme for International Student Assessment) in 90 countries of the world as part of the educational programs of the Organization for Economic Cooperation and Development of the OECD since 2000.

2. National experience of professional training of the future teacher of Ukrainian philology in the conditions of war

General European and world trends of civilizational development: innovative type of progress, globalization, internationalization, processes of European integration and formation of European identity, fluency in English along with state and native languages; digitization of all spheres of life, readiness for professional activity in the conditions of inclusion of artificial intelligence in all spheres of life.





On March 3, 2023, the Cabinet of Ministers of Ukraine approved the "Strategy for the development of reading for the period until 2032", according to which the tendency towards reading as a life strategy became apparent: the teacher must be able to ensure a stable interest in reading Ukrainian books and the formation of a competent reader, be able to counter attacks and Russian propaganda to strengthen the information resistance of our country.

3. Professional practice in dimensions of partnership interaction



School, university, and research institutions become centers of psychological support, national-patriotic upbringing, and academic culture of participants in the educational process. Each discipline is read as a part of the nation's culture.

The purpose and functions of professional practice have significantly expanded and become more complicated. The weight of such a quality of the practitioner as the ability to listen to the interlocutor has increased.



CONCLUSIONS



On April 28, 2023, as part of the International Online Exhibition "Education and Career - 2023", a webinar "Safe information and educational environment in war conditions: tips for the teacher" was held.



VIRTUAL INTERNATIONAL SUMMER SCHOOL
SNOP/SN/515329/2021 Remote Education - Modern Forms, Methods and Tools, 12th - 14th June 2023, Pedagogical University of Krakow

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2. Семенов, О. М., & Вовк, М. П. (2022). ПЕДАГОГІЧНЕ ПАРТНЕРСТВО В УМОВАХ ВОЄННИХ РЕАЛІЙ: Досвід взаємодії Інституту педагогічної освіти і освіти дорослих імені Івана Зязюна НАПН України і Сумського державного педагогічного університету імені А.С. Макаренка. Вісник Національної академії педагогічних наук України, 4(2), 1-14. <https://doi.org/10.57472/v.naes.2022.4214>

Assignment for Independent Work

Familiarize yourself with the annotation and the poster for the conference "Digital Remote Education – From the COVID-19 Pandemic to the Best Practices for the Future."

Highlight the following in the annotation:

introduction,

purpose,

method,

result,

conclusion

Application of the Digital Method in Teaching Philological Disciplines (on the Example of a Virtual Lexicographic Laboratory).

The purpose of the proposed work to present the virtual lexicographic laboratory "Multimedia Dictionary of Infomedia Literacy" in the teaching of philological disciplines as one of the main methods for researching digital linguistic information. The laboratory is used to process digital linguistic resources and to create relevant software products within the framework of all-Ukrainian and international cooperation.

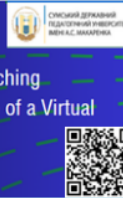
The scientific novelty of the research lies in the practical proposal of new methods of teaching in higher education. Among the digital methods for teaching philological disciplines, we especially mentioned the lexicographic method of research, its meaning, feasibility of application, features of implementation and further use in all-Ukrainian and European cooperation

The platform was developed by the educational and research center "MEDIA & TEACHER'S CAMPS" of the A.S. Makarenko SumDPU and UMIF of the National Academy of Sciences of Ukraine within the scope of the IREX grant.



Olena Semereng
Prof. Dr of Pedagogical Sciences,
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Pedagogical University, Sumy

Application of the Digital Method in Teaching Philological Disciplines (on the Example of a Virtual Lexicographic Laboratory)



INTERNATIONAL SCIENTIFIC CONFERENCE
“Digital remote education -from the COVID-19
Pandemic to the Best Practices for the Future”
Pedagogical University of Krakow, Poland,
12-13 September 2023

INTRODUCTION

Among the trends of the network world, which determine the development of digital technologies in linguistic research, experts include the following: virtualization of the language environment, intellectualization, work with Big Data. Accordingly, there is a need to find new effective methods of researching linguistic information, creating software tools and their further effective application in the teaching of philological disciplines.

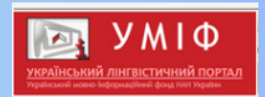
Among the digital methods for teaching philological disciplines, we especially mentioned the lexicographic method of research.



THE AIM OF THE STUDY

To present the virtual lexicographic laboratory "Multimedia Dictionary of Infomedia Literacy" as a digital tool for teaching philological disciplines.

The compilers of the product are scientists of the Ukrainian Language and Information Fund of the National Academy of Sciences of Ukraine, teachers of Sumy Makarenko State Pedagogical University.



UMIF NAS of Ukraine as the main organization of the National Dictionary Base of Ukraine provides users with access to more than fifty electronic dictionary systems.

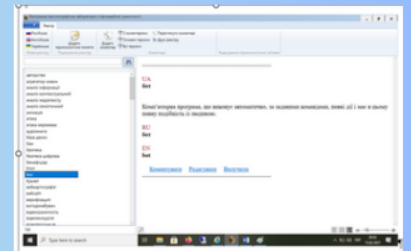
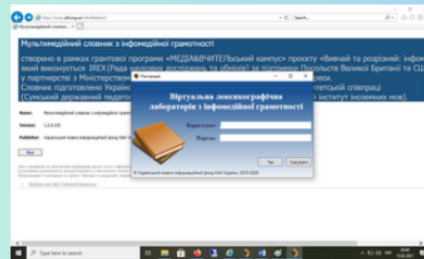


Within the framework of the IREX grant
"Learn to Discern in Schools - National
Rollout/Learn and distinguish: infomedia
literacy" (2021-2022)



RESULTS

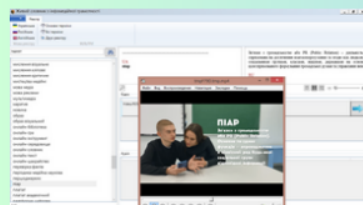
The platform concept is based on the principles of interactivity, visualization, interdisciplinary integration, textcentrism, soft integration of infomedia literacy.



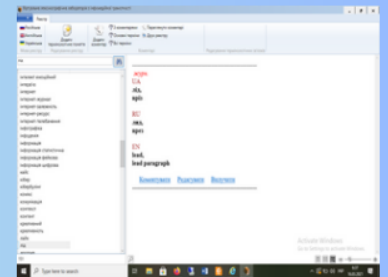
The purpose of the virtual lexicographic laboratory is to provide basic information about current concepts of infomedia literacy, provide innovative multimedia visualization of content, mobile information search, perform the functions of a practical simulator for solving applied tasks, in particular, creating media content, research, training, raising the level of media culture.

The dictionary provides terms (240 items: bullying, video blog, gadget, media safety, media literacy, media expression, online fraud, digital security, digital trail, fact, fake, troll, chatbot, etc.), their definitions, translation and interpretation in English, multimedia (audio, video content) to provide multimedia visualization of information with an infomedia component.

The dictionary article, for example, for the word PR is built as follows: PR in Ukrainian, English and a video clip according to the interpretation



The digital product has been tested in the educational and research activities of future bachelor and master teachers of the Sumy Makarenko State Pedagogical University, in particular in the student scientific circle on academic culture.



CONCLUSIONS

Using the online platform will promote effective cooperation between students, teachers; adaptation of students to the conditions of distance and mixed learning, formation of soft media literacy skills in them during the wartime and postwar period.



Assignment for Independent Work⁵

Purposes of the Literature Review

In order to write a successful literature review you must first do the reading. Read as much as possible about your research topic so you can demonstrate your knowledge and familiarity with the work others have done. Keep careful records of what you have read to avoid possible accusations of plagiarism. Make sure your reading includes both theory and research.

- Legitimize the question or goal you posed at the end of your problem statement.

- Justify the work you will do in the body of your project by creating a well-crafted academic argument for that work.

- Establish a framework for the importance of your study.

- Demonstrate how your study fills in gaps in the literature or extends the work of prior studies.

- The results of other studies that are closely related to your study – comparing and contrasting studies are appropriate here.

Read the text. Identify the keywords in the article's title, note the specific structure of the article, and create an outline of the text. Propose 2–3 title options for this article.

RESEARCHER'S ACADEMIC CULTURE IN THE EDUCATIONAL SPACE OF THE UNIVERSITY: LINGUO-AXIOLOGICAL APPROACH⁶

Abstract. The article is devoted to the nature of the concepts "classic University", "cultural and educational space of the University", "research activity of future professional", "researcher's academic culture" and approach to academic culture as the basis of research culture in a university. It is defined that the concept of academic culture is complex. We are talking in general about the culture at university, values, traditions, norms, rules of scientific research, and the scientific language culture, the culture of spirituality and morality, the culture of communication between science tutors and students, a culture of unique pedagogical action of master and his social, moral responsibility for the studying results. The formation of academic culture and own style, is better to develop on the positions of personal-activity, competence, axiological, cultural, acmeological approaches.

⁵ Семенов, О., Фаст, О. (2015). Академічне письмо: лінгвокультурологічний підхід: навч. посіб. Суми: СумДПУ імені А.С.Макаренка, 2015. С.99-119.

6. Semenoh O. Researcher's academic culture in the educational space of the university: linguo-axiological approach. Journal of Vasyl Stefanyk Precarpathian National University. Ivano-Frankivsk, 2017. Vol. 4, No. 1. P. 26–33.

Keywords: academic culture, linguo-axiological approach, research activity of future professional, University, values, scientific language culture

Received:

Семенов О. Академічна культура дослідника в освітньому просторі університету: лінгвоаксіологічний підхід

Анотація. У межах статті окреслено сутність понять «класичний університет», «культурно-освітній простір університету», «дослідницька діяльність майбутнього фахівця», «академічна культура дослідника», підходи до академічної культури як основи культури дослідницького навчання в університеті. Означено, що поняття академічної культури багатогранне. Ідеться загалом і про культуру навчання в університеті, цінності, традиції, норми, правила проведення наукового дослідження, і про наукову мовну культуру, культуру духовності і моралі, культуру спілкування наукових наставників та учнів, культуру унікальної, неповторної педагогічної дії майстра і соціальної, моральної відповідальності за результати дослідження. Формування академічної культури, власного ідіостилю, більш ефективно відбувається, якщо враховувати положення особистісно-діяльнісного, компетентнісного, аксіологічного, культурологічного, акмеологічного підходів.

Ключові слова: академічна культура дослідника, лінгвоаксіологічний підхід, дослідницька діяльність майбутнього фахівця, університет, цінності, наукова мовна культура.

1. Introduction

"All our life is a school ... it's willing; it is our job. "- wrote an outstanding pedagogue Jan Amos Comenius (1592-1670) [7, p. 383.]. His book "Pampediya" which has another name "Universal education of the whole human family, regardless of age, gender and nationality" describes the features of lifelong education. According to the Ukrainian teacher I. Zyazyun "philosophical and pedagogical idea of lifelong learning represents a substantial expanse of several aims. Firstly, it is, above all, understanding an education as a process that encompasses all life; relentless assimilation of targeted human sociocultural experience using all parts of the existing educational system; appointed observance of the principle of education and educational policy aimed at creating conditions for education rights throughout the life, relationship and ensure continuity of various stages of education" [4, p. 13.].

The purpose of continuous pedagogical education - the reproduction of human capital and intellect of society to promote sustainable human development through quality training and professional development through a combination of national heritage of world significance and established European traditions, development of teachers capable in the process of continuous improvement make professional activities on the basis of humanism, democracy, free competition and high technology.

An educational community is increasingly raise attention to the problem of quality of lifelong education that largely provides professional competitiveness in today's job market. In particular, training.

Educational institutions need teachers who are capable of innovative professional activity in the conditions of increasing amounts of information, looking for professional development, self-development, self-improvement and self-realization, design and conduct training and educational activities, creating an atmosphere of research and educational cooperation. The importance of these professional and personal qualities actualizes the need for the formation of academic culture researchers in the process of professional training in Universities of Ukraine.

The University is a special world with its system of relationships, values and traditions. University years are not only the years for the science, but also – identity formation. An authority of alma mater is determined by its scientific and educational potential. One of the most important ways of activities, particularly, in traditional universities is a quality of professionally-pedagogical trainings of students to work in secondary and higher educational institutions. Undoubtedly, the development and implementation of creative qualities of future teachers and researchers depend on the personality of the professors who have high methodological culture, humanistic style of scientific thinking, quickly respond to continuously changing requirements of professional competence, skillfully organize student's joint research.

The necessity of training of the specialist-researcher, motivated for creativity and innovation, according to the UNESCO's Strategy in relation to teachers 2012-2015. The idea of reforming education on the basis of universal, multicultural, national values of the individual teacher-researcher justified in the National strategy of education development in Ukraine for 2012 – 2021, the Law of Ukraine "On higher education" (2014).

Analysis of scientific sources (V. Astakhov, T. Dobko, A. Yerokhin, A.Kravchenko, V. Roman, etc.), the research project "Academic culture of Ukrainian students: the main factors of formation and development", which was completed in 2014-2015 East-Ukrainian Foundation for social research, Institute of socio-humanitarian researches KNU named after V. N. Karazin Kharkiv National University, other Universities of Ukraine with the support of International Fund "Revival", shows the attention of the scientific community to the academic virtues, values, and educational aspects of academic culture of the person.

We will outline the essence of the concepts "classic University", "cultural and educational space of the University", "research activity of future professional", "researcher's academic culture " and approach to academic culture as the basis of research culture in a university in the article.

2. Analysis and Discussion

Classical education is called the type of secondary education, which is based on the study of Latin, Greek language and ancient literature as priority subjects [6, p.343], and the ideal of training in educational system of classical education is an intelligent person.

Classical Universities as stresses I. Zyazyun, has the following specific characteristics: the emphasis in scientific work on fundamental research; training of specialists for high-tech industries; higher level of basic training; the transition to the implementation of interdisciplinary knowledge; active use in educational process of results and technologies of scientific research; orientation on the preparation of teachers for higher education system, especially in the Humanities, natural Sciences [4, p. 455.].

About such university where the priority belongs to joint scientific research of teachers and students, wrote in the nineteenth century German scientists Wilhelm von Humboldt. The activities of classical universities at all stages of historical development of Ukrainian society was founded on the fundamental priorities of education, respect for the person, conformity to culture, national and multicultural values, intellectual, spiritual, creative development of personality. In modern sociocultural conditions, the activity of these institutions is directed on formation of the humanitarian elite, at raising the quality and competitiveness of national education, the acceleration of Ukraine's integration into the international educational space [9, p. 5].

The activities of classical universities at all stages of historical development of Ukrainian society was founded on the fundamental priorities of education, respect for the person, conformity to culture, national and multicultural values, intellectual, spiritual, creative development of personality. In modern sociocultural conditions, the activity of these institutions is directed on formation of the humanitarian elite, at raising the quality and competitiveness of national education, the acceleration of Ukraine's integration into the international educational space [9, p. 5].

Therefore, the main goal of traditional universities is the training of a future specialist as a person of culture, which should be combined spirituality, humanistic, national and international conscious-tolerant position, intelligence, competitiveness and professionalism.

Cultural-educational space of the University should fill and value priorities of the culture of scientific and pedagogical work, about which K. Ushinsky wrote: "Culture as art and education are sisters, it is their interaction that is the primary factor in the development of man, his interests, needs, spirituality, and soulfulness, creativity [13, p. 149]. Scientist have proven that culture and education determine the meaning of life that is not only a means of knowledge and self-knowledge, but also a means of

overcoming their own limitations, the universalization of the individual, they should serve the idea of nation, which is the main component of the educational system. At the same time, an outstanding teacher is not confined to a purely national approach, he constantly stressed: "Every educated people only has value in science when it enriches the truths that remain for all peoples."

A. Smolinska, analyzing the concept of cultural-educational space in philosophy, cultural studies, sociology, and management, and offers these names are synonyms of cultural-educational space of the University, as the "spirit of place" (Col. Ushinsky), "memory companies" (G. Vaschenko), "the spiritual life of the school" (V. Suhomlinsky), "pedagogical matrix" (V. Andrushchenko) and explains the principles of conformity to culture, environmentalism, self-positioning, homeostatic [12, p.56]. Ukrainian Universities should be centers of academic culture, to act on the principles of academic freedom, public accountability, respect for human dignity and observance of academic integrity in research activities.

Theoretical analysis allows to determine the nature of the research activities of the future specialist (in the study of the teacher-scholar) as a multidimensional and significant role the process of scientific creative activities. We are talking about a set of interrelated personality characteristics that include perseverance, commitment, responsibility, research, methodological, psychological, pedagogical, linguistic knowledge; research skills, experience in traditional and creative ways of teaching research activities, commitment to professional self-development. Research activities, in particular, teachers of Russian language and literature involves the creation of spiritual values in the form of joint educational result, samples of original creative learning activities of students, in particular the writing of creative works.

Therefore, training in the University should be organically combined with the research component and contribute to the formation of the academic culture of the future teachers-researchers.

In explanatory dictionaries the concept of "academic" explains how training (in higher educational institutions); theoretical; traditional canons; artistic; honorary. Academic culture reflects the attitude to attitudes, values and behaviours that are common to everyone who works and studies at the University [15]. To determine the academic culture researchers are turning to the provisions of culturological, personality-activity, competence, axiological, andragogika approaches.

In the context of culturological approach the aims of education are defined (by S. Hessen) as a cultural value, which in the process of education must be attached. Academic culture researcher at the University is based on the application of the competence approach. According to the National qualifications framework of Ukraine in the General competencies of graduates of magistracy are in particular, such competence as the ability to operationally handle the Ukrainian scientific texts of different genres of scientific style (abstracting, annotating, note-taking, informative,

linguistic and stylistic editing, translation, etc.); the ability to model cohesive scientific texts of different genres and different professional direction in accordance with the requirements of the scientific style, including the use of information technologies; the ability to demonstrate a high level of professional skills interaction in the Ukrainian language with a wide range of specialists, particularly higher qualifications, and the public in a specific area of scientific and/or professional activities.

An important place in the structure of scientific language culture occupies a culture of professional scientific editing and self-editing. The objective of this component is not, actually, correct language deficiencies, but ensure a harmonious unity of content and form of scientific text (if necessary, reread, cut) – to make "a holistic image of cognitive functional space."

It is obvious the weight of bibliographic culture of researcher is big. It is an indicator of maturity, a necessary condition for successful learning, self-education, professional and personal growth. About scientific knowledge of the author and the validity of the studies provisions demonstrate the existence of citations. It is a set of bibliographic information on cited work, referenced in the text another document (or part of the documents) that is necessary for their overall characteristic, identification and search.

The purpose of the link is to argue, supplement or illustrate own opinion with facts from other academic texts; confirm or refute someone else's opinion; compare the different approaches according to analyzed problem.

It is important to focus attention on the scientific language culture as a component of academic culture. According to the *competency approach*, is made a formation of speech and communication, rhetoric, text and discursive skills of the researcher. Out of *speech and communication skills* essential for researchers are skills to possess morphological, lexical, syntactic rules; build oral and written expression; to keep accuracy, cleanliness, consistency expressivity of speech; ability to perceive, think creatively and critically; allocate important, significant thoughts; establish cause-effect relationships, identify difficulties in communication; the flexibly build and rebuild communication depending on the communication situation; the ability to pick and choose depending on the communicative situation or dialogical monologue form of text.

Among the text-genre skills we distinguish the ability to model coherent text on the basis of structural and semantic, genre-compositional characteristics and to use the principles of text organization, innovation and professionally oriented cognitive value of information, the names of problematic scientific text and more. Before creation of scientific text, it is needed to collect and examine the relevant material, to think about the facts, to consider sign language statements. Otherwise

the following text will be similar to overview or previously read books summary that does only informative function[11].

Among the polemical skills we can admit the ability to defend its position. It means to make argument proving that is determined by steadfastness position. In the debate it is advisable to be able to determine the position of the interlocutor, to assess the consistency of argument, to formulate its own position, protect it with the evidence that builds as thesis - arguments – conclusion, which are needed to achieve truth of expressed opinions.

Abstracts contain the answer to the question "What is proving?", argument realize the goal – to give theoretical or empirical generalizations which convince the truth of the thesis, show the logical connection of phenomena.

Focus on the reader-professional, also, updates such research and scientific functions of different genres texts as *epistemic* (scientific explanation of phenomena, clarification, justification hypotheses, concepts classification, systematization of knowledge); *communication* (transmission of specific information); *performative* (the establishment of certain facts or links using language material); *epistemological* (cognitive, aimed at increasing knowledge of the recipient); *cognitive* (obtaining new knowledge); *influence function* (author's desire to convince readers / listeners in the correctness of his position); *reasoned evidence* (guidance of evidence or facts which confirm the truth of explanations and opinions); *dialogic* (author's appeal to the opinion of the reader, the author's comparison of his view with approaches, positions of other researches), and others.

An integral part of the academic culture of the researcher is to work with professional text, so there is a need to use the provisions hermeneutical approach that finds a manifestation in the ability and skills of the individual to think critically about the problems of modern society and life of a particular person, to interpret phenomena by integrating knowledge from different fields, to create their own educational products. Position hermeneutical approach is reflected in the culture of mental work, academic discourse, moral culture, culture, academic reading, academic writing, academic literacy, academic rhetoric, etc.

An integral part of academic culture is a working culture with professional text. That is why, it is a need to use the provisions of the *hermeneutic approach*, which finds expression in ability and skills of individuality critically reflect the problems of modern society and the life of person, to interpret the phenomenon, integrating the knowledge from different areas, to create own educational products. The provisions of the hermeneutic approach are reflected in the culture of mental labor, academic discourse, ethical culture, the culture of academic reading, academic writing, academic literacy, academic discourse and others.

An important component of the academic culture of the future philologist is values, value areas of professional (teaching or research) activities which are analyzed

from the position of axiological approach (axiology from Greek. axia - value, logos - word). Axiological approach involves respect for the individual values, morals, values, desire to develop the internal capacity, that perform continuous self-expansion and own professional potential. Use of axiological approach allows to build subject-subject relationship between participants of educational process.

"One of the main features of academic culture in University life is student voice in research. Cribbing other people's thoughts is not welcome [14]. Goncharenko gives priority to the moral dimensions of science and socially responsible community of scientists, and each in particular, fair treatment of scientific results.

Characteristics of the academic culture of S. Goncharenko used acme logical approach, multidimensional characterizes the condition of the teacher's personality, is the core professional ideology of the teacher, his professional-pedagogical culture [10].

Taking into account the provisions of the personal-activity, acme logical approaches enable you to attract the members of the academic community for academic communication subject-subjective, humanistic basis.

In the report of the League of European research universities (LERU) generally exemplary experience in the formation of academic culture of young researchers in European universities for research oriented model that is embodied in such aspects: flexible dialysate academic environment of the doctoral school through the use of technology and research web journal (a web-based research student log), that is as an instrument of effective communication of young researchers of the team of scientific advisers, well-known scientists and administrative staff, and a means of assessment academic progress of degree candidates (University College London, University College London, The Graduate School); <http://www.grad.ucl.ac.uk/>; the strengthening of the responsibility of young researchers and scientific advisers for the quality of research by creating a competence-based model of doctoral education as a descriptor in the form of the expected results; the formation of competencies of effective academic writing; (formation of academic, technological, intellectual, communicative competencies and self-management, competencies of innovation management and leadership, career and competences) and the like (K. U. Leuven University, the Netherlands; <https://www.kuleuven.be /personeel /competentieprofiel /index.htm>). This activity confirms that the values of academic culture must pervade the educational and scientific programme of training of future teachers.

Synthesis research allows you to identify features of the concept of "academic culture" as the knowledge, a sample of the calling. Among the definitions and characteristics of concepts highlight, in particular, such as intellectual and moral system of values, motivations, beliefs and perceptions which determine professional activity in education and science [2]; system of values, traditions, norms, rules, patterns of behavior research, methods, activities, principles of communication, based

on pedagogically adapted experience in scientific cognitive activities; culture of high spirituality and morality, the culture of a particular behavior in the academic space and the communication of academics who are professionally designed to ensure the broadcasting of cultural values [5] ; the culture of high quality of work and the responsibility for its results, a culture of tolerance and pedagogical optimism [3]. An integral part of the academic culture of the teacher-researcher is communicative culture.

Tasks calling for attention to the personality of the teacher and the student that are educational-cultural dialogue on criteria: knowledge, communication arts, the latest technology, spiritual penetration into the essence of the subject, phenomena, things. Significant is the role of scientific management, distil, unique culture, unique pedagogical master.

Teacher-researcher should be not only an expert on language principles and literary subtleties, but the psychologist and practitioner, master of dialogic interaction who based on pedagogical optimism, openness, sincerity and naturalness in communication, perception of students as the partners, willing for spiritual enrichment and proving the truth of knowledge.

Dialogue as not only an exchange of knowledge process, but also sharing of personal meaning, collaboration and co-creation. It makes possible to reduce anxiety, promotes the development of a positive "I - concept", provides a humanistic, democratic style of communication.

On his own example scientific mentor teaches to be "enthusiastic for self-learning and self-development" (I. Zyazyun), urges constantly to improve themselves, in scientific work, primarily, see own "horizons of acme" [8].

In recent decades, have been intensified researches on idiostyle of scientist that reflected in increasing interest to pedagogical action directing of master in academic texts and lectures.

The systematization and synthesis of different scientific approaches makes it possible to assume that *academic lecture* is a kind of educational system, a set of didactic closely pressed informational blocks related to internal communications system and permeated by personal meaning. Its goal - to lay the foundations of scientific knowledge, introduce the methodology of scientific research on the discipline and at the same time to provide scientific and pedagogical interaction of teachers and students [see details. 1; 8].

Practical experience confirms: lectures action should encourage and develop, not especially the system of knowledge, but thinking skills and independent research. Nowadays it is a growing need to implement the following functional priorities of lectures as *motivational value* (impact on the development of cognitive needs, interests, students' values), *professionalism* (creating conditions for professional self-determination, self-development of students), *methodological*

aspects (lecture demonstrates the author's approach to the formulation, strategy selection solution of problems, forecasting).

The indication of an academic lecture is the *researcher's stylistic*. It means, in particular, informative, logical, evaluative richness of the scientific text, in other word the degree of semantic and content novelty, manifested in the author's concept, the system of copyright assessments that help the reader to understand the meaning of the text. Also it is actualized the need for *terminological culture*. It is necessary to pay attention to professional terms: avoid oversaturation, terminology borrowings, only use clear and unambiguous terms. *Lexicographical* attention to culture is also increasing.

The summarization of research materials (O. Leontiev, N. Zhyntkin, V.Zinchenko and others) makes it possible to conclude: the perception of scientific and educational text is a human mental process of text content reflection with the direct impact on the senses. An important condition for the successful perception of text are need, interest, internal motivation. Awareness of lecture text is a comprehension of mind, understanding the structure and content of the text through the analysis text verbal forms. Perceived awareness largely depends on experience, background knowledge of personality, memory, creative thinking.

Lecture efficiency is caused by the presence of a discussion atmosphere, motivation to common creative activity and depends on the quality of the content, level and nature of the exchange activities between the teacher and the subject of collective learning, subjective characteristics of the teacher individuality who find expression in individual lecture style of teaching; lectures influence on motivational sphere of students, their professional and personal development. The effectiveness of lectures at the university affects the effectiveness of teaching in general and the quality of higher education.

Nowadays scientific thoughts are focused on e-reading, listening, understanding and interpretation of electronic text (hypertext) with its hyperlinks, multidimensionality both in terms of representation of expression of the author's meaning and creativity in the search for personal meaning. The difficulties in interpreting the nonlinear text necessitate the use of specific strategies and methods, an appropriate organization of the learning process. But "live" talk (lecture) is still more impressive. To feel the real experience and professional satisfaction can only those who are present in the auditory.

3. CONCLUSIONS

Based on the analysis, we conclude that in terms of today's educational reform in Ukraine universities are the centers of fundamental scientific schools development and preservation of educational traditions. They are leading

educational institutions that provide innovative progress in accordance with European and world tendency.

The concept of academic culture is complex. We are talking in general about the culture at university, values, traditions, norms, rules of scientific research, and the scientific language culture, the culture of spirituality and morality, the culture of communication between science tutors and students, a culture of unique pedagogical action of master and his social, moral responsibility for the studying results. The formation of academic culture and own style, is better to develop on the positions of personal-activity, competence, axiological, cultural, acmeological approaches.

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Evaluate how useful the article was for you.

Assignment for Independent Work⁷

Identify the author's thesis (central claim or purpose) or research question. Both the introduction and the conclusion can help you with this task.

- Look for repetition of key terms or ideas, especially those occurring in the thesis. Follow them through the text and examine what the author does with them.
- Notice whether and how a theory is used to interpret evidence. Identify the method used to investigate the problem/s addressed in the text.
- Notice how the text is laid out and organized. What are the main sections? What is emphasized? Why? Accounting for why will help you move beyond listing contents and toward accounting for argument. Look also for paragraphs that summarize the argument.

Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions she or he does not agree with?

Is there an objective basis to the reasoning, or is the author merely proving what he or she already believes?

How does the author structure the argument?

In what ways does this article contribute to our understanding of the problem under study, and in what ways is it useful for practice?

Work through the article. Analyze how successful the title is. Propose your version of the article's title. Analyze how the keywords of the title are reflected in the abstract.

Formulate 2–3 clarifying questions based on the article.

Analyze the list of sources in the article. Are all sources cited?

FORMATION OF MEDIA EDUCATIONAL SKILLS OF A FUTURE TEACHER IN THE PROFESSIONAL TRAINING PROCESS⁸

Summary. The article deals with the solution of the problem of media education skills formation of the future teacher in the process of vocational training. The concept of “media education skills of the future teacher” is interpreted as a set of intellectual and practical actions that provide the ability of the individual to perform actions in search consciously, selection, processing, analysis, creation of media texts of different styles and genres, projecting and preparation of the results of media education activities. The groups of media-educational skills of

⁷ Семенов, О., Фаст, О. (2015). Академічне письмо: лінгвокультурологічний підхід: навч. посіб. Суми: СумДПУ імені А.С.Макаренка, 2015. С.99-119.

⁸ Semenog O., Semenikhina O., Oleshko P., Prima R., Varava O., Pykaliuk R. Formation of Media Educational Skills of a Future Teacher in the Professional Training. *Revista Românească pentru Educație Multidimensională*. 2020. Volume 12, Issue 3, P. 219-245. <https://doi.org/10.18662/rrem/12.3/319>.

the future teacher-dictionary are distinguished: language-communicative, analytical-interpretative, text-genre skills, information-technological, projecting.

The model of media and educational skills formation of future language-teachers in the process of vocational training is developed and implemented. The model covers theoretical and methodological, substantive-procedural and diagnostic-resultant blocks, and is based on personal, competence, praxeological, cultural, text-centric approaches, involves taking into account didactic principles of interdisciplinary integration and aesthetics value of media texts. It is realized in three stages (motivational, signifying-operational and research-reflexive). The effectiveness of the selected forms, methods and means, the result of which are formed by the ability to perceive, critically read, analyze, interpret, create media texts of different styles and genres through the creative application of professional theoretical knowledge, practical skills and techniques of media analysis, has been empirically confirmed. Exclusive author's tests were developed to confirm the validity of the results, which were processed according to Pearson's criterion.

According to the empirical data of the ascertaining stage of the pedagogical experiment, the low level of media education skills formation was established in 52,2 % of students from Control Group (CG) and 51,2 % of Experimental Group (EG); the average level was recorded in 45.0 % of CG students and 43.7% in EG students, due to the reproductive nature of media education in the process of educational, cognitive and practical training.

The data from the results of the design phase of the experiment testify the dynamics in the formation of text-genre skills – by 26,7 % (instead of in the CG – by 3,5 %). Significant dynamics of the formation of analytical and interpretation skills were revealed: by 24,7% – in the EG (instead of in the CG – 6,1%). We explain this by systematically writing critical essays, performing a test on critical analysis of media text.

In the higher education system, by analogy to this model and taking into account the specificity of the profession, it is advisable to project this model on the professional training of specialists of other qualifications.

Keywords: *media education, media education skills, media literacy, media culture, media text, professional training, future language-teachers, institution of higher pedagogical education, model.*

1. Introduction

The dynamic development of mass media as a powerful component of the humanitarian security of the state actualizes the need for the formation of media culture, media and educational skills of the person in the institution of general secondary education. The importance of media education and media literacy as an integral element of formal and informal education, information hygiene of consumers of information, intelligent behaviour with information in civil society is emphasized in the documents of the UNESCO Declaration on Media Information Literacy, media literacy and media literacy digital technologies” (2014).

The general education school needs teachers who can work effectively in an increasing volume of information, can analyze, interpret and produce media texts, design and deliver lessons and educational activities using media products.

We characterize media education as a process of learning, self-study through the media, as a scientific and educational sphere of activity aimed at forming psychological protection against manipulation and the development of media culture.

Within the article, we focus on the formation of media literacy skills of future language-teachers. In the context of dynamic growth of information, knowledge of the psychology of media communication, thoughtful reading, interpretation of media text, determining the connection between the components of content, structure and linguistic design of media texts, creation of media text with structural, semantic, linguistic features are essential; evaluation of media texts concerning the principles of academic integrity; mastering the techniques of communicative interaction in the network space; use of media education tools to solve the problems of development, education and upbringing of students.

The study of practical experience has made it possible to find out that the professional activity of the language-teacher is subordinated to the implementation of strategic tasks of reforming the general secondary education, the introduction of a new educational and methodological provision of linguistic and literary subjects, including using media education, aimed at forming a personality with innovative thinking, creative skills and active life position.

The hypothesis of the study: the formation of media education skills of future language-teachers will be more effective if implemented in the process of professional training model of media education, which provides the unity of purpose, content, structure, stages, appropriate forms, methods, realized in the process of learning during pedagogical practice, in extracurricular work, and as a result of the step-by-step implementation, media education skills of the experiment participants are formed.

2. Literature review

The theoretical basis of the study are the works that substantiate the theoretical and methodological foundations of media education and media literacy (Pérez-Tornero & Tayie, 2012), proposals for the development of person's media education in the direction of the development of participation, critical and aesthetic thinking culture; autonomy in decision-making, measurement and metrics to determine new media competence: language; technology; interaction processes; production and distribution processes; ideology and values, aesthetic dimension (Ferrés & Piscitelli, 2012); the possible negatives of neglecting media education (Chetty-Mhlanga, Fuhrmann & Eeftens, 2020).

Experts' publications present practical experience of using social media in education (Hasiloglu, Calhan & Ustaoglu, 2020), ways of interpreting media of

different genres to avoid misunderstandings (Garrett, Schmeichel, McAnulty & Janis, 2020), developing media literacy and participant literacy educational process (Alcolea-Díaz, Reig & Mancinas-Chávez, 2020; Garro-Rojas, 2020; Romero & Gómez, 2015).

Also, experts explore the digital competence of students (Pöntinen & Rätty-Záborszky, 2020) and teachers (Falloon G. (2020), integration of digital technologies (Vidal-Hall, Flewitt & Wyse, 2020), use of digital portfolios (Gonzalez & Gomez, 2020), digital video games (Coleman & Money, 2020), visual media in the educational process (De Castro, 2017; Tezer, Ucar & Tepe, 2020).

Our study took into account the suggestions of scholars (Sime & Themelis, 2020) to include such competencies as television tutors in the professional development of teachers and teaching practices, to use multimedia in teaching translation (Zhang, Sun & Peng, 2020), to develop skills in future teachers select specialized software (Semenikhina, Semenog & Drushliak, 2019) and develop cognitive models of knowledge (Semenog, Yurchenko, Udovychenko, Kharchenko & Kharchenko, 2019).

Research by Zhang, Sun, Peng (2020) made it possible to clarify more clearly the understanding of the need for multimedia education, the updating of teaching methods, the content of information technology skills, to create independently quality media texts/media products and to translate existing ones, to play them as author or moderator in different forms of presentation in social networks.

The research practices of English language teaching professionals using social media form the basis of hands-on, individual and independent work in language and teaching disciplines (Rwodzi, de Jager & Mpofu, 2020).

Report by Jones P., Turney A., Georgiou H. & Nielsen W (2020) enriched theoretical and practical ideas, knowledge about creating pedagogically appropriate media texts, and applied various types of critical reading; determine the relationship between content components, structure, and linguistic design of media texts.

Scull, Malik, Morrison, Keefe (2020) work prompted to take into account the motivational stage of formation of media education skills specificity of students emotional and personal interest in media education activities, to develop appropriate tasks of heuristic conversation, discussion questions according to the development of critical thinking, the formation of informational, analytical-interpreting, text-genre skills.

Studying the Vidal-Hall, Flewitt, Wyse (2020), Pöntinen, Rätty-Záborszky (2020) scientific studies made it possible to express a meaningful content of the language-teachers preparation for pedagogical practice, taking into account the

knowledge about psychological peculiarities of participants in the educational process, more reasonably select and use pedagogically appropriate media texts according to the topic or stage of the lesson.

Coleman, Money's (2020) analysis of scientific work contributed to the actualization of attention to the interaction of teachers, students, media professionals, which facilitated in the pedagogical experiment the disclosure of student's personality, the formation of project skills.

However, the experience learned is not sufficiently reflective on the content, forms and methods of forming the media-literacy skills of future language-teachers in the course of vocational training, which led to the creation of a resource centre for the professional development of Ukrainian language and literature teachers at A. S. Makarenko Sumy State Pedagogical University. To fulfil the tasks of the Center's research direction, the laboratory "Media-Culture of the Teacher-Dictionary" works. Testing the formation model of future media literacy teachers was carried out as an interdisciplinary project of the Departments of Informatics and Ukrainian Language and Literature based on the resource centre for the professional development of Ukrainian language and literature teachers.

3. Research methodology

3.1. The purpose of the article is to develop, theoretically substantiate and experimentally test the model of language-teachers media literacy skills formation in the process of vocational training.

The goal was to achieve the following objectives:

- 1) describe the nature and structure of language-teachers media literacy skills;
- 2) to develop a model of language-teachers media literacy skills formation in the process of vocational training
- 3) to experimentally confirm the effectiveness of the model of language-teachers media literacy skills formation in the process of vocational training.

3.2. Participants

Students, future teachers-linguists from A. S. Makarenko Sumy State Pedagogical University, Alexander Dovzhenko Glukhiv National Pedagogical University, Donbas State Pedagogical University, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Kherson State University (total – 256 participants) are involved into the experiment.

They studied at 2-4 undergraduate courses in specialities 035.01 "Ukrainian language and literature" and 014 "Secondary education (Ukrainian language and literature)".

The age of the participants in the experiment is 18-25 years. The sample size comprised the experimental group (EG) – 132 students and the control group (CG) – 124 students.

All participants agreed to participate in the experiment. The ethics of the experiment participants adhered. The experiment was conducted according to the decision of the joint meeting of the Research Laboratory “Academic Culture of the Researcher” of the Department of Ukrainian Language and Literature and Department of Informatics of A. S. Makarenko SSPU, protocol # 6 of the 30 of November 2016.

3.3. Methods

In the process of research, we used a set of methods:

theoretical: terminological analysis for clarification key concepts, a generalization of leading methodological provisions and substantiation of the leading idea of research, pedagogical modelling to build a model of media education skills formation of future vocabulary teachers in the process of vocational training;

empirical: questionnaire, pedagogical (ascertaining and formative) experiment to determine the effectiveness of the model of media education skills of future language-teachers formation in the process of vocational training

statistical: Student’s criterion for assessing averages to determine likely shifts in levels of media education.

Diagnostic tools were used to test the effectiveness of the model of media education skills of future language-teachers formation, the choice of which was determined by the groups of media education skills (linguistic, analytical, interpretive, textual and genre skills, information and technological skills).

P-1 The Language and Speech Assessment Test (authors idea) includes 20 questions related to the rules for writing media texts, knowledge of the rules for speaking, the ability to perceive media texts, and more. Each correct answer was rated at 1 point.

P-2 Michelson’s Communication Assessment Test (Kolmohorova, 2002) provides an opportunity to test the ability to recognize typical verbal and non-verbal means, critically examine media texts, to recognize facts and judgments of media information, to possess communication and ethics techniques.

According to the results of the test, the number of negative responses to given situations is calculated. Their percentage influences the assessment of the communication skills level.

P-3 Writing a critical essay on a given topic (authors idea) involves testing the ability to critically evaluate media text, formulate one’s thoughts, and defend them in one’s own media product.

The critical essay was rated at a maximum of 20 points and included the following evaluation criteria (up to 4 points each): volume (120-200 words); adherence to the structure of the text (precise compositional construction, internal logic); availability of the author's approach to the disclosure of the topic (the author knows and reasonably applies theoretical concepts, terms, generalizations, ideas); thesis argumentation (arguments, examples, evaluative judgments, conclusions); language essay design.

P-4 Media Critical Analysis Test (Yachmenyk Questionnaire (2019)) aims to test the ability to structure, separate information from one or more media sources, distinguish between important and minor media message details, determine the relationship between content components, structures, and linguistic design belonging to different styles and genres. The test includes 19 questions, with a positive answer of 5 points.

P-5 The test of the ability to develop a media product (Yachmenyk Questionnaire (2019)) provides for testing the formation of skills to compose a text of different types, styles and genres, taking into account the structural-semantic and linguistic stylistic features, to argue, to fix their position in the text of a certain. In different situations, points were scored on a scale from 0 to 5.

P-6 The Medialinguistic Literacy Test (Yachmenyk Questionnaire (2019)) includes 14 questions to test styling skills, evaluate media texts for regulatory purposes, edit text errors, and edit one of the correct ones. The correct answer was rated at 1 point.

P-7 Individual task for using digital technologies for media education product cases (author) connected to finding, analyzing, and developing a copyrighted media product to solve a social problem.

The evaluation criteria were: the reliability of the selected sources (up to 5 points), the quality of the data analysis (up to 5 points), the quality of the justification of the solution to the problem (up to 5 points), the correctness of the choice of specialized software for creating author media (up to 5 points), the quality of the visual presentation of the product by multimedia (up to 5 points), compliance with the principles of academic integrity (up to 5 points).

P-8 The individual task for integrating information into different styles and genres and creating a media education product (authors idea) that involves converting a given media text and its further presentation.

The individual task is rated 10 points: we took into account literacy (up to 2 points), style (up to 2 points), broadcast quality (up to 4 points), presentation on social networks (up to 2 points).

P-9 Media Literacy Test (Yachmenyk Test (2019)) involves testing the ability to select media texts for a specific didactic purpose, editing media texts for a specific educational event. The test provides 11 test questions with multiple

answer formats (one of several, several of several, to match, to sequence) The maximum score is 100.

P-10 The individual task of developing a fragment of a lesson on the use of media (authors idea) was estimated at 30 points. Assessed: the ability to reasonably select and use according to the topic or stage of the lesson pedagogically appropriate media (up to 10 points), create book trailers, models of motivators, collages (up to 10 points), videos (up to 10 points) using specialized software.

The described diagnostic techniques form the basis for determining the formation of media education skills in future language-teachers at three levels: low, medium, high (Table 1).

Table 1

Media education groups and their diagnostics				
Media education groups	Diagnostic code	Score distribution by level		
		Low	Middle	High
Language and communication skills	P-1	1-8	9-15	16-20
	P-2	70-100	40-69	0-39
Analytical and interpretative skills	P-3	0-8	9-15	16-20
	P-4	0-35	40-70	75-95
Text-genre skills	P-5	0-35	36-75	76-100
	P-6	0-5	6-10	11-14
Information technology skills	P-7	0-10	11-18	19-25
	P-8	0-4	5-8	9-10
Designing skills	P-9	0-40	41-70	71-100
	P-10	0-10	11-20	21-30

Respondents with the low level of media education have an elementary knowledge of the conceptual apparatus of media education, types and genres of media texts, features of media texts creation, have incomplete knowledge of the psychology of media communication, the technology of building lessons, educational activities, group work. It is difficult for students to select, analyze, interpret information from one or different media sources, to create a media text (media product), to identify essential details that promote or interfere with media communication; distinguish between essential and minor details of the message about their role in understanding what is being heard; adhere to the requirements for structuring the logic of presentation; apply different types of critical reading of media texts on familiar and new topics; determine the relationship between content components, structure, and linguistic design of media texts belonging to different styles and genres.

Insufficiently, students can remove, process, produce, retransmit, plan media texts; create oral, electronic, written media text with structural, semantic, linguistic

features; evaluate media texts for regulatory purposes; to conduct discussions and to defend and substantiate their own opinion, to make arguments.

Students with an intermediate level of media education have higher levels of knowledge of the conceptual apparatus of media education, unique professional terminology; they are aware of the importance of the psychology of media communication, can create with the help of a teacher media text, write a text of different types (electronic, television, radio), styles and genres, apply different types of critical reading of media texts on familiar and new topics with the help of the teacher; identify the relationship between content components, structure, and linguistic design of media texts belonging to different styles and genres; create oral, electronic, written media text with structural, semantic, linguistic features; adhere to the principles of academic integrity when creating media text.

It is sometimes difficult for students to understand the hidden content of a message, to resist the manipulation of consciousness and propaganda by the media. With the help of the teacher determine to what extent this information is reliable, establish analogies with other media texts, determine the target audience, the presence of the author's position, the views of the author covered in the text, analyze the social position of stereotypes/values, social orientations and the positions that the media demonstrates. Students are not motivated to carry media cultural values, the ability to select and use pedagogically appropriate media text according to the topic or phase of the lesson.

Respondents with a high level of media education skills have a high level of desire for continuous professional and personal improvement, knowledge of the conceptual apparatus of media education, particular professional terminology, the psychology of media communication.

They can create media texts, compose media texts, compile media texts; determine the connection between the components of content, structure and linguistic design of media texts, create media texts with structural, semantic, linguistic features; evaluate media text for regulatory purposes, adhere to the principles of academic integrity when creating own media text; create online media projects on a partnership basis; have communication techniques in the network space according to the purpose and situation of communication.

Can model author's lessons, different types of visualization, trying out own media education projects, applying media education tools to solve the problems of development, education and upbringing of students.

It was used xi-square criterion to test the hypotheses about the statistical uniformity of the samples of CG and EG at the ascertaining stage of the experiment and their statistical difference after the formative stage, which is used to compare the objects of two sets by the level of a specific property.

The criterion applies to two independent samples with independent elements on a scale of at least two positions.

The idea behind the criterion is: for CGs and EGs, the number of students is divided by level (3 categories – low, medium, high). The values are entered in the table (Table 2).

Table 2

Distribution of students by levels				
Group	Levels	Low	Middle	High
EG (N _E =132 students)		O _{E1}	O _{E2}	O _{E3}
CG (N _K =124 students)		O _{K1}	O _{K2}	O _{K3}

Null and alternative hypotheses are being constructed:

Ho “Score distribution by levels in CG and EG is the same”;

Ha “Score distribution by levels in CG and EG is different”.

The xi-square test was used to evaluate the hypothesis (Hrabar & Krasnianskaia, 1977).

The experimental value of T was calculated by the formula:

$$T_{\text{exp}} = \frac{1}{N_E + N_K} * \sum_{i=1}^3 \frac{(N_E * O_{K i} - N_K * O_{E i})^2}{O_{E i} + O_{K i}}$$

For the significance level of 0,05 and the number of freedom degrees 3-1 = 2, we have the critical value of the statistics T_{cr} = 5,991. Provided the T_{exp} < T_{cr} null hypothesis is accepted, otherwise – the alternative.

Following the “Methods of conducting a comparative pedagogical experiment,” we determined the conditions for conducting a pedagogical experiment. Conditions that did not vary, we included the number of hours for training courses.

The conditions that varied were as follows:

- in EG during lectures, practical classes, individual and independent work on linguistic-methodical, pedagogical, informative disciplines, the pedagogical practice was paid constant attention to the integration of media education component; and in KG – attention was paid to the presentation of educational material with traditional informative and explanatory character or with elements of media educational tasks;

- EG students systematically performed test tasks P1-P10 to check the formation of language, information, analytical, interpretive, text-genre, projecting skills; and KG students we offered the traditional tasks of the disciplines;

- the course “Media-Culture of the Language-Teacher” was taught in EG, for KG students not;

- EG students in the course of group work prepared an electronic portfolio, videos on the basics of academic culture, conducted media diaries; KG students

also participated in the work of the groups, but the media educational component was not used systematically;

– EG students during pedagogical practice were directed to fulfil the tasks of media didactics; formation of media library for lessons and circle work, modelling of plans-synopsis of lessons, circles, educational events, while in KG – work was directed to fulfil traditional tasks of practice.

3.4. Model formation of future language-teachers media literacy skills in the process of vocational training

The basis of the research is the idea of professional development, self-development and self-realization of the language-teacher, which in the conditions of the New Ukrainian School is capable for effectively carrying out language and literature training of young people, can perceive, critically read, analyze, interpret, create media texts of different styles and accomplish creative search based on the achievements of pedagogy, psychology, philology, computer science. Problem-solving is sufficient if the process of future language-teachers professional training concerning the model of media-educational skills formation made. It ensures the unity of purpose, content, structure, stages, appropriate forms, methods. It is realized in the process of mastering students in vocationally-oriented courses, during practical courses, in extracurricular work (Figure 1).

The *theoretical and methodological block* provides the goal, task, takes into account the position of personally oriented, competent, cultural, text-centric, praxeological, informational approaches, specific principles of interdisciplinary integration, text-centricity, the aesthetic value of media texts; expresses the idea of the educational process orientation on the formation of future language-teachers media skills.

The choice of methodological basis is made due to the following factors. According to the *personal approach*, the integral personality of the student, his or her desire for safe and effective interaction of *teacher-information-media-student*, ability to critically understand the values of media education as a fundamental component of the humanitarian security of the native country is essential; the ability to quickly understand a complicated, uncertain situation and quickly make the right decision. Adherence to the provisions of the *competence approach* makes it possible to direct the educational process to the formation of media education skills as an integral component of the professional competence of the language-teacher. We apply a *praxeological approach* in the process of performing such actions as formulating a problem, planning a sequence of actions, searching for the necessary information from different media sources, organizing it in different ways; exercise self-control, self-esteem, self-correction.

We use *cultural* and *text-centric approaches* to form a culture of working with media text, understanding text features, defining genre, keywords, building media text. Using *information approach* involves mastering the general properties and patterns of information processes as a tool of modern media.

We want to note the importance of specific learning principles. The principle of *interdisciplinary integration* is an essential principle for ensuring interdisciplinary communication of the courses of the professional Ukrainian language, linguistic text analysis and media culture.

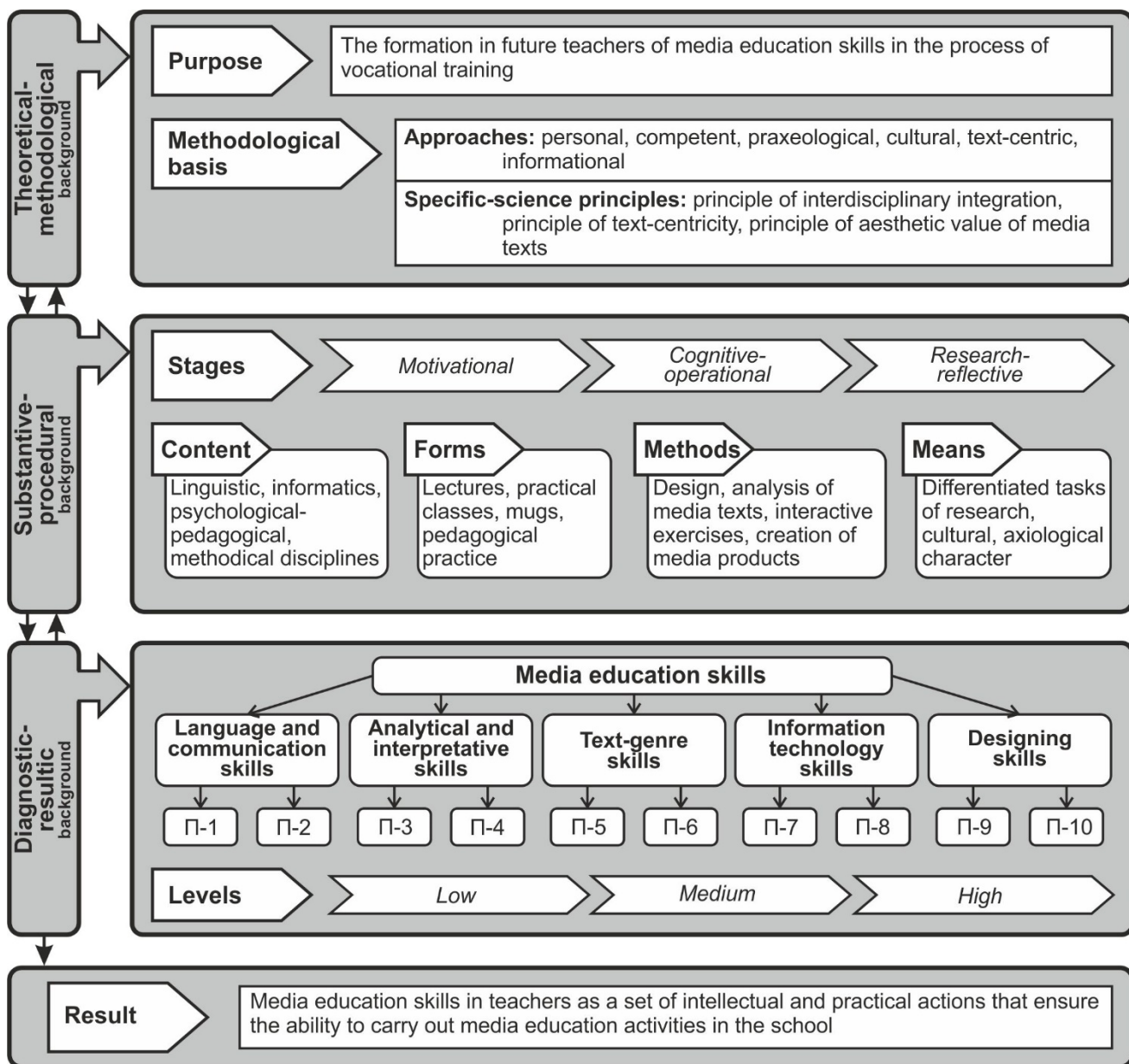


Figure 1. Model formation of media literacy skills of future vocabulary teachers in the process of vocational training

We adhere to the principle of *text-centricity* when writing media texts; the principle of the *aesthetic value of media texts* – when using model media texts;

adherence to the principle of development of critical thinking allows to analyze the media text by the criteria: reliability, reliability, quality, purpose, understanding of the message.

The *substantive-procedural block* of the model expresses its practical implementation through the stages: motivational, cognitive-operational, research-reflexive (Table 3).

Table 3

The content of stages of media educational skills formation

№	Stages	Content
1	Motivational (1 st -year students)	<ul style="list-style-type: none"> – fulfilment of tasks with a media education component with the purpose of formation of emotional and personal interest of students in media education activities, development of critical thinking, the formation of informational, analytical-interpretative, text-genre skills in occupations on professional language, ICT issues; inclusion of elements of heuristic conversation, discussion questions, tasks to check the ability to analyze, compare, summarize media information; – participation in the work of a scientific circle on media culture as a component of the resource centre of professional development of teachers of Ukrainian language and literature, whose activities are directed to the formation of tolerant communicative behaviour in the social network; preparation of media diary, electronic portfolio.
2	Cognitive-operating (2 nd and 3 rd -year students)	<ul style="list-style-type: none"> – formation of analytical-interpretive, text-genre, language and communication skills of students (discipline of the language, pedagogical cycle); – supplementing the course on teaching the mother language with the issues of media didactics, forming a media library for lessons and circle work, and modelling lesson plans, circles, educational events using media education; – tasks fulfilment of a research character to master the culture of students work with the media text of different types and genres (course “Media-culture of teacher-dictionary”); – preparation of critical essay projects on media communication and netiquette, media-educational quests in the activities of the media culture circle; – participation of students in training, workshops “Top 10 online tools for an effective lesson in the Ukrainian language”, in discussions with the invitation of vocabulary teachers, in competitions of social projects; in scientific conferences, round tables, webinars.
3	Research and reflection (4 th -year students)	<ul style="list-style-type: none"> – formation of information, analytical, interpretive, text-genre, language-communication, projecting skills of students in the resource centre of professional development of the teacher of Ukrainian language and literature and laboratory “Media-culture of teacher-dictionary”; – tasks for the development of skills to determine the most effective methods of collecting and processing media information, to prove the correctness of the research position, to evaluate the media

№	Stages	Content
		product created by another student and to create own media text, to plan experimental media educational work in school; – preparation of projects, multimedia presentations for the social network Facebook, videos on the basics of academic culture, development of the culture of media hygiene in the process of group work; – preparation of lesson plans, educational activities using media texts.

Diagnostic and performance block of the model, taking into account the provisions of competence and text-centred approaches, presents a diagnostic toolkit for assessing the formation of media education skills, which is based on their typology and provides for the determination of low, medium and high levels of formation of media education skills based on author's techniques made by researchers.

The step-by-step implementation of the model results in the formation of media-literacy skills of future language teachers, which facilitates media education activities in a comprehensive educational institution.

The developed model of formation of future language-teachers media-educational skills differs from similar practices by the sequence of formation of media-educational skills in three stages (motivational, cognitively-operative and research-reflective), integration of media education teaching methods (project, analysis of media texts, interactive exercises, creation of media texts), systematic use of control to check the formation of linguistic, information, analytical, interpreting, text-genre and projecting skills.

4. Results

4.1. Theoretical results of the nature and structure of media education skills study

Following the terminological analysis of the researchers and the experiment conducted, the following interpretations are offered. The term "language-teacher media culture" is interpreted as an integrative formation of personality, which implies the ability of the individual to interact with the media effectively and combines value attitudes, aspirations for development and self-development in the field of media education, linguistic, speech, communicative knowledge and media-educational skills, which formation provides dialogic interaction, value-willed reflection and regulation of behaviour in the information space.

Based on experimental work, the components of language-teacher media-culture are determined: cognitive, practical-activity and motivational-value (Figure 2).

Within the article, we focus in detail on the practical-activity component that covers media education skills groups.

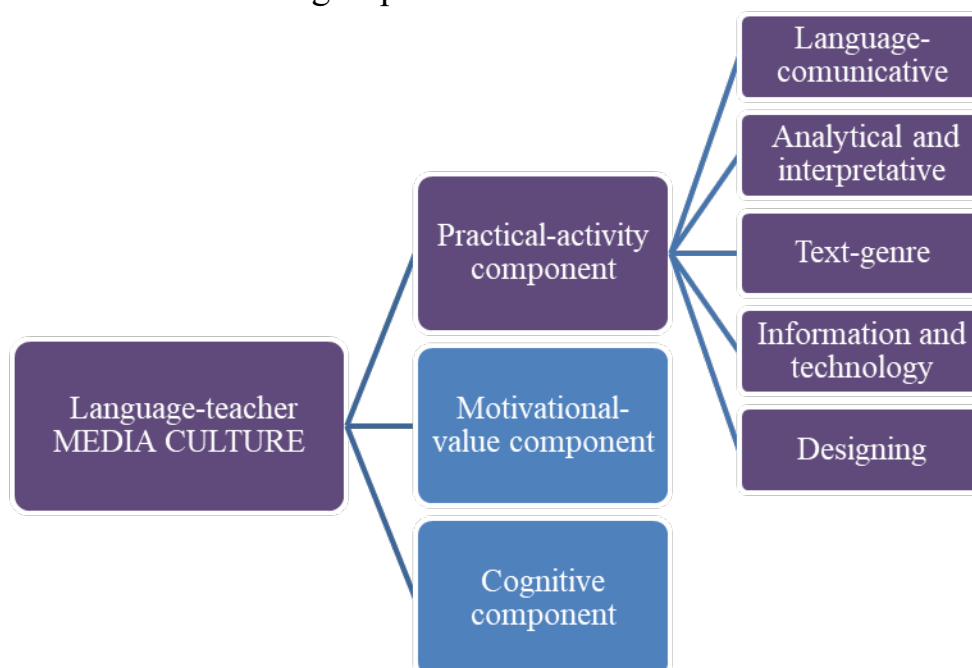


Figure 2. Components of language-teacher media culture

Media education skills are defined as a set of intellectual and practical actions that ensure the ability of a person to perform actions in search consciously, to do a selection, processing, analysis, creation of media texts of different styles and genres, projecting and preparation of the results of media education activities (Table 4).

Table 4

Characteristics of media education groups skills

<i>Media education groups skills</i>	<i>Characteristic of skills</i>
Language and communication skills	Ability to perceive media, hypertext, both graphic and audiovisual; to recognize typical verbal and non-verbal means that indicate the presence of manipulation, propaganda, hidden content of the message, critically consume/check media text (oral and written), in particular, expressed non-verbally; to have the techniques of communicative interaction in the network space following the purpose and situation of communication, to determine the purpose of the author of media text, to recognize facts and judgments of media information, to adhere to the principles of ethics of communication; determine the aesthetic value of media text
Analytical and interpretative	ability to structure, isolate information from one or more media sources, topics and micro-topics, distinguish between essential and minor details of media communication, determine the connection between content components, structure and linguistic design of media texts belonging to different styles and genres
Text-genre skills	ability to compose a text of different types (television, radio), styles and genres (news, note, message, interview, essay, reportage) taking into account structural, semantic, linguistic features; argue, tolerate their position on a particular problem in the text; stylize, evaluate media text

<i>Media education groups skills</i>	<i>Characteristic of skills</i>
	for regulatory purposes, handle text errors, edit
Information and technology	Ability to integrate information into different styles and genres (including hypertexts in the digital environment), create self-quality media texts/media products and present them, play them as the author or moderator in various forms of presentation on social networks, video hosting, electronic newspapers interact on the network, adhere to the basics of safe behaviour in digital space, identify and protect yourself from manipulation in digital space; use digital technologies to search, verify and organize information; collaborate online in media projects that result in a ready-to-use media product; adhere to the principles of academic integrity in working with media texts, compile electronic vocabularies, encyclopedias and electronic test programs
Designing skills	ability to reasonably select and use pedagogically appropriate media text according to the topic or stage of the lesson; create layouts of newspapers, book trailers, motivators, collages, social media audio videos, and videos using specialized software

4.2. Statistical analysis of empirical data on pedagogical experiment results

Changes in the levels of media education skills formation were investigated based on the comparison of two groups – Control (CG) and Experimental (EG) at the beginning and the end of the pedagogical experiment.

Since each type of skill is an equal component of media education skills, we provide qualitative analysis for the average values of indicators.

The data of the ascertaining stage of the pedagogical experiment are shown in Table 5.

Table 5

The results of the ascertaining stage of the experiment (persons)

Diagnostic code	Low		Middle		High		T _{exp}	Conclusion about groups
	CG	EG	CG	EG	CG	EG		
P-1	59	61	60	65	5	6	0,074	Statistically identical at the beginning of the experiment
P-2	60	64	60	60	4	8	1,214	
P-3	59	60	64	68	1	4	1,681	
P-4	72	71	51	55	1	6	3,483	
P-5	69	71	53	57	2	4	0,591	
P-6	70	75	49	53	5	4	0,191	
P-7	51	56	72	73	1	3	0,992	
P-8	55	54	63	63	6	15	3,620	
P-9	80	88	42	41	2	3	0,343	
P-10	79	83	44	48	1	1	0,023	
The average value (%)	52,7%	51,7%	45,0%	44,2%	2,3%	4,1%		

According to empirical data of the ascertaining stage of the pedagogical experiment, the low level of media education skills formation was established in

52,2% of CG students and 51,2% of EG students; the average level was recorded in 45.0% of KG students and 43.7% in EG students. It is due to the reproductive nature of media education in the process of educational and practical training in the institution of higher pedagogical education.

The results of diagnostics gave grounds for organizing and carrying out further activities to form awareness of theoretical bases of media education, knowledge of the culture of research work with media texts of different types and genres, knowledge of media communication, peculiarities of using media education in the pedagogical activity.

The forming stage of the experiment ended with a similar to the ascertaining stage diagnostics. Data on the results of the forming stage of the pedagogical experiment are presented in Table 6.

Table 6

The results of the forming stage of the experiment (persons)

Diagnostic code	Low		Middle		High		T _{exp}	Conclusion about groups
	CG	EG	CG	EG	CG	EG		
P-1	39	32	75	86	10	14	1,860	Statistically different at the end of the experiment
P-2	45	49	74	66	5	17	6,930	
P-3	53	15	66	81	5	36	46,000	
P-4	67	22	53	77	4	33	49,712	
P-5	54	26	63	70	7	36	29,505	
P-6	57	31	57	63	10	38	24,089	
P-7	31	26	87	87	6	19	6,955	
P-8	40	25	77	88	7	19	9,493	
P-9	65	58	52	64	7	10	1,921	
P-10	69	54	51	66	4	12	7,510	
The average value (%)	41,9%	25,6%	52,8%	56,7%	5,2%	17,7%		

According to the analysis, the number of students with a high level of media education skills almost quadrupled for EG (17.7%) and doubled for CG (5.2%); with an average level of media education skills, the dynamics are about 10% for each group: 56.7% in the EG (instead of 52.8% in the CG). The number of students with a low level of media education for EG decreased by almost half (25.6%) and only 10% for CG.

According to the analysis, the best results in the EG were facilitated by the application of a comprehensive approach to learning: providing the media with an educational orientation, engaging students in the tasks of research, cultural, direction; mastering the culture of working with media texts; implementation of media educational projects during pedagogical practice; interaction of teachers, students, media professionals, which facilitated the disclosure of student's personality.

The dynamics of the levels of formation of media education skills by types are presented in Table 7.

Table 7

Dynamics of levels of media education skills formation

Diagnostic code	Low		Middle		High	
	CG	EG	CG	EG	CG	EG
P-1	-16,1%	-22,0%	12,1%	15,9%	4,0%	6,1%
P-2	-12,1%	-11,4%	11,3%	4,5%	0,8%	6,8%
P-3	-4,8%	-34,1%	1,6%	9,8%	3,2%	24,2%
P-4	-4,0%	-37,1%	1,6%	16,7%	2,4%	20,5%
P-5	-12,1%	-34,1%	8,1%	9,8%	4,0%	24,2%
P-6	-10,5%	-33,3%	6,5%	7,6%	4,0%	25,8%
P-7	-16,1%	-22,7%	12,1%	10,6%	4,0%	12,1%
P-8	-12,1%	-22,0%	11,3%	18,9%	0,8%	3,0%
P-9	-12,1%	-22,7%	8,1%	17,4%	4,0%	5,3%
P-10	-8,1%	-22,0%	5,6%	13,6%	2,4%	8,3%

According to Table 7, we observe a better dynamics of educational results of EG students. In essence, the dynamics of the low level of media educational skills regarding the dynamics in CG are almost twice as large; the dynamics of the high level of all parameters is much greater. High-level students had a culture of research on media of different types and genres, knowledge of media communication; analytical-interpretative, text-genre, language-communicative; information-technological, project skills, which facilitated the creation and use of the author's media-educational product (media text) in the process of group work and pedagogical practice. We explain this through the purposeful formation of media education skills in EG based on the developed model.

In particular, the higher level of formation of *language and communication skills* in the EG was influenced by the performance of tests for testing knowledge of media education, the ability to read media texts critically, to recognize facts and judgments of media information, to possess methods of communicative interaction and ethics of communication; *analytical and interpreting skills* – performing problem-seeking tasks, writing a critical essay, performing a test for critical analysis of media text; evaluation of a media product created by another student; *text and genre skills* – performing test tasks for assessing the ability to compose media texts of different types, styles and genres, taking into account structural, semantic and linguistic features, to edit the text; *Information and technology skills* – preparation of e-portfolio for the course “Media Education”; preparation multimedia presentations on the social network Facebook, videos on the basics of

academic culture, development of media hygiene culture in the process of group work; *project skills* – fulfillment of the media didactics tasks (to select media texts for a specific didactic purpose, to edit media texts for a specific educational event; to prepare projects for media communication and netiquette, media education quests); formation of media library for lessons and group work and modeling plans-synopsis of lessons, educational events (to develop a fragment of a lesson on use of media text; to participate in competitions of social projects (to create book trailers, models of motivators, collages, videos).

Text-genre skills gained the highest dynamics at a high level in EG – by 24,2% (diagnosis P-5) and 25,8% (diagnosis P-6) in CG, this indicator increased by only 4%. We explain this by engaging EG students to participate in language competitions, scientific conferences, completing tasks for compiling and editing media texts.

Maximum in an absolute dimension of dynamics was found for low level in EG according to the index of analytical and interpreting skills: 34,1% (diagnosis of P-3) and 37,1% (diagnosis of P-4), while in CG only 4,8% and 4,0%. We explain this for EG students by systematically writing a critical essay, periodically conducting a test for critical analysis of media text.

Thus, at a significance level of 0,05, the effectiveness of the model of media educational skills formation of future language-teachers has been confirmed by statistical estimates.

5. Discussion

The results of the experiment confirmed the effectiveness of the model of media educational skills formation of future language-teachers proposed by the authors.

The model corresponds to the world practice of preparation of language-teachers and differs from analogues in its orientation to media education skills (integration of media education component in the content of linguistic, informative, pedagogical and methodological disciplines, development and introduction of specialised education courses and axiological character, constant monitoring of media education skills development based on specially designed diagnostics of the device). The model can be recommended for introduction into the international practice for teacher training in native and foreign languages, history, elementary school, and journalists.

The developed model of media-educational skills formation can be adapted for teachers of other specialities, taking into account subject-specificity, the introduction of author's (for example, "Media-culture of teacher-dictionary") or development of similar variant courses ("Methods of teaching native language", "ICT").

It is essential to actively involve students in research and circle work, which is based on analysis, comparison, critical evaluation of media texts with an obligatory discussion of results, presentation of them at scientific, cultural and educational events of different levels.

The public request for the formation of media education skills of future teachers actualizes the need for communicative interaction between participants in the educational process of institutions of general secondary and higher pedagogical education. It can be implemented through a resource centre for the professional development of teachers, whose activities will be aimed at teaching teachers of language, pedagogy, informatics, journalists, psychologists of joint interactive lessons, interdisciplinary training, master classes on current media educational technologies and infomediary hygiene;

Necessary for the implementation and dissemination of the results of the resource centre is a virtual platform, which through the Internet, networking allows future teachers and working teachers, improve their professional level and develop their own media culture.

The prospects for the study are establishing cooperation with Ukrainian and European higher education institutions. Areas of further activity are conditioned by participation in the ERASMUS projects Jean Monnet Module “Europeanization of doctoral programs in the field of education theory based on interdisciplinary and inclusive approaches”, “Study and distinguish: Infomedia literacy” (IREX). It involves stakeholders in the process of modernizing specialist training through best teaching practices. Considerable attention is given to training courses for pedagogical staff that can be provided by a resource centre for the professional development of a language-teacher.

6. Conclusions

In the article, the model of the formation of media-educational skills of future language-teachers in the process of vocational training is offered. It covers theoretical-methodological, substantive-procedural, diagnostic-effective blocks.

The theoretical and methodological unit provides the statement of purpose, takes into account the position of personally oriented, competence, cultural, text-centric, praxeological, informational approaches, specific principles of interdisciplinary integration, text-centricity, aesthetic value.

The substantive-procedural block of the model expresses its practical implementation through stages (motivational, cognitive-operational, research-reflexive) and briefly characterizes the disciplines, the content of which is deepened by the media-educational component, forms (lectures, practical classes, circles, pedagogical methods) analysis of media texts, interactive exercises,

creation of media products) and tools (differentiated tasks of research, cultural and axiological nature).

The diagnostic-results block of the model presents a diagnostic toolkit for assessing the formation of media education skills, which is based on their typology and provides for the determination of low, medium and high levels of formation of media education skills based on the author methodologies and ones concluded by the researchers.

The effectiveness of the model was confirmed as a result of a pedagogical experiment, which was attended by (EG – 132 people and CG – 124 people) students of the Sumy A. S. Makarenko Sumy State Pedagogical University Alexander Dovzhenko Glukhiv National Pedagogical University, Donbas State Pedagogical University, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Kherson State University (total – 256 participants). They studied at 2-4 undergraduate courses in specialities 035.01 “Ukrainian language and literature” and 014 “Secondary education (Ukrainian language and literature)”.

Statistical analysis by the xi-square test confirmed the statistical similarity of the experimental and control groups at the beginning of the pedagogical experiment and the statistical difference at the end. We explain the better dynamics in the levels of media education skills by introducing a model of media education skills formation in the process of vocational training.

The results of the pedagogical experiment confirmed a significant decrease in the number of EG students with low levels of media education. At the same time, the number of respondents who have a high level of linguistic, analytical, interpretive, text-genre, information-technology, designing skills have increased. It is confirmed by the positive dynamics recorded by ten diagnoses.

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Assignment for Independent Work⁹

Ask yourself questions like these about article you include:

Has the author formulated a problem/issue?

Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?

Could the problem have been approached more effectively from another perspective?

What is the author's research orientation (e.g., interpretive, critical science, combination)?

What is the author's theoretical framework (e.g., psychological, developmental, feminist)?

What is the relationship between the theoretical and research perspectives?

EUROPEAN EXPERIENCE AND UKRAINIAN PRACTICES OF ENSURING ACADEMIC INTEGRITY¹⁰

Introduction

The reformation of the processes in the Ukrainian educational space actualized the issue of the academic integrity and compliance with European education standards. This concerns, first of all, the moral and ethical principles of the academic community during teaching, learning, as well as scientific activity these are extremely important in the era of academic mobility, the formation of the common European educational space, and the emergence of new types of universities.

In this context, the experience of a number of European universities, in particular the University of Pisa (UNUPI), which at the same time preserves traditions, but also accepts innovations due to the demands of the time, is extremely useful.

The academic integrity in this oldest university in Europe is the basis of harmonious internal relations in the educational institution, determines the nature and sequence of solving educational issues, the formation of the moral image of a modern teacher at the European level.

⁹ Семенов, О., Фаст, О. (2015). Академічне письмо: лінгвокультурологічний підхід: навч. посіб. Суми: СумДПУ імені А.С.Макаренка, 2015. С.99-119.

¹⁰ **Belichenko O., Semenog O. European experience and Ukrainian practices of ensuring academic integrity. Media4u Magazine. 2023/1/1 <http://surl.li/nbtuu>**

University education through didactics and scientific research generally creates the foundation of the academic integrity, while forming tolerance to various opinions and ideas, thereby realizing the social mission of higher education.

It is worth reminding that "academic integrity" refers both to the internal culture of an individual teacher or student, and to the general academic culture of a higher education institution, which should form a corporate image, academic culture, and positive interpersonal and professional relationships. This determines the level of formation of academic principles and values, which are a visit card of each university.

The Law of Ukraine "On Education" (2017) states that academic integrity is a set of ethical principles and rules defined by law that must be followed by participants in the educational process during learning, teaching and implementation of scientific (creative) activities in order to ensure trust in the results of education and/or scientific (creative) achievements.

The academic dishonesty is any act by a student or scholar that gives an unfair advantage in their academic work over others or the commission of an act through which scholars try to gain an advantage in their academic work.

The problem of the formation of academic integrity as a basis for the development of a higher education institution was studied by A. Artyukhov, T. Drobko, V. Banys, B. Buyak, T. Finikov, V. Turchynovskiyi, A. Melnychenko, O. Menshov, M. Hrynyova, N. Gapon, V. Romakin, O. Traverse, T. Yaroshenko considered academic integrity as an educational environment.

The authors' publications deal with the academic issues culture in Ukrainian pedagogical universities (O. Bilichenko, O. Semenog, M. Vovk).

But, despite positive developments in this direction in Ukrainian universities, it is too early to talk about the formation of academic integrity in domestic universities. The experience of the University of Pisa, the progressive practice of this university highlight the possibility of implementing the components of academic integrity in Ukrainian institutions of higher pedagogical education.

Therefore, the purpose of the article is to study the experience of the University of Pisa and the introduction of innovative experience of the European practice of academic integrity in the Donbas State Pedagogical University and the Sumy State Pedagogical University named after A.S. Makarenko, where the co-authors of the article work.

Main part

The conducted analysis proves that European universities consider the academic integrity as an important component of the quality of education, the value of academic culture, which is clearly regulated by the Bucharest Declaration of Ethical Values and Principles of Higher Education in Europe, the conceptual

provisions of the Lisbon Strategy for Increasing Competitiveness (2000), the international project "The Harmonization of Educational Structures in Europe" (TUNING, 2000), aimed at harmonizing educational structures and programs based on the diversity and autonomy.

Doctor of Sciences in Social Communications, Professor of the Donbass State Pedagogical University O. Bilychenko had the opportunity to get acquainted with the experience of observing the principles of the academic integrity in European universities, while being as a visiting Professor at the University of Pisa at the Department of Philology, Literature and Linguistics, which has sections: classical and Italian philology, Romance and comparative philology, linguistics and English language and others. Seminars, conferences, congresses, which the department promotes, supports and conducts, influence the activities of the University of Pisa, ranging from classical to modern topics.

Didactics consists of ten educational courses, which in individual disciplines reproduce a diverse research structure for the basic training of five thousand philology students: philology, literature and linguistics are aimed at a harmonious balance of society's requirements, personal issues, employment opportunities, traditions. They are successfully linked to ancient studies practiced by the humanitarian field in Tuscany. The scientific projects which are innovative, combining the best learning results of Classical Philology and Modernism and guarantee full mastery of the communication and analysis methods.

The University of Pisa is known for its training in Philology. The Department of Philology, Literature and Linguistics was established on September 19, 2012 as a result of the reorganization caused by the application of the Helmini Law. In research and teaching, it reproduces the reality that is deeply rooted in the humanitarianism of the University of Pisa.

The name combines the main areas of the research conducted by professors and scientists who work at the department individually and in groups, research centers and laboratories. The main purpose of these studies is the reconstruction and analytical study of linguistic and literary texts from ancient times to our time, covering a wide geographical area, all major European civilizations and cultures. An important component of this direction of the research and training is the instrumental study of languages, which is carried out together with the staff of the University Language Center.

The department has about 150 professors, researchers and undergraduate students. The department's courses are attended by 5,000 students of various levels of training, which is ten percent of all students studying at the University of Pisa. Academic integrity at the University of Pisa includes the culture of study at the university, values, traditions, norms, rules for conducting scientific research, scientific language culture, culture of high spirituality and morality, culture of

communication between academic supervisors and students, culture of scientific work, moral and social responsibility for work results, a culture of tolerance and pedagogical optimism inherited in the entire cultural and educational space of a higher education institution.

The experience of professor Bilichenko at the University of Pisa (UNIPI, Italy) gave to O. L. Bilichenko the opportunity to develop, on the basis of the generalized experience of Italian colleagues, together with the head of the related department of the Ukrainian Language and Literature of the Sumy State Pedagogical University named after A. S. Makarenko, Doctor of Pedagogical Sciences, Professor Semenog O. M., the methodological recommendations for students and teachers regarding the issues of academic integrity.

The academic integrity is known to be multidimensional. At the University of Pisa, this is a combination of relevant to fundamental values and mechanisms for their provision. It includes student evaluation, self-evaluation, control of student self-government bodies, anti-plagiarism self-control.

The experience of Italian colleagues in solving the problem of plagiarism deserves special attention in the formation of the academic integrity. At the University of Pisa, the conditions are created as their manifestation of the academic dishonesty has become practically impossible. Unfortunately, the category "academic dishonesty" is widespread in the academic community of Ukraine.

General trends in the development of academic integrity in Italy include globalization, decentralization of education, implementation of professional ethics, internationalization, informatization, in the compliance with standards and recommendations for quality assurance of higher education; development by the accreditation commission of standardized procedures for evaluating the policy of higher educational institutions; introduction of educational methods in order to increase their motivation in applying such methods in work; wide use of the culture of academic writing; improving the quality of scientific publications in a foreign language; introduction of various educational online trainings; partnership between institutions of higher education.

In the context of academic integrity, I would like to emphasize the trend of continuous improvement. The teachers of the Department of Philology, Literature and Linguistics, in particular Giovanna Tomassucci, Chintia Cadamagniani, Stefano Gordzonio, Marco Sabbattini, Marco Rossatti, Antonietta Sanna, whom students respect for their high education, efficiency, success, tirelessness, and the desire to constant improvement.

For example, Slavonic teachers of the University of Pisa work in libraries and archives of different countries in order to prepare lectures on new courses or improve existing ones.

Conclusion

The interaction of two countries, with different history, traditions, language, religion, cultural society, can develop and influence each other in the educational space that can be common to them.

With these theoretical provisions and their practical implementation in professional training, Prof. Belychenko O.L. gladly shares with colleagues in Ukraine, in particular, with the Head of the Department of the Ukrainian Language and Literature, Doctor of Pedagogical Sciences, Prof. Semenog O. M., during various joint events of the scientific research laboratory "The Academic Culture of the Research in the Educational Space" (the Head - Semenog O.M.) The Sumy State Pedagogical University named after A.S.Makarenko: Instructional Conference on Pedagogical Practice, Seminar: "Sociolinguistic Situation: the Ukrainian-European Context" in the course of the culture of the Ukrainian language and stylistics. "The Directions of the Laboratory's Activities: Carrying out Scientific Research and Applied Development on the Issues of Formation of the Academic Culture of the Researcher in the System: General Educational Institution - Bachelor's - Master's - Postgraduate Educational Higher Education Institutions where Considered at the International Conference "Academic Culture of the Researcher in the Educational Space: European and National Experience" (Sumy, 12-13 May 2022).

This makes it possible to create new contexts, to promote the specific definition and justification of a pluralistic social paradigm, which concerns various aspects of education and culture, academic in particular. Education and upbringing, formed in a democratic European society and embodied in the activities of the University of Pisa, form a system of values that helps each individual to perceive different life situations and adequately respond to them, to be in a unifying educational space.

Borrowing the experience of Italian colleagues can contribute to the formation of a competitive environment for the student youth in Ukraine, the acquisition of practical professional skills.

Therefore, the implementation of academic integrity in the scientific life of Ukraine is an urgent need, which can be realized under the condition of using a set of measures: domestic and foreign ones.

Academic virtue is a certain indicator not only of a socio-economic, cultural, but also a democratic society. As a category, it stands out its own multidimensionality that means the combination in it as appropriate fundamental values, as well as mechanisms and tools of their provision and promotion.

General trends of the development of future specialists' academic honesty for Europe universities and France in particular, include globalization, decentralization

education, implementation of professional ethics, deontology in the education process, internationalization and informatization, compliance of standards and recommendations of the software of the quality higher education; development standardized assessment procedures for politicians of higher educational institutions in the field of academic honesty; introduction of educational methods for the purpose of improvement qualified teachers in the questions of modern academic writing and promotion their motivations in the application of such methods in work; wide using of cultures academic writing, promotion quality scientific publications researchers at the expense of compliance requirements for the structure of scientific articles; the introduction of educational online-trainings, partnerships between higher education institutions of education and subjects of economic activities

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Analyze the list of references in the article. Are all sources cited?

Are there quotes in the text? How are they formatted?

Is the citation correct?

Assignment for Independent Work¹¹

Abstracts are important because they give a first impression of the document that follows, letting readers decide whether they want to continue reading and showing them what to look for if they do. An abstract should represent as much as possible of the quantitative and qualitative information in the document, and also reflect its reasoning.

In order to write your own analysis of this subject, you will need to do careful critical reading of sources and to use them critically to make your own argument. The judgments and interpretations you make of the texts you read are the first steps towards formulating your own approach.

CRITICAL READING: WHAT IS IT? To read critically is to make judgments about how a text is argued. (You might have to read a text through once to get a basic grasp of content before you launch into an intensive critical reading.)

Ask “How does this text work? How is it argued? How is the evidence (the facts, examples, etc.) used and interpreted?”

Work through the excerpt of the article. Analyze how effective the title is. Propose your version of the article's title. Analyze how the keywords of the title are reflected in the abstract.

Formulate 2–3 clarifying questions based on the article.

Identify what remains unexplored in the excerpt to the article's title.

Principles of Digitalization in Philological Education at Higher Education Institutions in Poland and Ukraine¹²

Abstract

The general scientific methods of analysis and synthesis of official and normative documents, as well as scientific works, provide grounds to state that digitalization in the context of philological education is considered as the process of integrating modern digital technologies

¹¹ Семенов, О., Фаст, О. (2015). Академічне письмо: лінгвокультурологічний підхід: навч. посіб. Суми: СумДПУ імені А.С.Макаренка, 2015. С.99-119.

¹² **Капранов Y.V., Семенов O.M. Principles of Digitalization in Philological Education at Higher Education Institutions in Poland and Ukraine. Philology and philological education in the digital transformation era: European dimensions, national context, intercultural communication : Scientific monograph. Riga, Latvia : “Baltija Publishing”, 2024. p. 33-90. URL: <https://repository.sspu.edu.ua/items/49407e33-de0f-4ada-a4bf-779ec7725f75>**

into all aspects of the educational process. This includes the implementation of electronic resources, online courses, virtual laboratories, and other digital tools to enhance the quality of education and expand access to educational resources. Scientific literature highlights the importance of digitalization in education and science and the development of digital literacy, which is a necessary skill for successful functioning in the modern digital world.

Based on the analysis and research conducted at the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), key principles of digitalization in philological education were identified: integration of modern digital tools, accessibility and flexibility of learning, personalization of the educational process, development of digital literacy, interactivity and collaboration, continuous updating of knowledge, and protection of intellectual property rights.

Examples of courses taught at the University of Economics and Human Sciences in Warsaw and Sumy State Pedagogical University named after A. S. Makarenko demonstrate the successful digitalization of the educational process. The course "A Philologist's Workshop: Modern Technologies and Career Paths" at the University of Economics and Human Sciences in Warsaw and the course "Information and Communication Technologies" at Sumy State Pedagogical University named after A. S. Makarenko integrate modern digital tools, providing students with access to various resources and the development of necessary competencies.

The faculty of the University of Economics and Human Sciences in Warsaw and Sumy State Pedagogical University named after A. S. Makarenko are actively involved in grant activities, which contribute to the development of digitalization in education at these institutions. Grants allow for the funding of projects aimed at developing digital competencies, implementing the latest technologies in the educational process, and creating modern educational content.

Introduction. Education and training of future specialists for the modern globalized world are defined in international documents as an integral component of national security in every state¹³.

Valuable for the development of education are the practices of European countries regarding the European Higher Education Area (EHEA). In the documents of the Ministers of Education Summit (2020)¹⁴ on the formation of the EHEA by 2030, the EHEA is characterized as *an innovative space* with new effective methods and practices of learning, teaching, and research; *inclusive*, with equal access for all participants in the educational process to higher education; and *partnership-oriented*, with common tools for international cooperation between educational institutions, and mobility for staff and students.

¹³ Report of Commission of the European Communities. *Memorandum on Lifelong Learning*, 2018. URL: http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf.

¹⁴ Rome Ministerial Communiqué, 2020. URL: <https://www.enqa.eu/wp-content/uploads/2020/09/Preview-of-the-2020-Rome-Ministerial-Communiqu%C3%A9.pdf>

In this context, international scientific and educational cooperation and interpersonal interaction between Ukraine and the Republic of Poland play an important role.

Both the Ukrainian and Polish educational spheres are actively seeking optimal structures and content. Slavic context, geographical proximity, linguistic and cultural affinities, and the similarity of folk traditions are considered by Ukrainian and Polish researchers as defining features of cooperation with Ukraine and as factors that highlight the valuable context, particularly in educational cooperation in the field of philology and philological education^{15,16}.

For both the Polish and Ukrainian educational communities, addressing issues such as the excess of knowledge and its rapid obsolescence, and the often insufficient applicability of acquired educational qualifications to the changing social, economic, and cultural realities is highly relevant. Additionally, trends such as the processes of European integration and the formation of European identity, proficiency in English alongside the state and native languages, digitalization of all spheres of life, and readiness for professional activities in the context of the integration of artificial intelligence into all areas of life are also of great importance¹⁷.

In European countries, there is an increasing emphasis on the growing role of the authoritative International Programme for Student Assessment (PISA), conducted in 2018 and 2022, particularly in terms of reading literacy. In educational institutions, there is a focus on developing competent readers and the importance of training philologists who are adept at working with various texts/media texts in both paper and digital formats.

Philological education in Ukraine and Poland continues to actively develop and transform under the influence of modern digital technologies, including various types of artificial intelligence. Universities and other higher education institutions in Poland and Ukraine are actively integrating these technologies to not

¹⁵ Семенов О. Концептосфера *освіта* в українському та польському дискурсах: міждисциплінарний підхід: монографія: наук. ред. Ю.Громик. Суми : Видавництво СумДПУ імені А. С. Макаренка, 2019. 246 с.

¹⁶ Кремень В. Освіта як запорука миру: шлях до людини. Освіта для миру = Edukacja dla pokoju : зб. наук. пр. / Міністерство освіти і науки України, НАПН України ; [редкол.: В. Г. Кремень, В. П. Коцур, Н.Г.Ничкало, Ф. Шльосек та ін.]. Київ : ТОВ «Юрка Любченка», 2019. Т. 1. С.6.

¹⁷ Кремень В. Г. Підготовка вчителя: виклики і відповіді: За результатами наукової доповіді на засіданні Стратегічної сесії керівників закладів вищої освіти, 1 березня 2023 р. *Вісник Національної академії педагогічних наук України*. 2023. Вип. 5(1), 1-6. URL: <https://doi.org/10.37472/v.naes.2023.5104>

only achieve their educational and scientific goals but also to meet European trends and standards. Currently, students of philological faculties in Poland and Ukraine have access to numerous digital tools (from presentation creation programs like Canva and Microsoft PowerPoint to applications like ChatGPT), which make learning more interactive and effective.

These trends of digitalization and reading as a life strategy have highlighted the need to explore the application of key principles of digitalization in philological education in higher education institutions in Poland and Ukraine. To enhance the level of media culture and the use of digital tools, from 2020 to 2024, researchers from the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine) initiated a series of joint projects. These projects are increasingly spreading in the educational and pedagogical fields amidst modern challenges and, as analysis shows, contribute to the formation of information and digital competence among philology students in various institutions.

Materials and Methods

The European integration vector of the educational development of countries, the geopolitical conditions of their location, and the “closeness in mentality, history, modern national goals, and interpersonal interaction of peoples” are reflected, in particular, in the Laws of Ukraine "On Higher Education" (2014)¹⁸, "On Education" (2017)¹⁹, and the Polish law "Prawo o szkolnictwie wyższym"²⁰.

European and Euro-Atlantic integration, the development of human capital, modernization, including the higher education system, and aligning educational standards with the needs of societal development and the best global models (p. 57) are identified as priorities in the National Security Strategy of Ukraine (2020)²¹.

A broad thematic spectrum of educational and pedagogical discourse concerning the multi-faceted analysis of the education systems in Poland and Ukraine is offered by Ukrainian scholars (I. Androshchuk, A. Vasylyuk, N.

¹⁸ Закон України «Про вищу освіту». Відомості Верховної Ради, 2014, № 37–38, ст. 2004
URL:: <http://zakon2.rada.gov.ua/laws/show/1556-18>.

¹⁹ Закон України «Про освіту». Відомості Верховної Ради, 2017, №38–39.
URL::<http://zakon5.rada.gov.ua/laws/show/2145-19>.

²⁰ Prawo o szkolnictwie wyższym i nauce URL:: <http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001668/U/D20181668Lj.pdf>

²¹ Стратегія національної безпеки України. Безпека людини – безпека країни. URL: <https://www.president.gov.ua/documents/3922020-35037>

Nychkalo, S. Sysoeva, and others) and Polish scholars (M. Kwiek, R. Grzegorzczkova, K. Denek, B. Sitarska, M. Tonas, and others).

The issues of comparative analysis of higher philological education systems in Ukraine and European countries are the focus of A. Mitkina, A. Samelyuk, and N. Strelak²². Philological education in Ukraine under the conditions of war and global development challenges is the focus of scientific analysis by I. Berkeshtuk, O. Kuzmenko, and V. Lypych²³.

In previous articles by the authors, the features of training a Ukrainian philology teacher under wartime conditions have been outlined²⁴, the application of digital methods in teaching philological disciplines²⁵, innovative platforms for the development of media culture and media literacy among youth²⁶.

Aim

The aim of this study is to characterize the application of key principles of digitalization in philological education at higher education institutions in Poland and Ukraine.

Objectives

Based on the analysis of lexicographical and scientific sources, to clarify the understanding of the concept of "digitalization" in the context of higher philological education;

To describe the regulatory framework for digitalization in higher education institutions in Poland and Ukraine within the triad 'EU level – Poland level – Ukraine level';

²² Стрелок, Н. В., Самелюк, А. В., Мітькіна, Є. М. Відмінність і подібність систем вищої філологічної освіти України та європейських держав. *Академічні візії*. 2023. (18). URL: <https://academy-vision.org/index.php/av/article/view/220>

²³ Ліпич В.М., Кузьменко О.Ю., Беркешук І.С. Філологічна наука й освіта України в умовах війни та глобальних викликів розвитку. *Академічні візії*. 2023. Випуск 16. URL: <https://academy-vision.org/index.php/av/article/view/152>

²⁴ Семенов О.М. Підготовка вчителя української філології в умовах війни: європейські пріоритети та національний досвід. *Trends in the development of philological education in the era of digitalization: European and national contexts* : scientific monograph. Riga, Latvia : «Baltija Publishing», 2023. 1, . <http://surl.li/njdjw>

²⁵ Надутенко М., Надутенко, М., Семенов О. Застосування цифрового методу у викладанні філологічних дисциплін (на прикладі віртуальної лексикографічної лабораторії). *Волинь філологічна: текст і контекст*, 2023. (34), 7–26.

²⁶ Семенов О.М. Іноваційні платформи для розвитку медіакультури та медіаграмотності молоді. *Іновації і трансфер технологій: методи, моделі та механізми управління* : колективна монографія / Інститут стратегій інноваційного розвитку і трансферу знань ; за ред. д-ра економ. наук В. А. Омеляненка. Суми : Інститут стратегій інноваційного розвитку і трансферу знань, 2023. С.319-337

To outline the principles of digitalization in philological education at higher education institutions in Poland and Ukraine;

To present the adherence to the principles of digitalization in philological education at higher education institutions in Poland and Ukraine using the example of courses at the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine) at the first (bachelor's) level of higher education;

To provide examples of grant activities of faculty at the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), which have an advantage in ensuring the principles of digitalization.

Methods

To achieve the goal, general scientific methods of analysis, synthesis, comparison, and generalization were used. The descriptive method and analysis of dictionary definitions were applied in processing linguistic material. The comparative method allowed for the comparison of specific aspects of philological education in Ukraine and Poland; the interpretative-analytical method was used to study official and regulatory documents, scientific works, higher education standards, and educational-professional programs/work programs for philology training; the prognostic method was used to identify possibilities for the effective implementation of elements of European experience in the training of future philologists; presentation and generalization of the experience of cooperation between the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine).

Axiological Approach. An important role is assigned to the axiological approach. Polish researcher Kazimierz Denek²⁷ emphasizes that for education and science, fundamental values include the values of cognition and universal (human) values such as novelty, truth, creativity, responsibility, authenticity, dialogue, openness, and respect.

To analyze educational innovations, we also apply a linguopraxological approach, which is based on the principles of praxeology: quality, success, productivity, effectiveness, and efficiency.

²⁷ Denek K. Aksjologiczne aspekty edukacji szkolnej / Kazimierz Denek – Torun : Wydawnictwo Adam Marszałek, 2000. s.21.

1. Theoretical and Methodological Concept of the Term “Digitalization” in the Context of Higher Education

I. Kozubtsov²⁸ emphasizes the importance of the correct use of phrases involving the word “*digital*” and provides examples such as “education with the use of digital technologies,” “learning with the use of digital technologies,” and “competence in the use of digital learning technologies.”

In the report by specialists at the General Meeting of the National Academy of Pedagogical Sciences of Ukraine (2022), the concept of “digitalization” is presented as “the saturation of the physical world with electronic-digital devices, means, systems, and the establishment of electronic-communication information exchange between them, which effectively enables the integral interaction of the virtual and physical, thus creating a cyber-physical space.” Digital transformation of education (digitalization of education) is presented as an imperative of societal digitalization²⁹.

Digitalization in higher education institutions (HEIs) is the process of integrating modern digital technologies into all aspects of the educational process. This involves the implementation of electronic resources, online courses, virtual laboratories, and other digital tools to enhance the quality of learning and expand access to educational resources. This process contributes to the transformation of traditional educational models to ensure their flexibility and adaptability to the needs of contemporary students³⁰.

The main components of digitalization include: (A) *E-learning*: Utilizing online platforms to provide access to learning materials and facilitate distance learning (Garrison & Kanuka, 2004)³¹; (B) *Blended learning*: Combining traditional learning with online components to enhance the effectiveness of the

²⁸Козубцов І.М. Цифрова культура, цифрова грамотність, цифрова компетентність як сучасні освітні феномени. Розвиток професійної культури майбутніх фахівців: виклики, досвід, стратегії, перспективи: збірник V Всеукраїнської науково-практичної конференції (Ірпінь, 24-25 листопада 2022 р.) / ІПОД ім. І.Зязюна НАПН України. 2022. С. 153 – 156.

²⁹ Кремень, В. Г., Биков, В. Ю., Ляшенко, О. І., Литвинова, С. Г., Луговий, В. І., Мальований, Ю. І., Пінчук, О. П., & Топузов, О. М. (2022). Науково-методичне забезпечення цифровізації освіти України: стан, проблеми, перспективи: Наукова доповідь загальним зборам НАПН України «Науково-методичне забезпечення цифровізації освіти України: стан, проблеми, перспективи», 18-19 листопада 2022 р. *Вісник Національної академії педагогічних наук України*, 4(2), 1-49. <https://doi.org/10.37472/v.naes.2022.4223>

³⁰ Stanford University. (2021). Copyright Protection: What it Is, How it Works. Retrieved from <https://fairuse.stanford.edu/overview/faqs/copyright-basics/>

³¹ Garrison, D. R., & Kanuka, H. (2004). Blended Learning: Uncovering Its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105.

educational process (Bernacki & Walkington, 2018)³²; (C) *Massive Open Online Courses* (MOOCs): Providing access to high-quality education for a wide audience around the world (Voogt & Roblin, 2012)³³.

As shown by our analysis of scientific sources and research conducted at the University of Economics and Human Sciences in Warsaw (Poland) and Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), the process of digitalization is associated with *the development of digital literacy*. Experts define this term as:

– a necessary skill for future specialists, the ability to effectively use digital technologies to search for, evaluate, and use information, as well as to communicate and collaborate in virtual environments (BMC Nursing, 2021; WIPO, 2016³⁴);

– a set of skills required for the effective use of digital technologies to search, evaluate, create, and communicate information. It includes technical, cognitive, and socio-emotional components (Smart Learning Environments, 2021)³⁵. Age, gender, family socioeconomic status, and parents' education level are key factors influencing students' digital literacy levels. A high level of digital literacy correlates with higher self-control, less technostress, and greater engagement in learning.

Different approaches are used to assess digital literacy, including the application of existing scales, combining various scales, and creating new scales. These methods help teachers and educational policymakers develop strategies to enhance students' digital literacy (Smart Learning Environments, 2021)³⁶.

In the educational spheres of Ukraine and Poland, the development of *a methodological concept of digitalization* in education continues, focusing on teaching methods and the use of digital tools that support these methods to enhance the effectiveness of the learning process. An important aspect is interactivity and

³² __. Bernacki, M. L., & Walkington, C. (2018). A systematic review of research on personalized learning. *Journal of Educational Psychology*, 110(6), 864-881. <https://doi.org/10.1037/edu0000300>

³³ __. Voogt, J., & Roblin, N. P. (2012). A Comparative Analysis of International Frameworks for 21st Century Competences: Implications for National Curriculum Policies. *Journal of Curriculum Studies*, 44(3), 299-321.

³⁴ __ World Intellectual Property Organization (WIPO). (2016). Understanding Copyright and Related Rights. URL:https://www.wipo.int/edocs/pubdocs/en/wipo_pub_909_2016.pdf

³⁵ __ Hague, C., & Payton, S. (2021). A systematic review on digital literacy. *Smart Learning Environments*. URL: <https://slejournal.springeropen.com/articles/10.1186/s40561-021-00158-0>.

³⁶ __ Hague, C., & Payton, S. (2021). A systematic review on digital literacy. *Smart Learning Environments*. URL:<https://slejournal.springeropen.com/articles/10.1186/s40561-021-00158-0>.

collaboration between students and teachers, facilitated by the use of digital platforms and technologies (Zheng & Scavarelli, 2021³⁷).

Among *the teaching methods* receiving significant attention from educational process participants are: (A) Interactive Methods: Interactive lectures, virtual laboratories, and simulations (Borge et al., 2018³⁸; Lee & Hannafin, 2016³⁹); (B) Collaborative Technologies: Joint online projects and group assignments to develop communication and teamwork skills (Liu & Slater, 2020⁴⁰; Castañeda & Selwyn, 2018⁴¹); (C) Personalized Learning: When instructors use adaptive learning systems and tailor educational content to the individual needs and knowledge levels of students (Bernacki & Walkington, 2018)⁴².

To implement any of these methods, instructors need to utilize digital tools, among which the most commonly used are: (A) *Electronic Platforms*: For example, Moodle and Blackboard, which provide access to learning materials, assignments, and discussion forums (WIPO, 2016⁴³; Dong et al., 2024⁴⁴); (B) *Multimedia Resources*: The use of video, audio, graphs, and other multimedia materials to enhance the perception and assimilation of information (Stanford University, 2021⁴⁵; Garrison & Kanuka, 2004⁴⁶); (C) *Virtual Reality (VR)*: Implementing VR technologies to create immersive learning environments where

³⁷ __ Zheng, R., & Scavarelli, A. (2021). Virtual reality and collaborative learning: A systematic literature review. *Frontiers in Education*. URL:<https://doi.org/10.3389/feduc.2021.624569>

³⁸ __ Borge, M., & Johnson, J. (2018). Interaction in computer supported collaborative learning: An analysis of the implementation phase. *International Journal of Educational Technology in Higher Education*. URL:<https://doi.org/10.1186/s41239-018-0096-9>

³⁹ __ Lee, J., & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it. *Educational Technology Research and Development*, 64(4), 707-734. URL: <https://doi.org/10.1007/s11423-015-9422-5>

⁴⁰ __ Liu, J., & Slater, M. (2020). Authenticity, interactivity, and collaboration in virtual reality games: Best practices and lessons learned. *Frontiers in Education*. URL:<https://doi.org/10.3389/feduc.2020.573716>

⁴¹ __ Castañeda, L., & Selwyn, N. (2018). Personalisation in educational technology: the absence of underlying pedagogies. *International Journal of Educational Technology in Higher Education*, 15, 3. URL:<https://doi.org/10.1186/s41239-018-0087-0>

⁴² __ Bernacki, M. L., & Walkington, C. (2018). A systematic review of research on personalized learning. *Journal of Educational Psychology*, 110(6), 864-881. <https://doi.org/10.1037/edu0000300>

⁴³ __ World Intellectual Property Organization (WIPO). (2016). Understanding Copyright and Related Rights. URL:https://www.wipo.int/edocs/pubdocs/en/wipo_pub_909_2016.pdf

⁴⁴ __ Dong, L., Hou, J. (J.), Huang, L., Liu, Y., & Zhang, J. (2024). Impacts of normative and hedonic motivations on continuous knowledge contribution in virtual community: The moderating effect of past contribution experience. *Information Technology & People*, 37(1), 502-520. URL:<https://doi.org/10.1108/ITP-07-2022-0529>

⁴⁵ __ Stanford University. (2021). Copyright Protection: What it Is, How it Works. URL:<https://fairuse.stanford.edu/overview/faqs/copyright-basics/>

⁴⁶ __ Garrison, D. R., & Kanuka, H. (2004). Blended Learning: Uncovering Its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105.

students can interact with 3D models and simulations (Liu & Slater, 2020⁴⁷; Zheng & Scavarelli, 2021⁴⁸).

Digitalization also involves the continuous updating of knowledge for both instructors and students, which is critically important in the context of rapid technological changes. This includes ongoing training in new technologies, teaching methods, and management of digital resources (UNESCO, 2017⁴⁹, ⁵⁰).

Digitalization of education and science in higher education institutions ensures a more efficient, flexible, and accessible educational process and contributes to the development of digital literacy among future philology specialists. It enables the creation of new forms of learning that meet the needs of students and instructors, support their continuous professional development, and facilitate their integration into the global educational space.

Regulatory Framework for the Digitalization of Education and Science: From the European Union Level to the Ukrainian Level

Currently, the digitalization of education and science is regulated by a number of documents and initiatives, which we will present in the triad ‘EU level – Poland level – Ukraine level’.

EU Level

In the modern world, the digital transformation of education is a necessary condition for the development of effective and inclusive educational systems. The strategic priorities for digital education in the European Union are outlined in the *Digital Education Action Plan 2021-2027*⁵¹, which includes two key aspects: (A) improving the educational process through digital technologies and (B) ensuring digital competencies for all participants in the educational process.

⁴⁷ Liu, J., & Slater, M. (2020). Authenticity, interactivity, and collaboration in virtual reality games: Best practices and lessons learned. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2020.573716>

⁴⁸ Zheng, R., & Scavarelli, A. (2021). Virtual reality and collaborative learning: A systematic literature review. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2021.624569>

⁴⁹ UNESCO. (2017). Continuous assessment for improved teaching and learning: A critical review to inform policy and practice. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000255511>

⁵⁰ UNESCO. (2017). Media and Information Literacy, a critical approach to literacy in the digital world. UNESCO. URL: <https://www.unesco.org/en/media-and-information-literacy>.

⁵¹ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

The COVID-19 pandemic revealed the need for rapid adaptation to digital technologies, which allowed for the continuation of education during lockdowns, stimulated the mass use of digital tools, and exposed significant gaps, particularly the uneven access to digital technologies among different segments of the population. Consequently, there has been an increased need to ensure high-quality and inclusive digital education, resulting in significant investments in digital infrastructure, professional training, and the creation of accessible digital content (DEAP, pp. 3-4⁵²).

The primary direction of action, as stated in the documents, is the development of digital skills and literacy at all levels of education. It is assumed that this will help increase economic growth, innovation, and create a more equitable and sustainable society. Ensuring basic digital skills for all citizens is a key element of this strategy, as digital literacy has become essential for everyday life (DEAP, p. 9⁵³).

To support this transformation, the Action Plan envisages the use of EU tools such as the Erasmus, Horizon Europe, and Digital Europe programs to improve digital infrastructure, train teachers, and develop high-quality digital educational content (DEAP, pp. 10-11⁵⁴). Additionally, the European Commission plans to develop guidelines for the successful digitalization of education, including measures to close gaps in connectivity and equipment, support educational institutions in adapting to digital technologies, and develop ethical guidelines for the use of artificial intelligence in education (Ibid.).

A key aspect of digital education is inclusivity, ensuring equal access to digital technologies for all participants in the educational process regardless of their socio-economic status or place of residence. This requires significant investments in digital infrastructure and professional development of teachers, which will create an inclusive educational environment for all (DEAP, p. 13⁵⁵).

To support scientific activities, the document emphasizes the need to develop advanced digital skills and competencies through initiatives such as digital

⁵² Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

⁵³ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

⁵⁴ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

⁵⁵ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

internships for students and teachers, and encouraging women's participation in STEM disciplines. This will help create a more inclusive and equitable environment in science and technology (DEAP, p. 14⁵⁶).

Therefore, the use of modern digital technologies in education and science is necessary to create a high-quality, accessible, and inclusive educational ecosystem. This will enhance the EU's competitiveness on the global stage and ensure sustainable development of society in the digital age.

Poland Level

Digitalization of education is an important aspect of the development of modern society and economy. In Poland, this process is actively regulated through the Digital Competence Development Program (PRKC), approved by the Council of Ministers on February 21, 2023. The document outlines strategies and measures aimed at integrating digital technologies into educational processes, improving digital skills among the population, and ensuring equal access to digital resources.

Priority I: Development of Digital Education

This priority focuses on integrating digital technologies into the educational processes at all levels. The main measures include:

(A) Equipping educational institutions with modern computer equipment and high-speed internet, which ensures access to digital resources (pp. 62-71);

(B) Developing digital educational materials and platforms for online learning that meet modern educational standards (pp. 62-71);

(C) Training teachers to use the latest technologies in education, including training sessions and professional development courses (p. 71).

Priority II: Ensuring the Development of Digital Competencies for All Citizens

This priority aims to create conditions for the continuous development of digital skills among various population groups, including students, teachers, and the elderly. The main measures include:

(A) Supporting digital literacy programs for all age groups, particularly children, the elderly, and people with disabilities (pp. 78-83);

⁵⁶ Digital Education Action Plan 2021-2027. URL: https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

(B) Organizing online courses and providing access to digital resources for self-study (pp. 78-83);

(C) Promoting digital integration by reducing barriers to technology access for vulnerable groups (p. 83).

Priority III: Supporting Digital Competencies of Working Individuals

This priority focuses on improving digital skills among the working population, including public sector employees and entrepreneurs. The main measures include:

(A) Organizing training and seminars to teach workers the digital skills necessary for the modern labor market (pp. 87-94);

(B) Supporting small and medium-sized businesses in implementing digital technologies to enhance their competitiveness (p. 92);

(C) Collaborating with the business community to identify digital competency needs and develop relevant educational programs (p. 94).

Priority IV: Development of Advanced Digital Competencies

This priority focuses on supporting highly qualified specialists in the field of information technology. The main measures include:

(A) Supporting educational programs for the development of IT specialists, including artificial intelligence and big data processing (pp. 103-109);

(B) Stimulating innovation through scientific research and the implementation of the latest technologies in educational programs (p. 109);

(C) Providing access to advanced learning resources for students and teachers (p. 109).

Priority V: Strengthening the Management of Digital Competence Development

This priority involves coordinating the actions of various stakeholders in the process of developing digital competencies. The main measures include:

(A) Establishing a management and coordination system at the national level (pp. 109-112);

(B) Monitoring and evaluating the effectiveness of the measures outlined in the program (pp. 112-119);

(C) Ensuring stable funding for digital competence development programs (pp. 119-124).

The Digital Competence Development Program (PRKC) in Poland is a strategic document that defines key directions and measures for the digitalization of education. It covers all aspects of digital skill development, from the basic needs of students to specialized programs for IT professionals. The implementation of this program will contribute to the creation of a modern education system that meets the requirements of the digital economy and society.

Ukraine Level

In the modern world, the digitalization of education and science is critically important for national development. In Ukraine, this process is regulated by the "Concept of Digital Transformation of Education and Science for the Period Until 2026" (KCTON-2026), which outlines the main directions and goals that contribute to the modernization of the educational system in the digital age.

The current education and science system in Ukraine requires fundamental changes to align with global digital development trends. The COVID-19 pandemic has further emphasized the need for the development of digital technologies to ensure citizens' right to quality education under uncertain conditions. Consequently, digital competencies have become a basic need for every citizen, and the education system must ensure their development for both students and educational and scientific staff (KCTON-2026, p. 1).

The concept identifies several key issues for successful digital transformation:

(A) Low level of digital competencies among educational process participants;

(B) Outdated content of educational programs in information and communication technologies (ICT);

(C) Lack of modern equipment and sufficient internet coverage in educational institutions;

(D) Insufficient quality of digital educational content;

(E) Bureaucratic processes in document management in educational institutions (KCTON-2026, p. 2).

To address these issues, the Concept outlines several strategic goals:

(A) Creating an accessible and modern digital educational environment by equipping educational institutions with necessary technology and broadband internet access;

(B) Developing digital competencies among education staff by incorporating this requirement into professional education standards and regular professional development;

(C) Updating educational content by revising ICT curricula and implementing distance learning courses;

(D) Optimizing and automating management processes through the introduction of electronic platforms for managing educational processes;

(E) Ensuring access to reliable data by creating a unified system for collecting and processing data in the field of education and science (KCTON-2026, pp. 3-4).

The measures to achieve these goals include:

(A) Providing educational institutions with computer equipment and software;

(B) Organizing regular professional development courses for educational staff;

(C) Updating educational programs to meet modern ICT requirements;

(D) Implementing interactive and distance learning platforms;

(E) Creating electronic systems for managing educational processes and accessing data (KCTON-2026, pp. 4-5).

The implementation of the Concept will contribute to:

(A) Improving the level of digital competencies among educational process participants;

(B) Creating a modern digital educational environment;

(C) Optimizing and automating management processes in the education and science system;

(D) Increasing the transparency and efficiency of using digital technologies in the educational process (KCTON-2026, pp. 5-6).

The funding for the implementation of the measures will come from the State Budget of Ukraine and other sources not prohibited by law. The expenditure amounts will be clarified annually, considering the capabilities of the state budget (KCTON-2026, p. 6).

This approach will ensure the effective use of digital technologies to improve the quality of education and science, increase the country's competitiveness, and adapt specialists, particularly in philology and philological education, to the modern challenges of the digital world.

Continue reading the article at the following link:

Kapranov Y.V., Semenog O.M. Principles of Digitalization in Philological Education at Higher Education Institutions in Poland and Ukraine. Philology and philological education in the digital transformation era: European dimensions, national context, intercultural communication : Scientific monograph. Riga, Latvia : "Baltija Publishing", 2024. p. 33-90. URL: <https://repository.sspu.edu.ua/items/49407e33-de0f-4ada-a4bf-779ec7725f75>

Проаналізуйте список джерел до статті. Чи на всі є покликання? Наскільки вичерпним є список літератури, на вашу думку? Розкажіть, чи з усіма наведеними джерелами ви ознайомлені?

Assignment for Independent Work

Familiarize yourself with the annotations of journal articles on humanities issues. Analyze them based on their structure, content, purpose, language, and length.

Semenog O. ACADEMIC CULTURE AS A COMPOSITION OF NATIONAL INNOVATION SECURITY. UNESCO Chair Journal "Lifelong Professional Education in the XXI Century", (2), 48-53. [https://doi.org/10.35387/ucj.2\(2\).2020.48-53](https://doi.org/10.35387/ucj.2(2).2020.48-53)

The article describes the essence and content of academic culture as a significant component of national innovation security. The semantic and terminological analysis of the key concepts of the research like «national security», «human security», «human security of humanity», «human capital» were carried out.

The concept of «innovative security» is described as a stable, effective provision of country's innovations in the economy, creation of conditions for modernization of industries, development of priority areas of fundamental and applied scientific research, technical and technological developments that ensure the competitiveness of the country.

It was proved that main features of academic culture are the culture of study at the university, ethical values, traditions, norms, rules for conducting

scientific research; scientific linguistic culture, professional subculture of the scientific community; social, moral responsibility for the process and results of the research which is formed in the cultural and educational space of higher education institution. The cultural and educational space of the university is described as a component of the development of human capital and one of the factors of national innovation safety. It is noted that universities must clearly show the values of educational services, be centers of academic culture, act on the principles of academic freedom, public responsibility, respect for human dignity and support adherence to academic integrity in research activities.

The formation of the researcher's academic culture in the conditions of the university's cultural and educational space is defined as a complex, multidimensional, phased process of qualitative changes in the psychological sphere of the individual, taking into account the main provisions of the theory of activity, intercultural communication; the ideas of a humanistic, acmeological paradigm; concept of continuous pedagogical education.

Семенов О. М. Концепт «академічна культура дослідника» в українському і польському освітньо-педагогічному дискурсі. Український Щорічник з Європейських Інтеграційних Студій. Київ : APREI, 2020. Вип. IV. С.139–152.
<https://repository.sspu.edu.ua/handle/123456789/8886>

The article presents the interim results of the analysis of the concept «academic culture of a researcher» in Ukrainian and Polish educational and pedagogical discourses and educational practice based on an interdisciplinary approach. The concept of education is described according to I. Serebryanskaya as a personality-oriented, socially-oriented, nationally-oriented, value-oriented phenomenon, which is influenced by innovative tendencies in education and language. Educational-pedagogical discourse is characterized as a set of texts of normative-legislative, scientific-pedagogical backgrounds, united by the theme of human educational activity.

The versatility of the traits (sem) of the concept of “academic culture of the researcher” is revealed. The academic culture of the researcher is specified as a set of models of personal behaviour, a culture of learning, academic literacy, integrity, tolerance, which are formed in the educational environment and are realized in the dialogic interaction of participants in educational, academic practices. It is argued that the professional training of future teacher educators should permeate the values of academic culture.

The prospective direction that contributes to the formation of key competences, academic culture of researchers in the educational and cultural space of the University we consider the study of educational and pedagogical discourse,

European educational practices on effective communication interaction: teacher-student / graduate student; teacher-student; university – school.

The interim results of the micro-project research in the framework of the Ukrainian-Polish project “Innovative University and Leadership” and the Erasmus+ Jean Monnet Module project at Makarenko Sumy State Pedagogical University are presented. It is proved that the implementation of projects will optimize the process of communication interaction “university-school”, aimed at personal and professional development, academic culture of the subjects of the educational process.

Семеног О. Європейський та національний контексти академічної культури дослідника: досвід реалізації проекту Еразмус+Жан Моне модуль. Україна – Європейський союз: від партнерства до асоціації : Український Щорічник з Європейських Інтеграційних Студій. Луцьк: Терен, 2019. С. 320–330.<http://repository.sspu.sumy.ua/handle/123456789/7012>

The article describes some aspects of the PhD program “Academic Culture of a Researcher: European and National Experience” curriculum, developed under the Erasmus + Jean Monnet Module for PhD students in the field of knowledge “01 Education / Pedagogy”. The program is implemented at the A. S. Makarenko Sumy State Pedagogical University. Also linguocultural, cognitive, creative and technological aspects of the researchers’ academic culture formation are outlined.

Familiarize yourself with the annotations: the working version and the one published in the journal. Identify the differences. Highlight the paragraphs. Write keywords for the annotations.

Cieřlik, B., Iwanowska, B., Kapranov, Y., & Semenog, O. (2024). Constructing Microstructures in A Comprehensive Etymological Dictionary of the English Language (E. Klein). *Acta Humanitatis*, 2(1), 16–36. <https://doi.org/10.5709/ah02.01.2024-02>

Робоча анотація	Надрукована анотація в журналі
The article offers a new approach to the cognitive and comparative study of principles for etymological dictionaries compiling in English. The degree of compliance of etymological microstructure construction in "A Comprehensive Etymological Dictionary of the English Language" (by Ernest Klein) has been revealed with the help of the linguocentricity in general and etymological-linguistic	This article examines the construction of microstructures in Ernest Klein’s "Comprehensive Etymological Dictionary of the English Language" (CEDLE). It delves into the traditional and cognitive-comparative principles used in the compilation of etymological dictionaries, highlighting the integration of structural, functional, and cognitive linguistics in modern lexicography.

principles, in particular.

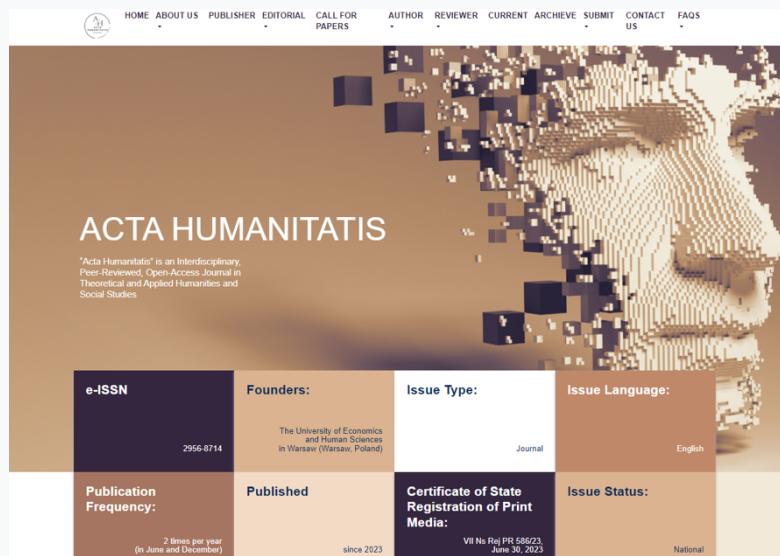
The interrelation between English orthographic construction rules and principles for two areas of every dictionary microstructure in "A Comprehensive Etymological Dictionary of the English Language" (by Ernest Klein) has been determined. Regularities and differences in representing phonetic, morphological, historical, and etymological data material have been established.

Different approaches to an etymon reconstruction in English have been demonstrated. A heuristic model of an etymon (fractal dimension) has been developed based on the principles of cognitive synergy.

The study emphasizes the significance of etymological dictionaries as repositories of linguistic evolution, exploring how etymons—original forms and meanings of words—are presented within CEDLE. It outlines the methods used to organize etymological data, including phonetic, morphological, historical, and ideographic rules, and demonstrates how these principles are applied to construct etymological microstructures.

The article also introduces a heuristic model of etymological entries in the form of a fractal, reflecting the dynamic and evolving nature of etymological hypotheses. The research underscores the necessity of adopting novel approaches in etymological lexicography to facilitate a deeper understanding of language history and its cognitive and cultural factors.

Familiarize yourself with the website of the journal Acta Humanitatis <https://actahumanitatis.vizja.pl/>. What academic virtues does the journal's editorial board adhere to?



Work through the annotations of the manual in both Ukrainian and English versions. Identify any differences between the proposed versions.

Review the manual. What should be added or removed from the annotations?

Семенов О.М. Академічна культура дослідника: європейський та національний контексти: навчальний посібник. Суми: СумДПУ імені А.С.Макаренка, 2021. 218с.

Посібник підготовлено в межах реалізації проекту програми Еразмус+ Жан Моне Модуль «Європеїзація докторських програм у галузі освіти на засадах інтердисциплінарного та інклюзивного підходів», що реалізується в Сумському державному педагогічному університеті імені А.С. Макаренка (<https://jmm.sspu.edu.ua/>).

У посібнику викладено науковий апарат курсу, схарактеризовано специфіки академічної культури, культурно-освітній простір університету, узагальнено моделі класичного університету в контексті академічної культури, академічні традиції університетів України, окреслено сутність, структуру, методи дослідження академічної культури дослідника, особливості лінгвокультурологічного аспекту академічної культури дослідника, з'ясовано особливості академічної доброчесності у вищій освіті, розкрито специфіку лінгвоперсонології, культури наукового наставництва.

Для студентів, аспірантів та викладачів закладів вищої освіти, широкої наукової громади.

The handbook is published within the framework of implementation of the Erasmus+ Jean Monet Module project "Europeanization of Doctoral Programs in Education on the Principles of Interdisciplinary and Inclusive Approaches" in Sumy Makarenko State Pedagogical University (<https://jmm.sspu.edu.ua/>).

The handbook describes the of academic culture. Also, it is characterized the cultural and educational space of the university, generalized the models of classical university in the context of academic culture, academic traditions of Ukrainian universities. It is outlined the essence, structure, research methods of academic culture of the researcher, features of linguistic and cultural aspects of academic culture of the researcher. It is revealed the specifics of linguo-personology, the culture of scientific mentoring.

For students, postgraduates and teachers of higher education institutions, a wide scientific community.

*Work through the conference information notice in both Ukrainian and English versions. Identify any differences between the proposed versions.
Which version is more complete?
Which topics proposed by the organizers interest you and why?
Propose your own topics for consideration at the conference.*

**VII міжнародна науково-практична конференція
здобувачів вищої освіти і молодих учених
«АКАДЕМІЧНА КУЛЬТУРА ДОСЛІДНИКА
В ОСВІТНЬОМУ ПРОСТОРИ:
ЄВРОПЕЙСЬКИЙ ТА НАЦІОНАЛЬНИЙ ДОСВІД»**

17-18 травня 2024 року

Конференція проводиться відповідно до листа ДНУ «Інститут модернізації змісту освіти» №21/08-7 від 04.01.2024 на базі науково-дослідної лабораторії «Академічна культура дослідника» та лабораторії інфомедійної грамотності Сумського державного педагогічного університету імені А.С.Макаренка. **Мета заходу:** презентація результатів наукових досліджень здобувачів вищої освіти, аспірантів, докторантів, науково-педагогічних працівників, учителів; заохочення наукової молоді виконувати наукові дослідження на засадах академічної доброчесності.

НАПРЯМИ РОБОТИ/ ІНТЕРАКТИВНІ ДИСКУСІЙНІ ПЛАТФОРМИ:

- академічна культура й етика наукового пошуку: європейський, національний виміри;
- академічна доброчесність в освітньо-культурному просторі закладу;
- культура академічного наставництва; архітектоніка різних жанрів наукового дискурсу;
- академічна комунікація: комунікативні стратегії й тактики;
- тенденції розвитку філологічної освіти в епоху цифровізації.

Мови конференції: українська, англійська, німецька, польська, нідерландська.

Формат проведення: змішаний/онлайн (дистанційний); пленарне, секційні засідання, інтерактивні дискусійні платформи

Адреса проведення: Україна, м.Суми, Сумський державний педагогічний університет імені А.С.Макаренка. **Цільова аудиторія:** вчителі, викладачі, наукові працівники, студенти, аспіранти та ін.

ПУБЛІКАЦІЙНІ МОЖЛИВОСТІ

- 1) збірник матеріалів конференції (тези, стаття, постер);
- 2) фахове видання «Слобожанський науковий вісник» (<https://journals.spu.sumy.ua/index.php/philology>). Статті подаються із дотриманням вимог видавництва.

УСЕУКРАЇНСЬКИЙ КОНКУРС ЕСЕ

«Доброчесність у навчанні: дотримуватись /не можна/порушувати»

ПРИНАГІДНО запрошуємо здобувачів закладів освіти взяти участь у Всеукраїнському конкурсі есе «Доброчесність у навчанні: дотримуватись /не можна/порушувати».

Номінації конкурсу за віковими категоріями: 1) здобувачі освіти старших класів (10-

1) класи), 2) здобувачі професійних (професійно-технічних) закладів освіти, 3) здобувачі закладів фахової передвищої освіти; 4) здобувачі вищої освіти України. Журі має право увести додаткові номінації для учасників Конкурсу, які не стали переможцями у своїй віковій категорії.

Терміни для надсилання робіт: 1.02.2024 -1.05.2024.

VII International Scientific and Practical Internet Conference
«ACADEMIC CULTURE OF THE RESEARCHER
IN THE EDUCATIONAL SPACE: EUROPEAN AND NATIONAL EXPERIENCE»

May 17-18, 2024

The conference is organized in accordance with the letter from DNU "Institute for Modernization of Education" № 21/08-7 dated January 4, 2024, hosted by the Scientific Research Laboratory "Academic Culture of Researcher" and the Laboratory of Infomedia Literacy at Sumy State Pedagogical University named after A.S. Makarenko. **The purpose of the event** is to present the results of scientific research by higher education students, graduate students, doctoral candidates, and scientific-educational workers, as well as teachers; to encourage young researchers to conduct scientific research based on academic integrity principles.

WORK DIRECTIONS /
INTERACTIVE DISCUSSION PLATFORMS:

- Academic culture and ethics of scientific inquiry: European and national dimensions.
- Academic integrity in the educational and cultural space of the institution.
- Culture of academic mentoring; architecture of various genres of scientific discourse.
- Academic communication: communicative strategies and tactics.
- Trends in the development of philological education in the era of digitization.

Conference languages: Ukrainian, English, German, Polish, Dutch.

Format of the event: Hybrid/Online (Remote); Plenary sessions, sectional meetings, interactive discussion platforms.

Venue: Ukraine, Sumy, Sumy State Pedagogical University named after A.S. Makarenko.

Target audience: teachers, lecturers, researchers, students, graduate students, and others.

Handbook

Olena Semenog, Yan Kapranov

ETHICS OF SCIENTIFIC RESEARCH: PHILOSOPHICAL, LINGUISTIC ASPECTS

Third (Educational and Scientific) Level
Handbook

Відповідальна за випуск **О. Ю. Кудріна**

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СумДПУ імені А. С. Макаренка