

**THE MODERN TEACHER AS A SUBJECT IN THE PROCESS
OF FORMING FUTURE PHD'S CULTURE OF ACADEMIC INTEGRITY:
TEMPORA MUTANTUR, ET NOS MUTAMUR IN ILLIS**

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Summary

The article is aimed to characterize the skills and qualities of a modern university teacher in Ukrainian higher education as a subject in the process of forming the culture of academic integrity for the future Doctor of Philosophy.

The instructor must showcase a profound grasp of the various scientific fields they teach, possessing the foundational knowledge to tackle diverse socio-economic, production, and cultural challenges. Furthermore, it is crucial for the instructor to remain abreast of new research, discoveries, and hypotheses, anticipating the evolving landscape of the science they teach and fostering a culture of scientific and pedagogical thought. Effective communication skills are essential for instructors, facilitating lucid and accessible explanations of intricate concepts and enhancing students' comprehension of the material.

The instructor's capacity to stimulate the intellectual growth of PhD candidates, nurture creative and critical thinking, and employ innovative teaching methodologies delineates a high level of professionalism. An instructor should also be committed to encouraging the personal development of students, fostering their critical thinking, creative autonomy, and self-expression. All these efforts contribute to the cultivation of academic integrity among PhD candidates.

In essence, these characteristics converge to transform the instructor into not just a conduit of knowledge but also a mentor who nurtures the scholarly potential of future PhDs.

Key words: academic staff, skills, values, ethical standards, higher education, post-graduate, research, pedagogy, education.

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1. Introduction

The contemporary teacher is a key participant in shaping the culture of academic integrity for future PhDs. They serve as a central figure in instilling values, ethical standards, and a strong sense of professional integrity in their students. Beyond merely imparting theoretical knowledge, the modern teacher is tasked with fostering high moral principles and honing skills that define ethical conduct in the field of philosophy and academic research.

A modern teacher is expected to exemplify a high level of ethics and independence, serving as a role model for their students. They actively contribute to the development of critical thinking, analytical skills, and a commitment to the principles of academic integrity among aspiring philosophy doctors. The teacher encourages students to seek knowledge, uphold ethical norms in research, and engage with colleagues based on transparent and equitable values. In doing so, the teacher significantly influences the formation of a culture of academic integrity, promoting the establishment of high ethical standards within the academic environment.

2. Normative and Legal Requirements for a Modern Teacher

Let's consider the characterization of a faculty member of the graduating department as a key figure in the system of the culture of academic integrity formation for future PhDs.

One of the key aspects of effective work for higher education instructors is their scientific and theoretical knowledge, determined not only by a profound understanding of philosophical science but also by embracing current trends in their field. It is crucial for instructors to possess deep knowledge not only in their primary subject area but also in related fields, fostering interdisciplinary approaches and enriching the educational process – being professionally competent. Professional competence of a higher education instructor is an integral characteristic of personality based on the unity of motivational-value, cognitive (knowledge), affective (ability for emotional-volitional regulation, etc.), conative (skills, abilities, behavior) components, as well as professionally important qualities and abilities. This competence manifests itself at various levels as the instructor acquires relevant universal and professional competencies (*Strelnikov, 2013: 278–279*).

Instructors' practical skills are crucial for effective professional activity, encompassing communication, creating stimulating learning environments, and employing interactive teaching methods. Pedagogical expertise, fostering creative and critical thinking, and stimulating intellectual abilities are essential. Sparking learner interest, utilizing innovative approaches and modern technologies enhance education efficiency and cognitive skills in future PhDs. Instructors must adapt to contemporary trends, integrating online resources for convenient learning. A modern educator combines profound knowledge with creative teaching, implementing innovative methods and nurturing talents. Higher education institutions set requirements for academic staff working with third-level learners:

– "The implementation of the program involves the participation of university faculty with academic degrees and titles who have experience conducting their own research and engaging in scientific and pedagogical activities in higher education. Staffing is in accordance with the current License Conditions for educational activities in higher education and is based on the following principles: the relevance of academic staff to the specialties, mandatory and periodic internship and professional development for instructors, scientific activity of faculty, integration of the results of internships and scientific activities into the educational process. Throughout the educational process, professionals with practical, research, managerial, and innovation experience in the field may be involved" (*Proyekt, 2023*);

– "The approach to teaching and learning involves the implementation of active teaching methods that ensure a student-centered approach and the development of critical thinking in postgraduate students. It includes close collaboration between postgraduate students and their academic supervisors, support, and consultation for postgraduate students from the scientific and pedagogical staff of the State Agrarian University and sectoral research institutes, including providing access to modern equipment. It also involves engaging recognized experts-practitioners in veterinary hygiene, sanitation, and expertise for advising postgraduate students, providing informational support for their participation in competitions for scientific scholarships, awards, and grants (including international ones), and enabling postgraduate students to participate in the preparation of scientific projects for competitions organized by the Ministry of Education and Science of Ukraine. Additionally, it includes direct involvement in the implementation of budgetary and initiative scientific research projects" (*Osvitno-naukova programa, 2022*).

Instructors from graduating departments must possess not only general teaching skills but also profound scientific and theoretical knowledge to foster academic integrity in future PhDs. This entails a comprehensive understanding of the theory and methodology of training future PhDs based on a value-oriented educational paradigm.

The instructors' scientific and theoretical knowledge serves as the foundation for cultivating scholarly awareness and critical thinking in future philosophy doctors. Grasping contemporary theoretical approaches and methodologies in philosophy enables instructors to design curricula that reflect current trends in the field, fostering high-quality education and the development of research potential in future philosophy doctors.

Furthermore, the scientific and theoretical knowledge of instructors aids in integrating values and meanings into the educational process. They can implement value-oriented approaches, contributing to the formation of moral and ethical values in learners. This integration helps create an educational environment where academic integrity becomes not just a standard but a vital component of the institution's educational culture.

Therefore, the scientific and theoretical knowledge of instructors from graduating departments is a crucial foundation for successfully shaping the culture of academic integrity in future PhDs, promoting the development of their research potential, and instilling responsibility and morality in educated professionals.

In addition to professional skills, knowledge, and competencies, an instructor serves as a model for the psychophysiological and psychological characteristics of a scientific and pedagogical worker. These characteristics determine the instructor's ability to interact with learners and create an effective learning environment. Empathy, patience, and adaptability play a key role in this process. Psychophysiological aspects include the physiological reactions of instructors to stress, fatigue, and other factors that may affect their emotional state and performance. The ability to empathize is a crucial psychological characteristic as it allows the instructor to understand and consider the emotional state of learners.

Patience plays a crucial role in communicating with students, especially when addressing difficulties or resolving conflicts. The adaptability of an instructor involves the ability to quickly adjust to different situations and individual needs of PhDs.

Psychological aspects also encompass the instructor's ability to focus on the personal development of PhDs. This includes stimulating PhDs to think critically, fostering their creative independence, and encouraging self-expression.

Overall, the psychophysiological and psychological characteristics of an instructor determine their ability to create a positive and supportive learning environment, contributing to the development and success of PhDs.

Scholar O. Volobuyeva identifies the following traits as typical for a modern instructor: "1) high civic responsibility and social activity; 2) love for all members of the learning group without exception; the need and ability to give them one's heart; 3) genuine intelligence, spiritual culture, the desire, and ability to work with others; 4) high professionalism, an innovative style of scientific and pedagogical thinking; readiness to create new values and adopt creative solutions; 5) a need for continuous self-education and readiness for professional development and self-improvement; 6) physical and mental health, professional efficiency" (Volobueva, 2014: 401).

3. Skills and qualities of a modern teacher

Let's note that a modern higher education instructor participating in the professional training of future PhDs is an expert who combines a set of key characteristics and possesses a diverse range of skills and qualities:

1. Professional Competence: "A modern instructor should properly navigate various fields of science, the foundations of which they teach, and understand its potential for addressing socio-economic, production, and cultural tasks. However, this is not enough; they must be informed about the results of new research, discoveries, and hypotheses. It is extremely important to foresee both near and distant perspectives of the science they teach, possessing the culture of scientific and pedagogical thinking" (*Volobueva, 2014: 401*).

In essence, a contemporary university instructor is expected to be well-versed not only in the subject matter they teach but also in the broader scientific landscape, staying informed about recent developments and having the ability to anticipate the future trajectory of the field. They should embody a culture of scientific and pedagogical thinking, going beyond mere subject expertise. A modern instructor actively involved in the professional training of future PhDs stands out not only for profound knowledge in their own field but also for the ability to track and navigate contemporary trends and innovations. They continuously update their knowledge, study best practices, and integrate them into their pedagogical approach. Such an instructor aims to implement modern teaching methods and leverage advanced technologies to maximally engage learners and create an effective educational and research environment. Their goal is not only to impart theoretical knowledge but also to prepare future philosophy doctors for the challenges of the present, forming critical thinking and readiness for independent scholarly activities.

2. Pedagogical Mastery: It is important to consider that the development of the instructor's professional competence depends not only on their personal characteristics, such as knowledge, inclinations, character, and abilities but also on the structure and conditions of the educational process in the higher education institution and the existing system of training scientific and pedagogical staff. (*Strelnikov, 2013: 280–281*). A teacher actively involved in the preparation of future philosophy doctors not only possesses effective teaching methodologies but also demonstrates flexibility in using various approaches, adapting them to different learning styles of doctoral candidates. They attend to the individual needs and peculiarities of each future philosophy doctor, creating a conducive educational and research environment for all. Pedagogical activities for such an instructor are not just a duty; they are an inner need and genuine interest. This academic professional seeks not only to impart knowledge but also to develop and inspire doctoral candidates, fostering their comprehensive and profound understanding of the subject and the scientific method. They aim to cultivate critical thinking, a creative approach, and readiness for challenges, contributing to the development of high-quality researchers and professionals.

3. Innovativeness: A high level of pedagogical mastery is evident in the rational and systematic application of innovative achievements in science and international experience, contributing to the improvement of the quality of the educational process in higher education institutions (*Pehota, 2013: 7*). For the innovative professional activity of a higher education institution teacher, a creative approach to work, idea generation, experimental research, and the implementation of new elements into pedagogical practice are characteristic. Consequently, the teacher can be an author, developer, researcher, user, and advocate of new pedagogical technologies, theories, and concepts (*Kozak, 2012*). A teacher actively involved in the preparation of future PhD candidates should demonstrate an interest in implementing

advanced technologies and teaching methods. This not only involves updating the educational process but also contributes to the improvement of education quality, adaptation to modern challenges, and the readiness of PhD candidates for effective research activities. The use of modern technologies, interactive methods, and innovative approaches in teaching helps create a stimulating environment for students, fostering their active development and readiness for research creativity. Such a teacher contributes to the formation of highly professional specialists capable of effectively applying acquired knowledge and developing their field in response to contemporary challenges.

4. Communication Skills: In addition to technical skills, a teacher should possess the art of effective communication. The ability to express thoughts clearly and understandably is crucial for ensuring material comprehension. Communication is not limited to lectures – the teacher stimulates dialogue and actively engages students in information exchange. This not only contributes to knowledge acquisition but also develops critical thinking and interactive skills. Such an approach promotes a positive atmosphere in the educational environment and enhances the quality preparation of future philosophy doctors. In this regard, V. Strelnikov noted that communicative qualities such as sociability, politeness, and friendliness play an important role in establishing a connection between the teacher and students during communication. For a higher education teacher, it is important to be able to promptly find a way out of complex situations. If a teacher loses orientation or shows uncertainty, listeners may perceive it as a sign of incompetence. (*Strelnikov, 2013: 281*). L. Mishchikha identifies "the ability for dialogical communication, which involves treating another person as a value, a unique individuality. This refers to the subject-subject level of interaction within the structure of the teacher-student relationship" (*Mishyha, 2019*).

5. Adaptability: "Adaptation is perhaps the most common explanation and advice for all events. Adaptation is the process of optimal targeted functioning of an individual, where all energy, all physical and spiritual forces are directed and spent only on the performance of its main tasks of learning and upbringing. An adapted person in their activities is maximally themselves" (*Luchaninova, 2023: 53*). N. Bakhmat and L. Sydoruk believe that the adaptive skills of a teacher include the ability to continuously improve educational courses by deeply analyzing the learning progress and individual characteristics of each learner, contributing to the overall improvement of the quality of educational activities in the institution. It is also important to have the ability to obtain data on the individual educational needs of each learner. Automation of assessment and forecasting significantly enhances the efficiency of these processes. Additionally, adaptive skills involve the ability to reduce routine workloads and free up time for professional development. (*Bahmat, Sydoruk, 2019: 22*). A teacher who prepares future philosophy doctors demonstrates a high level of flexibility and adaptability to changes in the educational environment. Their pedagogical strategy is oriented towards meeting the diverse needs of learners, including an individualized approach and the use of innovative methods. They interact with future PhDs, creating a stimulating and open atmosphere for the exchange of ideas, contributing to the formation of a culture of academic integrity. Such a teacher adeptly adapts to modern educational requirements, developing in learners not only professional skills but also a culture of ethical and professional conduct.

6. Devotion to Learners: Devotion to learners has a significant impact on shaping the culture of academic integrity among future PhDs. A teacher who shows interest in the development and success of learners contributes to creating a positive learning environment, where important values such as honesty, adherence to ethical norms, relationships, and professional integrity are emphasized. The sense of support and interest from the teacher encourages aspirants to adhere

to high standards of academic integrity. According to N. Krapivina and S. Bondarenko, a teacher should be accessible and close to learners: available through regular office hours, email, and other communication channels; creating an open and friendly environment where learners can feel comfortable and reach out for assistance or advice. (*Krapivina, Bondarenko, 2023: 488*). It fosters in future PhDs a tendency to adhere to ethical principles in their research work, interactions with colleagues, and participation in academic communities. Furthermore, dedication to graduate students can contribute to the formation of a positive mentorship relationship, where the teacher serves not only as the guide in the learning process but also as a mentor ready to assist in addressing personal and professional challenges. This contributes to the development of graduate students as researchers and the shaping of their career identity within the framework of high standards of ethics and integrity.

7. Research Activity: "A teacher remains a researcher and does not lose their identity as a scientist, avoiding the role of a dogmatic educator (having unequivocal answers to all questions in the curriculum). All of this creates conditions to increase students' interest and cognitive activity, optimizing the process of developing their professional self-awareness." (*Volkova, Stepanova 2018: 232*). V. Strelnikov notes that the research activity of a teacher includes "analyzing the educational process, conducting search activities, studying, summarizing, and implementing innovations into the educational process, highlighting the main and essential aspects in the selection, structuring, and presentation of educational material, logically, sequentially, and substantively teaching the educational material, setting and achieving goals related to continuous self-development both professionally and personally" (*Strelnikov, 2013: 284*). However, it is worth emphasizing that teachers involved in the professional training of graduate students should demonstrate not only willingness but also active interest in conducting scientific research. Their own passion for science can be a key factor influencing graduate students, motivating them to participate in research activities. Involving future PhDs in scientific research has several advantages. Firstly, it contributes to the development of research skills and critical thinking among graduate students. They have the opportunity to deepen their knowledge and learn to work with a larger volume of information. Secondly, the participation of graduate students in scientific research expands their horizons and allows them to apply acquired knowledge in practice. They get the chance to see how their ideas and conclusions impact the development of a specific scientific field. Thirdly, the active involvement of graduate students in scientific research under the guidance of experienced teachers helps them build scientific networks and establish connections with other researchers. This is crucial for their future professional growth, expanding opportunities for collaboration, and exchanging ideas in the academic environment.

Therefore, teachers who show initiative and actively engage in scientific research make a significant contribution to the development of the scientific potential of future philosophy doctors, promoting their scientific growth and the implementation of high standards of research integrity.

8. Ethics and Professional Integrity: According to O. Homeniuk, in the academic environment, "the main means and carrier of transmitting culture, spiritual values is the unique individuality of the teacher as a bearer of culture with a unique personality" (*Humeniuk, 2008: 407*). A teacher involved in shaping the professional training of future PhDs must adhere to high standards of ethics and professional integrity both in working with graduate students and in collegial relationships. They should serve as an example of honesty, responsibility, and respect for the rights and interests of others. Adhering to ethical norms in communication, evaluation, and scientific activities is an essential element in fostering morally responsible and professionally

competent experts – future PhDs. A teacher who demonstrates a high level of ethics contributes to the formation of an adequate moral code for future PhDs and the creation of an ethically oriented academic environment.

4. Conclusions

These characteristics enable a modern teacher to effectively influence the educational process and the development of future professionals. In summary, forming a culture of academic integrity among future PhDs requires a high level of qualification and readiness from graduation department teachers. The mentioned characteristics reflect not only their professional competence but also define their key role in establishing high standards of academic integrity among the young scholars.

The instructor should demonstrate a deep understanding of various fields of science he teaches and possess the fundamentals of these fields to address various socio-economic, production, and cultural challenges. Additionally, it's important for the instructor to stay updated on new research, discoveries, and hypotheses, foreseeing the perspectives of the science he teaches and developing a culture of scientific and pedagogical thinking. An effective instructor has high communication skills enabling clear and accessible explanations of complex concepts, promoting understanding of the material for students. The ability to stimulate PhDs' intellectual development, foster creative and critical thinking, and use innovative teaching methods defines a high professional level of an instructor. The instructor should be oriented towards stimulating the personal development of students, supporting their critical thinking, creative independence, and self-expression. All these actions stimulate forming PhDs' academic integrity culture.

Thus, in the combination of these characteristics, the instructor becomes not only a mediator of knowledge but also a mentor fostering the scientific potential of future PhDs.

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