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ACADEMIC CULTURE

AS A COMPOSITION OF NATIONAL INNOVATION SECURITY

ABSTRACT

The article describes the essence and content of academic culture as a significant component of national innovation security. The semantic and terminological analysis of the key concepts of the research like “national security”, “human security”, “human security of humanity”, “human capital” were carried out. The concept of “innovative security” is described as a stable, effective provision of country’s innovations in the economy, creation of conditions for modernization of industries, development of priority areas of fundamental and applied scientific research, technical and technological developments that ensure the competitiveness of the country.

It was proved that main features of academic culture are the culture of study at the university, ethical values, traditions, norms, rules for conducting scientific research; scientific linguistic culture, professional subculture of the scientific community; social, moral responsibility for the process and results of the research which is formed in the cultural and educational space of higher education institution.

The cultural and educational space of the university is described as a component of the development of human capital and one of the factors of national innovation safety. It is noted that universities must clearly show the values of educational services, be centers of academic culture, act on the principles of academic freedom, public responsibility, respect for human dignity and support adherence to academic integrity in research activities.

The formation of the researcher's academic culture in the conditions of the university's cultural and educational space is defined as a complex, multidimensional, phased process of qualitative changes in the psychological sphere of the individual, taking into account the main provisions of the theory of activity, intercultural communication; the ideas of a humanistic, acmeological paradigm; concept of continuous pedagogical education.

Key words: *national security, human security, human capital, innovation security, university, academic culture, academic integrity, mentor.*

АНОТАЦІЯ

У статті охарактеризовано сутність, змістове наповнення академічної культури як вагомого складника національної інноваційної безпеки.

Здійснено семантико-термінологічний аналіз ключових понять дослідження «національна безпека», «людська безпека», «безпека людського розвитку», «людський капітал». Поняття «інноваційна безпека» охарактеризовано як стан стабільного, ефективного забезпечення держави інноваціями в економіці, створення умов для модернізації галузей виробництва, розвитку пріоритетних напрямів фундаментальних і прикладних наукових досліджень, технічних і технологічних розробок, що забезпечують конкурентоспроможність держави загалом.

До рис академічної культури віднесено культуру навчання в університеті, етичні цінності, традиції, норми, правила проведення наукового дослідження; наукову мовну культуру, професійну субкультуру наукового співтовариства; соціальну, моральну відповідальність за процес і результати дослідження, що формується в культурно-освітньому просторі закладу вищої освіти.

Окреслено культурно-освітній простір університету як складову розвитку людського капіталу та одного із факторів національної інноваційної безпеки. Зазначено, що університети мають виразно демонструвати цінності освітніх послуг, бути осередками академічної культури, діяти на принципах

академічної свободи, суспільної відповідальності, пошани до людської гідності і дотримання академічної доброчесності у дослідницькій діяльності.

Формування академічної культури дослідника в умовах культурно-освітнього простору університету окреслено як складний, багатовимірний, поетапний процес якісних змін психологічної сфери особистості, що відбувається з урахуванням основних положень теорії діяльності, міжкультурної комунікації; ідеї гуманістичної, акмеологічної парадигми; концепції неперервної педагогічної освіт.

***Ключові слова:** національна безпека, людська безпека, безпека людського розвитку, людський капітал, інноваційна безпека, університет, академічна культура, академічна доброчесність, наставник.*

INTRODUCTION

According to statistics, in Ukraine the financial potential of the education market is about 117 billion UAH per year (around 7.8% of the state's GDP). The annual forecasted growth is 3-7%. Until 2024 it might have increased to 150 billion UAH (Blahodietielieva-Vovk, 2015). It characterizes education as one of the leading industries in the structure of the domestic economy. The educational factors provide a positive dynamic of the results of innovation activity, which is an integral part of national security (Shevchenko, 2010).

The issues of continuing education as a problem of national security were presented in the report "U.S. Education Reform and National Security" (Klein, J. I., Rice, C., Levy, J. 2012, p. 3). The authors conclude that "national security is closely linked to human capital, and its strength or weakness is determined by the state of the education system".

The education features of the twenty-first century that determine human development are accessibility, openness, interculturalism, technological innovation. The quality of education characterizes a multidimensional concept that should cover all its functions and activities (academic programs, research, staffing, material and

technical base, etc.), degree of human needs satisfaction, strategy of human capital growth, considered by developed countries in the context of the main component of national security (UNESCO, 1998). And the more stronger and better human capital (education, knowledge, qualification, experience, health, motivation, productivity), emphasizes Filipchuk (2013), the more opportunities for innovation activity, self-development of the individual as a part of the state, strengthening of the state's innovative security.

In the context of the quality of education and strengthening the innovative national security of the state there is an important issue of the values of academic culture, culture of study, scientific research, social and moral responsibility for the results of the study, culture of tolerance, which is formed in the cultural and educational space, the language, ethical culture of scientific mentors and students.

THE AIM OF THE STUDY

The aim of this paper is to report the results of comparative scientific-pedagogical research, which is devoted to the characteristics of the essence and content of academic culture as a significant component of national innovation security.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

According to the results of analysis, the main provisions of continuing education are reflected in documents, declarations (UNESCO 1998, 2016), scientific work of L. B. Lukianova, N. H. Nychkalo, O. V. Anishchenko and O. S. Voliarska (2016). The need to ensure a high level of education, which is determined not so much by the amount of knowledge, but primarily by the parameters of personal, ideological, and civic development, is focused attention in the National Strategy for the Development of Education in Ukraine for 2012-2021 years (Kremen, 2009). Authorities and educators are aware of the importance of the National Quality Monitoring System in Ukraine.

The set of qualities of a person with a higher education, reflecting professional competence, value orientation, social orientation and the ability to satisfy both

personal spiritual and material needs and the needs of societies, is presented in the Law of Ukraine “About Higher Education” (2014). V. Andrushchenko (2012) considers the quality of educational process from the standpoint of universal and social value of education, its role as a social phenomenon, process, institute.

Describing the concept of “national security” and “innovation security” we rely on the research works of V. Abramov, O. Afonina; O. Prokopenko, V. Omelyanenko, Yu. Ossik (2018). This work is a study, which was performed under the critical-dialectical approach, using research methods of semantic-terminological analysis of key concepts, analysis of reference books, scientific sources, generalizations.

RESULTS

According to the analysis of scientific sources the notion of “national security” is characterized as an ability of the country to defend its interests and to realize its security goals both within the state and beyond its borders; through the prism of guarantees, measures and threats, taking into account the direction of ensuring their own development (Lipkan, 2008). Also, it is defined as “... the basis for constructive interaction between public authorities, organizations and public associations to protect the national interests of Ukraine and to ensure the security of individuals, societies and states” (Abramov, Afonina). “Innovative security” is characterized as a stable, effective provision of the country with innovations, creation of conditions for modernization of industries, development of priority areas of fundamental and applied scientific research, technical and technological developments that ensure the competitiveness of the country.

The definition of the concept “human security” is based on the idea of “humanization of security” (Harvard University JFK School of Government, 2001); individual value priorities of a person and his interests (Jolly, Basu Ray, 2006). Human security, according to the characteristics of the Humanitarian Commission, covers human rights, good governance, access to education and health protection, and ensuring that every individual has the opportunity and choice to use his potential (United Nations, 2003).

The concept of “human security” is closely related to the term “human development” which is widely used by the United Nations (1999) to “provide people with the opportunity to develop their full potential, to live productively and creatively in a harmony with their needs and interests”, have access to the resources needed for a decent standard of living and participation in public life. According to the UN concept, human development is a process of expanding the freedom to choose a long and healthy life, knowledge, and a decent standard of living.

The safety of human development, as rightly noted M. Sukhomlyn (2011), is a constitution guarantee of the material, social and spiritual values of a person, the conditions of its comprehensive physical, intellectual and cultural development, protection from internal and external threats, which forms safe conditions of life in all spheres.

According to N. Nychkalo (2014) human security is in the center of human capital as an important strategic resource of the country. At the personal level – it is the knowledge and skills that a person has acquired through learning, practical experience; on the microeconomic level – the general qualification and professional abilities of the employee, his achievements in the efficient organization of work; on the macroeconomic level – education, vocational training and retraining.

We consider it is important to characterize the cultural and educational space of the University as a component of human capital development and one of the factors of national innovation security. In modern socio-cultural conditions, the design of new models of its functioning in the national education system is added to the criteria for evaluating the results of the universities’ activity (Kurbatov, 2014), principles of culture conformity, ecologism, self-positioning, homeostatism (Smolinska, 2014), the ability to prepare specialists capable for responding promptly to a changing labor market and adapting to changing conditions of the economic space (Semenog, 2016). Significant transformations in European and Ukrainian Bachelor’s, Master’s, Doctoral studies and the adoption of the list of specialists’ competencies, envisaging the formation of a developed interdisciplinary inclusive research environment at the

university, which is important for the formation of research and communicative competences of education applicants are also very considerable.

In this context, M. Zubrytska and M. Kviek (2002, p. 283-284) describing “the crisis of the identity of a modern university”, note that the principle of the University’s work is fundamentally changing now: the university is no longer a partner of the state, it became rather a petitioner, therefore, the state treats it as a plaintiff”. Ph. G. Altbach (2013) also stresses that the quality of the academic profession degrades and as a result it is no longer attractive place for the “best and most talented” persons to work in.

Instead, universities should be the centers of academic culture, act on the principles of academic freedom, public responsibility, respect for human dignity and academic integrity in research activity. The concept of “academic culture” can be described as the university’s culture (Essays, UK 2018). Academic culture reflects the attitude to relationships, values and behaviors that are common to all who work and study at the university.

The synthesis of scientific sources (Burquel, 2015; Khoruzhyi, 2012; Loima, 2017) allows us to determine the following features of academic culture: the culture of study at the university, ethical values, traditions, norms, rules for carrying out scientific research; scientific linguistic culture, professional subculture of the scientific community; social, moral responsibility for the process and results of research, which is formed in the cultural and educational space of higher education institution.

The values of academic culture (the role of academic ethics, culture and community, academic integrity in teaching and learning processes, democratic and ethical governance and management), research based on academic integrity and social responsiveness were formulated in the Bucharest Declaration of Ethical Values and Principles of Higher Education in Europe (2004).

Research integrity today is a political priority of the European Commission. The commission identifies six key values of the researcher: Honesty; Trust; Justice;

Respect; Responsibility; Courage. Also, academic integrity is an integral part of the Law of Ukraine “About Education” (2014) and described as a set of principles and rules for participants of the educational process aimed at forming an independent and responsible person capable for solving tasks in accordance with educational level, observing the norms of law and social morals. The moral and ethical requirements of the researcher include such requirements: to observe universal human standards; to search for truth without any concessions, external pressure, etc.; to follow high social responsibility standards for the results of research.

On March 24, 2017, the European Code of Conduct for Research Integrity was adopted. It contains such components as the reliability in ensuring the quality of scientific research, which is reflected in rewriting, methodology, analysis, use of resources; honesty in developing, executing, reviewing, reporting and publishing research in a transparent, honest manner; respect for colleagues, participants in the research process; responsibility for research from idea to publication, management and organization of research, training, scientific guidance and mentoring, etc.

The academic environment must not only generate intellectual resources, but also participate in determining the trajectories of the evolution of a complex of legal, financial, and social institutions capable for ensuring the effective cooperation between scientific, business, educational and non-profit organizations in all spheres of economics and public life.

Today there is a social request for specialists who have a culture of critical creative thinking, research work, and are able to rethink existing or create new integrated knowledge, professional practice, organize their own teaching, research and communicative activities, implement competitive educational projects, freely own professional cognitive skills of dialogue with the scientific community. It will also be an advantage if specialist can skillfully create academic text (author’s work of scientific, technical and educational character in the form of a dissertation, qualification final work, scientific publication, scientific article, report, deposited

scientific work, textbook, any educational and methodological works) (Pro Natsionalnyi repozytarii akademichnykh tekstiv, 2017).

An important, of course, is functional literacy, which involves mastering the knowledge about the genre nature of the statement, formation and improvement of the ability to perceive and build a statement of a certain genre form, including document (UNESCO, 2016). Also, it is considerable the role of scientific leadership, idiostyle, the culture of a unique pedagogical action of the master. Along with the term management it is widely used term “mentorship” or “coaching”, covering postgraduate education, personal and professional support (Dobie, Smith, Robins, 2012).

Researches of foreign scientists emphasize on the importance of mentoring in the modeling of the academic environment (Mason, 2012), the quality of scientific advice as a prerequisite for the quality work of graduate students (Dillon, Malott, 1981), on flexibility and sensitivity, constructiveness in discussing and approving innovative ideas, level of originality of research, awareness of responsibility for the implementation of the potential of a young researcher, the formation of methodological competence, competence in the field of counseling and research (Park, 2005). In particular, the manager must have methodological skills, be aware with research methods, tools and technology; lead writing of high-quality scientific texts; be open to cooperation with graduate students, available; have the ability to attract graduate students to scientific projects as co-authors; have skills in coaching; be responsible for the quality of the dissertation research; to encourage the commitment of post-graduate students to ethical standards of scientific work and the effective use of innovative technologies in the study (Hayat, Williams, 2011).

We formulate the academic culture of the researcher in the conditions of the university’s cultural and educational space as a complex, multidimensional, phased process of qualitative changes in the psychological sphere of the individual, taking into account the basic provisions of the theory of activity, intercultural communications, the ideas of a humanistic, acmeological paradigm, concept of

continuous pedagogical education, career concept of education, general-edacity and specific principles. We think it is important to take into consideration linguocultural, cognitive, creative-technological aspects.

The linguistic and cultural aspects correspond to the purpose of the research laboratory activity on academic culture of the Ukrainian language department of the A. S. Makarenko Sumy State Pedagogical University and characterizes the formation of structural and functional components and manifestations of the academic culture of the future teacher-researcher in the context of the linguistic geneology of scientific communication and the theory of linguistic personality.

For the implementation of interdisciplinary aspects in shaping the academic culture of future educators, we consider it appropriate to use the provisions of innovative approaches, among which the leading are: the systemic-subjective, axiological, andragogical, acmeological, praxeological, text-genre, cognitive-viasal, narrative-digital approaches. The methodic of future teachers-researchers' academic culture formation is designed on: systemic and consistency principles of learning; a universal three-component model of the creative environment, based on the fact that the development of creative thinking is considered as a goal, a means and a motivating factor of learning; integration of content of educational subjects of the linguistic-communicative and professional-subject direction; application of active, interactive and collaborative methods and methods of training and knowledge control; methods of cultural monitoring; the development of research laboratories, resource centers for academic communication.

CONCLUSIONS

So, we believe that the concept of “innovation security” must be characterized as a stable, effective provision of country's innovations in the economy, creation of conditions for the modernization of industries, development of priority areas of fundamental and applied scientific research, technical and technological developments that ensure the competitiveness of the country.

Among the features of academic culture are the culture of study at the university, ethical values, traditions, norms, rules for conducting scientific research; scientific linguistic culture, professional subculture of the scientific community; social, moral responsibility for the process and results of the research which is formed in the cultural and educational space of higher education institution.

Universities as significant component of human capital development and one of the factors of national innovation security are the centers of academic culture that act on the principles of academic freedom, public responsibility, respect for human dignity and show adherence to academic integrity in research activities. The formation of the academic culture of the researcher in the conditions of the university's cultural and educational space is defined as a complex, multidimensional, phased process of qualitative changes in the psychological sphere of the individual, taking into account the main provisions of the theory of activity, intercultural communication; the ideas of a humanistic, acmeological paradigm; the concept of continuous pedagogical education.

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