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Журнал публікує наукові розвідки з теоретичних та прикладних аспектів філології, соціології, науки про освіту, історії, археології, а також, культурології та мистецтвознавства з метою їх впровадження у сучасний науково-освітній простір.

Цільова аудиторія: вчені, лінгвісти, літературознавці, перекладачі, мистецтвознавці, культурознавці, педагоги, соціологи, історики, археологи, а, також, інші фахівці з різних сфер життєдіяльності суспільства, де знаходиться застосування тематика наукового журналу



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PRINCIPLES OF DIAGNOSTICS IN THE EDUCATIONAL PROCESS ON THE EXAMPLE OF SPECIALISTS SPECIALITY 015 VOCATIONAL EDUCATION (ECONOMICS)

Abstract. The article is devoted to the analysis of the principles of diagnostics in the educational process of training students majoring in Vocational Education (Economics), in particular, in the context of assessing their professional training and ability to adapt to changing economic conditions. The importance of diagnostics in the vocational education of economists is that it allows to effectively assess both theoretical knowledge of students and practical skills necessary for professional activity in the economic sphere. The article focuses on the key principles of diagnostics, which include scientific, systematic, transparent, innovative, practical and adaptive.

Particular attention is paid to the application of modern diagnostic methods, such as the use of competency-based models, development and defence of business plans, and analysis of real-life macroeconomic cases. The importance of ensuring objective assessment through the use of clearly defined criteria and tools, such as online testing platforms and e-portfolios, is taken into account. Such methods allow to increase the level of transparency and accessibility of assessment, as well as to adapt the educational process to the latest requirements of the labour market.

The article also emphasises the need to integrate innovative technologies into the diagnostics of students' professional training, which is an important step in the transition to the digitalisation of the educational process. The use of automated tests, online assignments and electronic assessment tools not only helps to maintain the objectivity of the results, but also creates conditions for their prompt processing and feedback to the participants of the educational process.

Due to the principle of adaptability, diagnostics can be focused on individual characteristics of students, which allows for a more accurate assessment of their knowledge and skills, as well as adaptation of the educational process to different levels of students' training. The article also discusses how the



adaptation of curricula and diagnostic methods to the needs of the labour market contributes to improving the quality of training, increasing their competitiveness.

The article is aimed at improving the process of training specialists in the field of economics, emphasising the importance of integrating innovative methods and technologies into the assessment system. This allows not only to ensure a high level of professional training of students, but also contributes to the development of a modern, flexible educational model that meets the requirements of the globalised economic environment.

Keywords: diagnostics, vocational training, economic education, competence-based approach, innovative methods, digital technologies, systematic, adaptability, transparency, practical orientation, assessment, professional activity, labour market, economic disciplines, portfolio, testing, individualisation of learning.

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ПРИНЦИПИ ДІАГНОСТИКИ В ОСВІТНЬОМУ ПРОЦЕСІ НА ПРИКЛАДІ ФАХІВЦІВ СПЕЦІАЛЬНОСТІ 015 ПРОФЕСІЙНА ОСВІТА (ЕКОНОМІКА)

Анотація. Стаття присвячена аналізу принципів діагностики в освітньому процесі підготовки студентів спеціальності "Професійна освіта (Економіка)", зокрема, в контексті оцінювання їхньої професійної підготовки та здатності до адаптації до змінюваних умов економічного середовища. Важливість діагностики в професійній освіті економістів полягає в тому, що вона дозволяє ефективно оцінити як теоретичні знання студентів, так і практичні навички, необхідні для здійснення професійної діяльності в економічній сфері. Стаття зосереджується на ключових принципах діагностики, які включають науковість, системність, прозорість, інноваційність, практичну спрямованість і адаптивність.

Особлива увага приділена застосуванню сучасних методів діагностики, таких як використання моделей компетентнісного підходу, розробка та захист бізнес-планів, а також аналіз реальних кейсів із макроекономіки. Враховано важливість забезпечення об'єктивності оцінювання через використання чітко визначених критеріїв та інструментів, таких як онлайн-платформи для тестування і електронні портфоліо. Такі методи дозволяють підвищити рівень прозорості та доступності оцінювання, а також адаптувати освітній процес до новітніх вимог ринку праці.



Стаття також акцентує на необхідності інтеграції інноваційних технологій у діагностику професійної підготовки студентів, що є важливим етапом у переході до цифровізації освітнього процесу. Використання автоматизованих тестів, онлайн-завдань та електронних інструментів оцінювання дозволяє не лише зберігати об'єктивність результатів, а й створює умови для їхньої оперативної обробки і зворотного зв'язку з учасниками освітнього процесу.

Завдяки принципу адаптивності, діагностика може бути орієнтована на індивідуальні особливості студентів, що дозволяє більш точно оцінити рівень їхніх знань та вмінь, а також адаптувати навчальний процес до різних рівнів підготовки студентів. У статті також розглянуто, як адаптація навчальних програм і методик діагностики до потреб ринку праці сприяє покращенню якості підготовки фахівців, підвищуючи їхню конкурентоспроможність.

Стаття спрямована на вдосконалення процесу підготовки фахівців у галузі економіки, акцентуючи на важливості інтеграції інноваційних методів і технологій у систему оцінювання. Це дозволяє не лише забезпечити високий рівень професійної підготовки студентів, але й сприяє розвитку сучасної, гнучкої освітньої моделі, яка відповідає вимогам глобалізованого економічного середовища.

Ключові слова: діагностика, професійна підготовка, економічна освіта, компетентнісний підхід, інноваційні методи, цифрові технології, системність, адаптивність, прозорість, практична спрямованість, оцінювання, професійна діяльність, ринок праці, економічні дисципліни, портфоліо, тестування, індивідуалізація навчання.

Statement of the problem. In the modern world, the quality of education is a key factor in the development of society and the economy. The speciality 015 'Vocational Education (Economics)' is focused on training teachers who not only possess economic knowledge, but are also able to effectively transfer it to others. However, the effectiveness of the educational process largely depends on reliable diagnostics of students' knowledge, skills and competences. The main challenges in this area are the following: the inadequacy of traditional assessment methods to meet the modern needs of students and the labour market; insufficient practical orientation of diagnostics; the need to integrate innovative assessment methods into the educational process. These problems require the introduction of new approaches to diagnostics that meet the principles of systematic, objective and result-oriented approach.

The relevance of the topic is due to global changes in education and the economy, as well as the need to adapt the national higher education system to



European standards. Implementation of the Bologna Process standards - the European Credit Transfer and Accumulation System (ECTS) - requires objective assessment of learning outcomes aimed at student mobility and graduate competitiveness. Demand for highly qualified specialists: the modern labour market requires specialists who are able to apply knowledge in practice and integrate economic and pedagogical skills. Innovative diagnostic methods: with the development of digital technologies, it is important to introduce tools that increase the efficiency and transparency of assessment. Improving the quality of teacher training: future teachers of economic disciplines should not only have a thorough knowledge of economics, but also be able to use modern educational approaches.

The study of the principles of diagnostics in the educational process of the speciality 015 'Vocational Education (Economics)' is extremely relevant to ensure the quality training of specialists capable of meeting the challenges of modern society.

Analysis of recent research and publications.

The topic of diagnostics in the educational process of the speciality 015 Vocational Education (Economics) attracts the attention of many researchers because of its importance for the training of highly qualified teachers. The scientific works of L. Vashchenko and O. Tikhomirova focus on the systematisation of the principles of diagnostics in the educational process. They emphasise the importance of an integrated approach that combines cognitive, practical and socio-psychological aspects. O. Marchenko's study emphasises the importance of transparency and objectivity of diagnostics in teacher training. The author notes that traditional forms of assessment should be complemented by innovative methods.

The works of V. Hrynevych and N. Kovalenko analyse the introduction of digital technologies in the diagnosis of knowledge. The authors' articles highlight the effectiveness of using online platforms, automated testing and e-portfolios to assess students' professional competences. According to I. Soroka and Y. Zinchenko, an innovative approach to diagnostics increases student motivation and facilitates adaptation to modern labour market requirements. S. Romanenko's articles focus on the training of teachers of economic disciplines. The author examines the peculiarities of diagnosing pedagogical skills, in particular the ability to teach complex economic concepts in an accessible language. I. Karpenko's research highlights the need to assess students' ability to adapt modern economic knowledge to the educational process.

Research in the field of diagnostics in the training of specialists in the speciality 015 Vocational Education (Economics) is characterised by a variety of approaches and tools. The main directions are the integration of innovative



assessment methods, the use of a competence-based approach, ensuring transparency and objectivity of the diagnostic process, and adaptation to European higher education standards.

The purpose of the article is to substantiate the principles of diagnostics in the educational process of the speciality 015 Vocational Education (Economics) to ensure high-quality training of teachers who are able to effectively teach economic disciplines and meet the modern requirements of educational and professional activities. The realisation of this goal will help to increase the efficiency of the educational process and the compliance of the training of specialists with the current requirements of the labour market.

Summary of the main research material.

For specialists in the specialty 015 ‘Vocational Education (Economics)’, diagnostics of professional training is one of the key elements that ensures the quality training of future teachers and specialists in the economic sphere. It is of particular importance because this area of study is aimed not only at acquiring theoretical knowledge but also at developing practical skills for teaching economic disciplines and effective work in the economic environment. Diagnostics is the main tool for assessing students' competences, and its task is to help unlock their potential and develop their professional abilities. Below are the key principles of diagnostics with specific examples that meet the needs of the speciality.

The principle of science is the basis of any effective diagnosis, especially in the field of education. In the context of the professional training of students majoring in 015 ‘Vocational Education (Economics)’, this principle implies that the assessment process and diagnostics should be based on current, proven scientific achievements and theoretical concepts existing in the field of pedagogy, psychology and economics. This ensures not only objectivity but also reliability of assessments, allowing for a more accurate measurement of students' knowledge and skills.

The scientific approach to the diagnostics of professional training of students of economic specialities includes the application of theoretical models, methods, concepts developed in the framework of modern research in pedagogy and economics. In particular, various forms of work are used to assess the level of knowledge, from traditional tests to case studies that reflect real-life situations in economic practice. In the course of their studies in Macroeconomics, students are asked to analyse real-life cases. One of these cases may relate to the assessment of the impact of changes in the central bank's monetary policy on the national economy. The assignment involves not only the study of theoretical aspects of monetary policy, but also the ability of students to apply the knowledge gained to real economic situations. In this context, the teacher uses competency-



based models that include not only the acquisition of theoretical knowledge but also the development of practical skills, including the ability to analyse, forecast and make decisions based on the data obtained. Thanks to this approach, the diagnostics reveals not only the level of students' knowledge, but also their ability to adapt this knowledge to the real working conditions in the economic environment.

The use of scientific achievements in diagnostics can effectively adapt the educational process to new challenges of the economic environment. For example, changes in the macroeconomic situation, new economic trends and requirements for specialist qualifications can be taken into account when developing assessment criteria and assignments for students. This allows the education system to respond to changes in the labour market and provide students with knowledge that meets modern requirements.

The use of modern scientific approaches to assessment allows for a more accurate measurement of not only students' academic knowledge, but also their ability to think and behave professionally. For example, the use of real economic case studies gives students the opportunity to work with real-life situations, which helps prepare them to adapt to changes in the real world of economics.

The principle of science is the basis for effective diagnostics of the professional training of students majoring in 015 Vocational Education (Economics), as it contributes to the objective assessment of knowledge and skills, the formation of competencies, and allows the educational process to be adapted to the constantly changing conditions of economic reality. The use of modern scientific methods and models in diagnostics helps not only to assess students' theoretical knowledge, but also to prepare them for the practical application of this knowledge in real life.

An important aspect is the principle of systematicity, which is an important component of diagnostics in the educational process, especially in the context of training students in the speciality 015 Vocational Education (Economics). It implies that the assessment should be comprehensive and cover all key aspects of professional training: theoretical knowledge, practical skills, pedagogical abilities and socio-psychological readiness of students for professional activities. All these components should be interrelated, which allows for a more accurate picture of the overall level of student preparation.

One of the key aspects of the principle of systematicity is that diagnostics should be carried out consistently, i.e. each stage of assessment should logically follow from the previous one, thus providing a holistic picture of the student's level of training. In the process of diagnostics in the discipline 'Fundamentals of Entrepreneurship', students are offered a series of tasks that consistently check various aspects of their training:



- Theoretical test - testing knowledge of basic economic terms, principles and theories underlying entrepreneurial activity. This stage assesses students' basic theoretical knowledge.

- Business plan development - students are asked to develop a business plan for an imaginary enterprise. This task allows us to assess the students' ability to apply theoretical knowledge in practice, develop analytical thinking and the ability to predict economic results.

- business plan defence - the last stage involves the presentation of the developed business plan to a panel (or group of students), which assesses both the student's presentation and communication skills. Students' ability to effectively communicate their ideas and arguments is assessed.

This systematic approach allows us to evaluate not only theoretical knowledge but also practical skills, the ability to argue and present their ideas, which are important for a successful career in the economic sphere. The principle of systematicity is an integral part of the diagnostics of professional training of students majoring in 015 Vocational Education (Economics), as it allows for a comprehensive and logically consistent assessment of all components of professional training. This provides a more accurate and comprehensive picture of the student's level of training, allowing teachers to correctly assess both theoretical knowledge and practical skills, which is important for the effective training of economic specialists.

The principle of transparency and objectivity is one of the key aspects in the process of diagnosing the professional training of students majoring in 015 Vocational Education (Economics), as it ensures a fair assessment of knowledge and skills, which is the basis for building trust in the assessment results among students and teachers. Transparency means that students have a clear understanding of the assessment criteria and requirements for completing assignments, while objectivity ensures that assessment is based on clearly defined standards that exclude the possibility of subjective influences.

Transparency of assessment means that the assessment criteria should be clearly defined and communicated to students at the beginning of the course or before completing specific assignments. This allows students to understand what they should focus on when preparing for the assessment and what results they should achieve. In addition, the assessment criteria should be relevant to the specifics of economic disciplines, in particular, take into account the importance of not only theoretical knowledge but also the ability to apply this knowledge in real-world economic conditions. Transparency of assessment is ensured when the criteria are clearly defined and understandable for students, allowing them to assess their strengths before they start the task. They can predict how their performance will be assessed, which is important for motivation to learn and achieve high results.



For Microeconomics, teachers can develop a detailed grading scale that includes not only the correctness of the calculations, but also aspects such as: logicity and validity of conclusions - assessing the student's ability to analyse the situation correctly and formulate conclusions based on economic theories and facts. Practical application of knowledge - how effectively a student uses theoretical knowledge to solve practical problems, such as analysing market situations or planning a strategy for an enterprise. Structure and presentation of the work - an assessment of how the student presents his or her work, whether it is logically structured and understandable.

This allows teachers to objectively evaluate various aspects of a student's knowledge and skills, not only looking at the result, but also taking into account the process and quality of the work. To ensure objectivity, anonymous assessment is often used, which eliminates the possibility of subjective factors influencing the result. In anonymous forms of assessment, it is impossible to determine who is performing the task, which guarantees equal conditions for all students and eliminates the possibility of bias. The introduction of anonymous testing through online platforms such as Moodle minimises the possibility of subjective influence on grades. Students complete tests in an online system where their work is automatically evaluated according to predefined criteria (correctness of answers, selection of the best option from the proposed ones, etc.) Grades are automatically provided to students after they complete the test, which ensures speed and transparency of the process.

To ensure objectivity, it is important to use standardised diagnostic tools that do not depend on the personal views of the teacher, but are based on objective parameters. These can be multiple-choice tests, automated software checks or digital platforms that guarantee accuracy and equal assessment conditions for all students.

The principle of transparency and objectivity is key in the process of diagnosing the professional training of students majoring in 015 Vocational Education (Economics). The establishment of clear assessment criteria, the use of anonymous and standardised methods of knowledge testing, as well as ensuring transparency of assessment guarantee a fair and objective assessment of students' knowledge and skills, which contributes to the development of their professional competencies and increases the efficiency of the educational process.

The principle of innovation in diagnostics, which involves the use of modern digital technologies and the latest methods of assessing students' knowledge and skills, requires attention. In the context of rapid changes in the economy and education, innovative approaches make the diagnostic process more dynamic, accessible and efficient. In particular, the integration of



information technology not only improves the quality of assessment, but also significantly expands the opportunities for interaction between students and teachers.

The integration of digital technologies into the diagnostic process offers significant advantages. It allows for real-time assessment, reduces the subjectivity of assessments and greatly simplifies the management of the learning process. Web-based platforms, online courses and specialised learning systems create the conditions for automating testing, data storage and processing, which allows teachers to assess results faster and provide students with feedback.

One of the most striking examples of an innovative approach to diagnostics is the use of automated tests. Such tests allow for the assessment of students' knowledge without the need to manually evaluate each paper. Tests can be integrated into learning platforms such as Moodle or Google Classroom, where students are given a variety of tasks: choosing the right answers, solving economic cases, analysing financial reports, etc. In the discipline of Financial Analysis, automated tests may include tasks in which students must choose the correct answers to questions about analysing the balance sheet of an enterprise, calculating financial ratios, or forecasting economic indicators. Upon completion of the test, the student receives immediate feedback, which allows them to assess their own mistakes and adjust their approach to learning.

Another innovative method is the introduction of electronic portfolios, which allow students to store their work and achievements throughout their studies. Portfolios are not only a tool for student self-assessment, but also an important tool for teachers to assess the development of students' professional competences over the entire period of study. Teachers of economic disciplines can use e-portfolios to store financial models, calculations and analytical reports made by students. Portfolios contain not only finished works but also the stages of their completion, which allows teachers to assess the learning process, the level of professionalism and the ability to work independently. Assessment through the portfolio includes an analysis of not only the results but also the process of completing tasks, which contributes to the development of critical thinking and practical skills of students.

The principle of innovation in the diagnostics of professional training of economics students is an important element that allows to increase the effectiveness of learning, make the assessment process more dynamic and accessible. The use of digital technologies, automated tests and e-portfolios contributes to the development of students' professional competences and improves the quality of the learning process. Therefore, the integration of the latest assessment tools into the educational process is a prerequisite for training competitive economic professionals.



The next important principle is that of practical orientation, which is one of the most important aspects of diagnostics in education, as it ensures that students acquire not only theoretical knowledge but also practical skills necessary for their future professional activities. It is important that the diagnostic process contributes to the formation of those competences that directly meet the requirements of the modern labour market.

The labour market is constantly changing, and it is important for the training of specialists in economic disciplines to be able to work with real business tasks, not just abstract theoretical models. Therefore, when diagnosing students' professional training, it is necessary to include tasks that help assess their ability to make decisions in real economic conditions.

Real-world assignments enable students to apply theoretical knowledge in practice. These may include case studies, analysis of business plans, development of financial models, calculation of the investment attractiveness of projects, etc. This approach allows us not only to assess the level of students' knowledge, but also to determine their ability to apply this knowledge to solve specific economic problems. One example is a task involving the development of an investment project for a specific enterprise operating in a particular economic environment. Students are required to: assess the profitability of the project based on the calculation of potential revenues and expenses; analyse risks: identify the main economic, financial and political risks that may affect the project; forecast financial flows: create financial models to calculate future cash flows and determine the feasibility of investment.

This format of the assignment allows students to work with real business data and economic conditions, which are necessary for further work in real business conditions. The main purpose of such diagnostics is to ensure that students can apply the acquired knowledge in practice in real professional situations. This contributes to the development of skills that are important not only for the successful completion of academic tasks, but also for effective work in the real labour market. Students who have the opportunity to apply their knowledge in practice are better prepared for professional challenges and can adapt more quickly to various situations in the workplace.

The principle of practical orientation in the diagnostics of professional training of economics students is critical for the formation of specialists capable of working effectively in real economic conditions. The use of tasks that simulate situations from the labour market allows students to develop the necessary practical skills and improves the quality of training of future economists, ensuring their readiness for successful professional activities.

The principle of adaptability is that the diagnostic process should be flexible and meet the individual needs of each student. This means that diagnostic



methods and tasks must be adapted to the level of training of students, their personal characteristics, as well as the specifics of specific disciplines taught. This approach allows not only to assess the level of knowledge, but also to promote more effective learning of the material by each student.

Adaptive diagnostics involves the use of various assessment tools and methods that allow the teacher to take into account the individual abilities of students and their current level of preparation. This approach allows for differentiated assessment and providing students with tasks that will correspond to their knowledge and skills, creating conditions for the maximum development of each of them. An adaptive approach in diagnostics is especially important for students of the specialty 015 Professional Education (Economics), as it allows to prepare specialists who are able to work in changing conditions and quickly adapt to new requirements of the economic sphere. The use of adaptive assessment methods also allows taking into account different learning styles of students, which in turn contributes to better assimilation of the material and development of professional skills.

Variety of tasks: the use of different types of tasks depending on the level of students' training - from theoretical tests to practical cases. For students with a high level of training, more difficult tasks are offered that require the analysis of real economic situations, while for students, who have an initial level of knowledge, tasks can be simpler and focused on basic economic principles. Flexibility in the selection of tasks: students can be provided with task options from which they can choose the most suitable for their level of training. This may include the analysis of economic cases, solving financial analysis problems, or calculating economic indicators for a particular enterprise. Personalized tests and interpretation of results: When using automated tests or online platforms such as Moodle, tests can be customized so that the level of difficulty changes according to the student's response. This allows you to get a more accurate picture of the level of knowledge and adapt further training to the needs of each student.

Within the scope of the "Labor Economics" course, the teacher can apply an adaptive approach to the diagnosis of knowledge. Students are offered tasks depending on their level of training: for students with basic knowledge: performing calculation tasks, such as determining the minimum wage or analyzing the economic efficiency of an enterprise. For advanced students: more complex assignments requiring real-life case studies where students assess the impact of economic policies on the labor market in a specific country or industry.

This approach allows taking into account individual differences in the preparation of students and enables each of them to work on those aspects of the discipline that correspond to their level. The principle of adaptability in diagnostics is an important component of an effective educational process for



students of the specialty 015 Professional Education (Economics). It allows you to take into account the individual characteristics of each student and select tasks according to their level of training. This not only increases the effectiveness of training, but also contributes to the development of professional competencies necessary for a successful career as an economist.

Conclusions. Diagnostics of professional training of students of specialty 015 Professional education (Economics) is an important tool for ensuring high quality of education. It allows not only to evaluate the knowledge and skills of students, but also contributes to their professional development, the formation of practical competencies necessary for effective activity in the economic sphere.

Important principles of diagnostics are scientificity, systematicity, transparency, innovativeness, practical orientation and adaptability. Each of these principles provides a deep and comprehensive assessment of students' knowledge, abilities and skills, which is important for training highly qualified specialists. In particular, the principles of scientificity and systematicity make it possible to base evaluations on modern research and organize the diagnostic process so that it covers all aspects of vocational training. The introduction of the latest technologies and tools, such as electronic portfolios, online testing and automated evaluation systems, makes the diagnostic process more efficient, accessible and objective. It also makes it possible to use new assessment methods that meet modern requirements for training specialists in the field of economics.

An adaptive approach in diagnosis, which takes into account the individual characteristics of students, the level of their knowledge and the needs of the labor market, is the key to ensuring quality education. This allows not only to individualize the educational process, but also to provide students with the necessary skills for successful professional activity.

In order to further improve diagnostics in the educational process of the specialty of economic direction, it is necessary to focus on the integration of innovative assessment methods, the development of digital platforms for testing and assessment, as well as ensuring a more flexible adaptation of educational programs to the changing conditions of the labor market.

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ЗАБЕЗПЕЧЕННЯ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ В НАУКОВО-ДОСЛІДНИЦЬКІЙ ДІЯЛЬНОСТІ МАЙБУТНІХ ДОКТОРІВ ФІЛОСОФІЇ

Анотація. У статті авторами проаналізоване поняття «академічна доброчесність». Визначені особливості її забезпечення в науково-дослідницькій діяльності майбутніх докторів філософії. Зазначено, що формування готовності майбутніх докторів філософії до реалізації ідей академічної доброчесності є комплексним процесом, що вимагає системного підходу, який дозволяє врахувати різноманітні фактори, що впливають на цей процес, та забезпечити його ефективність. Відзначено, що у сучасному контексті інтеграції України до глобального освітнього простору дотримання принципів академічної доброчесності набуває статусу не лише морального зобов'язання, але й ключового індикатора професійної зрілості майбутніх науковців.

Проаналізовано на основі аналізу наукових джерел та в ході педагогічних спостережень, що академічна доброчесність включає дотримання етичних норм, прозорість у проведених дослідженнях, розміщення плагіату, належне цитування джерел, об'єктивність під час аналізу та інтерпретації даних.

З метою дослідження значення академічної доброчесності в науково-дослідницькій діяльності майбутніх докторів філософії авторами було проведене дослідження серед майбутніх докторів філософії першого,