

РОЗДІЛ XI. ПРОБЛЕМИ ПІДГОТОВКИ НАУКОВО- ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ

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TRAINING OF ACADEMIC STAFF FOR ACADEMIC ENTREPRENEURSHIP IN THE FRAMEWORK OF PROFESSIONAL DEVELOPMENT: THE ANALYSIS OF SCIENTIFIC PUBLICATIONS

The article is devoted to highlighting the problem of academic staff training for academic entrepreneurship in the framework of professional development, which is studied through the prism of scientific publications. Aim of the study is to present the results of the analysis of scientific publications, which reveal some aspects of academic staff training for academic entrepreneurship in the framework of professional development. In the research the following methods were used: the analysis of pedagogical literature, synthesis, comparison, generalization and systematization, induction and deduction. It was found that the rapid pace of knowledge creation and its transfer prompts society to pay special attention to modern universities as innovation centres. The role and significance of academic entrepreneurship, as well as academic staff training for its implementation, are substantiated. It is proved that the problem of professional development, which is able to provide opportunities for academic staff training for academic entrepreneurship, becomes especially relevant. The absence of scientific works dedicated to the specifics of academic staff training at modern universities for academic entrepreneurship was recorded, which contradicts the trends of the international educational and scientific space, the demands of society and the requirements of the modern labour market.

Key words: *academic entrepreneurship; knowledge society; knowledge economy; professional development; professional development framework; training; academic staff.*

Introduction. The rapid pace of knowledge creation and transfer, their significance in civilization development cause society to pay particular attention to modern universities and their role in this process. because it helps solve many pressing issues pertaining to social welfare, health care, active citizenship, and other areas. Scientists decisively believe that education has a major role in the social and economic advancement of civilisation. The social advantages are substantial and have an impact on how education develops the economy, which in turn affects the quality of life of citizens and benefits future generations. Modern society and the economy of knowledge place a high value on innovations carried out in the local areas where universities are located. While a number of variables contribute to economic growth, innovation – which we define as the design, creation, and

development of new or modified products, services, and processes to produce new value for customers and financial returns for the company – has been the most significant in recent decades.

In this context, the development of academic entrepreneurship carried out by academic staff is of great significance. In turn, this requires the acquisition of knowledge, the formation and development of skills necessary for entrepreneurial activity. Since the development of entrepreneurial competence is not provided in the conditions of initial professional training, the problem of professional development, which is able to provide opportunities for training academic staff for academic entrepreneurship, becomes especially topical. We agree with the statement that professional development “is a multifaceted phenomenon, its main characteristics correspond to a holistic, dynamic and open system, the main attributes of which are the corresponding structure, aim and objectives, content, methods and forms aimed at mastering professional knowledge, developing competences from the beginning of professional pedagogical training and throughout the entire professional activity of the teacher, as well as the implementation of the competence acquisition system” (Мукан, 2011, p. 21).

Analysis of relevant research. The problem of academic staff professional development is the subject of constant scientific discussions that highlights its topicality. The peculiarities of the theory and practice of academic staff professional development are reflected in the publications of domestic and foreign researchers: the theoretical aspect (O. Biliakovska, O. Bulvinska, Yu. Chupryna, D. Pham), the methodological aspect (N. Sysko), the managerial aspect (T. Borova); the comparative aspect (O. Zhabenko, S. Holdsworth, C. Wyborn, S. Bekessy, I. Thomas, M. Lourenço), the organizational (M. Zameliuk, N. Borbych, T. Oksenchuk, J. Asio, E. Jimenez, A. Babbar, F. Mehmood, M. Biasutti, V. Makrakis, E. Concina, S. Frate), the organizational and methodical (A. Kotvitska, A. Olkhovska, L. Kaidalova, V. Strelnikov, Y. Gao, S. Wong, M. Md. Khambari, N. Noordin, O. Kálmán, P. Tynjälä, T. Skaniakos), the motivational and axiological (H. Tsvietkova, S. Delbari, S. Rajaipour, Y. Abedini, J. Roberts, A. Szromek, R. Wolniak), the information and communication aspect (Y. Gülbahar, M. Adnan, Z. Liu, Q. Zhang, G. Liu, T. Luo, C. Freeman, J. Stefaniak), the didactic (O. Kuznetsova, L. Shtefan, O. Matvieieva, V. Fazan, V. Simonok).

It is worth noting that a careful study of the source base of the research confirms the insufficiency of studying the problem of the formation and development of entrepreneurial competence (І. Зінькова,

В. Сліпенко, О. Цюняк), the essence and components of academic entrepreneurship, trends and features of its development from the perspective of pedagogical science (Н. Кінах, І. Новікова, В. Святецький, І. Юник). This prompted the study of academic staff training for academic entrepreneurship in the framework of professional development.

Aim of the study is to present the results of the analysis of scientific publications, which reveal some aspects of academic staff training for academic entrepreneurship in the framework of professional development.

Research methods. In our research we used the methods of analysis of pedagogical literature, synthesis, comparison, generalization and systematization, induction and deduction.

Results. In addition to other resources, the use of which ensures the possibility of providing services by the university to society, we distinguish human capital, which comprises academic staff, support staff, management staff, the level of education and qualification of which influences the quality of these services. The Law of Ukraine “On Higher Education” states that “academic staff are persons, whose main place of work is in institutions of higher education, who conduct educational, methodical, scientific (scientific-technical, artistic) and organizational activities” (Верховна рада, 2014).

As Hetmantseva (Гетманцева, 2012) correctly notes, special attention should be paid to personnel training, which contributes not only to personal and professional development at the individual level, but also to the development of the organization in general, maximizing its profits, based on the use of scientific research results, effective knowledge management and organization of training on a continuous basis. The author is convinced that the basis of such an organization of activities must be grounded on “1) personal mastery – identifying and deepening personal vision, focusing energy on certain problematic aspects, developing patience, objective understanding of patience; 2) creation of a general concept of the knowledge use, which is associated with efforts to master the general picture of the future, which the organization seeks to achieve; 3) team training and formation of research skills which leads to the fact that the group knowledge can be greater than the individual knowledge; 4) cognitive model – hidden beliefs, generalizations, images, beliefs that actively influence the thinking of the organization’s employees; 5) systems thinking – the main core of all knowledge and a set of tools that allow you to see patterns and relationships in complex systems” (Гетманцева, 2012, p. 39).

In our research, we focus on the framework of professional development, under the conditions of which it is possible to train academic staff for academic entrepreneurship. First of all, we note that the current legislation of Ukraine defines the essence and specifics of professional development of workers in the education sector, in particular academic staff. The Law of Ukraine “On Professional Development of Employees” states that “the state policy in the field of professional development of employees is formed according to the principles of: accessibility of professional development to employees; the employer’s free choice of forms and methods of ensuring the employees’ professional development, taking into account the specifics of their work; observance of the interests of the employer and the employee; continuity of the process of employees’ professional development” (Верховна рада, 2012). Article 59 of the Law of Ukraine “On Education” defines that “the professional development of teaching and academic staff involves constant self-education, participation in professional development programs and any other types and forms of professional growth. Educational institutions, in which teaching and academic staff work, contribute to their professional development and improvement of qualifications” (Верховна рада, 2017).

Scientists focus research attention on the interpretation of academic staff professional development essence based on the analysis of humanistic, qualification-competence, holistic models, as well as methodological approaches (contextual or subject-activity, professional, participatory-interactive, acme-system-synergistic, competency-based, axiological and personally oriented, reflexive, nature-appropriate-differentiated, dialogic, ambivalent-probabilistic, hermeneutic), determining that it is “the process of formation of a doer of professional activity, that is, a system of certain properties in the conditions of continuous professional education, self-education and carrying out professional activities” (Сотська, & Лісовий, 2018, p. 22).

Chupryna (Чуприна, 2021) considers the problem of academic staff professional development from a legal perspective. The author singles out the principles that form the basis of professional development system: the obligation and continuity of professional development during the implementation of scientific and pedagogical activities; purposefulness, prognostication and anticipatory nature; innovativeness and practical orientation; individualization and differentiation of approaches to

professional development; openness and academic integrity; guaranteed funding of professional development” (Чуприна, 2021, p. 43).

Taking as a basis the development of regulatory documents and scientific and pedagogical literature, Bulvinska (Бульвінська, 2018) determines the trends inherent in academic staff professional development from the perspective of their role and significance in the training of future specialists in various specialties as well as the performance of scientific research. The author includes the training of academic staff to implement a student-centered approach in learning and teaching, internationalization through academic mobility, improvement of foreign language communicative and multicultural competence, integration of the results of scientific research into educational programs for the training of specialists, improvement of the educational environment, use of the potential of e-learning, etc. (Бульвінська, 2018). In the study of Bilyakovska (Біляковська, 2021), the principles underlying academic staff professional development are highlighted, to which the author includes the principles of determinism, a personally developing professional environment, activity, the relationship between pedagogical and research activities, subjectivity, reverse communication, reflection, mobility.

Oliynyk (Олійник, 2010) emphasizes that a modern university teacher must possess a set of characteristics, to which the author attributes the following: “professional competence at the level of European and world standards, mobility; competitiveness; creativity and responsibility; flexible, independent and critical thinking; mastery of foreign languages, new information technologies; the ability to operate in conditions of uncertainty and change; focus on effective self-education; self-improvement throughout life” (p. 89). Therefore, academic staff professional development should be perceived as a requirement and an opportunity for the formation and development of all the listed characteristics.

As Morozova (Морозова, 2013) rightly observes, “postgraduate pedagogical education is a constantly active link in the system of continuous education, the purpose of which is to ensure professional growth, deepening, expansion and renewal of professional knowledge, abilities and skills. It ensures the acquisition of a new qualification, a new specialty, the formation of a professional career on the basis of the previously acquired level of educational and professional training, acquired practical experience and individual self-learning of a person, regardless of the age” (p. 65). It is about the potential of realizing the compensatory function of continuous

pedagogical education, professional development of academic staff, “obtaining additional competitive advantages” (Печенюк, 2015, p. 58).

In her study, Biruk (Бірук, 2021) characterizes the professional activity of a teacher-researcher, elaborates the terminological apparatus and provides clear definitions of such concepts as “educational-research” and “scientific-research” activity as components of the system of future specialist’s training. The author interprets a number of synonyms (scientific-research, research-experimental, heuristic-search, heuristic-transformative), which denote a scientific search, the performance of a study, an experiment, the main purpose of which is the expansion of existing knowledge, the verification of new ideas and hypotheses, their scientific justification, generalization, establishment of regularities, etc. The author interprets “research and innovative activity” as “complex activity aimed at the creation, implementation and dissemination of innovations, the complex nature of which is manifested in the fact that it consists of two components: theoretical, aimed at creating new knowledge (research activity) and practical, application-oriented new knowledge (innovative activity) (Бірук, 2021, p. 28).

In this context, it is worth referring to the works of Borova (Борова, 2012), who draws attention to the process of knowledge creation, and its main aspects: “psychological, linguistic, epistemological”, and also interprets the concept of “knowledge” as “information perceived by a person using the senses, which is transformed into a qualitatively new substance activated by human consciousness, which involves analysis, evaluation, and systematization” (p. 100). The author states that “organizations rely more on knowledge, their success depends more on how successfully employees will possess knowledge in order to contribute to effective decision-making and the creation of innovations” (Борова, 2012, p. 100), and for institutions of higher education there is the following characteristic: “ they have a high intellectual level, strive for self-development, self-improvement, self-realization and have good creative potential, which can be manifested and developed under the appropriate organization of management, which takes into account the constant growth of the intellectual work of academic staff” (p. 103).

Based on the study of economic indicators and statistical data, Pechenyuk (Печенюк, 2015) proves that “a powerful scientific capital has been accumulated in Ukraine, which is capable not only of training specialists with higher education, but also of conducting scientific

research” (p. 65). The author singles out positive (gender parity, rejuvenation of academic staff) and negative (uneven distribution of academic staff with scientific degrees according to the territorial criterion, internal and external migration of scientists) factors that are of great importance in the development of higher education in the country (Печенюк, 2015) and not only. “The prosperity of the innovative sphere in the world is made possible thanks to the growing trend of increasing the knowledge contribution of research universities. After all, in many countries of the world, despite significant inconsistencies in the current regulatory and legal approaches to the existing requests of society to the specifics of activity, the innovative and entrepreneurial climate was born and developed in the university environment” (Новікова, 2019, p. 108).

Belmaz (Бельмаз, 2011) convincingly proves that “the most productive is only a harmonious combination of research and teaching activities of academic staff – only in this condition it is possible to achieve the best results both in the training of young specialists and in one’s own self-improvement” (p. 91). Understanding the specifics of the combination of scientific research and pedagogical activity, Tolochko (Толочко 2019) emphasizes the need for the formation and development of the scientific and methodological competence of a modern teacher, which “... is aimed at his performance of scientific, educational, scientific and innovative activity, as well as the use of modern information technologies of education, scientific diagnostics, expertise, etc.” (Толочко, 2019, p. 179).

Considering the limitations of the study of the problem of entrepreneurial competence development, we refer to the research of Zinkova (Зінькова, 2020). For our study, it is valuable as far as the author reveals and characterizes the stages of entrepreneurial culture development (“adaptive-motivational, content-processual, reflective-creative”), defines the components of entrepreneurial culture (“motivational-value, cognitive-praxeological, personal-reflexive, social-ethical”), which contributes to better understanding of the essence of entrepreneurship and entrepreneurial culture of a specialist (Зінькова, 2020).

Slipenko (Сліпенко, 2020) reveals the peculiarities of entrepreneurial competence development in the conditions of a secondary school in the United States. Based on the analysis of the American experience, the author concludes that entrepreneurial competence is “a combination of knowledge, abilities, skills in conducting entrepreneurial activities, acquiring relevant practical experience, and the ability to implement one’s creative ideas in

order to achieve self-realization and profit” (Сліпенко, 2020, р. 5). According to the researcher, the development of entrepreneurial competence should be interpreted as “the process and result of education, which involves the acquisition of knowledge and skills regarding the creation and expansion of one’s own enterprise, the ability to critically interpret and use a variety of information, the ability to correlate one’s needs and economic interests with modern market needs, the ability to successfully solve problems in various spheres of life, with a creative approach to business, certain leadership qualities, which will contribute to successful employment and contribute to the economic prosperity of the country” (Сліпенко, 2020, р. 5).

Tsyunyak (Цюняк, 2020) discloses the specifics of future specialists’ training in the field of education to implement innovative activities. The author focuses her research attention on primary education teachers, and interpret innovative competence as “an integrative phenomenon that includes theoretical knowledge, practical abilities and skills, moral and ethical values, ways of thinking, professional, worldview and civic qualities, a positive attitude towards innovative activity...” (Цюняк, 2020, р. 155). The scientist proves that innovative activity requires the presence of a set of competences, which she interprets as components of innovative competence: “information-analytical, research-praxeological, regulatory, organizational-communicative, creative” (Цюняк, 2020, р. 156).

The study of Kinakh (Кінах, 2022) is devoted to the problem of considering the professional and pedagogical entrepreneurship of primary school teachers. The results obtained in the course of scientific research provided an opportunity to formulate conclusions that “entrepreneurship is an innovative activity carried out by individuals at their own risk in order to satisfy the needs of consumers and obtain a certain value, which leads to the redistribution of resources” (Кінах, 2022, р. 79). The researcher proves that entrepreneurship can be of different types, and does not always aim at making a profit. In particular, Kinakh (Кінах, 2022) determines such types as: institutional entrepreneurship, strategic entrepreneurship, academic entrepreneurship, social entrepreneurship, impact entrepreneurship, sustainable entrepreneurship, creative entrepreneurship (p. 80-81).

Conclusions. So, we can say that the professional development of academic staff is an integral part of their activity. The theoretical and methodological works of researchers in this field, the experience of higher education institutions make it possible to choose an effective toolkit for building a comprehensive system of professional development, under the

conditions of which training of academic staff for academic entrepreneurship can be carried out.

As evidenced by the results of the analysis of the research source base, entrepreneurship and the use of its potential in the educational field is an urgent problem today. This problem is considered from the perspective of a number of sciences, including psychology, sociology, economics, and administrative management. Scientific studies highlight its role and significance for the development of social and economic spheres of society's life, but only solo works are devoted to the specifics of training future specialists in the field of education for entrepreneurial activity. The absence of scientific works dedicated to the specifics of academic staff training at modern universities for academic entrepreneurship was recorded, which contradicts the trends of the international educational and scientific space, the demands of society and the requirements of the modern labour market.

In this context we determine the problem of academic staff training for academic entrepreneurship organisation, its content as well as training forms and methods as the prospect for further research.

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АНОТАЦІЯ

Гельжинська Тетяна. Підготовка науково-педагогічних працівників до академічного підприємництва у системі професійного розвитку: аналіз наукових публікацій.

Стаття присвячена висвітленню проблеми підготовки науково-педагогічних працівників до академічного підприємництва у системі професійного розвитку, яка досліджується крізь призму наукових публікацій. Мета дослідження – представити результати аналізу наукових публікацій, які розкривають окремі аспекти підготовки викладачів до академічного підприємництва у системі професійного розвитку. У дослідженні використовувалися такі методи: аналіз педагогічної літератури, синтез, порівняння, узагальнення та систематизація, індукція та дедукція. З’ясовано, що стрімкий темп творення знань та їх трансферу спонукають суспільство до приділення особливої уваги сучасним університетам – як інноваційним центрам, оскільки вони відіграють важливу роль у соціальному та економічному розвитку суспільства. Обґрунтовано роль і значення академічного підприємництва, а також підготовки викладачів до його реалізації. Оскільки розвиток підприємницької компетентності не забезпечується в умовах початкової професійної підготовки, особливої актуальності набуває проблема професійного розвитку, яка здатна

забезпечити можливості для підготовки науково-педагогічного персоналу до академічного підприємництва. На основі аналізу наукових праць зроблено висновок про те, що професійний розвиток науково-педагогічних працівників є невід'ємною складовою їхньої діяльності. Теоретико-методологічні напрацювання дослідників у цій галузі, досвід закладів вищої освіти дають змогу обрати ефективний інструментарій для побудови цілісної системи професійного розвитку, в умовах якої може здійснюватися підготовка науково-педагогічних працівників до академічного підприємництва. Проблема академічного підприємництва та використання його потенціалу розглядається з перспективи низки наук, зокрема психології, соціології, економіки. У наукових дослідженнях висвітлюється його роль і значення для розвитку соціально-економічної сфери життя суспільства, але лише окремі праці присвячені специфіці підготовки майбутніх фахівців у сфері освіти до підприємницької діяльності. Зафіксовано відсутність наукових праць, присвячених особливостям підготовки науково-педагогічних працівників сучасних університетів до академічного підприємництва, що суперечить тенденціям міжнародного освітнього та наукового простору, запитам суспільства та вимогам сучасного ринку праці. Визначено перспективи подальших наукових розвідок.

Ключові слова: академічне підприємництво; суспільство знань; економіка знань; професійний розвиток; система професійного розвитку; підготовка; науково-педагогічний працівник.