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## **International Conference**

# **«ACADEMIC INTEGRITY IN PUBLIC ADMINISTRATION AND EDUCATIONAL INSTITUTIONS»**

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**PSYCHOLOGICAL ASPECTS OF ACADEMIC INTEGRITY**

**Abstract.** Academic integrity and respect for the dignity of the individual are essential in any educational activity. Academic virtue is a standard of success in educational activities and an effective tool for ensuring and improving the quality of education. Today it is impossible to develop education and science without adhering to the standards and principles of academic honesty (2).

Standards of professionalism, such as communication skills, honesty and ethical behavior, commitment to high standards of competence and productivity, conflict of interest management, continuous self-improvement and respect for trust exclude any behavior which can be perceived as harmful to the mental or physical well-being anyone involved in the process (1).

The issue of academic honesty as a holistic issue requires the creation of cultural changes that involve students, faculty and administrators in a single process. According to M. Mabins, raising students' awareness of why the development of honesty skills will matter in their learning and in their future work, standardization of teaching and training of teachers, as well as the process of active involvement of students in effective strategies, will contribute to the formation a culture of academic honesty. (3).

The quality and the degree of involvement are determined by the interaction between events with personal interpretations of these events, individual situations. However, by misconceptions about the dangers or miscalculations about

academic misconduct and dishonesty, the negative emotions that arise in this interaction can be greatly enhanced.

The idea of academic integrity is often associated with misconduct and fraud that carries conflict, stress, anxiety, frustration, depression or addiction (5). At the same time, stress is considered as any kind of physical and psycho-emotional difficulties in the life of a person, which can bring cognitive and behavioral destabilization of activity.

In the face of adverse external and internal factors, educational institutions should understand, that constructive dialogue should shift towards a preventive, educational and positive approach to the promotion of European integration processes in the educational space. Students and teachers are obliged to respect each other, to promote the creation of the positive culture of professional environment.

Creating a positive educational environment reduces the incentive and opportunity to deceive students and can also increase their motivation for learning. Often, academic honesty and success are the result of careful planning, preparation and awareness of the student's resources.

Maintaining a positive attitude towards professional conduct in «student-student» and «student-teacher» relationships is very important when it comes to enhancing the image of tomorrow's educational leaders. Issues related to the spiritual, mental health of participants in the educational process are most often addressed through programs

of psychological education, which include an interpretive approach to the study of the current model of human thinking, changes in his emotions and physiological reactions.

According to the results of researches (4), with the use of reflective, conscious learning, the habit of positive attitude towards oneself, to the environment is formed, despite their abilities, actions, attractiveness, earnings, communication skills.

The program's step-by-step procedure is to perform the following tasks:

- 1) Diagnosis of the situation (behavioral component of these problems. What is known about the impact of the environment and society?);
- 2) Goal Formulation (Learning Objective? Can it be achieved by the means available? What can be done in real time?);
- 3) Deciding on the target group (to which group the program is assigned? What will be the effect? Are there mediators for communication with this group?);
- 4) Strategy decisions (what steps and by whom must be followed to obtain the desired result?);
- 5) Implementation (time plan, resistance);
- 6) Evaluation of the learning effect (the real goal? Side effects?);
- 7) Planning (is there any reason to continue the program? Data for its modification?).

Task number 1-4 are completed before the start of study. The result may be that the situation is unsuitable for teaching positive perceptions of academic (unfair) honesty (for example, too much resistance). If the conditions are favorable, data collection on existing ideas, barriers, support mechanisms, etc. begins. Based on this data, the method of intervention, the content of the training, its verbal expressions, used in argumentation, format: lecture, discussion, television programs, etc. are developed.

Task number 5 is solved during training in order to develop an effective method to promote the creation of the positive culture of academic integrity in educational activities.

Task number 6-7 - after training: collecting data on changes in thinking and behavior.

Successful implementation of programs of psychological education for the training of positive mood, regarding academic integrity in education, increases self-confidence, improves communication with others and gives confidence in their actions and decision-making skills in everyday life and in the future.

**Keywords:** academic integrity, professionalism, quality, higher education, skills.

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