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**ВИНЯТКОВІСТЬ СУБ'ЄКТ-СУБ'ЄКТНОГО КОМПОНЕНТУ
СИСТЕМИ ФОРМУВАННЯ КУЛЬТУРИ АКАДЕМІЧНОЇ
ДОБРОЧЕСНОСТІ МАЙБУТНІХ ДОКТОРІВ ФІЛОСОФІЇ**

**SPECIFICS OF THE SUBJECT-SUBJECT COMPONENT
IN THE SYSTEM OF FORMING THE CULTURE OF ACADEMIC
INTEGRITY AMONG FUTURE DOCTORS OF PHILOSOPHY**

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ABSTRACT

The article presents the convergence of all subjects in the system of forming PhD's culture of academic integrity. The future PhD is defined by research excellence, interdisciplinary exploration, international exposure, pedagogical involvement, ongoing professional growth, social commitment, and analytical thinking. Engaging in teaching, international experiences, and continuous self-improvement is pivotal. The ethical and virtuous subject-subject relationship between a future PhD and a research supervisor include mutual respect, integrity and honesty, mutual understanding of expectations, openness to thoughts and ideas, assistance and support, and interaction at meetings and sessions. The faculty of the graduating department plays a crucial role in shaping the academic integrity culture for future PhDs. Academic staff ensure their qualifications, engagement in research, and adherence to licensing conditions. Qualified staff with practical, research, managerial, and innovation experience may also contribute to the educational process. The ethical and virtuous subject-subject interaction between the future PhD and department faculty include mutual respect and openness, integrity and faith, academic support, participation in academic communities, commitment to deadlines, interaction in seminars and courses, and support for professional growth. The administrative-regulatory structure is responsible for coordinating administrative and regulatory functions. The interaction between the university rectorate and future PhDs includes the ethical subject-subject relationship between a PhD student and the administrative-regulatory apparatus

involves principles such as mutual respect and open communication, integrity and honesty, academic support, clear understanding of roles and expectations, timely and efficient processes, professional development support, ethical issue resolution, and feedback mechanisms.

Key words: *culture of academic integrity, Doctor of Philosophy, scientific supervisor, academic staff, pedagogical system, subject-subject component.*

Current relevance. The regulatory documents in Ukraine and the administrative-regulatory guidelines of higher education institutions clearly and logically outline the competencies that a prospective PhD should master. These competencies encompass the completion of the educational and scientific program, the acquisition of theoretical knowledge, skills, and competencies necessary for generating new ideas and solving complex problems in professional and research-innovative domains, proficiency in the methodology of scientific and pedagogical activities, conducting research with novelty and theoretical/practical significance, and successfully defending the dissertation research. However, it is noteworthy that none of the existing regulatory documents provides a comprehensive list of values deemed crucial for the development of a future PhD and other subjects who take part while their professional training. The absence of such an exhaustive list serves as an incentive for individual PhD candidates to independently identify values and goals essential to their specific academic journey. Consequently, prospective PhD candidates have the opportunity to formulate their own life plan, considering their ideals, interests, motivation, and principles – a pivotal aspect of personal development. This approach fosters flexibility and individualization in shaping the future PhD's identity, enabling them to define their values and aspirations within the context of higher education and research. *The purpose of the research* is to present the convergence of subject-subject interaction while forming academic integrity among future Doctors of Philosophy. *The tasks* are to identify all the key subjects of PhD's professional training, to monitor their main duties and activities; to highlight the ethical principles among subjects in the system of forming PhD's culture of academic integrity.

Methods and methodology of the research. The study is grounded in the application of rigorous scientific methods such as induction, deduction, analysis, synthesis, abstraction, and concretization. Various analytical techniques, including theoretical analysis, descriptive analysis, data processing, and interpretation have been used. Additionally, observational methods, classification, and systematic organization played a crucial role in the research process.

Results and Discussions. In the context of forming readiness for academic integrity among future philosophy doctors, its essential components are the participants who interact with each other and the relationship between

them. Unlike the traditional understanding of systems, where the object and subject are distinguished as the recipient and executor of various activities, contemporary pedagogical science recognizes the doctoral candidate as an active subject in the educational and scientific process. Furthermore, the modeling of such a process is aimed at the gradual potential increase in the subjectivity of the future philosophy doctor.

A logical question arises about the role of the future philosophy doctor in our developed system – whether it is appropriate to consider them as an object of the system's influence or whether they also serve as a distinct influencer prompting changes and improvements. We anticipate that the characterization of the main participants in our designed system will provide a clear position regarding the existing contradiction and establish the subject role of the future philosophy doctor in the educational and scientific process.

Thus, the purpose of this section is to define and characterize the participants in the system for forming readiness for academic integrity among future philosophy doctors, constituting the subject-subject component. It is worth noting that to achieve the system's goal at the level of the higher education institution in forming the readiness for academic integrity among future philosophy doctors during professional training, influential participants who affect the formation of the culture of academic integrity for third-level education seekers should be involved.

Directly influential participants on the future Doctors of Philosophy are the university president, vice-presidents, deans of faculties/directors of institutes, deputy deans/deputy directors – the administrative-regulatory composition of the higher education institution in the educational and scientific process. Leading subjects with whom future Doctors of Philosophy in the academic environment of higher education institutions interact during professional training undoubtedly include the faculty of the graduating department. We specifically want to highlight the dominant subject within the faculty of the graduating department – the scientific supervisor.

To understand the convergent connections of all subjects, let's first focus on the characterization of the future Doctor of Philosophy as a subject of the system. According to Article 5 of the Law of Ukraine «On Higher Education», «Doctor of Philosophy is an educational and, at the same time, the first research degree obtained at the third level of higher education based on a master's degree. The degree of Doctor of Philosophy is awarded by the specialized academic council of a higher education institution or a research institution as a result of the successful completion of the relevant educational and research program by the education seeker and the public defense of the dissertation in a specialized academic council» [1]. The modern PhD student, due to changes in the educational and scientific spheres, possesses a set of characteristics that define their academic profile. This includes a high level

of research activity, interdisciplinary expertise, internationalization, teaching and learning engagement, professional development, social responsibility, analytical, and critical skills.

The personal and professional traits of a future PhD are shaped under the influence of the requirements for their final achievements during doctoral education. Typically, Ukrainian higher education institutions, following the National Qualifications Framework and their own scientific-educational trends, establish such requirements as: completion of the educational-scientific program; acquisition of theoretical knowledge, skills, and competencies sufficient for generating new ideas and solving complex problems in professional and research-innovative fields; mastery and implementation of the methodology of scientific and pedagogical activities; conducting research that has novelty and theoretical/practical significance; defense of the dissertation research. Accordingly, a future PhD can be characterized by several key aspects: research activity, interdisciplinarity, internationalization, teaching and pedagogical activities, professional development, social responsibility, analytical and critical skills. The modern PhD is distinguished by a high level of research activity. They are engaged in original research, publications in defined knowledge areas, and participation in academic events. Future PhD candidates show their interest in the interdisciplinary research, attempting to combine different fields of knowledge to gain new insights and solve complex tasks. The importance of international experience is growing, with participation in international conferences, exchange programs and collaboration with foreign scholars becoming a crucial part of the academic profile. Future PhDs can be engaged in teaching or participate in educational programs, sharing their knowledge and experience with other students. The ability for continuous self-improvement and participation in seminars, training, and other forms of professional development is an important aspect of the profile. During their professional training, future Ph.D. candidates can actively interact with the community, participate in social and scientific-educational initiatives, contributing to the development of science and society. Aspirants develop analytical and critical thinking skills, essential for successful research and the advancement of the scientific community.

It is worth noting that according to the Bologna perspectives, research activity occupies a leading position in the academic life of education seekers [2, c. 73–77]. The effectiveness of requirements for scientific and pedagogical thinking skills is achievable only through skillful management of scientific activity [3, c.131].

Since each higher education institution develops its own «Regulations on the Scientific Supervisor of a postgraduate student, a doctoral student», we have summarized the main duties of the scientific supervisor: academic

degree and title, experience, publications in Ukraine, publications in Scopus / Web of Science, monographs / textbooks / manuals, project activity, preparation of students for olympiads and competitions, citations, proficiency in foreign languages, organizational activity, expert activity [4; 5; 6].

The ethical and virtuous subject-subject relationship between the future Ph.D. and the research supervisor creates a positive academic environment, contributes to the preservation of the ideals of academic integrity among participants in the educational and scientific process, fosters effective interaction between the research supervisor and future Ph.D. candidates, and enhances their development both as individuals and as scholars.

The ethical and virtuous subject-subject relationship between a future PhD and a scientific supervisor is fundamental for the successful implementation of a research project and the development of the scholar. Here are some ethical aspects of this relationship which form academic integrity: mutual respect (PhD student respects the experience and expertise of the research supervisor, as well as their personality; a scientific supervisor demonstrates respect for the initiatives and potential of a PhD student), integrity and honesty (a PhD student works with integrity, presenting accurate and honest data; a scientific supervisor provides honest and constructive criticism, contributing to the improvement of the PhD's work), mutual understanding of expectations (both parties clarify their expectations for collaboration at the beginning of the research project; a supervisor provides clear directives and expectations, and the student demonstrates flexibility and readiness to fulfill tasks), openness to thoughts and ideas (a future PhD expresses their ideas and views, opening them up for discussion with a scientific supervisor; a supervisor supports an open exchange of ideas, encouraging the creative process), assistance and support (a research supervisor offers support in overcoming challenges and developing research skills; a PhD student demonstrates a willingness to seek advice and assistance when needed), interaction at meetings and sessions (regular research meetings and sessions facilitate effective communication and progress discussion; both parties are aware of their duties and responsibilities), shared development (both parties benefit from collaboration, developing their academic and professional skills; a supervisor contributes to the academic growth of the PhD student).

The faculty of the graduating department is a key entity in the formation of the culture of academic integrity for future PhDs. Each higher education institution independently regulates the requirements for the academic staff eligible to work with candidates pursuing the third level of education: 'Qualified academic staff with academic degrees and titles, possessing experience in conducting independent research, and engaging in academic activities within higher education, are involved in the program implementation. Staffing complies with the current Licensing Conditions for conducting educational

activities in higher education and is based on the following principles: correspondence of academic staff to the specialty; mandatory and periodic participation in internships and professional development for instructors; scholarly activity of academic staff; integration of internship and research results into the educational process. Professionals with practical, research, managerial, and innovation experience in the relevant field may be engaged in the educational process during its implementation' [7, c.11]

Due to such demands, ethical and virtuous subject-subject interaction between the future PhD and the faculty members of the department plays a crucial role in shaping a positive academic environment and contributes to the effective progression along the educational and research path. Here are several aspects of this relationship: mutual respect and openness (PhD student and faculty members demonstrate mutual respect for each other's professional and personal experiences; an open exchange of ideas and perspectives on scientific and educational matters is encouraged), integrity and faith (a PhD student works honestly and conscientiously, adhering to the norms of scientific ethics; faculty members provide adequate and constructive criticism, assisting the graduate student in refining their research work), academic support (department faculty members provide academic support in exploring new topics, research methodologies, and techniques; PhD student seeks guidance and consultations from faculty members on pertinent issues), participation in academic communities (faculty members facilitate the PhD student's participation in scientific events, conferences, and seminars; a PhD student actively engages in scientific groups and projects led by faculty members), commitment and adherence to deadlines (both a PhD student and faculty members adhere to established timelines and work schedules for the dissertation; diligent fulfillment of responsibilities and mutual understanding contribute to the successful completion of the research project), interaction in seminars and courses (regular interaction in seminars and courses promotes the exchange of research ideas and methodologies; faculty members may serve as research advisors or consultants for PhD students), professional growth support (faculty members encourage and support PhD students in the development of their scientific careers; a PhD student can participate in pedagogical projects to gain experience in teaching activities).

Moreover, the administrative-regulatory structure of the higher education institution is a system responsible for coordinating, managing, and executing administrative and regulatory functions within the educational institution. This structure encompasses various levels of management and is responsible for both internal and external aspects of the institution's activities. The rectorate serves as the supreme governing body, representing the institution to the public and defining the strategic directions of development. In accordance with the Regulations «On the Rectorate» of various higher

education institutions in Ukraine, the main functions of this body can be summarized as follows: organization of the educational process, scientific and organizational-educational work; ensuring compliance with state education standards; creating proper conditions for effective educational, scientific, and professional activities; international cooperation; activation of personnel, financial, and administrative-economic activities; regulation of the state of current student performance; consideration of appeals from students, postgraduates, doctoral students, academic and administrative staff of the institution, citizens, and resolution of other urgent issues of everyday academic life [8;9]. Therefore, the interaction between the university rectorate and future PhD is a crucial component of the higher education system aimed at developing research activities and shaping highly qualified researchers. Ethical and academic-integrity subject-subject relationship between a PhD student and the administrative-regulatory apparatus of the higher education institution can be characterized by a set of principles: mutual respect and open communication (PhD student and administrative staff demonstrate mutual respect for each other's roles and responsibilities; open communication fosters transparency and understanding of academic and administrative processes), integrity and honesty (PhD student conducts research and academic activities with integrity, adhering to ethical standards; administrative staff provide honest and constructive feedback, supporting the candidate's academic and professional development), academic support (administrative personnel offer support for academic initiatives, helping in navigating administrative procedures and requirements; PhD student seeks guidance and support from the administrative team for academic and procedural matters), clear understanding of roles and expectations (both parties clarify their roles, responsibilities, and expectations from the collaboration; administrative staff provide clear guidance on administrative processes, deadlines, and requirements), timely and efficient processes (administrative procedures related to PhD student's academic journey are conducted in a timely and efficient manner; PhD adheres to deadlines and fulfills administrative requirements promptly), professional development support (administrative staff contribute to the candidate's professional development by facilitating access to resources and opportunities; PhD candidate actively seeks and utilizes professional development opportunities provided by the administrative-regulatory apparatus), ethical handling of issues (ethical considerations guide the resolution of any issues or challenges that may arise; both parties engage in fair and transparent practices when addressing concerns or conflicts), feedback mechanisms (regular feedback mechanisms are established to evaluate the effectiveness of the collaboration; PhD student and administrative staff engage in constructive feedback exchanges for continuous improvement).

Conclusion and perspective. The future Doctor of Philosophy is characterized by a high level of research, interdisciplinary exploration, international exposure, pedagogical engagement, continuous professional growth, social commitment, and analytical thinking. Active participation in teaching, international experiences, and ongoing self-improvement is crucial. The ethical subject-subject relationship between a future PhD and a research supervisor includes mutual respect, honesty, mutual understanding of expectations, openness to thoughts and ideas, assistance and support, and interaction at meetings and sessions. The faculty plays a vital role in shaping academic integrity for future PhDs. The administrative-regulatory structure ensures coordination of administrative and regulatory functions. The interaction between the university rectorate and future PhDs involves an ethical subject-subject relationship between a PhD student and the administrative-regulatory apparatus, based on principles of mutual respect, honesty, academic support, clear understanding of roles and expectations, timely and efficient processes, professional development support, ethical issue resolution, and feedback mechanisms.

It is important to provide investigations in the field of forming academic integrity culture among future PhDs and the next vital step is to characterize axiology-friendly academic environment for forming future PhD's culture of academic integrity.

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АНОТАЦІЯ

Стаття презентує конвергентний суб'єкт-суб'єктний зв'язок у системі формування культури академічної доброчесності майбутніх докторів філософії у про-

цесі їхньої професійної підготовки. Майбутній доктор філософії характеризується високим дослідницьким рівнем, міждисциплінарним дослідженням, міжнародною експозицією, педагогічною участю, постійним професійним зростанням, соціальною відданістю та аналітичним мисленням. Взаємодія в навчанні, міжнародні досвіди та постійне самовдосконалення є вирішальними. Етичний і добродесний суб'єкт-суб'єктний зв'язок між майбутнім доктором філософії та науковим керівником включає в себе взаємну повагу, чесність, взаєморозуміння очікувань, відкритість для думок і ідей, допомогу та підтримку, а також взаємодію на зустрічах і сесіях. Факультет відіграє важливу роль у формуванні культури академічної добродесності для майбутніх докторів філософії у процесі їх професійної підготовки. Науково-педагогічний склад забезпечує відповідну кваліфікованість, участь у дослідженнях і дотримання ліцензійних умов. Етична взаємодія між майбутнім доктором філософії та факультетом включає в себе взаємну повагу і відкритість, чесність і довіру, академічну підтримку, участь у наукових спільнотах, дотримання термінів, взаємодію на семінарах та курсах, підтримку професійного зростання. Адміністративно-регулятивна структура відповідає за координацію адміністративних та регулятивних функцій. Взаємодія між ректоратом університету та майбутніми докторами філософії включає етичний суб'єкт-суб'єктний зв'язок між аспірантом та адміністративно-регулятивним апаратом у формуванні культури академічної добродесності майбутнього доктора філософії протягом його професійної підготовки, що базується на принципах взаємної поваги, чесності, академічної підтримки, чіткого розуміння ролей та очікувань, своєчасних та ефективних процесів, підтримки професійного розвитку, етичного врегулювання питань та механізмів зворотного зв'язку.

Ключові слова: культура академічної добродесності, доктор філософії, науковий керівник, академічний склад, педагогічна система, суб'єкт-суб'єктний компонент.