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INTEGRATION OF EUROPEAN EDUCATIONAL POLICY TRENDS IN THE PREPARATION OF PHDS IN UKRAINE: ACADEMIC INTEGRITY ASPECT

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Abstract. The article deals with integration of European educational experience as for academic integrity culture in the preparation of PhDs in Ukraine. Academic integrity, a cornerstone of higher education in the European Union (EU), underscores honesty, integrity, and excellence in research and teaching. Aligned with the Lisbon Strategy, the EU prioritizes quality education, positioning philosophy doctors as pivotal contributors to knowledge production. Upheld through legislative frameworks like the Salzburg Principles, academic integrity in the EU encompasses ethical standards, original research, and stringent measures against misconduct. The development of academic integrity in Ukrainian doctoral students involves educational initiatives, ethical committees, a regulatory framework, and international cooperation, contributing to ongoing efforts for high ethical and academic standards. The impact of European educational policy ideas in Ukraine, focusing on research, innovation, and internationalization, has the potential to enhance education quality and professional training. The integration of these ideas can elevate standards, prepare qualified professionals, and facilitate international collaboration in Ukraine.

Key words: academic integrity, Doctor of Philosophy, professional training, educational policy, integration.

Introduction. Together with the development of the labour market and increasing demands, the level of requirements for a competitive professional, in terms of knowledge, skills, and abilities, is rising. The need for reform in education and science as key drivers of economic and societal development becomes apparent. Institutional changes in higher education are coming into focus. It is increasingly acknowledged that reforming and transforming the educational environment is impossible without the introduction and adherence to academic culture, especially in the professional preparation of future Ph.D. candidates.

In this regard, the reform of education and science, shaping the academic culture, and preparing Ph.D. candidates not only to meet current labor market needs but also to actively define them and adapt to changes in technological and social environments are crucial tasks. These efforts play a significant role in defining the key factors for economic and societal development.

The introduction and preservation of academic culture, determining not only the professional level but also the values underlying the educational process, are essential. Undoubtedly, the reform of the educational environment and the preparation of Ph.D. candidates are impossible without a focus on the development and maintenance of high standards of academic integrity. This involves shaping not only technical skills but also moral and ethical values that form the basis for the fair and effective functioning of the scientific and educational environment.

This approach to education is strategically important as it contributes not only to the preparation of qualified professionals but also to the formation of a deep understanding of the values and purpose of higher education. Academic culture becomes a necessary foundation for addressing the complex challenges facing modern society, permeating all levels of the educational process, especially in the context of preparing professionals at the Ph.D. level.

The term "academic integrity" is relatively recent in both legal and scientific-educational discussions. As per the legal definition (Zakon Ukrayiny "Pro osvitu", 2017), academic integrity encompasses a collection of ethical principles and regulations stipulated by law. These guidelines are intended to direct individuals involved in the educational process, guiding their behavior during learning, teaching, and engaging in scientific or creative endeavors. The primary objective is to instill confidence in the outcomes of learning or the achievements of scientific and creative activities. Integrating such a concept into a different cultural context requires considering, enriching, and adapting it to the new environment, including the corresponding mentality, despite the specific characteristics outlined by the foreign community.

Main body. The purpose of the research is to characterize the concept of the process of shaping the academic integrity culture in future PhDs in ukrainian education policy, basing on the main education policy innovations and trends in the European Union. This is driven by the development of knowledge society and the need for competitive, highly qualified professionals capable of creating and disseminating innovations in academic activities.

The tasks of this investigations are:

- to monitor a set of key principles and practices as for the formation of academic integrity in doctoral students aimed at developing an ethical and responsible scientific approach in countries of the European;
- to present some fundamental principles and practices of of academic integrity formation in doctoral students in Ukraine that may differ from those in the European Union;
- to observe some common trends in many European countries that impact higher education and the preparation of Ph.D. candidates;
- to propose the improvement of education quality and professional training of preparing philosophy doctors in Ukraine depending on the context and realities of each country implementing European educational policy ideas.

Material and methods of the research. To attain the research goal, a blend of contemporary scientific approaches has been utilized. This includes employing theoretical methodologies such as analysis, synthesis, systematization, and generalization of philosophical, historical, sociological, and psycho-pedagogical literature. These approaches were applied to establish the conceptual and categorical framework of the research and to justify the theoretical and methodological principles related to the cultivation of academic integrity culture among participants in the educational process.

Results and Discussions. Academic integrity is an essential aspect of higher education in the European Union (EU) and is defined by a set of principles and standards aimed at ensuring honesty, integrity, and high standards of research and teaching. EU countries place special emphasis on the development of a culture of academic integrity that influences all aspects of the educational process, including the preparation of philosophy doctors.

The European Union's perspectives on education, particularly higher education, are based on the Lisbon Strategy (Lisbon European Council, 2000). This strategy emphasizes ensuring the quality of education and the preparation of philosophy doctors as "key actors" in knowledge production and conducting cutting-edge research to strengthen the economic situation. In this context, the EHEA has adopted several crucial documents, including Standards and Guidelines for Quality Assurance in Higher Education (ESG) (Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015), the European Qualifications Framework (EQF) (Descriptors defining levels in the European Qualifications Framework), decisions, and recommendations for Bologna Process countries on the development of the third level of higher education. These include the Salzburg Principles-I (Bologna Seminar, 2005), Salzburg Principles-II (Salzburg II Recommendations, 2010), Principles for Innovative Doctoral Training (Exploration of the implementation of the Principles for Innovative Doctoral Training in Europe, 2011), Salzburg Forward (Doctoral Education, 2016), and

others, serving as the foundation for the legislative frameworks of European countries to enhance doctoral training worldwide.

In the European Union, academic integrity is considered a fundamental component of higher education and scientific research. This includes adherence to ethical standards in scientific publications, uniqueness and originality of research, as well as honesty in the use of sources and data. Universities in the EU establish strict rules and policies aimed at preventing plagiarism, data falsification, and other violations of academic integrity.

For doctoral students, it is crucial to adhere to ethical norms and standards in the preparation of dissertations and research papers. Internal control systems and ethical committees at universities play a key role in ensuring compliance with academic norms.

In addition, initiatives and programs are actively developed in the European Union to raise awareness of academic integrity among students, graduate students, and researchers. This may include training, seminars, and other educational events aimed at shaping the right attitude towards one's own work and the work of others.

In summary, academic integrity in the European Union is a priority defined by national and international standards, ethical codes, and university initiatives. This contributes to maintaining high standards of quality and trust in the results of scientific research.

In countries of the European Union (EU), the formation of academic integrity in doctoral students is typically based on a set of key principles and practices aimed at developing an ethical and responsible scientific approach. Below are some key aspects of this process:

1. Education and Information: Many EU universities provide specialized education on academic integrity at the doctoral level. Doctoral students receive information about ethical standards, rules for avoiding plagiarism, fair use of sources, and other aspects of academic ethics.

2. Ethical Committees: Many universities have dedicated ethical committees responsible for monitoring and reviewing issues related to doctoral degrees. These committees set standards and provide consultations on the ethical aspects of scientific research.

3. Courses and Seminars: Universities may introduce special courses and seminars on academic integrity designed for doctoral students. These events may include discussions of specific ethical scenarios and the study of ethical aspects of scientific research.

4. Codes of Conduct: Universities often establish codes of conduct for doctoral students, clearly outlining requirements for honesty, adherence to ethical norms, and high research standards.

5. Internal Control Systems: Most universities have internal control systems that define rules for dissertation submission and evaluation. These systems aim to prevent violations of academic integrity and ensure a fair and objective process.

6. International Programs and Cooperation: Some universities collaborate with international organizations and other institutions for the exchange of best practices in academic integrity and to raise awareness among doctoral students.

The formation of academic integrity in doctoral students in EU countries is a comprehensive approach that considers various aspects of education, ethics, control, and cooperation. This contributes to creating an ethical environment and ensures a high level of quality in doctoral education.

The current situation in the field of higher education in Ukraine has sparked significant interest among scholars, becoming the subject of numerous discussions and receiving diverse perspectives and evaluations from experts and society. M. Zgurovsky (Zgurovsky, 2006), Yu. Malohulko and M. Zatkhey (Malohulko & Zatkhey, 2018), and others have focused on the development of the domestic higher education system and its integration into the European educational space. V. Menyailo (Menyailo, 2020), V. Kovtunets (Kovtunets, 2015), and others have addressed the preparation of future specialists for academic writing. In recent years, scholarly works by N. Batechko (Batechko & Mykhailichenko, 2019), Yu. Garust and B. Pavlenko (Harust & Pavlenko, 2017), Ya. Tytska (Tytska,

2018), T. Finikova (Finikova & Artyukhova, 2016), and others have emerged, dedicated to examining specific issues of academic integrity.

In Ukraine, the formation of academic integrity in doctoral students is also based on several aspects, but the system may differ from that in the European Union. Here are some fundamental principles and practices in Ukraine:

1. Education and Information: Many universities in Ukraine offer educational courses and seminars on academic integrity for doctoral students. These initiatives aim to provide necessary information on ethical standards and rules of scientific conduct.

2. Ethical Committees: Some Ukrainian universities have ethical committees responsible for overseeing ethical aspects of research and granting permissions for scientific work.

3. Regulatory Framework: Ukraine has a regulatory framework governing academic integrity, including the "Law on Higher Education" and the "Code of Academic Integrity."

4. Control Systems: Universities establish internal rules and procedures for evaluating doctoral dissertations. Oversight is conducted through specialized academic councils and committees.

5. International Cooperation: Some Ukrainian universities collaborate with international partners and organizations to exchange experiences and implement best practices in academic integrity.

6. Support for Research and Innovation: There is a growing emphasis on developing research and innovation aspects of doctoral activities, including fostering creative and critical skills.

The overall trend in Ukraine appears to involve a gradual improvement in the doctoral training system and the establishment of high standards of academic integrity. However, the effectiveness of these measures may vary from university to university, and ongoing efforts are being made to ensure a high level of ethics and quality in the academic environment.

Discussions. Some common trends observed in many European countries that impact higher education and the preparation of Ph.D. candidates:

1. *Increased Emphasis on Research and Innovation: There is a significant and persistent trend in many European countries influencing higher education and the training of philosophy doctors.*

In the contemporary higher education environment in Europe, a crucial trend is the growing emphasis on supporting research and innovation in universities. This includes the development of doctoral programs aimed at fostering creativity, critical thinking, and research skills. The research activity is not just a component of the educational process but a key element in preparing qualified professionals for further achievements in science and innovation.

One of the main characteristics of this trend is the increase in investments in research and the creation of incentives for teachers and students to engage in active research. In this context, universities are developing and implementing innovative programs focused on the development and support of talented students, creating a stimulating environment for scientific research.

It is important to note that this emphasis on research and innovation in universities contributes to expanding opportunities for students and doctoral candidates. They gain not only academic knowledge but also practical skills necessary for addressing real-world challenges.

This trend also reflects a strategic approach to shaping competitive higher education institutions capable of influencing societal development through innovation and research. The high level of research activity in universities becomes a catalyst for changes in the field of science and technology and contributes to the preparation of qualified professionals able to compete in the global job market.

2. *Interdisciplinarity and Intersectoral Partnerships: Universities increasingly recognize the importance of an interdisciplinary approach to research. Partnerships between universities, industrial sectors, and other areas are actively developing for the joint implementation of research and innovation.*

In the modern educational landscape, the development of interdisciplinary and intersectoral partnerships in universities becomes crucial and relevant. This trend is driven by the need to create com-

prehensive solutions to address contemporary global challenges and enhances the effectiveness of research and innovation.

Interdisciplinary research approaches are gaining increasing recognition in the university environment. Universities acknowledge the importance of merging different fields of knowledge to create integrated approaches to addressing complex problems. The interaction between various disciplines, such as science, technology, humanities, and social sciences, allows for a broader perspective on issues, fostering deeper understanding and the development of comprehensive solutions.

Specifically, interdisciplinary approaches are actively incorporated into the development of doctoral programs. Students have the opportunity to work on projects that integrate various fields of knowledge, enhancing their analytical and creative abilities. This prepares highly qualified professionals capable of working in the conditions of a modern multidisciplinary society.

Additionally, a significant direction in university development is the establishment of intersectoral partnerships. Universities enter into agreements with representatives of industry, the public sector, and government institutions for the joint implementation of research and innovative projects. This creates a favorable environment for the exchange of ideas, resources, and knowledge across different sectors, contributing to the emergence of innovative solutions and technologies.

In summary, interdisciplinarity and intersectoral partnerships become essential elements of contemporary university activities, promoting the development of scientific research and innovation in conjunction with addressing the diversity of modern challenges.

3. Increasing Role of Internationalization: More attention is given to providing international experiences for doctoral candidates, such as participation in international conferences, exchange programs, and collaboration with scholars from other countries.

In the present era, internationalization of higher education becomes a key factor in the development of the university educational environment, and this trend is particularly relevant in the preparation of philosophy doctors. The increasing role of internationalization is determined by various aspects, including providing doctoral candidates with international exposure and facilitating their active participation in global scientific communities.

One of the key elements of internationalization in universities is providing doctoral candidates with opportunities to participate in international conferences and events. Participation in such events offers the chance to exchange research knowledge, present their own scientific research, and establish contacts with scholars from different countries. This not only contributes to the development of research competencies but also broadens the horizons of doctoral candidates, allowing them to explore various approaches and perspectives on research topics.

Doctoral candidates also benefit from participation in exchange programs, contributing to the deepening of their academic experience and expanding international partnerships. International exchanges provide the opportunity to study different research approaches, experience cultural diversity, and develop intercultural competence.

The development of collaboration with scholars from other countries is also significant. Universities actively implement cooperation and exchange programs among researchers to gain new knowledge and foster international research networks. This creates favorable conditions for the emergence and implementation of innovative ideas in the field of science and research.

In summary, the increasing role of internationalization in the preparation of philosophy doctors promotes their comprehensive development, expands horizons, and provides new opportunities for interaction and collaboration in the global scientific community.

4. Emphasis on Workforce Preparation: There is a growing emphasis on developing skills crucial for successful entry into the job market. This includes communication, leadership, teamwork, and others.

In today's world, where competition in the job market is increasing, universities focus on preparing their students, including doctoral candidates, to meet the requirements and needs of the job market.

The growing attention to the development of skills essential for successful entry into the job market defines new trends in higher education, particularly in the process of preparing philosophy doctors.

One aspect of this trend is the emphasis on developing communicative skills. Modern employers highly value the ability to communicate effectively, which is crucial in any field of activity. Universities incorporate programs aimed at developing public speaking, written, and verbal communication skills, preparing students to interact with diverse audiences and communicate effectively in the workplace.

Leadership qualities also become a focal point in the preparation of philosophy doctors. Leadership development programs contribute to shaping graduates capable of making responsible decisions, leading teams, and implementing innovative approaches in their fields. Universities create conditions for unlocking students' potential by providing opportunities to participate in projects where they can demonstrate and develop their leadership qualities.

Working in teams is another aspect emphasized in educational programs. Universities provide opportunities for participation in group projects, where students collaborate and solve tasks as a team. This contributes to the development of collaboration skills, understanding group dynamics, and effective teamwork in the workplace.

Overall, the emphasis on developing skills crucial for a successful career defines trends in the university preparation of philosophy doctors, creating graduates ready for the challenges and demands of the modern job market.

5. Quality Assessment and Transparency: There is an increasing demand for quality assessment systems in higher education and doctoral programs. Efforts are made to make selection and evaluation processes of doctoral candidates more transparent.

In the modern educational environment, there is a growing importance placed on the quality and transparency of the higher education system, particularly in the preparation of philosophy doctors. This is driven by the desire to identify and ensure high standards of education that align with the realities of the field.

First and foremost, there is an increase in demands for quality assessment systems in higher education. Universities actively develop and implement effective methodologies for evaluating learning outcomes, covering not only students' knowledge but also their skills, creativity, and other aspects of personal development. This is especially relevant for doctoral programs, where it is crucial to assess not only theoretical knowledge but also the ability to conduct independent scientific research and innovate.

Universities are also becoming more transparent in the processes of selection and evaluation of doctoral candidates. Transparency becomes a key principle in organizing competitions, funding programs, and selection committees. Introducing selection criteria and open processes can enhance trust in the system and create conditions for fair selection and the development of young scholars.

Another important component is the assessment of the teaching and learning process itself. The use of student surveys, peer evaluations, and other tools allows obtaining objective data on the quality of education. This data can be used to make adjustments to educational programs and teaching methods, contributing to the continuous improvement of the quality of education.

In summary, the enhancement of quality and transparency in higher education is identified as a key development direction that influences all its levels, including the preparation of philosophy doctors, and contributes to the formation of high standards and effective assessment mechanisms.

These trends may impact the standards and practices of preparing philosophy doctors in Ukraine, but the specific influence can vary depending on the context and realities of each country. Implementing European educational policy ideas in Ukraine can lead to the improvement of education quality and professional training. Here are some key ideas to consider:

1. Focus on Research and Innovation: – For Universities: Development of doctoral programs aimed at fostering creativity, critical thinking, and research skills; – For Doctoral Candidates: Providing opportunities for active participation in research projects and fostering innovative approaches.

The evolving trends in European educational approaches have the potential to shape the standards and practices of preparing philosophy doctors in Ukraine. However, the influence of these trends may vary based on the unique contextual factors of each country. The implementation of European educational policy ideas in Ukraine holds the promise of enhancing the quality of education and professional training. Key considerations include a heightened emphasis on research and innovation, with universities encouraged to develop doctoral programs that nurture creativity, critical thinking, and research skills. Additionally, doctoral candidates would benefit from increased opportunities for active involvement in research projects, fostering innovative approaches to their academic pursuits.

2. Interdisciplinarity and Intersectoral Partnerships: – Promoting collaboration between universities, industrial sectors, and other fields for joint research and innovation implementation.

Emphasizing interdisciplinary collaboration and intersectoral partnerships can significantly impact the landscape of doctoral education in Ukraine. Encouraging universities to forge partnerships with industrial sectors and diverse fields fosters a collaborative environment for joint research and innovation implementation. This approach not only enriches the educational experience for philosophy doctors but also aligns academic endeavors with real-world challenges. By breaking down traditional silos and promoting collaboration across sectors, Ukraine can cultivate a dynamic and holistic approach to doctoral training, preparing professionals who can contribute meaningfully to both academia and industry, addressing complex issues through a multifaceted lens.

3. Increasing the Role of Internationalization: – Ensuring international experience for doctoral candidates through participation in international conferences, exchange programs, and collaboration with scholars from other countries.

Elevating the role of internationalization in Ukrainian doctoral programs holds immense potential for enhancing educational outcomes. Facilitating international experiences for doctoral candidates, including participation in conferences, exchange programs, and collaboration with scholars globally, enriches their perspectives and cultivates a global mindset. Exposure to diverse academic environments fosters cross-cultural understanding and provides invaluable networking opportunities. Furthermore, collaboration with international scholars contributes to the exchange of knowledge and methodologies, strengthening Ukraine's position in the global academic community. Embracing internationalization not only broadens the horizons of philosophy doctors but also positions Ukrainian doctoral education as a hub for cross-cultural academic engagement and innovation.

4. Emphasis on Workforce Preparation: – Developing skills crucial for successful entry into the job market, such as communication, leadership, teamwork, etc.

Prioritizing workforce preparation in Ukrainian doctoral programs is pivotal for producing well-rounded professionals ready for the demands of the job market. Beyond academic expertise, cultivating essential skills like communication, leadership, and teamwork enhances the employability of philosophy doctors. This emphasis aligns with the evolving needs of industries and contributes to the country's economic development. By integrating practical skill development into doctoral education, Ukraine ensures that its graduates not only excel in research and academia but also possess the versatile skill set required for successful and impactful careers. This holistic approach enhances the overall contribution of philosophy doctors to societal and economic advancement.

5. Quality Assessment and Transparency: – Increasing requirements for quality assessment systems in higher education and doctoral programs; – Making selection and evaluation processes of doctoral candidates more transparent.

Elevating quality assessment and transparency in Ukrainian higher education and doctoral programs is imperative for fostering excellence and accountability. Strengthening requirements for rigorous quality assessment systems ensures the continuous improvement of educational standards. Transparent selection and evaluation processes for doctoral candidates enhance fairness, meritocracy, and public trust. This commitment to transparency not only upholds academic integrity but also

attracts high-caliber candidates, promoting a competitive and reputable academic environment. By aligning with European standards, Ukraine can bolster its global standing, attracting international collaborations and investments in education. Ultimately, this contributes to the nation's knowledge-based economy and intellectual advancement.

6. Formation of Academic Integrity: – Developing and implementing programs and courses aimed at cultivating a culture of academic integrity among students and doctoral candidates.

Establishing a robust culture of academic integrity is pivotal in Ukrainian education. Initiatives involving the development and implementation of targeted programs and courses play a crucial role. These efforts are designed to instill ethical values and integrity among students and aspiring doctoral candidates. Cultivating awareness and adherence to academic honesty creates a foundation for scholarly excellence and ethical conduct. By prioritizing the formation of academic integrity, Ukraine not only enhances the credibility of its educational institutions but also contributes to a broader culture of honesty and responsibility in research and academia. This foundational shift promotes a positive academic environment and fortifies the nation's educational reputation.

7. Informational and Innovative Support: – Introducing information technologies to enhance educational and research processes.

Implementing robust informational and innovative support systems is vital for advancing Ukrainian education. The integration of information technologies enhances both educational and research processes. This involves the incorporation of innovative tools and digital platforms to streamline learning experiences and facilitate cutting-edge research. By embracing technological advancements, universities can create dynamic environments that foster creativity, collaboration, and knowledge exchange. The infusion of information technologies not only modernizes educational practices but also equips students and doctoral candidates with essential digital skills, preparing them for the demands of a rapidly evolving global landscape. This strategic approach positions Ukraine's education sector at the forefront of technological integration and pedagogical innovation.

8. Stimulating Mobility and Exchanges: – Supporting student and faculty mobility for the exchange of knowledge and experience.

Promoting mobility and exchanges is pivotal for enhancing Ukraine's education landscape. By actively supporting student and faculty mobility, universities facilitate the exchange of valuable knowledge and diverse experiences. This initiative broadens perspectives, encourages cultural exchange, and nurtures a global outlook among students and academic staff. Scholarly collaborations and interactions with international counterparts contribute to a rich academic environment, fostering innovation and understanding. Embracing mobility initiatives aligns with global educational trends, preparing students and faculty to navigate an interconnected world. This approach not only strengthens individual capabilities but also cultivates a vibrant and globally aware academic community in Ukraine.

9. Development of Soft Management Skills: – Implementing courses and training on soft management skills development to prepare professionals who can effectively work in a team.

The development of soft management skills is crucial for preparing professionals to thrive in collaborative work environments. Implementing dedicated courses and training programs addresses the need for effective teamwork and interpersonal communication. By focusing on skills such as leadership, adaptability, and conflict resolution, educational institutions contribute to producing graduates who excel in team dynamics. These initiatives not only enhance individual career prospects but also bolster the overall productivity and cohesion of the workforce. Emphasizing soft management skills aligns with contemporary workplace demands, ensuring that graduates are well-equipped to navigate the complexities of team-based projects and contribute meaningfully to their respective fields.

The integration of these ideas can contribute to raising the level of education and the preparation of qualified professionals in Ukraine, fostering mutual understanding, and exchanging best practices at the international level.

Conclusions. Academic integrity is a fundamental aspect of higher education in the European Union (EU), emphasizing honesty, integrity, and excellence in research and teaching. Aligned with the Lisbon Strategy, the EU focuses on quality education, positioning philosophy doctors as key contributors to knowledge production and cutting-edge research. The EU upholds academic integrity through legislative frameworks, including the Salzburg Principles and Standards and Guidelines for Quality Assurance, ensuring ethical standards, original research, and stringent measures against academic misconduct. In the European Union (EU), the development of academic integrity in doctoral students involves key practices, including specialized education on ethical standards, the presence of ethical committees, and the introduction of courses and seminars focused on academic integrity. Universities establish codes of conduct and internal control systems to uphold honesty and high research standards, and some institutions engage in international collaboration to exchange best practices. This comprehensive approach ensures an ethical environment and maintains a high level of quality in doctoral education in EU countries. In Ukraine, the current state of higher education has garnered significant scholarly attention, with discussions and evaluations from various perspectives. Scholars like M. Zgurovsky, Yu. Malohulko, and M. Zatkhey focus on the integration of the Ukrainian higher education system into the European space, while others, including V. Menyailo and V. Kovtunets, address the preparation of specialists for academic writing. Recent works by N. Batechko, Yu. Garust, B. Pavlenko, Ya. Tytsko, and T. Finikova delve into specific issues of academic integrity. The formation of academic integrity in Ukrainian doctoral students involves educational initiatives, ethical committees, a regulatory framework, internal control systems, international cooperation, and support for research and innovation. While there is an overall trend toward improvement, the effectiveness of these measures may vary, and continuous efforts are underway to ensure high ethical and academic standards across universities. Some common trends observed in many European countries that impact higher education and the preparation of Ph.D. candidates: Increased Emphasis on Research and Innovation, Interdisciplinarity and Intersectoral Partnerships, Increasing Role of Internationalization, Emphasis on Workforce Preparation, Quality Assessment and Transparency. The impact of these trends on the preparation of philosophy doctors in Ukraine may vary, depending on individual contexts. Introducing European educational policy ideas in Ukraine has the potential to enhance education quality and professional training. Key considerations include focusing on research and innovation, fostering interdisciplinary partnerships, emphasizing internationalization, preparing candidates for the workforce, enhancing quality assessment and transparency, promoting academic integrity, providing informational and innovative support, and stimulating mobility and exchanges. Implementing these ideas can elevate education standards, prepare qualified professionals, and facilitate international collaboration in Ukraine.

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