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(Tallinn, Estonia)**



**«KROK» University
(Kyiv, Ukraine)**

II International Conference

**«ACADEMIC INTEGRITY IN
PUBLIC ADMINISTRATION AND
EDUCATIONAL INSTITUTIONS»**

May 28, 2021

Tallinn

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(May 28, 2021)

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- 10:30 AM - **Osama Almarashdi,**
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- 10:40 AM - **Iryna Burlakova, Tetiana Kondes,**
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- 11:20 AM - **Khaled Khalaf Abed Rabbo Aldrou,**
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- 11:50 AM - **Yana Koval,**
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- 12:10 PM - **Iryna Mihus,**
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- 12:20 PM - **Nataliia Nakonechna,**
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- 12:30 PM - **Hatim Sidieg Mohamed Elguwiri**
12:40 PM RECOMMENDATIONS ON THE FORMATION OF QUALITY
MANAGEMENT SYSTEMS IN PHARMACEUTICAL ENTERPRISES IN
ORDER TO ENSURE INTERNATIONAL COMPETITIVENESS
- 12:40 PM **Liudmyla Sumbayeva**
12:50 PM IMPACT OF RATINGS ON COLLEGE COMPETITIVENESS
- 12:50 PM **Olksandra Liashenko**
01:00 PM ACADEMIC DISHONESTY AS A THREAT TO ECONOMIC SECURITY
- 01:00 PM - **Discussion of the conference results**
01:10 PM
- 01:10 PM - **Coffee Break**
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- 01:30 PM - **Workshop:**
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INTRODUCTION

Everyone knows that the educational environment sets requirements, rules, and procedures for conducting research and starting students. It is the stakeholders of the educational environment (the state, employers, parents, students) who determine how the learning process should be built and what competencies a student should possess after graduation. All stakeholders agree that the educational process must be built on the principle of academic integrity.

What is academic integrity?

The answer to this question was sought by the participants of the conference.

As it turned out, academic integrity is connected not only with issues of prevention of plagiarism in scientific works, but also with teaching at school, presentation of results of scientific works by researches, relations between teacher and student, state regulation of economic, educational and other relations.

The International Conference on Academic Integrity in Public Administration and Education (APA EI) is being held for the second time and is an annual place to discuss academic integrity.

As Chair of the International Conference on Academic integrity in public administration and educational institutions (APA EI) it is my great pleasure and honor to welcome you all to the first edition of our conference!

Kyiv-Tallinn, May 28, 2021

Iryna Mihus, APA EI'2021 Chair

Section 1

Academic Integrity in Public Administration

THE RIGHT TO PRIVATE COMMUNICATION USING TELECOMMUNICATION MEANS: NATIONAL AND INTERNATIONAL LEGAL ASPECTS OF PROTECTION

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Today's challenges dictate the need to strengthen the national and international legal mechanisms for the protection of personal data and the right to private communication. However, considered rights are not absolute. Legitimate restriction of guaranteed rights is possible, since these means of communication are a powerful tool in the investigation and disclosure of hard/very hard crimes, including transnational ones, especially considering the terrorist threats to Jordan and other countries. The possibility of restricting human rights, arising from the guarantees enshrined in the European Convention on Human Rights and consistently enshrined in the ECHR, demands from the state the least compulsory guarantee while interfering with the rights of individuals – to act “in accordance with the law”. Law protection of personal data and right to privacy are researched in the context of peculiarities of conducting investigative (search), secret investigative (search) and other procedural actions in criminal proceedings, which concern access to some telecommunication means (e.g., smart phones). Taking into account different functional purposes of technical means of telecommunication, access and collecting of evidence contained therein, should be carried out on a case- to-case basis, in a different procedural form, considering specifics of telecommunication technologies in each particular case.

Keywords: privacy; the secret of communication; telecommunication means; criminal proceedings; covert investigative (search) actions; due process; international law; smart phone.

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7. An exception to this is, for example, Viber and some others where information on the content of messages, sent

files, etc. is physically contained (stored) in the memory of a technical device itself since, as the company claims, information content of messages is deleted from the servers of the company as soon as a message is sent to an end user. See more about Viber's privacy and security policy. Available at: <https://www.viber.com/security> (accessed on September 30, 2018) On the protection of natural persons with regard to the processing of personal data by competent authorities for the purposes of prevention, investigation, detection or prosecution of criminal offences or the execution of criminal penalties, and the free movement of such data and repealing Council Framework Decision 2008/977/JHA: Directive (EU) 2016/680 of the European Parliament and of the Council, of 27 April 2016. Available at: <https://eur-lex.europa.eu/legalcontent/en/TXT/%3Furi%3DCELEX%253A32016L0680&prev=search> (accessed on February 5, 2019)

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LEGAL ASPECTS OF STATE REGULATION OF INVESTMENT ACTIVITY

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In the article the basic principles of state regulation of investment processes in country, and the stimulation prospects of attracting investment into the economy are analyzed. The purpose of the article is to develop specific measures to improve public policy on investment and increase investment in the economy. The author used system method of scientific research, as well as method of analysis and synthesis. A necessary condition for attracting a sufficient amount of investment is a high level of investment attractiveness, which is based on the legal framework of state regulation of investment activities and the stability of economic processes. The tendencies of investment policy at the present stage of development of the economy and developed measures to support domestic producers, the preservation and growth of social and economic potential of the regions, providing expanded reproduction, stabilization and support economic growth are studied. The use of investment partnerships as an implement of state policy that will allow to use available economic resources of the country efficiently is offered.

Keywords: state regulation; investment activity; investments; economic growth; investment partnership; investment policy.

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THE ROLE OF FINANCIAL CONTROL IN INTEGRITY IN THE DISTRIBUTION OF BUDGET FUNDS DEPENDING ON THE RESULTS OF SCIENTIFIC ACTIVITY OF HIGHER EDUCATION

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Ukraine is currently in a transformational state of transition from authoritarian methods of governance to methods based on the principles of the European path of democratic development. In the context of European integration and administrative reform in Ukraine, financial control, as an element of financial policy of the state, can not remain the same against the background of the general evolutionary movement of economic reforms, it is constantly in the process of development and improvement. Issues are raised not only regarding the optimization of the structure of certain state institutions, but also revise the mechanisms of organization of state administration and, in particular, the creation and implementation of an effective system of national control to improve its practicality and efficiency [1-3].

Under such conditions, the main purpose of state control is to create on the basis of the received information a certain basis for deep rethinking and adjustment of management processes by overcoming deviations due to the transformation in the management system. This provides a certain impetus that helps to increase the efficiency of the management staff. In this context, the mission of state control should be to find shortcomings and "bottlenecks" in management for the effective implementation of public policy. It is under such conditions that the question of finding ways to transform public financial control to improve it in modern realities, taking into account the experience of Western countries, becomes relevant.

Based on world experience and research results, a mechanism of financial control over the distribution of budget funds depending on the results of scientific activities of higher education institutions was proposed.

The proposed structure of the mechanism of financial control over the distribution of budget funds depending on the results of scientific activities of higher education institutions can be supplemented by other elements, depending on the specifics of the direction of research.

The tools for implementing the mechanism of financial control over the distribution of budget funds depending on the results of scientific activities of higher education institutions should include: financial control; state financial audit; IT audit, etc.

One of the specific forms of public financial control, the implementation of which is a requirement of time is IT audit, however, currently, the legislation does not regulate such an audit.

In the process of conducting an IT audit it is necessary to carry out:

- definition of the main criteria according to which the information will be checked;
- establishing sources of information for the formation of the data set;
- creation of a software product for processing the generated data set (by groups of support, specialty, etc.);
- processing of the obtained results and their comparison with the information provided by higher education institutions as a self-analysis.

Based on the submitted proposals, the State Audit Office may submit a proposal to reduce the budget funding of higher education institutions for the training of applicants both in individual specialties and in general.

The proposed measures to improve the mechanism of financial control over the distribution of budget funds depending on the results of scientific activities of higher education institutions will contribute to more effective funding of universities and increase the level of Ukrainian science.

Keywords: financial control; budgetary funds; mechanisms of public administration; scientific activity; higher education institutions; IT audit.

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RECOMMENDATIONS ON THE FORMATION OF QUALITY MANAGEMENT SYSTEMS IN PHARMACEUTICAL ENTERPRISES IN ORDER TO ENSURE INTERNATIONAL COMPETITIVENESS

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Nowadays, for any commercial production enterprise the most important factor determining its survival, efficient functioning and successful activity is competitiveness. Competitiveness of an enterprise is ensured by performance of complex works on development, production, sale and after-sale service of its goods (services) in a certain market segment, as well as by improvement of other elements of enterprise potential. Since companies compete in the markets through their goods, all this complex of works is aimed primarily at creating a superior quality of their goods in comparison with the goods of their competitors [4].

Ukraine's desire to integrate into European economic structures requires adoption of new development strategies, the implementation of which is dictated by market economy. Under such conditions, only those enterprises that have reliable suppliers, modern technologies, proper infrastructure and, most importantly, effective management system - those factors that ensure proper product quality and competitive advantages - will work effectively. Also against the background of fierce competition it becomes vital to focus on the continuous improvement of Quality Management System (hereinafter referred to as "the QMS") at all levels of activity [2, 3]. As the results of our study show, even today neither in Ukraine nor abroad there is still no generally accepted established methodology for the formation of QMS, adapted specifically for pharmaceutical companies. This issue is really acute [5, 7], and its existence is also confirmed by statistical data: out of 115 enterprises that had licenses for the production of drugs, as of December 2019, only 18 had their Quality Management Systems certified in international certification systems [1].

Studying the experience of those drug manufacturers that have begun work on the implementation of QMS in the last 10-15 years (PJSC "Farmak", JSC "FC "Darnitsa", Corporation "Arterium", LLC "FC "Health", JSC "SPC "Borschahovskyi CFP" and others), we have made certain conclusions, which, in our opinion, would be rational to base methodological recommendations on the formation of the QMS of the pharmaceutical industry:

1) the concept of "Quality Management System" in the enterprises of the pharmaceutical sector is often misunderstood and incorrectly applied. Speaking of "quality system" or "quality assurance system", we primarily understand the activities of analytical laboratories that perform incoming, production and final quality control. Modern views on the enterprise management system provide for the creation of a system oriented to the satisfaction of customer requirements and fulfillment of regulatory requirements of well-defined, interrelated and interacting processes with carefully controlled inputs and outputs, performed according to the

certain algorithms. In such a system, the risk of inconsistencies at any stage of product creation is minimized not only and not so much through the control measures, but through the careful planning, monitoring and continuous improvement of all processes at all levels of the enterprise. Understanding of this postulate allows to consider creation of enterprise process model as the first and the most important step of QMS development. This aspect is often not paid attention to, which makes it impossible to further create an effective QMS.

2) When forming the QMS of pharmaceutical manufacturers, a specially designed process structure, built in accordance with the requirements of ISO 9001, shall be oriented to the requirements of the GMR industry standard in respect of those activities that affect product quality (in particular, the processes of human resources, document management, ensuring appropriate infrastructure and operating environment, interaction with suppliers and customers, technology management, product quality control, etc.).

3) At the present stage of development of pharmaceutical industry, the QMS of pharmaceutical enterprises shall be considered as a single complex (system) of processes (which are most often classified into basic, managerial and support) with detailed documented definition of their relationships and interaction, establishing performance indicators and methods of their monitoring, conditions of analysis and “built-in” measures of continuous improvement through the permanently applied corrective and preventive actions. Each of the processes of this system shall be managed according to the modern principles of quality management and be fully consistent with the relevant requirements of the GMR, regulatory and legal requirements. One of the main conceptual issues in this direction is the creation of rational and standardized algorithm for performing all the activities described above. This issue has not yet been resolved and is current.

The importance of implementing the principles of quality management by the pharmaceutical manufacturers in combination with the implementation of industry standards is quite obvious. This provides a basis for achieving the proper quality of their products (both at the level of national, European and world standards), helps to overcome technical barriers in international trade and provides the opportunity for Ukrainian manufacturers to enter the markets of other countries [6].

Keywords: quality management systems; pharmaceutical enterprises; international competitiveness.

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ACADEMIC DISHONESTY AS A THREAT TO ECONOMIC SECURITY

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The economic progress of any country or region is always based on science. Science itself creates tools for technological, economic and social development, but in the context of violating the standards of academic integrity, this connection suffers significant losses. The social aspect of academic integrity is very important, but currently the economic aspect of academic integrity is at the forefront. For example, evidence can be found in this study of the usefulness of this statement [1].

The phenomenon of academic dishonesty is multifaceted and can therefore pose many threats. In addition to the devastating impact on academic quality and research quality, academic dishonesty extends far beyond universities. Public acceptance of the principles of academic integrity should be an example of positive change in public consciousness and an important step towards the systematic introduction of high standards of educational and research activities in educational institutions of Ukraine [2].

For example, "classic" ethical issues in academia in general and corruption in particular are a reflection of the wider social context and economic situation in the country. Philip Altbach rightly states: "There is a clear correlation between economic factors and corruption. Where academic institutions are in constant need of money and therefore actively recruit students, there is a growing likelihood of corruption. Teachers and administrators are looking for ways to compensate for appropriately inadequate wages, especially in societies where alternative employment opportunities are limited. Of course, not all underfunded institutions are corrupt, but institutions that are in constant poverty in societies that provide limited employment opportunities for highly educated professionals are more prone to the temptation of academic corruption"[3].

That is, the economic component of academic dishonesty is both a cause and a consequence of corruption in universities. First of all, this manifestation of academic dishonesty is a direct threat to the economic security of educational institutions. At the same time, this problem has long gone beyond the walls of universities and has become a kind of "economic weapon" that "fights" on the side of corruption on a macroeconomic scale.

Here are some more arguments: the dishonest behavior of university governing boards is, unfortunately, too common, even in countries with long-established commissions. For example, in the United States, an independent audit claimed that one board allowed the president and elected members of his senior team to receive overcompensation of \$ 3.9 million. At the same time cheating among students has reached unprecedented levels worldwide. Even top universities have raised the alarm: the 2012 Harvard cheating scandal; a significant increase in academic misconduct among Britain's Russell Group universities from 2014 to 2017; ongoing cheating

among student-athletes to enter or to stay at universities in the United States; unauthorized exam assignment sharing in Switzerland; contract cheating in Australia; and plagiarism in many Eastern European countries are just a few examples of a problem that is becoming harder to ignore.

It should be noted, however, that all of these cases of academic misconduct were caught and identified as such, so this might only be the tip of the iceberg – and the real situation might be dramatically worse.

The worldwide pandemic has cast a bright light on the inefficiencies in higher education and has created an environment that champions flexibility and innovation. There is investigate whether students did indeed cheat more during the COVID-19 pandemic when examined through online exams compared to on-site exams, and whether a shift in the mode of examination was also associated with elevated rates of further dishonest behaviors (e.g., more plagiarism, lying or bribing of university instructors for better grades) [4].

These are some of the key questions that the European University Association (EUA) reflected upon throughout 2020 in a major consultation process together with more than 100 experts and visionaries from its membership and a wide range of external stakeholders. The result is *Universities Without Walls: A vision for 2030*. It is a vision by the sector and for the sector, offering inspiration and guidance to university leaders and academic communities. It is a call to strengthen the role of universities in society and an invitation to all stakeholders to join forces for deeper and more impactful collaboration.

At the heart of this vision stand openness and engagement based on the academic core values of respect for knowledge and evidence, critical thinking and open debate, scientific rigor, integrity, and ethics, with academic freedom and institutional autonomy as essential components.

It should be recognized that the use of tools to promote academic integrity should not only increase confidence in education and science, but increase the economic security of universities and strengthen national economic security.

Keywords: academics; dishonesty; threats; economic security.

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Section 2.
**Academic integrity in higher
educational institutions as an
indicator of the internal quality
management system**

THE PROBLEMS FACING FINANCE IN THE ARAB COMMUNITY : ONLINE EDUCATION

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The evidence based study investigating the financing procedures in the higher education institutions in the Arab communities works to identify the challenges and constraints to the education financing. On the other hand, the evidence based study investigates the possible solution to the challenges and constraints that hinder educational development in the Arab nations. The study comes up with recommendations that help the Arab and the developing nations improve their education systems through different strategies. In the current world, there is a challenge due to the changes in technology that every nation is trying to adopt. The developed nations have successfully incorporated technology in their education systems, which has improved learning, especially during the current world COVID-19 pandemic. Online learning is safe and has played a significant role in curbing the spread of the virus. The Arab nations are also affected by the pandemic, which has resulted in changes in the education system resulting in increased dependence on technology. The Arab nations have a great income source since they produce the highest percentage of petroleum products in the world. However, these nations are associated with political instability and wars, which negatively influence education and technology. The key factors that influence the financing of education in the Arab world include brain drain, financial crises, increased wars and terrorism, deference between education outcomes and labour market, shortage of government resources, political instability and differences, poor private sector participation, reliance on policy learning and poor technological advancements. The Arab nations, however, need to consider the challenges mentioned above and constraints to ensure that the financing and budgeting sector prioritizes education systems. Collaboration with other nations and joining world education treaties will ensure education among the Arab nations.

Keywords: Higher education institutions; the Arab world; Sources of income in the Arab nations; Education financing; constraints; higher education; online learning.

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FORMATION OF PSYCHOLOGICAL RESOURCE POTENTIAL PERSONALITY AS A STRATEGY FOR COMBATING MANIFESTATIONS OF ACADEMIC DISHONESTY

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The 21st century has already been dubbed the century of anxiety and depression. Rapidly bursting into our lives in December last year, COVID-19 radically changed it in just a few months.

The threat of a virus, lack of control, uncertainty, social isolation, a change in the usual rhythm of life are ideal conditions for the development and intensification of anxiety and depression. At the same time, the pandemic has significantly disrupted the format of the educational process and exacerbated inequality.

Main risks:

- Stress and anxiety affecting concentration and learning
- Insufficiently developed digital and pedagogical knowledge and skills of university teachers for a full transition to distance and blended learning
- Deterioration in the quality of education due to a long period of university closures
- Inappropriate or unfavorable home learning environment
- Limited understanding or practice of current certification methodologies, exam grading
- Additional financial burden imposed on teachers (equipment, Internet access, data transmission) (1).

The time of isolation provided opportunities for changing the toolbox of pedagogy and transforming the student microclimate: new ways of teaching and learning, new channels of communication with students, new roles for teachers to increase the overall level of concern for the well-being of students in education.

The pandemic has created a situation of challenge to the entire education system and, above all, to the professionalism of teachers. Working in such new conditions is always fraught with its consequences, among which, first of all, the emergence of negative emotional states, a feeling worthless, mental pain, a sense of worthlessness, loneliness and stress, psycho-emotional fatigue.

Researchers have begun to pay closer attention to the link between academic misconduct and mental health although this remains an underdeveloped area of academic integrity research. The emergency transition to distance learning, as opposed to planned and designed such a format in advance, led to a decrease in social and emotional skills (5).

Students may experience high levels of anxiety associated with not knowing what is expected of them and fear of doing the wrong thing, stress caused by poor time management and poor planning skills to increase the resilience of their psychological resources in a timely manner. The combination of attitudes, perceived norms, and perceived behavioral control predicts intentions, and that intentions ultimately predict behavior.

Previous studies have shown an increase in student anxiety and stress during a pandemic, especially in matters relating to the academic integrity of unethical behavior and their socio-economic and psychological consequences (2, 3).

In order to solve the problem of the formation of a student's psychological resource capacity, it is necessary to educate the appropriate culture: physical - motion control; physiological - control of processes in the body; psychological - managing your feelings and inner state; intellectual - the management of thought and reflection.

Recommendations are given on the organization of social and emotional learning for the development of social and emotional skills, namely: motivation, goal setting, self-efficacy, self-management, stress management, teamwork, self-learning, social consciousness, problem assessment, responsible decision-making, reflection. Planning and development of cognitive and volitional functions, general health, self-control, development of models of planned behavior during such interruptions in learning is a non-trivial task (4).

These results are of practical importance, as they emphasize the need to implement programs directly aimed at supporting mental health, promoting psychosocial well-being, preventing mental health conditions in higher education, as a strategy for combating student and teacher abuse in education and science.

Keywords: psychological resource; potential personality; strategy for combating manifestations; academic dishonesty

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THE PROBLEM OF THE STUDENT'S PERSONAL SECURITY IN THE CONTEXT OF ACADEMIC INTEGRITY

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The need to analyze the philosophical and socio-cultural foundations of psychological security is due to the fact that its implementation will form not only general scientific statements about such a complex social phenomenon as security, and in particular the psychological security of the student, but also reveal its general properties, patterns of formation, development and operation.

The concept of "security" has long been used mainly in the framework of political philosophy, and priority was usually given to national security, rather than personal or public. Today, this issue is relevant for other sections of philosophical knowledge, as well as other areas of scientific understanding. It is important to find out whether there is a fundamental difference between the individual security of each individual and the security of the collective (security of the whole society, community, state, etc.) in the context of integrity.

Most of the work is devoted to identifying the most effective methods and means of solving practical problems, ie experts, thinking about security, talk about specific applied understandings of this term: national [1, p.182-183], educational [2, p.11-12], organizational [3, p.75], and other types of security. In particular, it has been proven that a psychologically safe organizational environment of a student in high school determines satisfaction with the content of education and future career, the experience of a sense of success. It is shown that the resources of human social support from the organization and the community, which are determined by the individual's need for belonging, are mediated by the psychological security of this environment.

In the scientific literature, the concept of security is usually interpreted differently:

1) safety as the absence of danger (based on the principle of dichotomy). The concepts of "security" and "danger" are dialectically interrelated characteristics of the conditions of objective reality, reflecting its contradictory aspects, and can be considered as socio-philosophical categories. But this approach does not take into account the contradictions of the object-subject sphere of human activity, which are the source of any development and change. Therefore, perhaps the postulate that the absence of danger is security, is not perfect and needs some clarification. There is simply no state in which the state, society or individual is not in danger;

2) security as a certain activity to ensure or prevent threats, dangers (activity approach related to the level of social production, due to which protective actions are created). This philosophy is focused on the value advantages of social practice (reality) and provides not only a certain level of awareness of the essential

contradictions of existence, but also a specific understanding of the ontological foundations of social reality;

3) security as a conscious need, value, interest related to goal setting, as a key value of the motivational sphere, represented in the individual and social consciousness.

All these definitions can be attributed to anthropological instrumentalism, in which security is associated with a certain historical practice of ensuring human life and existence. However, security as a socio-philosophical category can not be considered only in terms of security, as it is also a property of a particular system and the process of social activity.

Note that the knowledge of security is closely linked with the socio-historical conditions of existence, with the level of development of material and spiritual culture, with the prevailing interests and values in society, which determines not only the diversity of views that explain security, but also determines its ontological, epistemological and axiological features. The ontological aspect of security is that security, existing in the general structure of being, is in various forms, which are the optimal conditions of reality as such (being of nature, man, social and spiritual), in which dangers are minimized. The epistemological aspect of security is directly related to the peculiarities of its knowledge. Very important in terms of the subject of our study is a review of socio-philosophical heritage in the field of historical reflection on the problem of security of society and the individual. In the process of historical development, security was understood through sensory experience and through rational cognition. Accumulated knowledge of transformed in practical experience and reliable knowledge. Man and society are always striving to know the desired conditions for the complete absence of danger - absolute security, which is almost impossible, because the process of development of dangers as a result of human activity and objective changes in the world is endless. The axiological aspect of security emphasizes that security is in a number of universal values (such as goodness, truth, beauty), because it is important for many generations of people, despite the fact that in different eras its meaning and significance were understood differently. Security creates optimal conditions for maintaining a harmonious state of life and sustainable development of society. Thus, these aspects of security are closely related. Epistemological and axiological aspects form a holistic structure of the theoretical concept of security, the foundation of which is its ontological aspect.

The realities of modern times do not bring to the forefront generalized values, but the security and preservation of the lives of communities, groups, specific people, regardless of their political, economic and national differences. The issues of studying security, which characterizes the inner state of a person, his well-being, peace, stability, we are talking about psychological security, which is a manifestation of subjective security, are becoming increasingly important.

Thus, the use of the concept of "psychological security" as a separate scientific category does not have a long history, although it has become widespread in scientific works. Interest in the problems of psychological security is due to the

growing need for a systematic description of the phenomena of social reality, which is changing rapidly, and the need to solve practical problems of today in the context of integrity. In addition, the traditions of scientific description of the phenomena of reality and man himself are changing significantly - from the classical to the post-classical paradigm of scientific knowledge.

Keywords: personality; academic integrity; psychological security; student youth; higher education institutions.

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THE CONCEPT OF OPEN SCIENCE AND ACADEMIC INTEGRITY AS A JOINT TRAJECTION ON THE WAY TO THE POPULARIZATION OF SCIENCE

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Science plays a crucial role in modern society, and its promotion in electronic form is closely linked to the rise and development of the World Wide Web. Therefore, the Internet has become an important technical support for this process. However, there are problems with academic integrity in ensuring such openness, certain risks of violating the ethics of citations.

The network, on the one hand, has increased the availability, visibility and popularity of science and research. On the other hand, this increase has increased the citation and effectiveness of research that is reflected in journals or individual articles.

Now the popularization of science has taken an important step forward, as the Internet today acts as an effective means of improving public understanding of science. The network has made it possible to popularize science with the help of common search engines [1]. The Internet creates a link between professionals and the public, in other words, between science and common sense, simply by hyperlinking. At the same time, the risks of complying with the Code of Academic Integrity in citations increase.

Today, in innovative countries, there is a significant number of supporters of the concept of "open science" as a new approach to the scientific process, based on collaboration and new ways of disseminating knowledge through digital technologies and new tools for collaboration. This concept makes it possible to extend the principles of openness to the entire research cycle, promotes exchange and interaction in the early stages of research, while leading to a systematic change in the way science and research. In most positions, this positively contributes to the development of academic integrity, as immediately new research is assigned to their author.

Understanding the essence of "open science" is difficult, but one of its main characteristics is the sociological connotation, ie scientific knowledge is a product of social cooperation, and ownership belongs to the community. From an economic point of view, the scientific results obtained in the course of public research are a public good that everyone should be able to use for free [2]. But it is important to remember that this process involves the authorship of specific scientific observations.

One of the elements of "open science" is "open access", which allows to greatly promote science through the wide dissemination of scientific information. "Open access" is the basis of democratization and popularization of science, but the risks of non-compliance with academic integrity still exist [3]. "Open science" should become

a new strategy for legitimizing the basic values and ideas of scientific information, ie the legitimation of copyright in order to increase the conscious attitude to academic integrity.

Keywords: academic integrity; the concept of open science; popularization of science.

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THE VALUE OF SOCIAL VALUE IN THE DEVELOPMENT OF INTELLECTUAL CAPITAL HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF GLOBALIZATION OF THE EDUCATIONAL SERVICES MARKET

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In a real market economy, forms of development of intellectual capital, like all other types of capital, are concentrated and centralized through monopoly (paid access) to knowledge (education, technology) and, as a consequence, to slowing down the accumulation of knowledge, reducing the innovative development of society and the emergence of social inequality. However, unlike the industrial owner of intellectual production is interested in the registration of ownership rights not for the means of production, but for the monopoly production of an intellectual product, which protects the owner's right to monopoly profit (intellectual or technological rent). Ownership of the production of an intellectual production product with the transfer of ownership of it or its use deepens the monopoly of technological development and restricts innovation processes.

Such negative phenomena are hampered by state interference in economic processes through the creation of state-owned enterprises and institutions, in particular in the field of education and science, the pursuit of state policy on priority financing of educational and scientific institutions, as well as a set of governmental measures to support innovation activities to limit monopoly and increasing the level of competition in the market for education and innovation.

In the conditions of globalization and transition to the knowledge economy, one of the tasks of state regulation of the national educational sphere is to increase the level of competitiveness of higher education institutions and the quality of educational services, to create conditions for the formation of world-class universities among domestic institutions. Countries that do not promote their geo-economic interests, primarily through large modern economic structures, locked in national borders, actually give their "national sites" for the development of their large capital of the leading countries of the West. Therefore, the fundamental condition for the development of the intellectual capital of higher education institutions in Ukraine is the provision by the state and the academic community of its uniqueness (different from others) in globalization processes. Under this condition, globalization processes can no longer be seen as processes of absorption, but as processes of consolidation of civilizational achievements. Only disengagement and increasing decentralization can work in a new economy that is progressively decentralized and at the same time is seen as global and uniform.

In their history, higher education institutions have always fulfilled the social function of education and upbringing, to accumulate and retain knowledge for a limited part of society, due to the cost of educational services or the lack of public demand. Over the past century, the need for higher education professionals and the development of industry have made higher education institutions part of the market for educational and scientific services. But this only gave reason to talk about the development of financial and material capital of higher education institutions through the value appraisal of their property.

The nature of the functioning of intellectual capital, ie the collective (global) use of knowledge through the latest information technologies for the purpose of acquiring new knowledge and socio-economic development of society, suggests that the formation of intellectual capital of a certain institution of higher education begins with the emergence of public evaluation of its activities, with its value for society. The wider the boundaries of such a society (from the territorial community to the global community), the greater the level of influence of knowledge accumulated and produced by a particular institution, the higher their social value, the higher the level of development of their intellectual capital.

Social value of economic activity (as opposed to necessity) should be understood as a special, rare property that is associated with the achievement of values recognized by society (formalized in law). It has the greatest prospect of being embodied in the nonprofit sector. Thus, the budget financing of education and science (volumes of government procurement) is correlated with the consent of society to direct part of the state budget revenues to meet their needs in skilled specialists and in the development of scientific thought. While private financing depends on the economic decisions of individuals and entities, they are primarily aimed at obtaining their own economic benefits.

Keywords: value; social value; development; intellectual capital; higher education institutions; globalization; educational services market.

DISTANCE EDUCATION FOR LAW STUDENTS IN THE ARAB WORLD: TRENDS AND ISSUES

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Distance learning (DL) is a set of information technologies that ensure the delivery of the bulk of the material being studied, interactive interaction between law students and lecturers in the learning process, and providing law students with the opportunity to independently master the material being studied. Modern distance learning is based on the use of the following basic elements: distance courses, web pages and sites, e-mail, forums and blogs, chat and ICQ, tele and video conferencing, virtual classrooms.

Today, distance learning is firmly occupying its niche in the education market, and it is possible to clearly identify areas where it has confidently established itself as an alternative to traditional education. And for lecturers, this form is attractive in terms of self-education and advanced training. In the educational field, distance learning should continue to complement the traditional full-time learning option, and in most cases blended learning will remain the most appropriate, when some courses, depending on their specifics, are studied in a traditional way, while others are distance learning.

The purpose of this study is to show how e-learning is being developed in the Arab world and its relevance to the issues of general and higher education in the Arab countries. The study is based on the research materials conducted in Egypt, Saudi Arabia, Jordan, Algeria. Recognizing the existing realities in the world and expressing a positive attitude to distance learning, the authors of the works described in this review analyze the opportunities and benefits of distance education for law higher education in Arab countries. They mark the flexibility and convenience of distance learning, which allows geographically dispersed students and especially those who live in areas of military conflicts, continue their education, attend a course of lectures of a leading specialist in their professional field. Among the disadvantages of this form of education the authors drew attention to the lack of live communication between students and a lecturer, implementation of group projects, selectivity of students in relation to the asynchronous communication, low saturation of distance courses in terms of content and others. It is also about the barriers that arise during the development of this sphere of education: lack of strength of the infrastructure equipment, network connection speed, difficulty of preparation and development of educational programs for law students in their native language (Arabic) and others.

Keywords: distance learning; law students; Information and Computer Technology; distance learning benefits; problems in the practice of using ICT; barriers to the development of distance learning.

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HUMAN RESOURCES MANAGEMENT OF THE HIGHER EDUCATIONAL INSTITUTION

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In modern conditions for the educational institution the priority is to preserve and improve its own staff, which will develop in the future. Personnel security is an integral part of management to eliminate the risk of adverse effects of staff on the overall economic condition of the organization.

L. Cherchyk provides a definition: personnel security management is an integral part of the personnel management system of the enterprise, aimed at identifying, neutralizing and preventing risks and threats that, on the one hand, can be caused by personnel and lead to negative consequences for the enterprise; on the other – provide for the protection of workers, creating favorable conditions for work, meeting the needs and achieving development goals [5, p. 60].

Personnel security is influenced by factors of internal and external environments of the organization, we will characterize them. The factors of the internal environment influencing the economic security of the organization include: technology, system of work motivation, management style, personnel policy. The factors of the external environment influencing the economic security of the organization include: competitors, suppliers, consumers, regulatory authorities.

L. Cherchyk points out that the effectiveness of personnel security management is ensured by taking into account all aspects and areas of personnel management, which involves the implementation of the above functions in the personnel management system and the need for relevant knowledge, skills and abilities of personnel managers. Therefore, the issue of creating a personnel security management system is relevant and requires further study and development of practical recommendations, which determines the prospects for our further research [5, p. 60].

A. V. Semenchenko, having studied the factors that determine the features of personnel security management of organizations and strategic goals and priorities that reduce personnel security of a modern enterprise, argues that to ensure personnel security at the enterprise should be clearly defined structure and strategic approach to personnel security management. The use of theoretical aspects of personnel security management will avoid illegal actions by the staff of the organization [4, p. 236].

To determine the level of personnel security management of a higher education institution, it is necessary to develop a method of economic risk assessment.

I. A. Markina, O. M. Taran-Lala, Yu. O. Kasich points out that the assessment of the level of personnel security of the enterprise can be performed on the basis of calculating the degree of similarity of indicators of personnel security of the enterprise with reference values of indicators that depend on the purpose of

evaluation, financial opportunities, factors influencing the internal and external environment, etc. [3, p. 25].

The method of economic assessment of risks of personnel security is a system of parameters that characterize the state of personnel policy of higher education, the profit of which brings intellectual work and commercialized innovations of research and teaching staff.

V. V. Kovregin points out that the organizational management of economic security of the university can be carried out by a specialized financial and economic department, which combines the relevant departments, divisions, sectors, etc. Their main activity is implemented in the financial and economic sphere [1, p. 64].

The general procedure for diagnosing the economic security of the university consists of the following: a) a system of indicators, results, costs, certain quantitatively determined factors; b) systems of indicators that allow to compare the measured factors in order to obtain their specific values; c) systems of criteria for evaluation of indicators, which allow to determine their level for the analyzed period of time or for the long-term period; d) the criterion basis for comparing a particular indicator, which may be: a constant basis for comparison; variable base of comparison; similar base; average base of comparison; target base of comparison. The main requirement for the diagnosis of economic security of universities – staffing, innovation and information security [1, p. 64]

V. V. Kovregin emphasizes that in order to ensure individual and collective security of higher education it is necessary to implement the following measures: acquaintance with job descriptions that clearly define the rights and responsibilities of staff and contribute to the organization and order in the nature of its activities; physical protection of employees, property, through the use of access control in the building, technical means of surveillance and other means; raising the educational level of employees, periodic professional certification to assess their competence; promoting a healthy lifestyle; carrying out fire-fighting measures and anti-terrorist actions, improving the system of labor protection [2, p. 83].

Thus, the personnel security of the enterprise is a subsystem of economic security of higher education, which allows managers to achieve economic growth by creating safe working conditions, application of professional knowledge, commercialization of innovations, skills, work experience and spiritual abilities, talents of teaching staff.

Keywords: human resources; management; higher educational institution.

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MANAGEMENT OF ACADEMIC INTEGRITY IN HIGHER EDUCATIONAL INSTITUTION

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Today, the current problem is integrity in the field of scientific publications, innovations, research and development, and other areas of human intellectual work. Intellectual capital is the basis of educational and scientific independence of the country. The stumbling block to the development of skills of good honest and independent publication of scientific results in Ukraine is plagiarism, lack of independent review of compilations, dissemination of poor quality, non-compliance with the requirements of academic publications and more.

I. V. Kyrychok, T. B. Pavlenko emphasize that integrity applies to both students and teachers and administrative staff. The draft of the new framework Law of Ukraine "On Education" for the first time at the legislative level provides an interpretation of the term: "academic integrity" is a set of ethical principles and statutory rules that should guide participants in the educational process during teaching, learning and scientific (creative) activities in order to ensure confidence in learning outcomes and / or scientific (creative) achievements [2, p. 42].

Managers in education should closely monitor and control the quality of publications, the state of coverage of materials on the Internet, check the indexing and review, the rating of scientists.

The development of education and science is impossible without adherence to the standards and principles of academic integrity, it is an indicator of the development of society. Academic integrity is the moral core of academic culture. That is why explaining the basic principles of academic integrity to students and young scientists in the process of teaching, educational and scientific activities becomes one of the most important tasks. It is the young people who have high hopes for the establishment and dissemination of high ethical and moral ideals and appropriate standards of integrity in the process of learning and research [1; c. 3].

According to the law «On education» observance of academic integrity by pedagogical, scientific and pedagogical workers provides:

- links to sources of information in the case of the use of ideas, statements, information;
- compliance with the legislation on copyright and related rights;
- providing reliable information about research methods and results, sources of information used and own pedagogical (scientific-pedagogical, creative) activity;
- control over the observance of academic integrity by students;
- objective assessment of learning outcomes [3].

Academic integrity, as a category, characterizes the moral and ethical attitude to the educational and scientific process, based on legal principles. Its concept is based

on the principles of integrity in the relations that arise during the implementation of educational and scientific processes in higher education. The practice of introducing academic integrity has become widely used in foreign countries and is legally established for its implementation and observance in higher education institutions of Ukraine [5].

The academic community in the field of education should promote ideas, virtues, values in the search for truth and knowledge in the process of teaching, teaching, research and providing educational and advisory, teaching and research services on behalf of the administration of higher education. Integrity academic communities establish clear and transparent rules for the teaching and conduct of educational and scientific activities, implementing standards to maintain equity in relations between higher education seekers.

Education managers are recommended to develop and implement in higher education «Code of Academic Integrity», which should be developed in accordance with international rules of education, the Constitution of Ukraine, the laws of Ukraine «On Education», «On Higher Education», «On scientific and technical activities», Administrative and civil legislation of Ukraine, the Charter and internal regulations of the educational institution.

J. Tytska points out that the support of academic integrity should take place through the production of procedures that will promote transparent communication of members of the academic community at the institutional level. It is necessary to think not so much about punishment (punishment), but about the formation of conditions that would not require resorting to academic dishonesty. It is necessary to significantly limit (if possible minimize) the influence of the educational bureaucracy on the formation of procedures for ensuring and verifying the quality of higher education [4, p. 194].

Academic integrity is a set of ethical principles of pedagogical behavior, rules defined by copyright and related rights, which should guide participants in the educational process during training, teaching and research to improve the quality and reliability of the results. Academic integrity will contribute to the growth of the image of pedagogical work, the rating of the educational institution in the market of educational services.

Management of academic integrity in higher education is a system of measures and methods of influencing managers on teachers by improving the legal mechanisms for copyright and related rights to the results of intellectual creativity, ensuring the right of citizens to equal access to quality education, creating conditions for quality educational services. development of the latest educational programs, etc.

Thus, academic integrity is a legally certified consent of all participants in the educational process to adhere to the rules of ethical conduct, honesty, references to primary sources, respect for the opinion of opponents in the coverage of written works, protection of copyright on intellectual property. Ensuring academic integrity should be implemented through the use of electronic services to search for plagiarism, establish authorship, search for primary sources in scientific and

academic work, conducting educational work with research and teaching staff in educational institutions. Integrity is a necessary and important condition for the provision of quality educational services, there must be integrity on the part of both the teacher and the applicant.

Keywords: management; academic integrity; higher educational institution.

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MODERN CONDITIONS FOR THE EFFECTIVE IMPLEMENTATION OF THE PRINCIPLES OF ACADEMIC INTEGRITY

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Careless attitude to the publication of academic texts has become the norm in Ukrainian education. At the same time, there are two ways of formation and observance of this norm - conscious and unconscious behavior. Conscious behavior in non-compliance with the authorship of texts and results of scientific work is characterized by the use of the results of other scientists, groups, organizations and their presentation as their own, and the author understands that such activities violate copyright and principles of academic integrity.

Academic integrity is a set of ethical principles and rules defined by law, which should guide the participants of the educational process during training, teaching and conducting scientific (creative) activities in order to ensure confidence in learning outcomes and / or scientific (creative) achievements . In addition, the main task of the international educational community is to take responsibility for the protection of law and basic academic and ethical values to ensure the quality and appropriate learning outcomes [1].

In accordance with paragraph 4 of Article 42 the Law of Ukraine "On Education" violation of academic integrity is: academic plagiarism, self-plagiarism, falsification, write-off, deception, bribery, biased evaluation. It is worth noting that this law allowed to implement the principle of university autonomy in the Ukrainian realities and began to build a system to combat academic dishonesty at all levels. Its norms allowed to start building a system of counteraction to the further spread of academic plagiarism by a clear statement [1].

It should be noted that the legislation to date clearly outlines violations of academic integrity, consisting of eight points, any of these points is a violation, and a combination of violations is not described as excessive or malicious violation.

After all, according to each of the points comments are provided, which clearly demonstrate examples indicating the experience of different countries. But at the same time, virtually every comment draws the reader's attention to the fact that there are problematic, uncertain and clearly unresolved issues, including unintentional or incorrect use of sources.

Of course, we did not forget in the comments about the fundamental works that are the mastery of the basics, indisputable and well-known, so the more concepts and definitions, the more room for critics and wells for dishonest scientists. Despite the extensive description of the comments, we understand that the problem of plagiarism, which should not be confused with copyright, remains unresolved even at the legislative level, as there are no clear rules [2].

The Academic Integrity Project in Ukraine (SAIUP), administered by the American Councils for International Education and supported by the Department of Education and Science, has given a significant impetus to the formation of a new academic culture based on trust, honesty, transparency, real learning, and genuine research. Of Ukraine and the US Embassy in Ukraine. It helps to develop a set of procedures and tools adapted to the Ukrainian education system to prevent and combat academic dishonesty [3].

Academic integrity is not just about the quality of education - it directly affects how young people are educated in the country's higher education system, what values are instilled in their education.

Life and activities that do not meet the standards and traditions of academic integrity, significantly distort the educational environment, make it opaque and unable to withstand external pressures, limit the ability to defend their positions. Success on the way to overcoming these phenomena can be achieved only with an effective state youth policy. However, the effectiveness of this policy can be achieved only if the Ukrainian academic community establishes high moral and ethical principles and standards and creates effective mechanisms and procedures that can ensure their implementation [4].

Honesty, trust, justice, respect, responsibility and courage are the basis of the foundations of teaching and learning and the provision of educational services. Adhere to the main principles of academic integrity, have certain personal qualities and be sure to use a set of rules and regulations, ethical principles - the main goal of the academic community. According to these ideas, acceptable and unacceptable behavior in the academic environment is determined. Overcoming academic dishonesty first of all requires an appeal to human dignity, self-esteem and respect for others.

The higher the level of mutual respect, honesty and trust in the community, the better a person is able to solve their problems. Gradually, more and more people working in the field of education are convinced that positive changes in the country should begin with themselves, with their own workplace and attitude to the performance of their duties [5].

The problem of academic integrity is global, international. The adoption of laws at the state level is one of the bases for the promotion of academic integrity and requires constant improvement and coverage.

So, approaching world standards, we do not adopt everything, we neglect, or we just make mistakes. Of course, this could be attributed to another subdivision - deception, but a significant problem for the identification of self-plagiarism is the incorrect definition of "scientific result" in the current Law of Ukraine "On scientific and scientific-technical activities". As for the rest of the items, in my opinion, everything is simpler because there is no unintentional fabrication or write-off, no accidental falsification or bribery, erroneous deception or biased evaluation.

Keywords: academic integrity; principles; violations; legislation; norm.

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PROBLEMS OF EDUCATION AND INNOVATION

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Education is a determining factor in the formation of the intellectual potential of the individual, the stimulus of economic growth of the country, the welfare of the population and the prestige of the country on the world scene, which undoubtedly affects the national security of the country. Education should be seen as a weapon to strengthen national security, because the build-up of military capabilities can no longer guarantee the security of the country.

At a time when countries capture as a result of hybrid wars or economic methods, only a conscious, economically active, competitive population can create credible protection for the country, and qualitative education is needed for its formation. Issues of the essence and relevance of educational security to strengthen national security are in sight of both domestic and foreign scientists.

However, the essence of educational security, its threats and the degree of influence on national security is not fully understood. Therefore, the purpose of this study is to study the availability and nature of the relationship of education of the population and the level of national security of the country and its components.

The study analyzed the importance of education for strengthening the national security of the country as a whole and its functional components: political, economic, social, ecological, demographic, informational, spiritual, military. Evaluated threats that exist in the educational sphere and suggested ways to overcome them. The level and dynamics of educational security of Ukraine are analyzed, and with the help of statistical methods the link between educational and national security of the country has been established. It is confirmed that raising the level and quality of education increases the production of GDP per capita, decreases crime rate, etc.

Thus, the next step should be to develop a state policy and develop measures to improve the quality of education.

Keywords: education; security; national security; educational security; threat.

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THE ROLE OF BLOCKCHAIN TECHNOLOGY IN EDUCATIONAL MANAGEMENT

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In the conditions of rapid digitalization of the economy, more and more attention is paid to the study of this issue in education as well. Most universities are actively implementing elements of distance and online education, moving to electronic document management and digitalization of educational processes. Special attention began to be paid to the use of Blockchain technology in education management.

Blockchain is a system of recording information in a way that makes it difficult or impossible to change, hack, or cheat the system. A blockchain is essentially a digital ledger of transactions that is duplicated and distributed across the entire network of computer systems on the blockchain. Each block in the chain contains a number of transactions, and every time a new transaction occurs on the blockchain, a record of that transaction is added to every participant's ledger. The decentralised database managed by multiple participants is known as Distributed Ledger Technology (DLT). Blockchain is a type of DLT in which transactions are recorded with an immutable cryptographic signature called a hash [1].

An important stage in the integration of blockchain into the educational management system was the Blockchain in Education report [2], prepared at the end of 2017 by the Joint Research Center (JRC) on the instructions of the European Commission. The report analyzes the feasibility, problems, benefits and risks of using blockchain in schools and universities, and presents scenarios for using blockchain to solve current and future problems in the education sector.

The Hafiza Yumna, Muhammad Murad Khan, Maria Ikram & Sabahat Ilyas in «Use of Blockchain in Education: A Systematic Literature Review» have adopted a systematic literature review approach for the identification and the extraction of relevant information from the shortlisted studies. This study describes existing issues in three aspects physical, digital and financial. The results of the analysis shows that the manipulation risk, difficulty in verification and exchanging record between institutions are the major issues faced by the educational institutions [3].

The Preeti Bhaskar, Chandan Kumar Tiwari & Amit Joshi in «Blockchain in education management: present and future applications» have provided a systematic literature review on blockchain technology in education and offered a detailed understanding of the present scenario in terms of benefits, barriers, present blockchain technology application and future areas where blockchain technology can be implemented in the other fields of education [4].

Among the first blockchain-based systems, which moved from the prototype stage to commercial products, some refer to diplomas. These systems can be found,

for example, at MIT, UT Austin, and the University of Nicosia (Cyprus), where digital diplomas are being issued to students.

In management, the value of blockchain technologies is determined by the fact that it allows you to ensure absolute reliability in any relationship and type of human activity.

We believe that blockchain technologies in education should use only open sources of information, which will allow them to be used by all stakeholders. At the same time, it is necessary to comply with all the necessary rules for the protection of personal data provided by the laws of different countries. The combination of openness of information and protection of personal data is a major problem that currently faces the possibility of more active use of blockchain technology in education.

Thus, the possibility of using blockchain technologies in the management of educational institutions will bring them to a new level of functioning, which will improve the quality of the educational process and the level of knowledge of students.

Keywords: education; education management; blockchain technologies; blockchain technologies in education; diploma; financing; rating.

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THE INFLUENCE OF CORPORATE CULTURE ON THE ACADEMIC INTEGRITY OF AN EDUCATIONAL INSTITUTION

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In the modern system of education of Ukraine, along with the state owned institutions, there are higher privately owned education establishments. This fact may be explained with the priority development of the institution of private property, which determines the change of relations in the educational sphere.

Corporate culture of higher education institutions is characterized by distinctness, operating in a competitive environment and requirements of the modern labour market, which forms a fundamentally new type of relationship between education entities, both within a corporation and outside it; it is characterized by a unique combination of private interests and traditional pedagogical values.

New conditions for functioning of higher education institutions, in particular, the intensification of the process of entering the European educational area, necessitate changes in the organization and content of the educational and upbringing process, which with no proper adjustment of corporate culture can lead to the so-called "cultural gap", and the latter may result in a loss of values and achievements reached by the education institution.

To create a corporate culture, we offer appropriate training.

The purpose of the training program is psychological training of managers of privately owned education establishments for further participation of the former in the development of corporate culture of universities.

Tasks of the training program for managers are as follows:

1. assimilation of knowledge about the content, structure of the function of corporate culture in privately owned universities;
2. mastering methods of diagnostics and analysis of psychological features of corporate culture of privately owned education institutions and the factors influencing its formation;
3. formation of skills for developing corporate culture of privately owned education institutions.

In general the results of the molding experiment confirmed the effectiveness of the training developed by us and proved the possibility of its use for psychological training of managers to develop the organizational culture of a privately owned university.

The results of the molding experiment made it possible to draw the following conclusions:

1. Psychological training of managers with a purpose to develop corporate culture of a privately owned university should be carried out with the help of the training program "Corporate culture of a privately owned university";

2. By its structure, the training program consisted of three training sessions (training session I "Organizational culture as an important factor in ensuring the efficiency and development of the organization"; training session II "Corporate culture of privately owned education institutions"; training session III "Development of corporate culture of privately owned education institutions"). Each of the above, in its turn, contained the introductory and concluding parts and two modules. In addition, the program provided for *self-study* in a form of homework assignments;

3. The training includes the following active methods and forms of psychological training of the university managers such as mini-lectures; filling in worksheets; "Brainstorming"; group and open-ended discussions; situation analysis; painting; project implementation, psychological workshops, etc.

4. The comparative analysis of the results of diagnostic assessments before and after the molding experiment in the experimental and control groups made by the main indicators of organizational culture of a privately owned university showed the presence of statistically significant differences between the first and second assessments in the experimental group, which manifested themselves in the following, namely:

- Increasing the maturity level of organizational culture under the components of "communication" and "motivation and morality";
- The growth of average indicators of the maturity level of the "clan" type of culture;
- Increasing average indicators of the maturity level of "the person culture";

5. The analysis of additional criteria for assessing the effectiveness of the training (evaluation of the need and overall motivation of the experimental group participants to take part in the training; analysis of expectations of the experimental group participants; meeting expectations of the experimental group participants; evaluation of the effectiveness of the training by the experimental group participants (according to the content, forms and methods of activities and the overall score) also showed a positive result of the implementation of the training program for psychological training of managers of a privately owned university for the purposes of development of corporate culture.

The logic of presenting the material proposed by the author is as follows: a theoretical analysis of components of corporate culture, description of their value-based, behavioural and educational content, experimental confirmation of the role of culture as a core factor in the activity of an education institution, focus on development of key elements of the cultural complex. In other words, all of the above, in fact, shapes a strategy for developing corporate culture of a privately owned higher education institution.

The main points of this Strategy are as follows:

- ensuring the competitiveness of universities by forming staff readiness for changes, including introduction of innovative technologies in the educational process, introduction of new and meaningful update of existing specializations for trainings in accordance with the needs of the labour market, integration of education into the European educational area

- promoting the development of subcultures of corporations formed in separate units and teams, their integration into a new quality that is into the corporate culture of an education institution;
- combination of corporate and cultural values with deontological requirements of professional behaviour of students and teachers. Formation and development of stereotypes among students, in fact, of the corporate behaviour of a future specialist;
- gradual adding advantages of the entrepreneurial type of management to the liberal and democratic style of a university management;
- creation conditions for manifestation and realization of individual and creative qualities of university staff and students;
- preservation and increase of acquired material and spiritual corporate values. Directing a set of measures to form organizational and psychological stereotypes of thinking and behaviour of their participants;
- making strategic and tactical solutions in development of corporate culture human-centralized, meeting personal and individual needs of each subject of corporate culture as a condition for building their potential.

Keywords: corporate culture; academic integrity; educational institution.

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ARABIC UNIVERSITIES AND ACADEMIC INTEGRITY

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Individuals and institutions have different academic integrity in the Arab world. But what is certain is that there is a deep and comprehensive integrity crisis in most Arab institutions. Although talk about corruption in these institutions is almost a daily increase in the conversations of their employees, the picture of the actual reality may be much darker. Several years ago, I got acquainted with part of this bleak picture while preparing a comprehensive report on the reality of scientific research in the humanities in the Arab world at the request of one of the Arab institutions. The report concluded at the time that the lack of integrity posed a formidable challenge to the future of research institutions. I am confident that any honest, comprehensive study of the state of integrity in the Arab world will be shocking in a shocking way. I hope that a team of researchers from different Arab countries will be able to prepare such a study, examine the forms of violation of academic integrity at the level of individuals and institutions, document them, and analyze their causes so that this invasive cancer does not eliminate any hope for reform (Majed , 2017).

But the matter is not as simple as that in the Arab world. Because revealing corruption often doesn't go unpunished. The matter reaches its extent when the institution punishes those who expose and expose corruption, not the corruptors themselves, to be in front of a common embodiment of the paradox of academic integrity. It is an illogical paradox, but it can be explained.

Some institutions seek to prevent academic corruption from being exposed; For many reasons, including fear for its reputation, or concern for maintaining the status quo, or concern about the consequences of confronting the corrupt, or others. As a result, many institutions choose to sacrifice the "troublesome" elements that fight corruption in favour of maintaining the status quo and avoiding any scandals or chaos. The success of the institution in this case is measured by its ability to impose "silence" on its workers, and to accept the fait accompli. Hence, people think a lot about resisting any violation of academic integrity, because they realize that punishment may be directed towards them, while violators get away with their crimes without being held accountable (Majed , 2017).

Naturally, some Arab universities support academic integrity, as example; the Solomon Olayan College of Business's hosting of Professor Donald McCabe, Professor of Management and Global Commerce at Rutgers University, and Chairman and Founder of the Center for Academic Integrity to deliver a seminar entitled "Promoting Academic Integrity" is conclusive evidence of the importance of this topic in academia. Donald McCabe, founding president of the Center for Academic Integrity, notes that "promoting academic integrity is a worldwide concern."

Among his most important practical commandments in this regard: Encouraging dialogue, as he advised its importance, saying: “Sit with your students. You cannot impose honesty on them, but their willingness to listen will help. ”

The interest of many Arab universities is increasing in spreading awareness of the importance of academic integrity due to its impact on the decrease in the rates of violations and breaches. As example: The Office of Academic Integrity at Abu Dhabi University (according to the testimony of many bodies) has recorded record rates according to international standards. The academy in the two branches of the university in Abu Dhabi and Al Ain significantly, as the rate of violations decreased from 334 violations in the academic year 2009-2010 to 29 violations in the academic year 2019-2020.

The coronavirus pandemic put immense, sudden pressure on remote learning. Although it is still a challenge to ensure academic integrity in online classrooms, the future of remote learning is hopeful. In this chaotic period in education, e-learning and edtech solutions are going to be very helpful.

But e-learning isn't the be-all and end-all of online instruction. E-learning tools are meant to help educators, not replace them. Teachers should support students by teaching them how to use e-learning technology and using learning platforms that integrate formative assessments. Teachers are the leaders of the learning process. Student success begins with them and the classroom culture they create.

The mission of e-learning solutions is to make the teaching/learning process easier for everyone. Remote education doesn't have to be a stumbling block as e-learning technology enhances the virtual learning experience. With the help of these tools, instructors can easily streamline the assessment-feedback cycle, share resources, provide accommodations and modifications, and deliver secure assessments.

A vast database of internet, academic, and student paper content ensures reliable results when checking student work for similarity with other academic materials. Time-saving formative feedback and grading tools help students cultivate writing excellence, build critical thinking skills for university and career readiness. Teachers can also easily check assignments to identify plagiarism. This tool helps build a culture of academic integrity in the remote classroom by educating students to submit authentic work.

Strategies to uphold academic integrity remotely. There are several obstacles to upholding academic integrity in remote classes: the inability to see what students are doing, the difficulty in guiding them through the research process, and the lack of personal interaction that builds trust and positive class culture. However, educators have many solutions can do to overcome these hurdles:

- Teaching the key values of integrity and referring to them throughout the year, especially during/around the assessment period.
- Teaching students proper citation rules.
- Providing students with strategies and tools to help them avoid unintentional plagiarism.

- Teaching strategies for thinking critically about the credibility of online sources.
- Clearly communicating assignment expectations.
- Designing formative assessments that are fair, varied, and rigorous.
- Providing actionable, formative feedback throughout the assignment writing process.

Keywords: writing process; university; on-line learning; researcher; corruption; **academic integrity.**

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Section 3.

The impact of academic integrity on the internal quality system in schools and colleges

IMPACT OF RATINGS ON COLLEGE COMPETITIVENESS

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Ukraine's transition to a market economy has affected all spheres of activity, including the development of the education system. Today's conditions require the heads of educational institutions to build a concept of development taking into account all the challenges of time and create all conditions to ensure competitive capacity in the educational services market. Education becomes a product that must be successfully sold, meeting the needs of all participants in the process and the demand for skilled workers.

In many works of researchers, the basic principles of forming market relations are cited by the English economist F. Hayek, who noted that "societies that rely on competition are more successful than others achieve their goal." That is why it is so important at the time of developing a high-quality national education system to develop healthy competition between educational institutions.

Competition is an economic struggle, a rivalry between individual manufacturers of products, works of services to satisfy their interests related to the sale of these products, the performance of works, the provision of services to the same consumers [1]. The presence of a large number of institutions of professional pre-higher education, which offer their services to the same category of consumers, undoubtedly make them competitors in the market. At the same time, it does not matter what form of ownership they belong to, since the issue of financing has almost one formula – the number of applicants affects the budget of an educational institution.

A. Litkevych notes that "it is possible to consider the competitive advantages of the organization in the educational services market as a factor that simultaneously indicates the resolution of existing requests of society, society needs and high quality and innovation of the services offered" [2].

The presence of healthy competition encourages the administration of educational institutions not to be satisfied with the achievements achieved, to look for innovative ways of development, to explore demand, to study challenges and anticipate threats, maneuver, to ensure sustainable development. And here it is important to have mechanisms that would help quality management and management.

One of such mechanisms for college leaders can be the rating of institutions of professional pre-higher education, which will help to effectively solve managerial problems, timely make decisions on the functioning of educational institutions as objects of management.

Assessment of the activities of educational institutions in Ukraine is little studied. If we talk about higher education institutions, then there are still certain ratings such as "Consolidated rating of higher education institutions of Ukraine Information resource "Education.ua", "Academic rating of universities of the Center

for International Projects "Euro education", "Top educational institutions according to employers' estimates". As for the institutions of professional pre-higher education, neither the tool nor the methodology of evaluation has been created to date. The exception is the "Webometric rating of Ukrainian institutions of vocational (vocational) education", which concerns exclusively the evaluation of websites of educational institutions.

The relevance of the issue of creating such a rating is confirmed by the results of the study of the opinion of students, their parents (which is important, since we are talking about entrants on the basis of basic secondary education, for whom the opinion of parents is one of the important factors in choosing a future place of study), employees of the system of professional pre-higher education and employers.

788 applicants from 14 regions of Ukraine and the city of Kyiv took part in the survey. 66.9% of the polled said that they consider it necessary to create such a rating. At the same time, they brought to the first places in the criteria international cooperation of the educational institution, assessment by graduates of the quality of education, practice orientation of curricula, the presence of various forms of education (full-time, part-time, distance, dual, etc.).

383 completed questionnaires came from parents of educational applicants studying at the Professional College of universities "University of Economics and Law "KROK", of which 79.4% said they were interested in the ratings of educational institutions, and 88% are convinced of the need to create a rating for institutions of professional pre-higher education. It is interesting that the priority criteria coincide with those noted by the applicants: international cooperation of the educational institution, practice-oriented curricula. Two more points were added – involving employers in the process of periodically reviewing the educational and professional program as partners and the availability of agreements on practice bases.

254 teachers passed the survey from employees of professional pre-higher education institutions. 87.4% of them said they were interested in the ratings conducted among educational institutions, and 78.7% agreed with the opinion on the prospects of creating a rating of institutions of professional pre-higher education. Again, there are coincidences with the results from the applicants of education and their parents: in the first place is the practice orientation of curricula, in the second place - the presence of various forms of education (full-time, part-time, distance, dual, etc.). Pedagogical staff in the top four also gave an assessment of the quality of education of graduates by employers and assessment by graduates of the quality of education.

As for employers, 89 participants from 16 areas of activity took part in the survey. The most active were partners who represented the sphere of Entrepreneurship. 57% of the polled said they were interested in the ratings of educational institutions, and 54% indicated their interest in creating a rating of institutions of professional pre-higher education. If we talk about the opinion of employers regarding the rating criteria, then 77 (86.5%) preferred the same practice-oriented curricula as previous categories of study participants. In second place, they

put the formation of soft skills ("soft skills" such as interpersonal skills, integrity, flexibility, ability to communicate, responsibility, teamwork) through the implementation of informal education – 66 (74.2%) out of 89 participants.

These surveys confirm the opinion on the relevance of the issue of creating a rating of institutions of professional pre-higher education, since the analysis of activities, the desire to take a worthy place in the ranking will help the heads of educational institutions to determine the risk zones, to form the necessary services in accordance with the needs of the market, and therefore to find the consumer of the services provided, which will help to remain competitive in the educational services market.

Keywords: ratings; college; competitiveness; academic integrity.

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