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discipline "Professional communication" contributes to the process of adaptation of future specialists in the information and documentation field to further professional activity, as it develops in the above-mentioned specialists the skills and skills of the culture of business communication, aimed at creating dialogue and cooperation.

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ACADEMIC INTEGRITY AND ETHICAL RULES EDUCATIONAL COMMUNITY

High-quality professional education is currently a strategic resource for the development of society and the country in general. Achieving high quality education is possible only by creating an environment of responsibility and honesty. In Ukraine, the Draft Law on Education was developed, which considered the principle of academic integrity, and in Article 42 it was defined as “a set of ethical principles and rules defined by law, which should be guided by participants in the educational process during learning, teaching and carrying out scientific (creative) activities in order to ensure trust in the results of studies and/or scientific (creative) achievements”. The draft Law also provides for the observance of academic integrity by all participants educational process at different levels, it indicates various types of its violations and forms of academic responsibility.

The focus on the practical application of knowledge encourages reflection and is a good incentive for a student's responsible attitude to learning. Attempts to cheat immediately provoke condemnation from other students, which is a very influential factor.

Practice shows that economically developed countries have a high level of education, science and academic integrity. Undoubtedly, academic integrity affects the values that are inculcated during higher education. Each representative of the scientific community and representative of the student body must realize that

achieving success for each and the entire country is hard and persistent work. Academic integrity increases the requirements for teacher training as well. This is the formation of individual tasks for each student, their practical orientation, information support of the individual student's work, the ability to provide consultations and correct tasks remotely, to be constantly in touch.

There are two ways of forming and observing the “norm” regarding the issue of negligence in Ukrainian education – conscious and unconscious behavior. Conscious behavior in non-compliance with the authorship of texts and results of scientific work is characterized by using the results of the work of other scientists, groups, organizations and presenting them as their own, while the author understands that such activity violates copyright and principles of academic integrity. Unconscious behavior consists in the lack of knowledge and application skills principles of academic integrity. Unconscious behavior is characteristic of scientists who do not have experience in writing and presenting the results of scientific work, that is, mainly young scientists.

Academic integrity is the moral code and ethical rules of a civilized scientific and educational community. The concept of academic integrity includes such values as prevention of fraud, falsification and plagiarism; maintaining academic standards; honesty and diligence in research and scientific publishing.

Academic integrity is considered by researchers as a component academic culture. Manifestations of academic dishonesty can be divided into two groups: dishonesty in educational activities and dishonesty in scientific activities. However, such a division is quite conditional, because in modern conditions, educational activity, especially in higher education, is inextricably linked with scientific activity.

The main forms of manifestations of academic dishonesty:

1. Plagiarism, i.e. intentional or conscious publication (publication), in whole or in part, someone else's work.
2. Writing down answers from another person during any type of final or ongoing control (exam, test, etc.).

3. Purchase from other persons or organizations with subsequent presentation as own results of educational and scientific activities.

4. Academic fraud, which can take the following forms:

– falsification, falsification of bibliography items usually appears in the form of references to sources that were not used in the work;

- tampering, falsification of scientific results themselves research;

– simulation of deterioration of health, illness in order to avoid control measures;

- submission or representation by different persons of works with the same content as a result of educational or scientific activity;

5. Providing feedback or reviews on scientific or educational works without proper examination of them.

6. Unfair competition between persons receiving education or between scientists sometimes leads to such a phenomenon as causing damage, spoiling, sabotaging the educational or research work of others.

7. Inclusion in the list of authors of scientific, educational publications or project executors of persons who did not participate in the preparation (writing) and in obtaining scientific results.

8. Conflict of interest – real and potential conflict between personal property, non-property interests of a person or persons close to him and his powers.

Methods of preventing academic dishonesty are most common in the practice of Western educational institutions. Western experience of punishment for dishonesty: from retaking the exam, relistening to the course and rewriting the work before expulsion from the university.

Analyzing the practice of European academic culture, the fact that there, starting from school, students complete tasks and gain knowledge that can be useful for them in everyday practice draws attention. work, and as a result, a high level of quality of life, prompts them to be more conscientious about completing tasks, self-training and refusing to write off. The goal is to acquire competitive knowledge, skills and abilities. The focus on the practical application of knowledge encourages

reflection and is a good incentive for a student's responsible attitude to learning. Attempts to cheat immediately provoke condemnation from other students, which is a very influential factor.

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TYPES OF BUSINESS COMMUNICATION

When studying a foreign language, students must perform various types of work with books on the specialty: be able to get the necessary information, understand the content, possess dialogic and coherent monologue speech at the level of both independently prepared and unprepared speech, translate or abstract the necessary material, to understand speech within a certain specialization.

Textbooks, various visual aids, audio and video materials, computer and technical tools used in the educational and methodological complex allow modelling a foreign language environment and stimulate communication in a foreign language. Traditional educational materials are reinforced with electronic courses or textbooks, multimedia educational programs. Electronic textbooks, practice books, multimedia training programs can be used not only for working on language material, but also for the development of the main types of speech activity.

The global practice of professional communication shows that registers that meet the requirements of the modern world of work, such as economy, mobility, flexibility, and ease of use, are of the greatest importance today. In this regard, telephone communication and business correspondence, in particular e-mail, are in the greatest demand. Numerous facts confirm that direct business meetings and negotiations between representatives of various companies and firms are usually preceded by repeated telephone conversations and communication by means of business correspondence, especially e-mail, during which the subject of discussion at the upcoming meeting, the place and time, the duration of the meeting, and the