

## РОЗДІЛ ІХ. ПРОБЛЕМИ ПІДГОТОВКИ НАУКОВО- ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ

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### DEVELOPMENT OF ACADEMIC ENTREPRENEURSHIP: CHARACTERISTICS OF RESEARCH SOURCE BASE

*The article is devoted to highlighting the results of the analysis of the problem of academic entrepreneurship development through the prism of the research source base. The purpose of the article is to present the results of the systematization of the source base of the study of the problem of academic entrepreneurship development. The research methods of analysis of pedagogical, economic, philosophical, psychological scientific literature, synthesis, comparison, generalization and systematization, induction and deduction were used, which made it possible to present the source base of the research and characterize the state of the scientific problem development. The author systematized the research source base, which reflects the work of researchers on the problem of academic entrepreneurship development and includes normative documents, analytical reports and recommendations of international, national, and institutional levels; scientific literature covering various aspects of academic entrepreneurship from the perspective of philosophy, economics and public administration, psychology, sociology, pedagogy. Prospects for further scientific exploration have been determined.*

**Key words:** *academic entrepreneurship; knowledge society; knowledge economy; entrepreneurial university; academic staff; research source base.*

**Introduction.** The special attention of society to higher education is caused by the awareness of its role and significance both for an individual, who has more chances to ensure his own well-being, and for society in general, as it contributes to the solution of many urgent problems related to the sphere of health care, social welfare of the population country, active citizenship, etc. Scientists are convinced that education has a significant impact on the social development of society: "... these are social or public benefits from the education of each person, which benefit others in society, both current and future generations" (McMahon, 2004, p. 211). These social benefits are significant and influence education on the development of the economy, the level of which reflects the quality of citizens' life of and benefits future generations.

In the modern development of society and the economy of knowledge, great importance is given to innovations implemented in communities in which universities operate. "Economic growth is the result of

several factors, but the most important in recent decades has been innovation, which we define as the design, invention and development of new or modified products, services and processes to create new value for customers and financial returns for the company” (U.S. Department of Commerce, 2012, p. 3-19).

**Analysis of relevant research.** The problem of the development of academic entrepreneurship, the peculiarities of its implementation at the institutional and individual levels is being studied by scientists all over the world. Researchers consider various aspects of it, using developments in various fields of knowledge. M. Baranovskyi (М. Барановський), B. Clark, A. Cartter, B. Pergamon, P. D’Este, S. Mahdi, A. Neely, F. Rentocchini analyse the problem of the development of an entrepreneurial university. H. Etzkowitz examines the university’s cooperation with the business environment. O. Guseva (О. Гусєва), T. Khlevytska (Т. Хлевицька), S. Jain, G. George, M. Maltarich, S. Narojczyk, B. Marcinkowski study the problem of the development of academic entrepreneurship, its role and significance at the individual level; R. Grimaldi, M. Kenney, D. Siegel, M. Wright, S. Shane – at the institutional level; A. Hofer – at the local level; O. Gudzenko (О. Гудзенко), S. Zhukov (С. Жуков), N. Terentyeva (Н. Терентьєва), S. Marginson, M. Considine – at the national level; I. Mazur (І. Мазур), V. Gura (В. Гура), H. Solodovnikova (Х. Солодовнікова), O. Romanovska (О. Романовська), Yu. Romanovska (Ю. Романовська), O. Romanovskyi (О. Романовський), W. McMahon – at the international level. Despite the scope and relevance of available scientific research, it is important to consider certain aspects of the development of academic entrepreneurship and the specifics of its research.

**Aim of the study** is to present the results of the systematization of the source base of the study of the problem of academic entrepreneurship development.

**Research methods.** Methods of analysis of pedagogical, economic, philosophical, psychological scientific literature, synthesis, comparison, generalization and systematization, induction and deduction were used in our research, which made it possible to present the source base of the research and characterize the state of this scientific problem development.

**Results.** Lester (Lester, 2005) claims that “universities are the main source of the most valuable assets of the knowledge economy: highly educated people and new ideas. The presence of universities helps to attract key economic resources needed for development, including

companies and educated individuals, as well as financiers, entrepreneurs, etc., who are eager to exploit new business opportunities... And one of the most attractive features of universities from a local community perspective is their stability, unlike many other participants in the economy at the local level” (Lester, 2005, p. 7).

The most important asset of any organization, including a university, are its employees. The effectiveness of any university depends on the full performance of their main functions, its further development, and the formation of its image and role in society. Therefore, the professional development of academic staff, updating their knowledge in accordance with the requirements and trends of the international higher education space, preparation for the challenges facing modern universities is an urgent problem nowadays.

The source base forms the basis of any research. The processing and analysis of the source base allows the scientist to determine the degree of scientific problem development, to single out those aspects of it that are insufficiently studied and require special research attention. The source base for the study of the problem of academic entrepreneurship development covers various sources: the normative documents, analytical reports and recommendations of the international level (OECD, 2024; European Commission, 2014; European Education and Culture Executive Agency, Eurydice, 2024; OECD, & European Commission, 2012; World Bank, 2020), which reflect the specifics of the international higher education space, as well as the activities of modern universities, the role and place of human capital in the development of society and the knowledge economy, the peculiarities of the development and implementation of academic entrepreneurship, etc.

Documents of national level (Верховна рада, 2016, 2017; Кабінет міністрів України, 2023; Міністерство освіти і науки України, 2023), which determine the development and functioning of higher education in general, professional training and professional development of academic staff in particular, peculiarities of the organization of scientific work in a modern university, specific characteristics of entrepreneurship and opportunities for its implementation in Ukraine, etc., are of scientific interest.

The algorithm for the implementation of our research involved familiarization with the practice of modern Ukrainian universities and their experience in implementing academic entrepreneurship and training academic staff for it. Therefore, the source base of our research includes

normative documents of the institutional level, which outline the specifics of the activities of a number of domestic universities, professional activities and the system of professional development of their academic staff (Київський національний університет імені Тараса Шевченка, 2022; Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського», 2020; Національний університет «Львівська політехніка», 2020; Харківський національний університет радіоелектроніки, 2022) etc.

Based on the use of the funds of the V. I. Vernadskyi National Library of Ukraine, O. V. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine, the State Scientific and Technical Library of Ukraine, Vasyl Stefanyk Lviv National Library of Ukraine, the Lviv Regional Universal Scientific Library, repositories of national universities, open scientific sources, the source base of the research includes positions representing scientific literature devoted to the presentation of researchers' work on the development, implementation, advantages of academic entrepreneurship from the perspective of various fields of scientific knowledge, namely: philosophy, economics and public administration, psychology, sociology, pedagogy.

The source base of the research is represented by pedagogical literature, which presents the publications and the results of scientific studies that highlight the current problems of the development of higher education and its role in the knowledge society (Мукан, Мукан, & Істоміна, 2014), questions of the theory and practice of professional training (Середа, 2023), professional development and advanced training of scientific and pedagogical workers of universities (Сергеева, Муранова, Романова, Петренко, & et al., 2023), using the potential of academic entrepreneurship as a powerful tool for higher education development (Крутова, & Ставерська, 2020; Pattnaik, Mmbaga, White, & Reger, 2023).

In order to carry out our research, it was important to study and process monographic, educational, educational and methodological resources; theses; scientific periodicals; proceedings of conferences; reference literature, etc.

The joint document of the OECD and the European Commission emphasizes that higher education is currently facing “unprecedented challenges in defining its own purpose, role, organization and scope in society and the economy. The revolution in information and communication technologies, the development of the knowledge economy, the turbulence

of the economy and the corresponding financing conditions – all this has shed light and determined new requirements for higher education systems around the world. One of the important European responses to these challenges was the development of the “entrepreneurial university” in theory and practice, which involves innovation in its research, knowledge exchange, teaching and learning, management and external relations” (OECD, & European Commission, 2012, p. 1).

In the documents of the European Union, special attention is paid to the problem of the development of higher education, the development of entrepreneurial education for the purpose of forming and developing the entrepreneurial competence of students, as well as the actualization of academic entrepreneurship in modern universities. Precisely, it states: “Particular attention should be paid to the systematic integration of entrepreneurship education in scientific and technical research and in technical institutions (e.g. polytechnic institutes) to better facilitate spin-offs and innovative start-ups, as well as a means of assisting researchers in acquiring entrepreneurial skills. Business schools and technical/science faculties should collaborate more, for example by creating interdisciplinary teams of undergraduates and graduate students. More attention should be paid to the development of skills and competences necessary for the full use of innovation and knowledge transfer activities in combination with the commercialization of new technologies” (Commission of the European Communities, 2005, p. 10).

It is about the relevance and significance of developing cooperation between universities that carry out scientific research and industry and business that translate scientific achievements into practice. For example, in the previous decade it was noted that “suboptimal research cooperation and knowledge transfer between public research organizations, particularly universities, and industry was one of the weak points of the European research and innovation system. Although a number of Member States have done important work in this area, they have often only considered a national perspective. As a result, existing rules and practices in the EU are fragmented, especially those relating to the ownership of publicly funded research results and contractual agreements between public research organizations and industry” (Commission of the European Communities, 2005, p. 15).

An important but often underutilized resource for universities is collaboration with external stakeholders. It is about partnership with

communities, local organizations, local self-government chambers of commerce and alumni. Cooperation with external stakeholders helps to establish partnership relations, becomes an important source of expert knowledge and experience that can be used in entrepreneurial education. “... universities should cooperate and maintain regular contact with external stakeholders, have up-to-date information on their location and activities, and conduct activities that integrate their experience and knowledge into entrepreneurship education and start-up support services” (OECD, & European Commission, 2012, p. 9).

Equally significant is the cooperation between internal stakeholders of modern universities for the purpose of developing and implementing academic entrepreneurship. Thus, it is noted that “all employees and students are important internal stakeholders who support the entrepreneurial program. All units of the university should work together, creating synergies and connections between faculties, departments and other structural units, breaking down traditional boundaries and separation. ... universities should have mechanisms to use internal knowledge and resources, for example through the use of shared facilities by academic staff, students, interdisciplinary structures, collaborative learning between faculties and research groups” (OECD, & European Commission, 2012, p. 6). Therefore, the problem of academic entrepreneurship and its implementation occupies an important place in the development of modern society and the knowledge economy, which is recognized at the international, in particular, European level.

*Regarding the experience of Ukraine, at the beginning of the 21st century, the development of academic entrepreneurship by domestic universities is at the initial stage, which is confirmed by the results of the analysis of state policy in the field of higher education development, as well as their practice. According to the results of scientific research by Zhukov (Жуков, 2017), among the main priorities of the state policy of Ukraine is the “formation of the innovative infrastructure of the higher education system” (p. 67). According to the scientist, its formation can be implemented using the potential of “innovative resource centers of regional importance”, the opening of small enterprises that would function at universities, business incubators, etc. (p. 67). However, as the author rightly points out, this is not enough, since it is necessary to introduce changes in the main activities of a modern university, to which the researcher includes “... the introduction of innovations and innovative*

*technologies into educational activities: the creation of the infrastructure of innovative activities (centers, departments and institutes of innovative technologies, technical oparks and others); development of scientific-methodical and regulatory support for innovative activities, innovative educational programs; use of distance learning elements in the educational process; development of multimedia educational courses and electronic textbooks; effective application of new opportunities of modern information and communication technologies” (Жуков, 2017, p. 67).*

It is noted that economic growth “depends on the synergy between new knowledge and human capital, so the development of education and training is always accompanied by significant advances in technological development...” (Becker, 2008). The same position is taken by Romanovsky (Романовський, 2015), who claims that “academic or university entrepreneurial activity in the field of education and science based on an optimal combination of mechanisms of state regulation and active entrepreneurship, carried out on the basis of capitalization and commercialization of knowledge, serves as the main factor in the innovative development of the field of higher education” (Романовський, 2015, p. 42).

According to the researcher, “the main tasks of innovative academic (university) entrepreneurship are: production and capitalization of new knowledge; high-quality implementation of R&D with subsequent effective commercialization of the obtained results; wide distribution (transfer) of new knowledge, results of R&D and advanced technologies; development of innovative activities of higher education institutions; development, implementation of concepts and implementation of methods, technologies and methods of innovative economic and social development of local communities, regions, and the country; contribution to national economic growth, national GDP and competitiveness of countries’ economies; development and dissemination of a new type of entrepreneurial activity in the intellectual sphere – academic entrepreneurship in higher education institutions; promotion of effective training of entrepreneurs and development of entrepreneurial education; promoting the financial self-sufficiency and independence of higher education institutions, increasing the level of material support of professors and teaching staff and other employees of higher education institutions” (Романовський, 2015, p. 44).

In this context, Slaughter & Rhoades (2009) actualize the theory of academic capitalism, according to which the emphasis is shifted from

students as consumers of educational services to universities as active market participants. It becomes obvious that universities advertise the educational services they provide to society, compete with each other to attract the most talented young people to educational programs in various specialties, demonstrating their own advantages and the value of educational offers. At the same time, when choosing a university, students consider their opportunities and potential return on investment, as measured by future employment opportunities, potential salary and career development opportunities. Actually, such a potential return on investment directs them in the direction of choosing specialties related to innovations in various fields of scientific knowledge.

**Conclusions.** So, the article presents the results of the analysis of scientific literature, which reflects the work of researchers on the problem of academic entrepreneurship development. It was found that at the beginning of the 21st century, the university is considered a powerful innovation centre, the effectiveness of which has a direct impact on the development of society and the knowledge economy. Its most valuable assets comprise human capital, including academic staff who take an active part in the process of creating knowledge and its transfer, which testify to the hard work of theorists and practitioners. The source base of the research is presented, covering normative documents, analytical reports and recommendations of the international, national, and institutional levels; scientific literature covering various aspects of academic entrepreneurship from the perspective of philosophy, economics and public administration, psychology, sociology, pedagogy.

We see the prospects for further scientific research in the specification of the main concepts and categories of the study of academic entrepreneurship development and the use of its potential for the purpose of developing society and the knowledge economy, training employees of higher education system for its implementation.

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### АНОТАЦІЯ

**Гельжинська Тетяна.** Розвиток академічного підприємництва: характеристика джерельної бази дослідження.

*Стаття присвячена висвітленню результатів аналізу проблеми розвитку академічного підприємництва крізь призму джерельної бази дослідження. Мета статті полягає у представленні результатів систематизації джерельної бази дослідження проблеми розвитку академічного підприємництва. Використано методи аналізу педагогічної, економічної, філософської, психологічної наукової літератури, синтез, зіставлення й порівняння, узагальнення та систематизація, індукція та дедукція, що дали змогу презентувати джерельну базу дослідження та схарактеризувати стан розробленості наукової проблеми. З'ясовано, що на початку 21 сторіччя університет розглядається як потужний освітній, науковий, соціальний, культурний, інноваційний центр, ефективність діяльності якого має безпосередній вплив на розвиток суспільства та економіки знань. До його найцінніших активів відносять людський капітал, в тому числі й науково-педагогічних працівників, які беруть активну участь у процесі творення знань та їх трансферу, що засвідчують напрацювання теоретиків та практиків. Систематизовано джерельну базу дослідження, яка відображає напрацювання дослідників з проблеми розвитку академічного підприємництва та охоплює нормативні документи, аналітичні звіти та рекомендації міжнародного, національного, інституційного рівнів; наукову літературу, що висвітлює різноманітні аспекти академічного підприємства з перспективи філософії, економіки та державного управління, психології, соціології, педагогіки. Визначено перспективи подальших наукових розвідок, які автори вбачають у конкретизації основних понять і категорій дослідження розвитку академічного підприємства та використання його потенціалу з метою розвитку суспільства та економіки знань, підготовки та формування готовності науково-педагогічних працівників сучасних університетів до його реалізації.*

**Ключові слова:** академічне підприємство; суспільство знань; економіка знань; підприємницький університет; науково-педагогічний працівник; джерельна база дослідження.