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## **INTEGRATING SUBJECTIVATION PROCESSES IN PEDAGOGICAL APPROACHES TO FOSTER ACADEMIC INTEGRITY**

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In the dynamic landscape of higher education, maintaining and promoting academic integrity are cornerstones of ethical scholarly practice. However, the current challenge is not solely enforcing regulations but also ingraining a profound sense of ethical responsibility and personal commitment. The concept of subjectivation emerges as a pivotal and transformative lens through which pedagogical innovations can profoundly impact and foster academic integrity within higher education institutions (HEIs).

Subjectivation offers a promising approach to promoting academic integrity by emphasizing the interplay between individual subjectivity, identity formation, and ethical decision-making. Under this paradigm, students are active contributors to their ethical growth in academic settings, taking into account their beliefs, values, experiences, and social contexts. In contrast to conventional methods in higher education that often rely on adherence to regulations, subjectivation addresses students' deeper motivations and ethical reasoning. This paper examines the integration of subjectivation into pedagogical strategies to engage students in upholding academic integrity. The paper presents practical frameworks and theoretical insights that reveal effective methods for students to actively shape their ethical behavior. This integration empowers students to internalize and uphold ethical values, creating a culture of integrity within Higher Education Institutions [1].

Integrating subjectivation processes within pedagogical approaches involves a fundamental shift from passive rule enforcement toward active engagement with students' ethical development. This integration necessitates a departure from traditional didactic methods toward fostering critical reflection, self-awareness, and ethical reasoning among learners. By acknowledging students as active participants in their ethical journey, pedagogical strategies can be tailored to stimulate introspection, encouraging students to comprehend the underlying values, norms, and ethical dilemmas inherent in academic pursuits. It involves creating learning environments that nurture a sense of ownership and responsibility regarding academic integrity, fostering a deeper connection between personal identity and ethical conduct. Integrating subjectivation processes thus seeks to empower students not only with knowledge but with the ethical agency to navigate complex academic landscapes with integrity and ethical conviction [2].

In higher education, academic integrity demands more than rules – it requires a profound ethical commitment. Subjectivation offers a transformative lens for pedagogical innovation in fostering this integrity. By engaging students as active participants in their ethical development, subjectivation intertwines personal identity with ethical decision-making, promising to cultivate a robust culture of integrity. This approach shifts from enforcing rules to nurturing critical introspection, empowering students to navigate academia with a deep commitment to integrity. Integrating subjectivation into pedagogy marks a transformative journey toward instilling ethical values within academic communities.

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## **PROBLEMS OF INTEGRITY IN SCIENCE**

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Today, the research of complex scientific problems, as a rule, is not carried out by individual talents, but by teams of scientific research laboratories, institutions in which different methods of scientific research must be performed simultaneously. For this purpose, teams of employees are formed who are able to perform technological tasks with high quality. It is difficult to imagine that at the same time it is possible to gather honest, fair, trusting, responsible employees who know how to respect and appreciate the research contribution of each member of the team. But, as a rule, in such teams, employees have different levels of qualifications, intellectual training, practical skills and education. Under such conditions, conflicts may arise when determining priorities or the share of research contributions. Such problems are often resolved by agreement. But the history of science preserves other options. Thus, in March 1882, after an unsuccessful attempt to discuss the results of his research with the most authoritative scientist of that time, R. Virkhov, the little-known German microbiologist Robert Koch gave a report at a meeting of the Berlin Physiological Society on the topic "Etiology of tuberculosis", in which he convincingly proved that the causative agent of this disease are mycobacteria, giving a description of their structure, physical and biological properties. The validity of