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ДОСЛІДЖЕННЯ ПРОБЛЕМ МОЛОДІ ТА ОСВІТИ

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THE MAIN FORMS OF ACADEMIC CHEATING IN EDUCATIONAL PRACTICES OF UKRAINIAN STUDENTS

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The article is devoted to appearance causes and prevalence level analysis of a "crib" as a form of academic dishonesty, the degree and peculiarities of its distribution in the Ukrainian higher education. The phenomenon of academic culture of students as a multicomponent phenomenon is described, which contains various types of formal and informal practices, educational and scientific activities are the major of them. The understanding of the academic culture of the students as an indicator of the state of the higher education system of Ukraine is substantiated. It allows to analyze the educational process in the general context of academic integrity (decency), that is a central element and a peculiar foundation for the academic culture and all its subjects. The historical experience of student use some forms of academic cheating is described. The impact of academic dishonesty on the quality, efficiency, and competitiveness of the entire education system is analyzed. The causes of widespread practice of cheating and using of cribs are described according to sociological researches "Academic Culture of Ukrainian Students: The Main Factors of Formation and Development", "Ukrainian Higher Education Reforms in the Assessments of the Participants of the Educational Process" and the All-Ukrainian Monitoring Survey "Ukrainian Teachers and the Learning Environment (TALIS)". It is determined that the origins of the practice of academic cheating originate in secondary school. Despite the fact that writing-off is perceived by all subjects of the educational process as a deviation from the norms of academic culture, but in the Ukrainian educational space, it is customary everyday practice and one of the components of learning. It is concluded that determining the factors that influence the positive attitude of students towards writing-off, will allow us to understand ways to overcome this problem and will provide an opportunity to identify productive quality sanction measures against violators of academic integrity. The most important, it will change the attitude of students and all subjects of academic culture to the violation of the norms of academic integrity.

Keywords: academic culture, academic practices, academic integrity, academic cheating, cribs.

Стаття присвячена аналізу причин появи та ступеню поширеності такої форми академічної недоброчесності, як «шпаргалка», ступеню та особливостей її поширення у вітчизняних вишах. Описано феномен академічної культури студентства як багатокomпонентне явище, яке містить в собі різні типи формальних і неформальних практик, основними з яких є навчальна та наукова діяльність. Обґрунтовано розуміння академічної культури студентства як показника стану системи вищої освіти України, що дозволяє проаналізувати освітній процес у загальному контексті академічної доброчесності, яка є центральним елементом та своєрідним фундаментом академічної культури всіх її суб'єктів. Описано історичний досвід використання студентами деяких форм академічного шахрайства. Проаналізовано вплив академічної недоброчесності на якість, ефективність, а також конкурентоспроможність всієї системи освіти. За даними соціологічних досліджень «Академічна культура українського студентства: основні чинники формування та розвитку», «Реформи вищої школи України в оцінках учасників освітнього процесу» та Всеукраїнського моніторингового опитування «Українські вчителі та навчальне середовище (TALIS)» схарактеризовано причини поширення практики списування та застосування шпаргалок. Визначено, що витoki практик академічного шахрайства беруть свій початок ще в середній школі. Попри те, що списування сприймається всіма суб'єктами навчального процесу як відхилення від норм академічної культури, у вітчизняному освітньому просторі воно є її узвичаєною повсякденною практикою та одним із компонентів навчання. Зроблено висновок, що визначення чинників, які впливають на позитивне ставлення студентів до списування, дозволить зрозуміти шляхи подолання цієї проблеми та дасть можливість визначити продуктивні якісні санкційні заходи щодо порушників академічної доброчесності та, що є найважливішим, змінить ставлення як студентів, так і всіх суб'єктів академічної культури в цілому до порушення норм академічної чесності.

Ключові слова: академічна культура, навчальні практики, академічна доброчесність, академічне шахрайство, шпаргалки.

The academic culture is considered in current scientific discourse from different points of view: on one side, in its relation with organizational culture in the conditions of globalization, on other side, the mission of higher education overall in a modern information society. The understanding of the processes which are taking place within the framework of cultural and educational, scientific and technical spheres is impossible without studying academic culture as one of the components of a social institution higher education. In a wide context academic culture combines science, culture and knowledge, i.e. the educational process. The mechanisms of its emergence are determined by the specific historical and socio-cultural situation at a certain stage of development of society. The social phenomena that can be described by the concept of "academic culture" go beyond the social educational institution, but the development of its basic principles and reproduction are connected with the university environment and higher education. The phenomenon of academic culture is a social phenomenon that is formed in the process of obtaining education and scientific activity.

The academic culture of students is formed in process of realizing such values as institutional autonomy, academic freedom and unity of education and research. The academic culture is an indicator of students of higher education in Ukraine. It is a multicomponent phenomenon, which includes all types of formal and informal practices; the main of them are educational and scientific activities. The educational practices are the main indicator of the condition of higher education. This approach allows us to analyze the educational process in the general context of academic integrity, which is a central element and a peculiar foundation for the academic culture of all its subjects.

In Section 42 of the Law of Ukraine "On Education" academic integrity is defined as a complex of ethical principles and statutory rules that should guide the participants of the educational process during learning, teaching and conducting scientific (creative) activities in order to ensure trust in learning outcomes and/or scientific (creative) achievements (Стаття 42 Закон України «Про освіту», 2017). As stated in the law further, academic integrity is called to struggle such phenomena as plagiarism, fabrication and falsification of scientific research, cheating, bribery. All listed types of informal practices are to some extent in the academic environment and have been termed "academic dishonesty", which includes dishonest practices or actions prohibited by university rules relating to educational activities and are carried out by students in order to achieve an unfair advantage in learning (Стаття 42 Закон України «Про освіту», 2017). Behavioral practices such as plagiarism, falsification, fraud, providing information for money, professional misconduct (making corrections to the students' works), cheating, using cribs, corruption acts is part of everyday life of higher education institutions. Each of the above phenomena deserves a scientific, first of all, sociological analysis. Necessity of which is due to the lack of scientific research in this direction. Although academic culture is in the focus of scientific research in recent years (V. Astakhova (Астахова, 2013), V. Bakirov (Бакіров, 2012), V. Romakin (Ромакин, 2010), G. Khoruzhyu (Хоружий, 2012) etc.), but some of its manifestations are not investigated sufficiently. The urgency of the theoretical and, above all, empirical analysis of the identified problem explains the relevance of our appeal to issues related specifically to the problem of the use of cribs and their varieties. The purpose of this article is to analyze the reasons for the appearance and distribution of such a kind of academic dishonesty as a "cheat sheet", the degree and peculiarities of its dissemination in the Ukrainian higher education and the search for measures to weaken its manifestations.

The history of the cribs using takes its origins from the time of medieval China. According to research, during the Sui dynasty, it was "invented" state examinations, called "kejju", that were in essence written test of qualification knowledge and skills. Such exams, with their successful compilation, made it possible for a person from any social class to hold a public office. Competition on such events was very high, which led to the fact that cheating during their drawing was massive. Those who have been subjected to such tests tried to secretly bring the "notes" to the exam or even send a hired "intellectual" instead of themselves. The spreading of such behavior of the applicants led examiners to apply increasingly stringent sanctions against those who took the exam up to the imposition of the death penalty for cheaters. In the medieval Europe, when the examination system becomes a key element of the educational system, the practice of secret censorship is further disseminated among students. And now in the European academic space despite the proliferation of sanctions aimed at preventing deception in the educational process, students are practicing cheating (Латова та Латов, 2007)

In the times of the USSR, the practice of writing cribs was almost "institutionalized", there were fixed forms that have been used until now. So, for example, such a form of crib, which was called "bomb", is based on the full content of the answer to the questions on the exam paper. Interesting that the "bombs" were often written in the group, that is, the questions were distributed among groupmates / classmates, and then during the exam they were redistributed among those who were examined in accordance with the received tickets. Often, "bombs" passed "legacy" senior courses to the junior. Especially this practice was actively used in dormitories. Students of natural specialties often resort to writing formulas directly on their own body under the clothes. Mentioned varieties of such informal academic practices have not only survived until our times, but they have become widespread and have undergone changes under the influence of technological progress. With the advent of photocopiers, the practice of writing "bombs" somewhat transformed, but did not disappear. The distribution of

copies of text notes and book pages became widespread. The writing of so-called "bombs" has survived until our times, with the advent of gadgets, the spread of the practice of using phones, smart watches and wireless headphones during the examinations. Appearing under the conditions of the Soviet higher school, the practice of fraud is unfortunately reproduced by each generation and becomes one of the common elements of student everyday life.

The problem of writing off is one of the most pressing problems as evidenced by studies in the field of cheating in the educational process. The scientific study of this problem began in the 1930s. The problem of writing off is widely presented in the context of economic and sociological analysis of deviance and offenses (McCabe, Trevino & Butterfield, 2001)

According to the findings of these issues, widespread unfair behavior in universities dangerous primarily because of the high probability of further negative consequences especially jeopardizes the quality, efficiency and competitiveness of the entire education system. Violation of academic honesty begins with the moment when the student realizes his illegal actions, but nonetheless carries them out. The reason for this is a number of reasons that can be classified both in terms of level (objective and subjective) and in terms of content (socio-economic, socio-psychological, cultural-educational, organizational, managerial, and information technology); all these causes complement each other and function systematically (Фініков, 2016).

Domestic experience in studying the problems of violating the norms of academic honesty is at the initial stage of development. It is possible to say that studies in the field of academic field are becoming a trend and attract more and more attention of scientists (E. Golovaha (Головаха, 2017), Y. Kalinovsky (Калиновський, 2012), O. Kovalchuk (Ковальчук, 2017), L. Potaryuk (Потапук, 2017), O. Stechko (Стеченко, 2016), T. Finikov (Фініков, 2016), O. Tsokur (Цокур, 2009), etc.). Such studies analyze the problem of academic fraud in general and consider writing as one of its manifestations. In our view, exploring the phenomenon of writing off and using cribs during the training will allow to adjust the level of academic culture at the university and bring it closer to European values.

The empirical basis of this publication is the results of sociological research "Academic Culture of Ukrainian Students: The Main Factors of Formation and Development" (1928 students and 374 lecturers in 25 higher educational institutions of Ukraine were interviewed, 8 focus group interviews with students in different regions of Ukraine) and "Reforms of higher Schools of Ukraine in assessments of educational process participants" (32 focused group interviews with students and lecturers in different cities of Ukraine).

In the context of this article, we were interested in the students' answers to the violations of the standards of academic integrity, namely, the factors and peculiarities had such a phenomenon.

The examination session is a "catalyst" for different forms of academic dishonesty, and almost one third of respondents in one way or another violate the norms of academic integrity. The most popular practice, as noted by 65% of respondents, is the preparation of cribs, "bombs" based on lecture or other material provided by a teacher or founded on the Internet. Also, according to research data, students use electronic notes in the phone and cribs provided by senior students. Within the framework of Ukrainian academic culture, according to the results of the study, the most common and traditional practice of writing off, is the use of cribs, the writing of which, in the opinion of the vast majority of students, is one of the basic practices for preparing for the tests and examinations. As a "protection" and the justification for applying such forms of academic dishonesty is the students' opinion that handwritten cheat sheets that are personally prepared using the abstract, the textbook, rarely – information from the Internet, allow to better memorize the material.

According to the results of the study, the main factors of academic dishonesty are the need to take the exam and get an assessment in any way, simplifying the process of preparing for the exam by writing cheat sheets and, even, for maintaining and stabilizing the psychological state during its compilation.

As the results show, some teachers support the practice of writing cribs and writing off as such. But legitimacy concerns only traditional forms of writing using handwritten cribs, the use of gadgets is strictly prohibited. The attitude towards handwritten cribs is more loyal, because they are a confirmation of a student's degree for a teacher. It is even possible to talk about the presence of a certain "student-teacher" game, which in its essence reminds children's catching up game.

In order to understand the causes of the spread of the practice of writing and using cribs, one must understand that there are grounds for the emergence of this phenomenon. Despite the fact that writing off is perceived by all participants of the educational process as a deviation from the norms of academic culture, in the domestic educational space, it is its customary everyday practice. According to students, writing is one of the compulsory components of learning. The origins of such an attitude begin at the secondary school. Studies of academic integrity in high school are singular. But now there is an urgent need to determine the reasons that encourage pupils – future students to go for cheating and cheating when writing control and exam papers and performing external testing. Thus, according to the All-Ukrainian Monitoring Survey "Ukrainian Teachers and the Educational Environment" among directors and teachers of secondary schools conducted under the TALIS methodology, in March-May 2017, a schoolchildren's problem is a massive problem in Ukraine of 36.6% of teachers. Interesting data was received by the researchers of the Faculty of Psychology of the V.N. Karazin

Kharkiv National University. According to the results of the survey, which included pupils of the eleventh grades of the Kharkiv Gymnasium №12 and Kharkiv Educational Complex № 45 «Academic Gymnasium» – only 101 pupils (Яновська, Туренко & Шаповал, 2017). One of the tasks of which was to determine the distribution of correspondents on the subjective level of academic honesty. Among the respondents, 54% believe that they have a high level of academic integrity, 34.6% are average and 10.7% are low. The high estimation of own academic integrity of senior pupils contrasts with the data on the cases of academic dishonesty, which was determined by the results of the questionnaire. 62.4% of respondents admit that they use unfair forms of behavior in education 3-5 times a month, actually they violate academic integrity. A fairly low percentage of respondents (2.4%) have never used dishonest behavioral patterns in their studies. Students recognize the most common form of academic dysfunctional abstraction (43.2%) and the use of control and examinations of prohibited materials and technical means (41.3%). Interesting are the results of the reasons that lead to the display of dishonest conduct of high school students. The most widespread explanation is the desire to support the mates who are asked to write off (23.5%), the desire for a higher rating (20.5%) and lack of interest in the discipline (19.2%).

The practical writing off skills, formed during high school education, are also stored in higher education. The focus only on getting a high grade at school is transformed into students in pursuit of a scholarship and encourages unfair actions in the learning process. The main role here is played by the motivation factor for learning.

Thus, the analysis of the conducted researches, during which the questions of the prevalence of forms of academic dishonesty in the process of realization of educational practices were studied, gives grounds to say that unfair behavior is of considerable scale and deeply rooted in the national academic culture of students. The most common practice of violating the standards of academic honesty is to write off, so the preparation and use of cribs has become a tradition for students. Modern forms of violation of the rules of academic honesty were formed within the framework of the Soviet higher school, and were reproduced by all generations of students. Using cribs is an element of student's everyday life, it has deeply rooted in the public consciousness, reflected in folklore and products of mass culture. The understanding the sources of the phenomenon of writing will allow to minimize its negative impact on the national academic culture of students thereby improving the quality of education. The first major steps taken at the national level, in particular the adoption of the Law "On Education" and the implementation of the SAIUP Project for Promoting Academic Integrity in Ukraine (Strengthening Academic Integrity in Ukraine Project, 2018), the introduction of an anti-plagiarism system into the everyday life of the universities undoubtedly help to change the educational system for the better, but such measures are not aimed at eradicating writing in a student environment. Determining the factors influencing the positive attitude of students to writing, will allow to understand ways to overcome this problem, will allow to determine productive qualitative sanction measures against violators of academic integrity, which is the most important, will change the attitude of both students and society as a whole to violation of the norms of academic honesty. These changes at the micro level will be the impetus for qualitative changes in the state of the national academic culture of students.

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Основные формы академического мошенничества в учебных практиках украинского студенчества

Статья посвящена анализу причин возникновения и степени распространенности такой формы академической недобропорядочности как «шпаргалка», степени и особенностей ее распространение в отечественных вузах. Описан феномен академической культуры студенчества как многокомпонентное явление, которое включает в себя различные типы формальных и неформальных практик, основными из которых являются учебная и научная деятельность. Обоснованно понимание академической культуры студенчества как показателя состояния системы высшего образования Украины, что позволяет проанализировать образовательный процесс в общем контексте академической добропорядочности, которая является центральным элементом и своеобразным фундаментом академической культуры всех ее субъектов. Описаны исторический опыт использования студентами некоторых форм академического мошенничества. Проанализировано влияние академической недобропорядочности на качество, эффективность, а также конкурентоспособность всей системы образования. По данным социологических исследований «Академическая культура украинского студенчества: основные факторы формирования и развития», «Реформы высшей школы Украины в оценках участников образовательного процесса» и Всеукраинского мониторингового опроса «Украинские учителя и среда обучения (TALIS)» охарактеризованы причины распространения практики списывания и применения шпаргалок. Определено, что истоки практик академического мошенничества берут свое начало еще в средней школе. Несмотря на то, что списывание воспринимается всеми субъектами учебного процесса как отклонение от норм академической культуры, в отечественном образовательном пространстве оно является ее общепринятой повседневной практикой и одним из компонентов обучения. Сделан вывод, что определение факторов, влияющих на положительное отношение студентов к списыванию, позволит понять пути преодоления этой проблемы и даст возможность определить продуктивные качественные санкционные меры к нарушителям академической добропорядочности и, что важнее всего, изменит отношение как студентов, так и всех субъектов объектов академической культуры в целом к нарушению норм академической честности.

Ключевые слова: академическая культура, учебные практики, академическая добропорядочность, академическое мошенничество, шпаргалки.

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