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## **International Conference**

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**PERSONAL STUDENTS' RESOURCES AS AN ACADEMIC QUALITY  
INDICATOR IN A HIGHER EDUCATION SYSTEM**

**Abstract.** The phenomenon of academic integrity is considered as a factor in the optimal functioning of the higher education system in terms of psychological approach. The acquisition of personal resources by the students is an evidence of such functioning as a "result of the result" in the possibilities of expanding the framework of personal functioning.

To achieve the goal of studying the personal resource of the students as the optimal factor on the path to academic integrity, the following tasks were set: 1) to describe the results of the study of internal psychological resources of educational burnout of the students of the educational institutions from different forms of the ownership; 2) to determine the degree of conformity of the students with the characteristics of the personal resource; 3) to pay special attention to the resources of the eco-approach to prevent academic malpractice.

From the standpoint of a systemic approach, the very resourcefulness of the student body (the subjects of the educational process) as a «social system in a higher order» indicates its readiness for optimal learning activities and resistance to the many risks and temptations that sometimes push the students to save their resources and search for some surrogates, irresponsible and dishonest ways of learning. In particular, the students resort to such quasi-forms of learning as academic plagiarism, data fabrication, writing off, buying coursework and diploma papers, etc. that, in fact, serve as indicators of academic burnout and academic malfeasance. Academic malpractice is now considered to be one of

the threats to the qualitative educational process, and the magnitude of this threat is increasing.

In our belief, based on the long experience of teaching, the personal resource as one of the most optimal factors in counteracting academic malpractice is the presence or absence of the student's personal structural and integral construct. The construction of a structural-integral construct will be useful for optimizing the learning process, since some differences in the effectiveness of the cognitive activity are possible in the group as a social-psychological community (emotional-psychological phenomenon). The state of the mental stress as a result of the students' comparison of learning outcomes is meant. There is a certain annoyance: "no motivation" → "resort to academic dishonesty" and self-stimulation in finding the right answers (solutions). In such narratives, a kind of content analysis of "illusion in illusion" is a non-productive story. The platform of current states changes in the context of planning and goal-setting notions as a substitute for "value-relevance" as a measure of the personal advancement in achieving certain goals. Correcting current states by constructing target priorities and managing the significance of certain spaces of self-realization as a phenomenon of circular causality is fundamental: the discourse determines the behavior of the subject, the subject has the opportunity to make changes in the organization of some discourse [1]. The significance of the spaces of self-realization changes according to the personal change, which is achieved accordingly to the personal

values, in the hierarchy of which the personality presents itself in the form of self-presentation as a project aimed at a specific result. The acquisition of the personal resources is a dynamic process for the formation of a system of the affective, behavioral and cognitive competences.

Unfortunately, an empirical study with the participation of 50 students of public and private fourth-year higher education students (graduates of Bachelor of Psychological Specialties) showed the lack of this resource, which can be considered as the affective, behavioral and cognitive incompetence, as a whole, as well as the educational burnout. The following research methods were valid: 1) the method of diagnostics of the level of the professional burnout (according to V. Boyko); 2) the questionnaire "Style of behavioral self-regulation" (by V. Morosanova); 3) the psychological burnout questionnaire for teachers of Maslach Burnout Inventory (authors K. Maslach and S. Jackson; adaptation by N. Vodopianova); 4) the method "Diagnosis of the level of self-development and professional and pedagogical activity" (by L. Berezhnova); 5) the method of "Multidimensional scale of perfectionism" (by P. Hewitt and G. Flett in adaptation by I. Grachova); 6) the method "Determination of motivation of the professional activity" (by K. Zamfir; in modification by A. Rean); 7) the method "Test of life-orientation" (by D. Leontiev). Consequently, the direct training burnout was estimated using the techniques of V. Boyko and K. Maslach, which have a high level of correlation with each other ( $K = 0.79$ ). The statistical significance of differences in the obtained indicators was determined using Pearson's criterion.

The results of the study highlighted the students' problem – the "mode of problematizing behavior" as a way of mastering themselves. According to M. Fuko, the dynamics of self-relation is realized through restructuring the forms of

self-relation and transformation of some actions and techniques [2].

The analysis of the results by V. Morosanova's method showed that the least developed in youth is the ability to model situational development and communication, which is quite justified due to the lack of certain experience, one can say, the unformed system of the ethical principles (academic virtue) that guide the promotion of sub elements of the educational process to quality education at all its levels on such fundamental principles as: 1) honesty; 2) trust; 3) fairness; 4) respect; 5) responsibility; 6) courage; 7) excellence and impact (according to The Center for Academic Integrity, 2015).

The analysis of the results by K. Zamfir's method in A. Rean's modification showed the nonlinear dependence of the indicators of the educational burnout on the age of the respondents and the length of their work, namely that the students' personal factor goes beyond the operational one: it is a matter of developing the professional orientation of the motivational-need sphere (values, ethical orientation, self-development ability), because, according to the eco-approach, the main principle of higher education policy now is to revise the admission criteria not so much on the basis of the exams but on the basis of the analysis of the induced motives and professional interests of the entrants as their personal achievements as a result.

It should also be emphasized that at the level of some tendencies, in private higher education institutions the educational burnout as a factor of academic dishonesty is somewhat higher, since the internal processes have been already present under V. Boyko's method.

That is, it is an identity crisis ("... an acute form of disorientation; a radical uncertainty about a person's position. The lack of a frame or horizon in which things may be of lasting importance" [3, p. 45]). In contrast, the sustainability of the eco-paradigm, taking into account the influence

of social factors, is manifested in: 1) the formation of the ability of the individual to correct self-management; 2) the formation of the personality's ability to draw the correct conclusions as a tool of the student in preventing academic dishonesty; 3) actualization and activation of resources

for self-preservation of the individual in his / her focus on self-realization and self-identity.

**Keywords:** psychological approach, academic integrity, teaching, student, education.

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