

Scientific Reflection on the State of the Problem of the Academic Culture Development Among Applicants for Higher Music-Pedagogical and Choreographic Education (early XXI century)

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Abstract

Adherence to the principles of academic culture is one of the main values of the corporate cultural environment of the university community of any HEI. Today, the implementation of each of the numerous functions of education - pedagogical, developmental, didactic and methodological, socio-pedagogical, value-oriented, as well as the function of professional and personal self-improvement - requires a lot from the educator. Namely, knowledge and consideration of ethno-cultural peculiarities of students, reasonable and expedient selection of content, methods and techniques of teaching and upbringing on this basis, the ability to productive dialogue and fruitful cooperation with the family of students and the community - all this can be the subject of intercultural competence education.

At the same time, scientific developments in this field require practical confirmation of certain aspects of developing academic cultural trends, as well as identifying the most promising directions for the successful formation of a virtuous academic environment.

The aim of the article is to clarify the key directions and trends of scientific developments in the field of development of academic culture of applicants for higher music, pedagogical and choreographic education. Based on the analysis of the survey results, conducted at Bohdan Khmelnytsky Melitopol State Pedagogical University, it is advisable to study the point of view of specialists on this issue on certain practical aspects of scientific reflection of this problem.

Methodology. During this study, the analytical and bibliographic method has been used to study the scientific literature on the academic culture of applicants for higher music, pedagogical and choreographic education, analysis, synthesis, induction, deduction in the processing of scientific information, as well as theoretical methods (systemic-structural, comparative, logical-linguistic, abstraction, idealization) and an online survey to study some practical aspects of the problem.

Results. According to the results of the study, the peculiarities of the scientific developments on the topic of the research have been studied. Moreover, the major trends in the development of academic culture of applicants for higher music, pedagogical and choreographic education have been identified. In addition, the data on the peculiarities of the current state and prospects for the development of a successful formation of a virtuous academic environment in the above-mentioned sphere, supported by the results of the survey, have been established.

Keywords: academic culture, choreographic education, academic integrity, professional skills, value orientations, competencies of academic integrity

1. Introduction

In the context of globalization processes in modern society, including in the artistic environment, the problem of forming and observing the norms of academic culture is becoming increasingly relevant. The rapid development of technology and free access to intellectual property products facilitate the process of using and disseminating information. However, at the same time, the processes of borrowing, appropriating and using other people's ideas and thoughts are gaining momentum. Therefore, the deepening and broadening of knowledge on the problem of academic culture and the implementation of acquired knowledge and principles in the practice of teaching and research activities

of applicants for art education is a very urgent and important task of the modern educational and scientific space.

Choreographic education is an integral, independent, complex and multifaceted artistic system. The specifics of choreographic activity, its belonging to the stage sphere determine the non-standard professional training of a choreographer. The priority scientific and practical tasks of this process today is to educate future specialists in the desire for self-development, self-improvement, and orientation to the fullest development of their individual abilities. It is equally important to enrich the professional information environment, the formation of reflective skills and critical thinking among graduates of higher musical, pedagogical and choreographic education.

The results of research activities are scientific discoveries, which are the intellectual property of the scientist. Each author of scientific and literary text has the right to protect his intellectual property, which can be ensured only in an environment of high academic culture.

The theoretical part of this study substantiates the concepts, elements, principles and values of academic culture and general trends in the formation of academic integrity competencies among students of higher music-pedagogical and choreographic education institutions.

The practical part of the study includes clarification of the most important principles of academic integrity. They are of primary importance in terms of their observance by applicants for higher music, pedagogical and choreographic education, types of counteraction to academic dishonesty, which are most often used in the practice of higher art education institutions. The most promising directions for the successful formation of a virtuous academic environment, which, according to respondents, will be especially in demand in the future in the field of higher music, pedagogical and choreographic education, have also been investigated.

According to the results of the study, it was found that the principles of academic integrity that are of primary importance in terms of the importance of its observance by applicants for higher music, pedagogical and choreographic education are references to sources of information. Providing reliable information and compliance with copyright and legal norms are important and those whose importance is assessed positively by respondents in the dynamics.

As the types of counteraction to academic dishonesty, which are most often used in the practice of higher art education institutions in order to prevent cases of academic dishonesty by students of this profile, the respondents named the fight against academic dishonesty. This can be achieved by creating special rules and regulations for students and teachers, the development of a code of ethics, the development of plagiarism prevention guides for teachers to combat student plagiarism. The most promising steps towards the successful formation of a virtuous academic environment, according to the survey participants, have been identified. The creation of normative and informational tools that regulate the ethical norms of academic relations of all those involved in the educational process, the formation of value orientations of academic integrity among students of all levels are named. It is noted that this process should be continuous. In addition, adherence to the principles of scientific integrity and ethics of scientific relations, involvement of the university in various international projects and grants, promotion of the basic principles of academic integrity, their implementation in the educational and scientific activities of the university, effective management of the process of supporting academic integrity at the institutional level by the first vice-rector and at the local level by the deans of the faculties are of particular importance.

2. Literature Review

In order to form the professional skills of future choreography teachers, it is necessary to improve the content and technological components of their professional training, in particular those aspects that relate to the thematic updating of the content of professional disciplines. At the same time, it is necessary to take into account the importance of pedagogical interaction in the formation of the professional level of the choreographer, the peculiarities of the team, the methods of performing choreographic compositions, the author's style of creating choreographic dance compositions, improving the system of differentiated professionally oriented tasks, applying the principles of differentiation and individualization of choreographic training, a comprehensive combination of different types of educational and educational practice of students aimed at the development of artistic and creative activity (Sun, 2022; Dönmez, Ozer & Kurtaslan, 2019; Osmanoğlu & Yilmaz, 2019).

The most important unifying, integrating element of modern culture is science. The growing influence of science is felt by all structural elements of society. Science as a complex phenomenon is considered from different points of view. In cultural terms, it is a part of culture, a form of transfer of positive experience that ensures the progress of society, the continuity of its development. In practical terms, it is a direct productive force of society, which transforms not only material production, but also the intellectual sphere (Gökalp, 2020; Hair, Risher, Sarstedt & Ringle, 2019; Le Prell et

al., 2018).

The creative and communicative process of the future teacher of fine arts will be incomplete if the specialist does not have sufficient knowledge to conduct scientific activities, as well as a sufficient level of academic culture (Sabouripour et al., 2021; Wang, Mao & Li, 2019).

Researchers in this field, in particular, note in this regard that the academic culture of the choreographer is a special indicator of professionalism. It generalizes perceptual, communicative and interactive ways of pedagogical activity, which are determined by value orientations and attitudes (Dorozhko, 2022).

In this regard, Z. Hossain (2022) emphasizes how important it is for a future choreography teacher to have a unique individual style of scientific activity. According to his definition, his own scientific style is the self-realization of a choreography teacher in a certain direction of studying art, which is expressed in a peculiar form of writing, features of creative and productive activity.

Academic culture is an intellectual and ethical system of values, motivations, beliefs and ideas that guide professional activity in education and science. The central key component of the academic culture of learning is the concept of so-called academic integrity. It is defined as the mandatory observance of five core values in the learning process under any circumstances: honesty, trust, respect, fairness, responsibility and integrity (Bautista et al., 2022).

The phenomenon of “academic culture” is the focus of attention of many scholars who understand this term differently. Thus, A. Akbar and M. Picard (2020) consider academic culture as an intellectual and ethical system of values, motivations, beliefs and perceptions. They define professional activity in the field of education and science as “a set of ways and methods of activity of the university community, their systematically integrated quality, reflecting the achieved level of development”. The modern understanding of the values of academic culture suggests that the key values of a solid academic community are honesty, trust, integrity, respect, responsibility and accountability.

Key values of the European academic culture include:

- intellectual freedom and social responsibility;
- moral responsibility of independent researchers and scientists not only for the research process (choice of topic, methods and integrity), but also for its results;
- the right and intention of scientific communities to cooperate at the global level;
- the right of scientists to freely express their opinions about science; social and ethical aspects of research projects and their results;
- the intrinsic value of intellectual work, regardless of when the result is obtained (Anwar et al., 2020; Hendrik et al., 2022).

Valuable for our study is the interpretation of “academic culture” by Ö. Çelik and T. Lancaster (2021), by which they mean a system of values, norms, rules, patterns of behavior, modes of activity, principles of communication based on pedagogically adapted experience of scientific and cognitive activity. The cognitive level of scientific culture implies the availability of knowledge about the acceptable ways of cognitive activity in the research situation. At the same time, academic culture establishes traditions and norms of conducting scientific research and recording its results (professional identification of the problem, formulation of the hypothesis, conducting research, analysis of the data obtained, confirmation or refutation of the hypothesis) (Cutri et al., 2021).

The main violation of the principles of academic integrity is scientific/academic plagiarism. It consists in appropriation of the results obtained by another person and may be publicly expressed copies of scientific, educational and other texts under different names without the consent of the author or without reference to the source (Eaton, 2020; Bacha, Bahous & Nabhani, 2012).

The problem of violation of the principles of academic integrity is extremely acute in the modern educational and scientific space of Ukraine. Due to dishonesty, biased evaluation, abuse of power, violation of moral and ethical standards, scientists who conduct effective scientific activities suffer the most (Morrow, 2018).

3. Aims

The aim of the study is to determine the point of view of teachers of higher music-pedagogical and choreographic education, #conducting research and teaching activities at Bohdan Khmelnytsky Melitopol State Pedagogical University on the dynamics of the level of academic culture of applicants for such specialties.

4. Materials and Methods

A practical study of current trends in the development of academic culture among applicants for higher music, pedagogical and choreographic education was conducted by surveying practicing teachers of graphic and computer design specialties who teach the higher music, pedagogical and choreographic education in at Bohdan Khmelnytsky Melitopol State Pedagogical University, Ukraine. The study was conducted using the Zoho Survey service in 3 stages from 2020 to 2022.

5. Results and Discussion

At the beginning of the survey, respondents were asked to identify the principles of academic integrity that are of paramount importance in terms of the significance of its observance by applicants for higher music, pedagogical and choreographic education. According to the answers of the survey participants, the defining principles are (Figure 1).

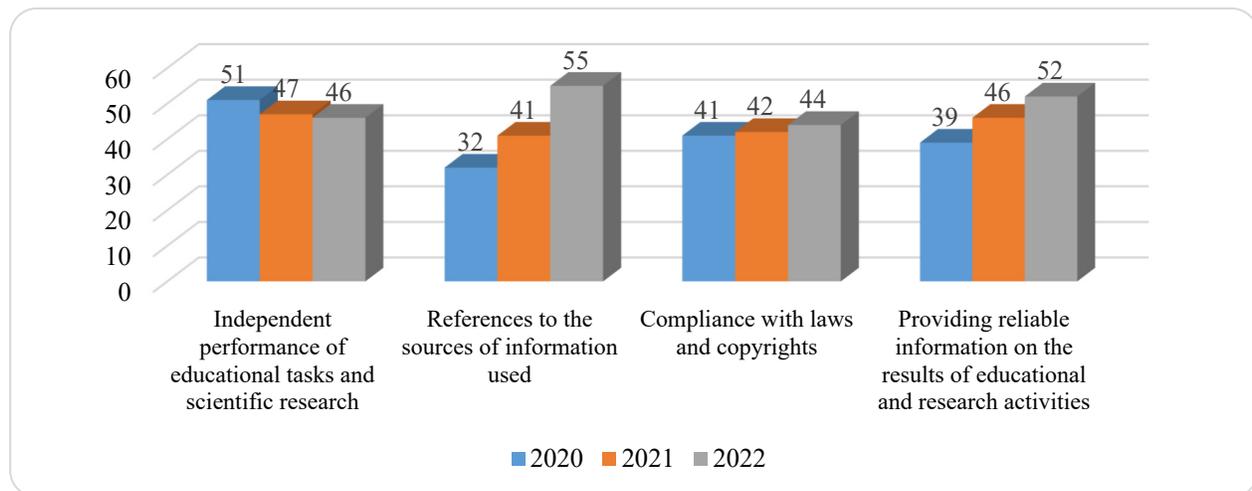


Figure 1. The Most Important Principles of Academic Integrity That Are of Primary Significance in Terms of Their Observance by Applicants for Higher Music, Pedagogical and Choreographic Education, %

Source: constructed by the authors.

As can be seen from Figure 1, such principles as citing sources of information, providing reliable information and respecting copyrights and legal norms are important and those whose importance is assessed positively by respondents in the dynamics.

At the same time, there has been a rapid strengthening of respondents' viewpoints over the past 3 years regarding the creation of references to the sources of the used information and compliance with the requirements for the reliability of the data used.

In the course of the study, respondents were asked to name the types of combating academic dishonesty that are most often used in the practice of higher art education institutions in order to prevent cases of academic dishonesty by students of this profile. These types are (Figure 2).

Thus, the survey proves that in most universities providing music, pedagogical and choreographic education, considerable attention is paid to combating academic dishonesty by creating special rules and regulations for students and teachers, including a code of ethics. At the same time, attention to similar documents for teachers has been significantly intensified in recent years, and manuals on the prevention of plagiarism for teachers to combat student plagiarism have been more actively developed. This direction of work has proven to be more effective in achieving the overall result of increasing the number and quality of unique texts among scientists of this specialization.

As the results of the survey showed, the work on developing rules and normative procedures regulating the process of observing academic integrity has decreased in educational institutions and the scientific environment, and the work in the direction of combating plagiarism has significantly increased.

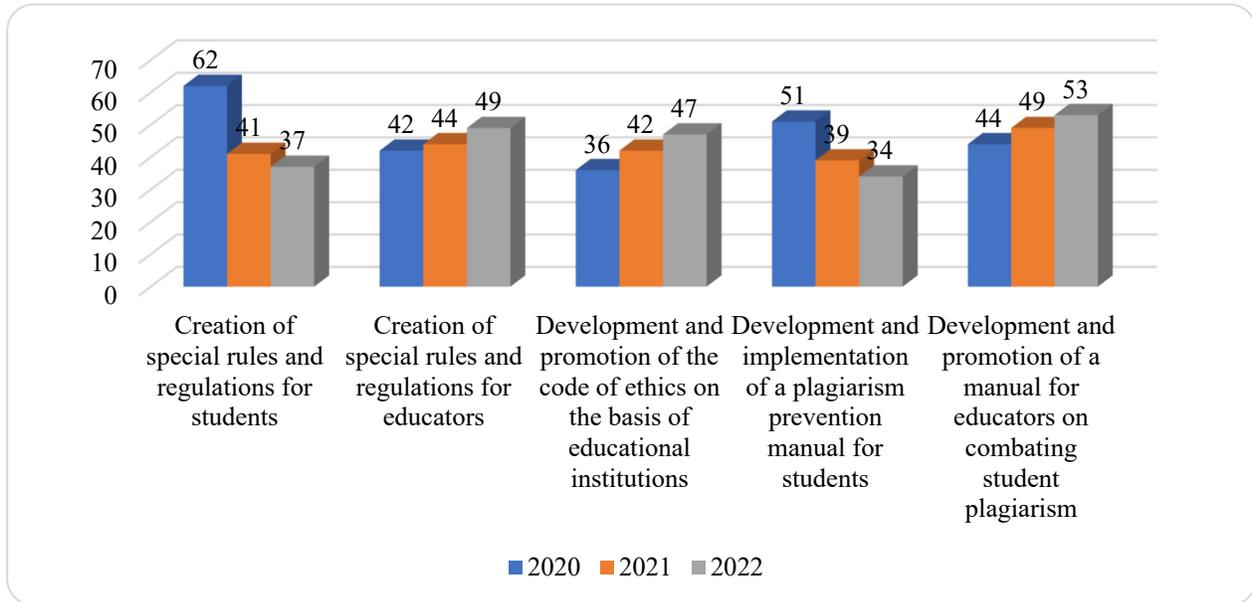


Figure 2. Types of Combating Academic Dishonesty That Are Most Often Used in the Practice of Higher Art Education Institutions, %

Source: constructed by the authors.

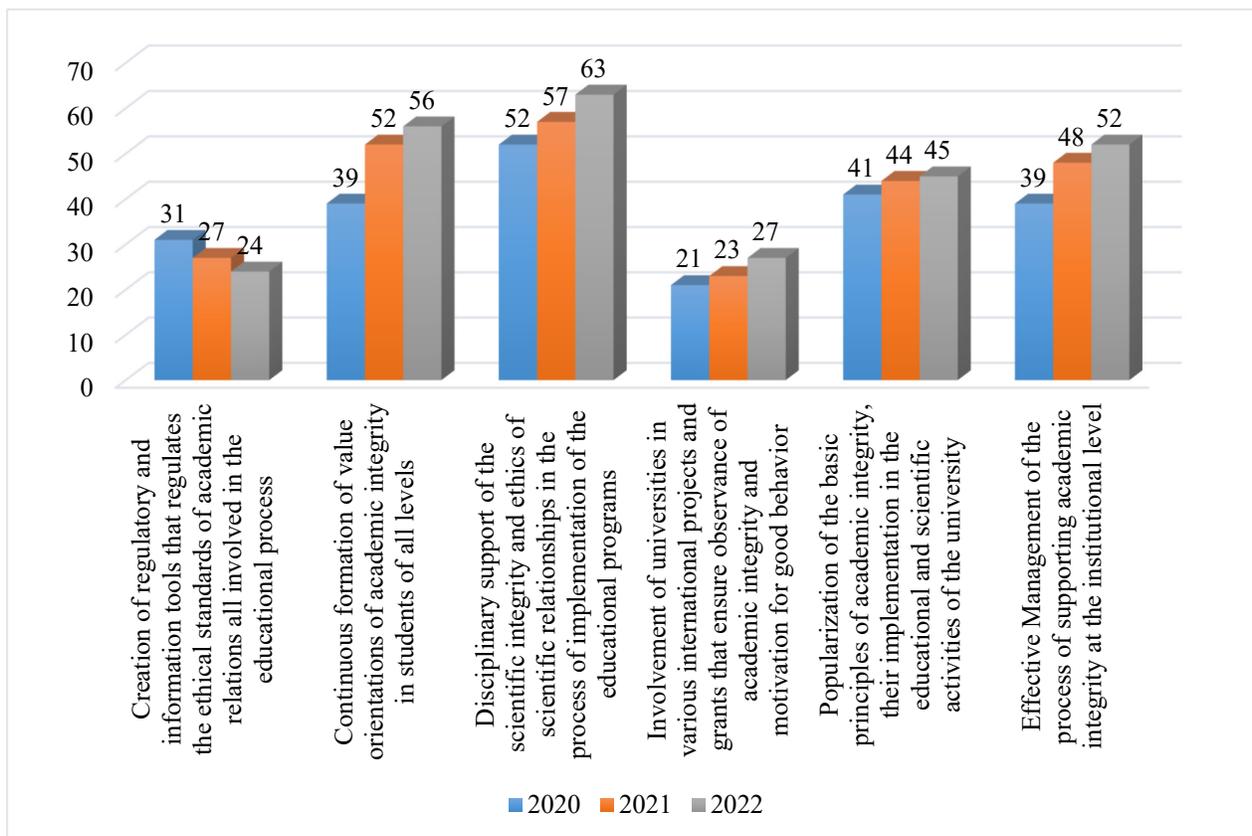


Figure 3. The Most Promising Areas of Successful Formation of a Virtuous Academic Environment That Will Be Especially in Demand in the Future in the Field of Higher Music, Pedagogical and Choreographic Education, %

Source: constructed by the authors.

As for the most promising steps towards the successful formation of a virtuous academic environment, which, according to the survey participants, will be especially in demand in the future in the field of higher music, pedagogical and choreographic education, the respondents named (Figure 3).

- Creation of normative and informational tools regulating ethical norms of academic relations of all those involved in the educational process. First of all, these are the Regulations on the Academic Integrity of Participants in the Educational Process, the Regulations on the Commission on Academic Integrity, the Regulations on the Academic Integrity Promotion Group, the Codes of Academic Integrity of Higher Education and the University's Scientific and Pedagogical Staff, the process of detecting and preventing academic plagiarism in the scientific and educational activities of university students (Makarenko, 2021);
- formation of value orientations of academic integrity in students of all levels, it is noted that this process should be continuous;
- adherence to the principles of scientific integrity and ethics of scientific relations, which is a systematic professional development of scientific and pedagogical staff of universities within the framework of professional development programs;
- involvement of the university in various international projects and grants that allow at the institutional level to expand the possibilities of planning and organization of the university system to ensure academic integrity and motivation of all members of the university community to virtuous behavior, as well as monitoring the improvement of the internal system of quality assurance;
- popularization of the basic principles of academic integrity, their implementation in the educational and scientific activities of the university;
- effective management of the process of maintaining academic integrity at the institutional level by the first vice-rector and at the local level by deans of faculties (assistant deans for quality assurance), chairmen of academic councils of faculties, editors-in-chief of scientific professional publications, chairmen of academic professional councils, heads of research work, chairmen of organizing committees for scientific events, etc.

Thus, the issue of academic dishonesty, the main form of which is plagiarism, should be one of the most important problems of art education and science today.

The importance of solving this problem lies in the fact that there is a steady tendency in pedagogical, artistic and scientific practice - an increase in the number of cases of borrowing and use for beneficial purposes of concepts, materials, artistic achievements, etc (Nelson et al., 2017).

The classic definition of "academic integrity" involves the implementation of the most important ethical qualities of members of the academic community - honesty, trust, fairness, respect, responsibility and courage (Stoesz & Yudintseva, 2018).

The analysis of the scientific literature on the topic of the study showed that in the context of the intensive development of digital technologies, which have opened up wide opportunities for violations of academic integrity, challenges for modern scientists and a significant spread of cases of unethical behavior, the development of a culture of academic integrity is extremely relevant.

Academic integrity of a music teacher is the system-forming basis of intellectual integrity and moral self-understanding of his personality. The ability to be honest and responsible, to respect the opinion of others, to adhere to the norms of ethical scientific behavior are components of the concept of academic integrity, which is included in the list of teacher competencies.

The formation of values of academic integrity is a two-way process involving teachers and students. Under the influence of high professionalism and embodiment of the ideals of integrity of their mentors, students develop their own abilities to create original scientific projects based on academic integrity (Eaton, 2020).

Based on the analysis of scientific literature and websites of pedagogical universities in the EU countries, the following general trends in the formation of academic integrity competencies among students of higher music, pedagogical and choreographic education institutions have been identified:

- 1) Development and publication of specific and clear academic integrity policies, procedures and statements that can be easily and correctly understood and consistently applied.

- 2) Promoting the positive aspects of academic integrity in all elements of the university community by discussing fundamental values, developing the ability to make ethical decisions, emphasizing the links between academic integrity and broader ethical issues.
- 3) Educating all members of the community on standards of academic integrity to achieve a proper understanding of expectations as an integral part of the community culture.
- 4) Providing support to those who implement rules and adhere to standards.
- 5) Development, refinement and implementation of the system of response and decision-making in case of integrity violations.
- 6) Monitoring the development of technologies and educational practices to predict and assess growing risks and find solutions to potential problems (Makarenko, 2021; Cameron et al., 2019).

Particular attention should be paid to the observance by future music teachers of the established principles of academic integrity and the formation of a culture of academic integrity in future music specialists who most often use Internet resources, media and video sites in their work (Dönmez, Ozer, & Kurtaslan, 2019; Stoesz & Yudinseva, 2018).

6. Conclusions

Thus, the formation of academic culture as a set of values, norms, rules, motivations and beliefs that determine the methods of pedagogical and professional activity in education and science requires the creation of a holistic system of academic education. This implies a high level of literacy and research competence of its applicants.

Adherence to the principles of academic integrity becomes the basis for the competitiveness of domestic classical education and university standards in the world educational and scientific space in the context of growing demand for practical orientation of educational programs, the development of ICT, globalization processes in modern society. Only based on openness, honesty, transparency and tolerance can there be productive cooperation and interaction of all participants in the educational and scientific process. Much attention should be paid to the observance of the principles of academic culture, as it is a measure of the inner culture of a person.

In the course of the research, conducted at Bohdan Khmelnytsky Melitopol State Pedagogical University, it was possible to establish the most defining principles of academic integrity, the most popular tools for combating academic dishonesty, the most significant directions for the successful formation of a virtuous academic environment, which will be especially in demand in the future in the field of higher music-pedagogical and choreographic education.

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