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PERSONAL PECULIARITIES OF A TEACHER AS A FACTOR OF ACADEMIC INTEGRITY

Abstract. The personality of a teacher is a system-forming factor for successful performance of professional scientific-pedagogical activity. The professional being of a personality is usually embodied in his or her professional behavior and reflected in his/her outlook. It is possible to identify the factors that encourage a teacher of a higher educational institution to adhere to the principles of academic integrity, due to the study of the specifics of his/her personality characteristics, psychological states, individual motivational and value system.

The research of the personality of a teacher as the subject of professional activity and the subject of academic integrity principles observance is advisable to be carried out within the framework of an integrative approach that will allow to reconcile the personal, theoretical and practical sphere of achievement of professional successfulness in the scientific and pedagogical activity of a teacher (Radosavlevych D. and Synhaivska I., 2016). Herewith:

- the theoretical field will indicate the appropriate level of professional readiness (education, level of theoretical knowledge, etc.) of a teacher to successfully fulfill his / her duties;

- the practical sphere will reflect the level of professional abilities, competences, experience, as well as the ways (organizational, communicative, behavioral, etc.) of their application in professional activity;

- the personal sphere will provide value-meaning and motivational resources to achieve the goals of professional successfulness.

The personal qualities of a teacher directly influence and determine his/her

capacity for work, job satisfaction, level of professional responsibility. A number of personal qualities that are distinguished by researchers as professionally important for the successful implementation of scientific and pedagogical activities: self-control, emotional stability, reflexivity, flexibility, creativity, openness, morality, etc. can be added to this list (Boudreau J.W., 2001). At the same time, the personal characteristics of each teacher are determined by a certain system of interactions, what significantly affects the teacher, his/her professional activity and its results.

Psychological research of the development of the scientist's intelligence and its impact on the effectiveness of scientific activity also confirms the importance of taking into account personal qualities. However, no direct correlation between highly developed intellectual ability and adherence to academic integrity was found. Moreover, sometimes developed intelligence without moral support becomes the so-called "evil genius". Therefore, the moral and value influence of a teacher on a student can be both positive and negative. The latter will be exacerbated by the increase in negative tendencies in the personal and professional life of a teacher. In particular, with a low level of personal and professional responsibility, the psychological and moral damage caused by the teacher may be quite noticeable in view of the student's professional future.

Professional and psychological culture, world-view and moral guidelines, as well as the personality and value component of professional activity are becoming an indispensable condition for adherence to the principles of academic integrity by a

teacher. Therefore, not only professional activity, personal professionalism, but also personal (first and foremost, psychological) qualities of a teacher are gaining importance.

The updating of personal values, combined with personal abilities and professionally significant qualities, makes it possible for the successful course of professional activity and adherence to the principles of academic integrity. The value position of a teacher can be defined as a certain discourse when declared personal values (including professional ones) are consistent with his or her life position. Otherwise, values remain a certain ideal, abstraction. A teacher who has sufficient intellectual, communicative potential and at the same time uses appropriate verbal means can convey his / her value position to a student. It should be emphasized that the mismatch of professional behavior to declared values can significantly impair the achievement of a teacher's professional successfulness. Therefore, the definition of an individual strategy for achieving professional successfulness should be made, based on the principle of consistency of personal and professional principles. The point is that the teacher is perceived by the students as a specific model with a corresponding value system, and "the model as a real or constructed person should motivate to imitate" (Donchenko O., 2005, p. 128).

From a psychological point of view, it is important to construct a personal "I" of a teacher using narrative. These are personal abilities that are important to the teacher as an interpreter of theoretical knowledge (above all, intellectual and analytical). To convey information, without distorting it, to offer a modern objective vision of events - these and other communicative personality traits can be decisive in a teacher's professional activity.

The emotional component is essential in the psychological structure of the teacher's

professional activity as an incentive to adhere to the principles of academic integrity. Emotional orientation is determined by the value and motivational spheres of personality, and also depends on its psychological type (altruistic, gnostic, romantic, hedonistic, etc.) (Dodonov B., 1987, pp. 98-103). Teaching is always accompanied by emotional experiences and emotional costs, which can affect its results both positively (satisfaction, passion for work) and negatively (emotional burnout). A certain emotional balance of the teacher's personality, which depends directly on his/her mental state and psychological competences, is an important condition for the achievement and maintenance of a high level of academic integrity. The development of the latter helps to achieve emotional balance in combining different types of professional activity of a teacher.

Therefore, adherence to the principles of academic integrity is a process of constant reconciliation of personal and social meanings in the professional activity of a teacher. The strategy of adherence to the principles of academic integrity must be based on a personal hierarchy of meaningful goals; socially acceptable ways of achieving these goals; obtaining socially significant results and personal satisfaction with professional achievements. Personal qualities should be embedded in the psychological culture of a teacher in order to form successful professional interactions. The combination of psychological knowledge, emotional lability and balance, motivational, value and behavioral characteristics will contribute to the observance of the principles of academic integrity by the teacher of a higher education institution.

Keywords: personal peculiarities of a teacher, personal qualities, academic integrity, scientific and pedagogical activity, professional activity, professional success, value position.

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