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НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ УКРАЇНИ
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СІКОРСЬКОГО»**

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КАФЕДРА ФІЛОСОФІЇ**

**ST. CYRIL AND ST. METHODIUS UNIVERSITY OF VELIKO TURNOVO
FACULTY OF PHILOSOPHY**

**WROCLAW UNIVERSITY OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES**

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ТВОРЧІСТЬ
У ХРОНОТОПІ ТЕХНІЧНОГО УНІВЕРСИТЕТУ**

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**ACADEMIC PLAGIATE AS AN “EDUCATIONAL DISEASE”:
A UNIVERSITY CASE**

Academic integrity at the university is a key topic of current discussions on didactics and ethics in modern higher education among representatives of the educational community, the ministry in charge, national and international experts, public organizations.

Indeed, the problem is "painful"; it is appropriate to say that it has evolved into a "disease" that occurs immediately in chronic and acute forms, and requires the use of integrated and systematic approaches in the search for an effective method of "treatment". Considering the poly-aspect of the investigated issue, within this publication we will pay attention to only three aspects: the content of the phenomenon of "academic plagiarism"; an overview of some of the barriers that make it difficult to devalue academic plagiarism; some useful practices for implementing "anti-plagiarism" policies at universities.

At present, a number of legislative and copyright definitions of plagiarism have been elaborated in the theory of academic writing, but many of them are lacking in one-sidedness, semantic blur, or excessive formalism. The complex conception of plagiarism as an "academic disease", having its own "anamnesis", actualizes consideration of other, more "human" interpretations of it. One of the most successful, in our view, is the definition proposed by former Director of the International Center for Academic Integrity (USA) Teresa Fishman: "plagiarism occurs when a person: 1) uses words, ideas or results of work, 2) belonging to

another identified source or person, 3) without specifying a reference to the source from which they were borrowed, 4) in a situation where the original authorship is reasonably expected, 5) for the purpose of obtaining some benefit, honor, benefit, not necessarily monetary" [1]. In this definition, plagiarism is defined not solely because of its actual form but, above all, because of its content, the parties involved, the circumstances, and the probable motives for the act of dishonesty, which attests to the research value of such an interpretation.

The complexity of research of academic plagiarism emphasizes the fact that representatives of both the student and academic communities resort to intellectual theft, and the phenomenon in the conditions of its banalization metastasize in breadth (abstract - course work - graduation qualification or scientific work) and inside (rewrite - compilation - fabrication - copypast).

Consider another aspect of the posed question. The list of barriers of instrumental and mental character in the process of plagiarism devaluation is considerable, so let us look at some of them. In particular, the overall situation of "struggle" is significantly exacerbated by the fact that the above-mentioned "banality of evil" (H. Arendt), as an eloquent illustrator of the plagiarism phenomenon, gives rise to unfair practices of open and latent tolerance of the plagiarism of one person by another (colleague, teachers, editorial boards, etc.).

It is important to note that the technical procedure for checking plagiarism has some restrictions on the detection of plagiarism in the text: translation from other languages; contract-cheating; the lack of search for matches with texts posted outside the Internet. In addition, it should be

emphasized that technical verification of the text by specialized software is not sufficient for fixing plagiarism, but only the features of the last one, while the procedure for proving the plagiarism involves the evaluation and interpretation of the results of the examination, as well as the examination of the text by specialists in specific scientific field with the knowledge of specific literature including in foreign languages. Obviously, the procedure of proving the fact of plagiarism is a difficult resource-consuming task, because the expert himself has to work with large volumes of literature, consistently detecting textual borrowing, stealing someone else's thoughts.

The strategy of overcoming the problem of academic plagiarism involves applying two approaches at once: first, the consistent devaluation of academic texts that contain signs of plagiarism or are directly plagiarized; teaching students and researchers of all ages the rules and techniques of virtuous academic writing. In the direction of strategy implementation it is advisable to use a number of tactical measures, including: *for editorial boards of publishers, members of organizing committees for conference, members of examining committees, specialized scientific councils*: intolerance of plagiarism facts in case of its detection and proving; *for administrations of university*: providing lecturers with accessible software to check for signs of plagiarism; *for lecturers*: actual verification of students' educational texts for uniqueness; *for students*: application of modern methodological and software tools that help to prepare high-quality author's text (abstract and scientometric databases of academic texts, bibliographic managers, etc.).

However, the most important, in our view, is the dissemination of a number of teaching practices that do not have a "supervisory" or "punitive" function, but cultivate a new philosophy of academic writing, which includes: teachers should transmit to students information that writing does not have to become the single-minded, unmistakable answer to a question, and to be the result of an independent search for an answer through what has already been written by others on the subject, and their authorship should be respected and their opinions considered critical; lecturers should apply positive motivation at the learning stage: "self-fulfilled work will provide you with the skills that you will then need in your professional life: for example, the ability to collect, organize and comprehend material; give it its own organic form; to make sure that the reader understands what is being said .. " [2]); lecturers should strive to avoid the use of negative motivation (such as "the anti-plagiarism system will expose your plagiarism!"); lecturers should read students' work and the students should be aware of it; a personal example of virtuous academic practices, since it is impossible to be "virtuous in half" etc.

Thus, the consideration of academic plagiarism in modern universities as a research problem reveals a number of research aspects that contain not only normative and legal, but also significant "human-dimensional" potential for their understanding. The following publications will present the results of scientific investigations into the controversial nature of the phenomenon of self-plagiarism.

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**ВЗАЄМОДІЯ РЕФЛЕКСИВНИХ СУБ'ЄКТІВ У ГРУПАХ
СКЛАДНОЇ СТРУКТУРИ**

З точки зору постнекласичної науки дуже важливим фактором, що впливає на дослідження й інші наукові аспекти, є вплив суб'єкта. Це вельми впливає, наприклад, при розробці гіпотез, виборі напрямків і методів проведення досліджень, трактуванні результатів тощо. Саме тому останнім часом усе більше і більше уваги приділяють даному питанню. В межах даного питання розглядатиметься, як можна за допомогою математичних методів розвивати і певною мірою направляти наукову творчість. Адже творчість - це насамперед одна із рушійних сил науки і краще розуміння даного феномену дасть змогу краще і якісніше його використовувати.