The Concept of Educational Activities of the National University of Ostroh Academy

1. Introduction

The Concept of Educational Activities of the National University of Ostroh Academy is a program document that defines the main principles, tasks, and mechanisms for implementing the educational process at the University. The Concept complies with the Law of Ukraine on Education, the Law of Ukraine on Higher Education, the National Doctrine of Education Development in Ukraine, the State National Program Education (Ukraine of the 21st Century), the Statute of the NaUOA, the Ostroh Academy 450 Development Strategy.

Considering the high competition between higher education institutions, as well as based on the analysis of the current state of educational services provided by the National University of Ostroh Academy, the academic community of NaUOA pays special attention to the quality of education and the attractiveness of educational programs. In particular, the development of educational offers at different levels of higher education involves the introduction of new specialities and educational programs. Taking into account the trends of the modern educational space, the implementation of the educational process at NaUOA involves the broad implementation of the principles of student-centred learning, expanding the possibilities of independently creating an individual trajectory for obtaining higher education, implementing the principles of "lifelong learning" and "adult education." The university's activities aim to expand the scope of educational services, improve the career guidance system, and attract new students at the Bachelor's, Master's, and Doctoral levels. The university pays special attention to implementing innovative teaching methods, increasing the proportion of independent work by students, acquiring practical skills while studying courses, and introducing the practice of writing scientific essays.

The purpose of educational activities at NaUOA involves the implementation of activities in the field of higher education through a system of scientific, methodological, and pedagogical measures aimed at the formation of competencies in higher education applicants, which ensure qualification and the possibility of their self-realisation by their vocations, interests, abilities, and labour market requirements.

The implementation of this goal is associated with the support and development of the ethos of the Ostroh Academy, which involves adherence to the following core values: academic integrity, equality in access to knowledge, transparency of activities, high moral and spiritual values, freedom of scientific research, active civic position, high quality of educational services.

2. Basic principles for the organisation and implementation of educational activities at NaUOA

Leadership. This principle concerns the organisation of the educational process. It assumes an orientation that the teacher is not a mentor who retells the content of the academic discipline during classes. In informationalism, the principle of leadership is an urgent requirement. Therefore, the teacher must become a student leader searching for knowledge, forming leadership qualities that will later be useful in their professional activities.

Innovation. Innovative methods are widely used to effectively implement educational programs that provide for specialities, specialisations in demand in the labour market, and the formation of general and professional competencies in students while teaching academic disciplines. The organisation of the educational process at NaUOA involves supporting and stimulating a wide range of innovative learning and teaching practices based on the acquired experience and adopting positive practices of other universities. At the same time, we strive to develop synergies between education, research, and innovation as a result of knowledge production and acquisition.

Entrepreneurship. The educational process at NaUOA is open to creative solutions. The Ostroh Academy paid special attention to transforming the higher education system, which would consider the existing positive experience and simultaneously would not be satisfied with

standard solutions. Modernity requires a creative approach to forming an educational offer that would consider the current state of the labour market and anticipate future trends in changing professions.

Civic activity and responsibility. NaUOA sets its goals for forming a civic position, national identity, and a sense of responsibility among higher education applicants. A component of the educational process at NaUOA focuses on creating a patriot of Ukraine and stimulating active citizenship in a democratic society.

Academic values, freedoms, and integrity. An essential component of implementing the educational process at NaUOA is the observance of academic values and freedoms and the principles of integrity. Their assimilation and management within the educational process should become the basis for forming precise moral positions of students and teachers.

Tradition. The educational process at NaUOA is based on the traditions of higher education in Ukraine, laid down in the Ostroh Academy at the end of the 16th - beginning of the 17th centuries.

3. Practical aspects of training

The constant convergence of theoretical training and relevant practical skills of future specialists is one of the main conditions for training highly qualified graduates who will be competitive in the domestic and global labour market. We achieve this by:

- conducting classes by practising teachers who have high authority in professional circles, have unique experience of managerial or expert activities in state authorities and administration, business, non-profit organisations, various organisational and legal forms of management and forms of ownership; conducting dual lectures;

- high organisation and conduct of practices, which involves the implementation of specialised individual tasks aimed at substantiating specific decisions to increase the effectiveness of the practice object;

- application of a system of project-oriented training by solving specific practical cases; close cooperation with employers through master classes, business training, business cases, and development of custom-made scientific projects aimed at developing students' competencies in performing practical management tasks;

- expanding international cooperation with partner universities, improving the quality of foreign internships for students and university teachers, attracting foreign teachers for the continuous development of communication skills in a foreign language, and creating a comprehensively developed future specialist in the conditions of global globalisation and integration;

- increasing the number of disciplines with reading in English to ensure the communicative competencies of education seekers;

- ensuring maximum flexibility and an individual approach in obtaining higher education, introducing independent work of students into the educational process based on the active use of information and communication technologies;

- creating conditions for the realisation of the abilities of participants in the educational process and improving their practical training.

4. Scientific component of the educational process

The university model involves combining teaching and conducting scientific research. These are the two main "pillars" that form the university's institutional identity. The educational process at NaUOA intertwines with scientific research conducted by students, postgraduates, doctoral students, and teachers.

The scientific component of the educational process at NaUOA is associated with:

- the formation of academic culture and skills in students to solve complex research problems;

- supplementing the didactic aspect of learning with a heuristic search for new knowledge that updates the material provided for in the programs of academic disciplines;

- acquiring skills in critical thinking, public presentation, and defence of one's ideas through participation in scientific events, implementation of scientific projects, writing scientific essays, qualification, and dissertation works;

- participation of students in the work of scientific circles, laboratories, research centres, and scientific societies operating at NaUOA.

5. Principles of using artificial intelligence in educational activities

Artificial Intelligence (AI) is used to improve the educational process, scientific activities, and management procedures based on the following:

- inadmissibility of placement and dissemination by participants in the educational process and employees of the NaUOA of confidential information, personal data, official information, and information that constitutes a trade secret in AI tools;

- mandatory verification of information from unreliable sources, in particular, content created by artificial intelligence;

- prevention of manifestations of academic dishonesty, violation of copyright and intellectual property rights, plagiarism;

- control by teachers over the process of using AI during training or in the process of research; these processes should ensure interactive interaction of people with AI, as well as human responsibility for decisions related to the accuracy of content created by artificial intelligence, learning or research strategies;

- proportionality of the choice of AI tools according to the age range of the applicants, the expected results, and the type of target knowledge or target problem;

- use of AI-generated content with an indication of the application used, the methodology of its use, and other indications provided in terms of the use of a specific application.

6. Ensuring the quality of educational services

A priority for the university is constant control over the quality of educational services provided and their continuous improvement. All employees and students of NaUOA are involved in ensuring the quality of educational services; in particular, for this purpose, the following have been updated:

- formation of educational programs based on national and international education standards, labour market needs, prospects for industry development, and research component in education; maintaining communication with students and graduates to update educational programs and their components;

- taking into account the development of competencies in education seekers formed in the Tuning project;

- continuous improvement of the content of education, use of modern technologies and teaching methods;

- monitoring the quality of educational services trends in the development of the global academic and scientific space;

- application of a system for assessing the quality of teaching of academic disciplines by students;

- promoting the development and improvement of the qualifications of scientific and pedagogical staff by holding meetings of the School of Educational Innovations to consider practical aspects of higher education pedagogy, new teaching methods, facilitating internships outside the NaUOA, as well as mentoring young teachers;

- ensuring academic integrity by checking scientific works for plagiarism;
- forming a stable, positive academic reputation for educational programs.

7. Providing high-level foreign language communication skills to students

We achieve high-level foreign language communication skills by students thanks to modern approaches to teaching foreign languages, as well as teaching individual courses in foreign languages:
- using a communicative approach and interactive teaching methods;
- immersing students in the language environment through constant communication with native speakers both within the university and through participation (both students and teachers) in a large number of international academic mobility programs;
- professionally-oriented language learning, which consists of mastering those competencies and skills that are most in demand in a particular field of professional activity;
- providing the latest material and technical base (language rooms, computers, multimedia projectors, etc.);
- the operation of various certificate programs and language courses, which provide an opportunity not only to acquire, improve, or consolidate knowledge of specific languages but also to obtain official confirmation of the level of language proficiency.

8. Information support

We optimise the educational process at the university by implementing and constantly improving the information and analytical base. We achieve this by expanding e-learning (e-learning) using:
- the electronic catalogue of the University's Scientific Library and the development of the Litpro methodological support and literature management system, which provides students with broad remote access to educational resources;
- the Moodle system, which allows scientific and pedagogical workers to place educational and methodological support for disciplines, keep electronic accounting journals, conduct current and final control of the level of student's knowledge, and receive feedback;
- distance learning systems, expanding the forms and methods of independent work of higher education applicants;
- the UMsys system for accounting for student groups, forming schedules, and choosing academic disciplines, which will make it possible to create personal offices for students and scientific and pedagogical staff of the university;
- operational access to the world's leading scientometric databases, foreign educational resources, analytical data from international organisations and institutions, and domestic government bodies increases students' self-education effectiveness.
The educational process focuses on using technologies to develop students' creativity in a digital environment and forming modern digital competencies.

9. Formation of the academic environment

Corporate culture, relationships between departments, and active student self-government influence improving the educational process and ensuring its quality. We provide this by:
- forming a corporate culture of participants in the educational process;
- organising educational activities on the principles of equal opportunities, flexibility, impartiality, professionalism, and systematicity;
- professionalism and achieving a qualitatively new level of cooperation between educational and scientific institutes, faculties, departments, and other structural units involved in the organisation of the educational process;

- holding meetings of scientific and pedagogical workers, meetings of the commission on the quality of education, the educational and methodological council, councils of faculties/institutes, the administration, and the academic council of the university to improve the educational process;

- formation of communicative competence, cultural awareness, adaptability, initiative, critical thinking, decision-making, independent learning in students;

- preparation of adaptive graduates who will strive for constant self-improvement.

The academic community of NaUOA is formed on the principles of cooperation between all its members to achieve a common goal - the university's development, the provision of high-quality educational services, and conducting scientific research at a high level. A noteworthy condition for this is ensuring advancement in an academic career based on successful research and the quality of teaching, as well as continuous professional development of teachers and all employees involved in the educational process at NaUOA.