Abstract. The Ukrainian higher education system has faced significant challenges due to the COVID-19 pandemic and the outbreak of war in 2022. Despite these difficulties, the teaching community has demonstrated commitment in ensuring the continuity of education through online delivery. Academic integrity is crucial in this context as the virtual landscape presents new challenges and temptations that could compromise its principles, preserving the integrity of the educational process and equipping students with the ethical foundation necessary for their future professional endeavors. In the realm of business education, academic integrity plays a pivotal role in shaping the next generation of managers who navigate the complex business landscape ethically and effectively. This study builds on recent research and insights from the educational community to comprehensively explore the facilitation of academic integrity in online instruction, aiming to present findings and propose solutions that establish crucial prerequisites for the successful implementation of online teaching methods and contribute to the existing knowledge base, promoting academic integrity in online learning environments. The findings of this study demonstrate that promoting academic integrity in online teaching revolves around two main trajectories: cultivating academic honesty by establishing clear expectations, informing students about consequences, and emphasizing its significance, and focusing on creating the unique, tailored course assignments that maintain academic integrity and foster a culture of trust and responsibility through original designs aligned with learning objectives and higher-order thinking skills. By integrating these trajectories, educators can contribute to the ongoing efforts to promote academic integrity in online learning environments, while future research should focus on approaches to further enhance academic integrity in online language teaching.

Keywords: academic integrity, higher education, assignments, cultivation, future managers, online instruction.
АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ ТА ЕТИЧНЕ ЛІДЕРСТВО:
ФОРМУВАННЯ ШЛЯХУ МАЙБУТНІХ МЕНЕДЖЕРІВ

Анотація. Пандемія COVID-19 та тривала війна в Україні поставили перед освітнім сектором неймовірні виклики. Незважаючи на ці складнощі, освітня спільнота продемонструвала свою віданість, забезпечуючи неперервність навчання через онлайн-формат. Важливим аспектом у такому контексті стає академічна чесність, оскільки віртуальне середовище приносить нові виклики, які можуть підірвати засади академічної чесноти. Збереження академічної чесності не тільки гарантує цілісність освітнього процесу, але й надає студентам етичну основу, необхідну для їхньої майбутньої професійної кар'єри. У сфері бізнес-освіти академічна чесність відіграє ключову роль у формуванні наступного покоління менеджерів, які здатні етично та ефективно працювати у сучасному бізнес-середовищі. Дослідження ґрунтується на результатах актуальних наукових розвідок та інсайтів освітньої спільноти і має на меті комплексне вивчення сприяння академічній чесності в онлайн-навчанні, а також представлення висновків та пропозицій, які створюють необхідні передумови для успішної реалізації онлайн-методів навчання та сприяють розвитку академічної чесності в онлайн-навчальних середовищах. Автори мають не меті зробити свій внесок у постійні зусилля з просування академічної чесності в онлайн-середовищах навчання. Дослідження демонструє, що сприяння академічній чесності в онлайн-навчанні базується на двох основних напрямах. Перший напрямок полягає в культивуванні академічної чесності шляхом встановлення чітких очікувань, інформування студентів про наслідки академічної нечесності та підкреслення її важливості як невід'ємної частини освітнього шляху студентів. Другий напрямок зосереджений на створенні унікальних завдань, що забезпечують академічу чесність та сприяють формуванню культури довіри та відповідальності за допомогою оригінального дизайнів, відповідності навчальних цілей та вимогам вищого рівня мислення. Інтеграція цих напрямів дозволяє викладачам внести свій внесок у постійні зусилля щодо просування академічної чесності в онлайн-середовищах навчання. Майбутні дослідження повинні зосередитись на підходах до подальшого зміцнення академічної чесності в онлайн-навчанні мови.

Ключові слова: академічна чесність, вища освіта, завдання, культивування, майбутні менеджери, онлайн-навчання.

Problem statement. The Ukrainian higher education system had already been facing challenges posed by the COVID-19 pandemic when, in 2022, the outbreak of war further intensified the difficulties. However, despite the hindering circumstances and the need to shift higher education to online delivery, the teaching community continues to demonstrate commitment and skills, putting in concerted efforts to ensure the continuity of education.

In this context, academic integrity has become crucially relevant as the educational system strives to maintain its quality and excellence. Academic integrity has always been regarded as a crucial component of professional higher education, ensuring that students uphold the values of honesty, integrity, and intellectual rigor. However, in the current context of Ukrainian higher education, the significance of academic integrity becomes even more pronounced. As the virtual landscape becomes the primary medium for education, it brings about unique challenges and temptations that could compromise the principles of academic integrity. With the increased accessibility to digital resources and the potential for unethical practices such as plagiarism or cheating, addressing and emphasizing the importance of academic integrity has become an especially relevant and pressing topic for Ukrainian students. Upholding academic integrity in the online learning environment not only preserves the integrity of the educational process but also
equips students with the ethical foundation necessary to succeed in their future professional endeavors as it serves as a cornerstone in shaping the professionalism, instilling in them the values of ethical conduct, integrity, and a commitment to excellence that are essential in their future roles.

In the realm of business education, the significance of academic integrity cannot be overstated when it comes to shaping the next generation of managers. Upholding academic integrity equips future managers with the tools to navigate the complex business landscape ethically and effectively. It instills core values of honesty, integrity, and fairness, building a reputation based on trustworthiness. Fostering academic integrity cultivates critical thinking, problem-solving skills, and a profound respect for intellectual property. It also develops qualities of discipline, perseverance, and a drive for excellence, ensuring long-term success. Also, academic integrity plays a pivotal role in shaping ethical leadership capabilities and preparing aspiring managers for managerial roles with the highest ethical standards.

Recent Studies and Publications. The issues of academic integrity in online education have long been a focal point for researchers. However, the period from 2020 to 2023 has witnessed a surge of studies in this field, primarily driven by the worldwide impact of the COVID-19 pandemic. Eaton [8] highlighted the significant concerns regarding academic integrity during the transition to online teaching. Adding to this, Liu X. et al. [14] conducted an investigation revealing an increase in academic misconduct during this transition period. In response to these challenges, Chiang et al. [4] and Rapanta [16] conducted studies aimed at identifying factors contributing to academic dishonesty in online learning environments, providing valuable recommendations for prevention and intervention. These studies collectively underscore the critical importance of promoting academic honesty in online education, particularly in times of crisis.

In addition, a range of research endeavors has contributed to our understanding of academic dishonesty in online learning environments and its broader implications. Chiang [4] conducted a systematic study to analyze trends and identify potential areas for further research, while Dendir focused on assessing the prevalence of academic dishonesty in online courses. Holden [11] provided a comprehensive review of current research on academic integrity in higher education, with a specific focus on its application to assessment practices in online courses. Malik conducted a study examining academic cheating behaviors and the perceived effectiveness of online education during the COVID-19 period among students from various educational institutions. Lastly, Putra [5] investigated the impact of lecture administration, lecturer-student interaction, and learning satisfaction on the occurrence of academic dishonesty.

Collectively, these studies significantly contribute to our existing knowledge base on academic integrity in online education. They offer valuable insights into various aspects of academic dishonesty, including cheating behaviors, prevalence, assessment practices, and the impact of online learning environments on academic performance. This body of research plays a crucial role in informing efforts to address academic dishonesty and foster a culture of integrity in online education settings.

Objectives. Building on recent scholarly research and insights from the educational community, our study aims to comprehensively explore the facilitation of academic integrity in online instruction. As a result, we aim to present our findings and propose solutions that establish crucial prerequisites for the successful implementation of online teaching methods. By addressing this objective, we strive to contribute to the existing knowledge base into promoting academic integrity in online learning environments.

Findings. The promotion of academic integrity in online teaching revolves around two main trajectories. The first trajectory involves the cultivation of academic honesty, emphasizing the importance of integrity in academic work and upholding ethical standards. The second trajectory focuses on creating course assignments that maintain academic integrity, fostering a
culture of trust and responsibility. By integrating these trajectories, online teaching can train future managers who possess not only knowledge but also a strong ethical compass for navigating professional environments.

**Cultivation of Academic Honesty.**

Establishing clear expectations for academic integrity and outlining the repercussions of academic dishonesty is the crucial first step in shaping a culture of academic integrity in online language teaching. By effectively communicating these expectations and consequences to students, instructors can discourage cheating and unethical practices [4-6; 13]. This includes clearly articulating expectations regarding academic honesty, such as proper citation practices, source usage, collaboration, and the submission of original work. By explicitly outlining these expectations, students gain a clear understanding of what is considered acceptable and are more likely to uphold the principles of integrity.

Equally important is informing students about the consequences of academic dishonesty. Instructors should clearly state the potential repercussions of cheating, such as a failing grade, academic probation, or disciplinary action. It is essential for instructors to be vigilant in detecting cases of cheating, implementing fair processes, and administering appropriate penalties when misconduct is confirmed. By maintaining consistency in addressing academic dishonesty, instructors send a strong message that dishonest behavior will not be tolerated and that academic integrity is an unwavering expectation.

Emphasizing the significance of academic integrity as an integral part of students' educational journey is crucial. Instructors should highlight the value of honesty, integrity, and the pursuit of knowledge, instilling in students a sense of pride and responsibility for their work and achievements. This can be achieved through various means, such as, for instance, reflective assignments [2; 7].

Promoting a culture of integrity in online language teaching, particularly in the context of training future managers, also relies on encouraging academic honesty through discussions and ethical cases analysis. These discussions serve as a powerful tool to promote ethical behavior by raising awareness about the negative consequences of dishonesty and emphasizing the value of integrity not only in academic, but in business settings. Through these discussions, students can gain a deeper understanding of the ethical implications of their actions and develop a sense of responsibility. Additionally, these discussions provide an opportunity for instructors to emphasize the importance of taking pride in one's own work, fostering a sense of ownership and personal investment in pursuits. By appreciating the significance of their contributions, students are more likely to engage in authentic and original work, reducing the inclination to resort to dishonest practices [3; 11; 14].

Furthermore, providing resources such as writing and study skill workshops plays a vital role in supporting students' academic development and integrity. These workshops equip students with the necessary skills, including proper citation practices, effective research techniques, and critical thinking strategies, enabling them to engage in academic work with integrity. Access to these resources ensures that students have the tools and knowledge to produce high-quality work and make informed ethical decisions.

By combining these efforts, instructors can contribute to the development of responsible and ethical learners who actively engage in their academic pursuits with integrity, thereby nurturing a culture of academic excellence and integrity in online language teaching settings.

**Assignments.**

**Unique.** One effective strategy is to avoid relying on readily available assignments or materials accessible online. The temptation for students to engage in academic dishonesty is heightened when assignments can be easily found through a quick internet search. By opting for
original assignments, instructors can reduce the likelihood of cheating and encourage more authentic student engagement in the learning process. To achieve this, instructors should design assignments that are tailored to the specific learning objectives and aligned with the course content, rather than using pre-existing materials [6; 12; 16].

Within an ESP course, instructors may enjoy the flexibility to design original assignments that cater to the needs of future managers. These assignments can be in diverse formats, such as case studies that prompt students to apply their skills in proposing practical solutions. Alternatively, open-ended projects provide opportunities for students to delve into topics of interest, conduct independent research, and creatively present their findings with multimedia presentations, reports, or other forms common for business communication. By embracing this approach, instructors not only foster academic integrity but also empower future managers to demonstrate their knowledge and skills in dynamic ways, preparing them for the challenges of the business world.

Furthermore, the creation of original assignments provides an opportunity for instructors to align assessments with the specific learning outcomes of the course. By tailoring assignments to address desired language skills and competencies, instructors ensure that students actively participate in the learning process and that assessments accurately measure their progress. This alignment between assignments and learning outcomes helps students comprehend the purpose and relevance of their work, further motivating them to approach assignments with integrity and a commitment to academic excellence [1; 5; 8; 11].

Cognitive. The strategic design of assessments that demand higher-order thinking skills serves as a potent tool to foster academic integrity and deter cheating.

In the context of English for Specific Purposes (ESP) and the development of future managers, designing assessments that go beyond surface-level comprehension, instructors can foster academic integrity and deter cheating in online language teaching. These types of assessments challenge students to analyze complex business scenarios, evaluate multiple perspectives, and propose creative solutions, aligning with the cognitive demands future managers will face in real-world situations.

Moving away from mere fact memorization, higher-order thinking assessments require students to think critically, reason logically, and apply their knowledge in authentic and context-specific ways. By engaging students in these cognitive processes, instructors not only cultivate a learning environment that values critical thinking but also equip future managers with the skills necessary for problem-solving, decision-making, and effective communication in the business world. This approach not only promotes academic integrity but also nurtures a deeper understanding of the subject matter and its practical applications for aspiring managers in their respective fields [2; 8; 13-15].

Collaborative. Promoting collaboration among students in online language teaching is not only a pedagogical approach but also an effective strategy to cultivate integrity within the virtual learning environment. Collaborative learning activities in online language teaching offer numerous benefits that contribute to the promotion of academic integrity, especially in the context of English for Specific Purposes (ESP). Firstly, collaboration encourages active student engagement, which can reduce the motivation for students to resort to cheating. Future managers need to work effectively with others, so engaging in collaborative tasks helps them develop essential teamwork skills and a strong work ethic. Moreover, collaborative learning fosters a sense of community, which is crucial for future managers who will likely work in team-based environments. By working together towards common goals, students develop a stronger connection with their peers, leading to a shared responsibility for upholding academic integrity. This sense of community and mutual respect aligns with the values and expectations of future managerial roles.
Collaborative learning activities also provide an avenue for peer learning, which is particularly valuable for future managers in ESP. Through collaborative tasks, students have the opportunity to learn from their peers, share diverse perspectives, and collectively construct knowledge. This peer-to-peer learning approach promotes a deeper understanding of the subject matter and encourages critical thinking and problem-solving skills, all of which are vital for future managers who need to make informed decisions and manage complex situations. To effectively promote collaboration and academic integrity in ESP for future managers, instructors can incorporate various strategies and tools into their online curricula. For instance, they can design case studies or group projects that require students to work together to solve real-world business challenges. Utilizing online collaboration platforms and discussion boards can provide a space for students to collaborate virtually, share ideas, and engage in meaningful dialogue related to their future managerial roles. By setting clear objectives and creating a supportive environment that values teamwork and ethical behavior, instructors can instill the principles of academic integrity and prepare future managers for their professional careers [1; 7; 16].

**Conclusion.** While online learning has proved invaluable in supporting education in Ukraine, it is essential to establish a well-organized framework based on the principles of academic integrity to maximize its effectiveness. The significance of upholding academic integrity cannot be overstated, as it plays a pivotal role in shaping the next generation of managers, equipping them with the ethical foundation and skills necessary to navigate the intricate business landscape with integrity, fairness, and honesty. Therefore, further investigation and implementation of remedies are crucial to address concerns related to academic integrity, as it serves as a cornerstone in developing the professionalism of future managers and instilling in them the values of ethical conduct, integrity, and a commitment to excellence that are fundamental to their future roles.

As in the Ukrainian education system the availability of online courses expands, these issues will continue to grow in magnitude. Further research in this field would assist educators and institutions in delivering the highest-quality online educational offerings.

**References:**

Література: