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## PSYCHOLOGICAL ASPECT OF FORMING ACADEMIC INTEGRITY IN TEACHING STUDENTS OF THE SPECIALTY "MUSIC ART"

**Abstract.** The article examines the psychological aspect of academic integrity in the context of university education and training of future specialists in the field of musical art. The author reveals the essence of the concept of academic integrity and its importance for the formation of competent students and musicians. The psychological side of the attitude towards plagiarism of students studying in the specialty "Musical Art" is also analyzed. The article notes the increase in cases of violations of the principles of academic integrity in the educational activities of Ukrainian higher education institutions. The author highlights the European experience in the formation of ethical competence of future specialists in the field of musical art as an example for overcoming psychological problems related to academic dishonesty.

Academic integrity is one of the main principles of effective training in higher education institutions. For students of the specialty "Musical Art", it is particular importance, since training in this field involves creative self-realization, mastering theoretical knowledge and practical skills, which requires a significant level of self-discipline, ethical responsibility and critical thinking. In the context of this process, the psychological aspects of the formation of academic integrity play an important role. Academic integrity defines the principles of ethical and professional learning, including the avoidance of plagiarism, unfair practices, as well as the observance of copyright and honesty in creative projects. For student musicians, this includes the



use of one's own ideas in creativity, respect for the work of other artists, and integrity in collaboration in collective activities.

**Keywords:** academic integrity; academic fraud; ethical qualities; student code of honor; musical art; manifestations of academic dishonesty; plagiarism; psychological aspect.

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## ПСИХОЛОГІЧНИЙ АСПЕКТ ФОРМУВАННЯ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ У НАВЧАННІ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ «МУЗИЧНЕ МИСТЕЦТВО»

**Анотація.** У статті розглядається психологічний аспект академічної доброчесності у контексті університетської освіти та підготовки майбутніх фахівців у галузі музичного мистецтва. Автор розкриває сутність поняття академічної доброчесності та його значення для формування компетентних студентів і музикантів. Також аналізується психологічна сторона ставлення до плагіату студентів, які навчаються за спеціальністю «Музичне мистецтво». У статті зазначається збільшення випадків порушень принципів академічної доброчесності в освітній діяльності українських закладів вищої освіти. Автор висвітлює європейський досвід у формуванні етичної компетентності майбутніх фахівців у сфері музичного мистецтва як приклад для подолання психологічних проблем, які стосуються академічної нечесності.

Академічна доброчесність є однією з основних засад ефективного навчання у закладах вищої освіти. Для студентів спеціальності «Музичне мистецтво» вона має особливе значення, оскільки навчання у цій галузі передбачає творчу самореалізацію, опанування теоретичних знань та практичних навичок, що вимагає значного рівня самодисципліни, етичної відповідальності



та критичного мислення. У контексті цього процесу важливу роль відіграють психологічні аспекти формування академічної доброчесності. Академічна доброчесність визначає принципи етичного та професійного навчання, серед яких — уникання плагіату, недобросовісних практик, а також дотримання авторських прав і чесності у творчих проєктах. Для студентів-музикантів це включає використання власних ідей у творчості, повагу до роботи інших митців, а також доброчесність у співпраці в колективній діяльності.

**Ключові слова:** академічна доброчесність; академічний обман; етичні якості; кодекс честі студента; музичне мистецтво; прояви академічної нечесності; плагіат; психологічний аспект.

**Problem statement and its connection with important scientific or practical tasks.** One of the key characteristics of the quality of higher education and increasing the competitiveness of future specialists in the field of "Musical Art" is student responsibility for the results of their education. In this context, academic integrity is recognized as a key element that influences the formation of ethical qualities of future professionals, such as responsibility, conscientiousness, decency, trust, justice and respect. It is noted that the spread of dishonest behavior among students and an irresponsible attitude to the results of educational activities worsen the quality of education and contribute to the formation of incompetent specialists.

**The analysis of recent studies.** The initial provisions of the topic of the article are reflected in a number of laws of Ukraine, such as "On Education" (1991), "On General Secondary Education" (1999), "On Higher Education" (No. 1187-2 dated 01.07.2014), "On Copyright and Related Rights" (2015), as well as in strategic documents, such as the National Doctrine of Education Development (2002) and the National Strategy for the Development of Education in Ukraine for the Period up to 2021 (2013). The analysis of the problem of forming academic integrity of university students is based on the scientific works of domestic and foreign researchers. The domestic block of research includes the works of such scientists as N. Gapon, R. Belanova, M. Bakhtin, M. Grineva, D. Zagirnyak, L. Ryzhak, V. Romakin, O. Menshov, O. Traverse, O. Tsokur, A. M. Syngaivska, L. Pivneva, T. Yaroshenko, who at different times investigated the theoretical aspects of the formation of academic integrity in European education. Various aspects of the problem, such as academic literacy, ethics, honesty and the fight against plagiarism, are studied in the works of O. Guzhva, Yu. Kalynovsky, V. Banys, T. Finikov, T. Dobko, V. Turchynovsky, B. Buyak, A. Melnychenko, O. Menshov, A. Artyukhov, I. Oleksiv, I. Degtyareva and many others.

The problem of forming academic honesty in students was reflected in the works of such scholars from abroad as T. Rousseau, D. McCabe, E. Gould, V. Pupovac, D. Fanelli, P. Oconte, R. M. Jones, D. Elazar, S. Billet, R. Pator,



M. Ray, S. Jaszczyk, D. Kent, R. May Jr., R. Knieper, S. Shivers-Berkeley, T. Terpstra, F. Whelan, D. Rosenberg, J. Saddak, P. Scott, S. Huntington.

**Formulation of the goal of the article** consists in conducting a scientific analysis of the concept of academic integrity from a psychological point of view, considering it as a component of university education and part of the professional training of future specialists in the field of "Musical Art". In addition, the goal is to determine the perceptions of students and young musicians on issues of plagiarism.

**Presentation of the main material of the study with a full justification of the obtained scientific results.** In our country, the public perception of academic integrity in the development of professional and ethical skills of future teachers is becoming a standard of the education system, consistent with the Code of Ethics of a Scientist of Ukraine (2009) and the Law of Ukraine "On Scientific and Scientific-Technical Activities" (2016). The problem of forming ethical competence of future teachers is given special attention in the draft Law of Ukraine "On Education" (2016), which takes into account the purpose of higher education and modernization processes. The main aspects of forming academic integrity of future specialists in the educational space of Europe are noted in the Magna Carta of Universities (1988) and the Bucharest Declaration on the Ethical Values of Higher Education in the European Region (2004). Research into the issues of forming academic integrity was carried out within the framework of the formation of professional ethics of a teacher. Academic integrity contributes to the quality of education, concentrating in itself various moral qualities that determine the style of behavior of all participants in the educational process [1, c. 31].

The term "academic integrity" has a wide range of meanings, as it includes both the internal culture of an individual and the overall academic culture of the university [2, c. 204]. It has a system-forming and penetrating nature, regarding the values, traditions, norms and rules of conducting scientific research.

Academic integrity is a complex concept that describes a special contract between all participants in the academic community, such as teachers, students and the administration of the educational institution. The ability to be responsible, honest, tolerant of other views, a critical thinker and adhere to ethical principles in one's actions are elements that form the concept of academic integrity and are included in the characteristics of a competent student and professional. [3, c. 68].

Music students have unique psychological characteristics that affect their ability to maintain academic integrity. Creative individuals are prone to generating new ideas, but often face challenges in systematizing their own work and adapting to structured requirements. Musicians' emotional sensitivity can contribute to both motivation to work and avoidance of challenges, which can affect honesty in completing tasks. The desire to achieve high results often pushes students to look for "shortcuts," which can create risks of dishonest behavior. Working in creative



ensembles develops social skills, but sometimes contributes to the formation of dependence on others, which can manifest itself in the unfair use of other people's ideas.

The formation of academic integrity in students of the specialty "Musical Art" requires appropriate psychological support. The main direction of such work can be to increase students' understanding of ethical and legal responsibility in education, which contributes to the formation of personal motivation for integrity. Students should learn to effectively plan their own work, avoid procrastination and manage stress. Encouraging students to analyze their own activities and results helps students realize the value of academic integrity. Teaching students to overcome the fear of failure and accept criticism helps avoid temptations to dishonest behavior.

To effectively build academic integrity, it is necessary to apply innovative approaches to the educational process. Creating situations that simulate real ethical challenges allows students to find the right solutions and understand the consequences of their actions. Plagiarism checking systems, electronic libraries and other resources contribute to transparency and honesty in learning. Collaboration with teachers and industry professionals helps students understand the ethical aspects of creative activity.

Academic integrity is defined as a set of rules of conduct in an academic environment, governed by both moral and legal aspects when carrying out teaching and research tasks. Attempts to violate academic integrity can include fraud, deception, plagiarism, falsification of scientific facts, manipulation of research results, and reinterpretation of other people's ideas in one's own words [4, c. 500].

Academic integrity has two aspects: legal and moral and ethical. The legal aspect emphasizes that plagiarism is a violation of copyright and can lead to legal consequences. The moral and ethical component focuses on the condemnation of the shameful actions of an individual by the academic community. In the European Higher Education and Research Area, there is a complex concept of academic distinction. This concept includes high-quality knowledge and skills, protection of the applicant and his achievements, recognition and trust in the results of scientific research, as well as protection of intellectual property rights.

In European Union universities, academic integrity serves as the moral foundation upon which all participants in the educational process rely. [5, c. 30].

The use of dishonest practices by students in the field of education is a serious problem for the higher education system both in the European Union and in Ukraine. Studies on dishonest behavior, which began in the 1940s, indicate a significant prevalence of the practice of academic cheating among students: in foreign universities, estimates of the prevalence of this phenomenon periodically reach from over 50% to 70% and higher. Students who resort to cheating receive significantly better grades than they should, which distorts healthy competition, reduces



motivation to study and leads to inaccurate assessment of students' academic achievements. In developed democratic countries, cheating is considered a socially unacceptable practice and is considered fraud [6, c. 140].

There are a number of cases of violations of the principles of academic integrity in the educational sphere of the Ukrainian academic environment. In the field of education, the most common violations are plagiarism in qualification and term papers, the performance of paid diploma theses to order, the extortion of monetary rewards or gifts during evaluation, as well as the unethical use of student funds to upgrade equipment and purchase stationery.

In the field of science, the most common violations are falsification of experimental results, which are then published in scientific journals, inclusion in the list of authors of persons who did not participate in the research, the use of plagiarism in the publication of educational and methodological and scientific texts, as well as providing favorable reviews and reviews of theses and monographs, the integrity and results of which are questioned.

Increasing the level of academic culture among all participants in the educational process is of great importance for overcoming these problems and reducing cases of academic dishonesty. Academic plagiarism remains one of the most common forms of violations of scientific ethics.

The spread of dishonest behavior in the educational sphere has significant consequences. First, it leads to an inexpedient use of resources for student education, which, in turn, leads to a decrease in the level of knowledge and skills of graduates and, ultimately, a decrease in the economic potential and pace of development of the country. In addition, graduates who have engaged in dishonest behavior during their studies show a tendency to cheat in their subsequent work. The spread of academic cheating in the educational environment leads to the fact that students with a high level of motivation can also engage in dishonest practices in their academic activities [7, c. 278].

At the current stage of education development, it becomes obvious that the quality of educational services remains insufficiently effective due to the lack of competence among teachers to build their professional activities, guided by the principles of academic integrity. According to the conducted scientific analysis, the European experience of developing academic integrity in the formation of professional and ethical competence of future musicians and music teachers has already been formed and can serve as an example for Ukraine in solving problems of academic dishonesty, such as cheating, plagiarism, improper receipt of grades and others.

To study attitudes towards plagiarism, we conducted an anonymous survey of students and graduates of the "Musical Art" specialty of the "Universum" Professional College of Borys Grinchenko Kyiv University. Applying the plagiarism tolerance scale, we obtained the following results:



Statement "Sometimes I feel like plagiarizing because others are doing it":

19.8% strongly agreed;  
23.1% agreed;  
9.8% neutral;  
23.8% disagreed;  
23.5% strongly disagreed.

Statement "I believe I know what is plagiarism and what is not":

4.1% strongly agreed;  
76.8% agreed;  
19.1% disagreed.

Statement "Plagiarism is the same as stealing exam tickets":

14.8% strongly agreed;  
28.6% agreed;  
4.8% neutral;  
47.5% disagreed;  
4.3% strongly disagreed.

Statement "If my friend doesn't object to using his work for my seminar, then I don't see anything wrong with it":

4.3% strongly agreed;  
23.3% agreed;  
33.8% neutral;  
38.6% disagreed.

Statement "Plagiarism is justified if a teacher gives extra assignments for the same course":

4.3% strongly agreed;  
14.8% agreed;  
22.3% neutral;  
53.8% disagreed;  
4.8% strongly disagreed.

Statement "Punishment for plagiarism in higher education should not be severe, because we are young and just learning":

9.1% strongly agreed;  
19.5% agreed;  
33.5% neutral;  
28.6% disagreed;  
9.3% strongly disagreed.

Statement "If a student passes off someone else's term paper as his own, that is, puts his initials on it without any changes, he should be expelled":

9.8% strongly agreed;  
38.2% agreed;



19% neutral;  
23.5% disagreed;  
9.5% strongly disagreed.

The above provides an opportunity to make certain theoretical generalizations: society expects us to focus on the development of the skills of future specialists in the field of "Musical Art" to formulate original thoughts and draw conclusions. It is important to understand that plagiarism is not only the intellectual theft of other people's ideas, but also a negative phenomenon that hinders the development of a future professional, destroys the moral and ethical values of the individual, reduces the importance of scientific research and destroys respect for scientific activity. In modern society, solving the problem of plagiarism in the educational environment can be achieved through an integrated fight against causes and consequences.

In the all-Ukrainian study "Academic Culture of Ukrainian Students: Main Factors of Formation and Development", conducted by the NGO "Eastern Ukrainian Foundation for Social Research", more than half of the respondents noted that they consider the use of assistive devices during studies at school and university to be permissible. The reason for the tolerant attitude towards academic dishonesty is the lack of respect for truth and the law.

Given the scale of the use of unscrupulous practices in higher education, some foreign researchers recommend paying attention to what characteristics of universities can contribute to or, conversely, hinder their spread. Codes of ethics are closely related to the desire to systematically implement and effectively protect values, uniting the efforts of all participants in the academic community. Positive examples of moral and ethical behavior are a key prerequisite for the formation of a university code of ethics.

A teacher in a community is not only a specialist in his subject field, but also a person who adheres to established moral principles and ethical norms. Recently, scientists, both domestic and foreign, have been actively discussing the values that form the basis for a modern university and society as a whole. The fight against plagiarism is a comprehensive measure aimed at overcoming the causes and consequences of this unacceptable phenomenon [8, c. 230].

**Conclusion and Further Discussion.** After analyzing various sources, we came to the conclusion that academic integrity is a set of rules defined by law and moral and ethical principles that should be followed by all participants in the educational process. Psychological aspects play a key role in shaping the academic integrity of students majoring in "Musical Art". Creating favorable conditions for the development of personal responsibility, self-awareness, and ethical behavior is the key to training highly qualified and honest specialists. Successfully solving this problem will contribute not only to the academic but also to the professional





development of students, ensuring the quality of education and increasing the authority of Ukrainian art education in the world. It is important to understand that academic integrity is a moral and ethical category based on established norms and rules of behavior of a scientist, which guarantee freedom in performing educational and research tasks. Given the increasing level of dishonest behavior, it would be appropriate to direct further research to examine the impact of honesty in the educational environment on students' willingness to use honest approaches in their academic activities.

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