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ACADEMIC STAFF TRAINING FOR ACADEMIC ENTREPRENEURSHIP IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT

The article is devoted to the study of the problem of academic staff training for academic entrepreneurship. The aim of the article is to determine the possibilities of academic staff training for academic entrepreneurship in the system of professional development. The analysis of the scientific and pedagogical literature on the research problem and the regulatory framework, which defines the concepts of "academic staff", "professional development", etc., was carried out. The author's vision of the problem of considering the professional development of academic staff at two levels: individual and institutional is presented. Training for academic entrepreneurship is justified as a specially organized system of activities, the main purpose of which is the formation of academic staff readiness for academic entrepreneurship implementation, which involves mastering, deepening, expanding relevant knowledge, forming, developing, improving skills and abilities necessary for the accumulation of internal and external resources, human capital in order to ensure the internal needs of the university, educational, scientific, technological, innovative requests of society and the knowledge economy, various branches of science, capitalization of intellectual potential. Prospects for further scientific research are determined.

Keywords: *academic entrepreneurship; professional development; individual level of professional development; institutional level of professional development; system of professional development; academic staff; academic staff training for academic entrepreneurship.*

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ПІДГОТОВКА НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ДО АКАДЕМІЧНОГО ПІДПРИЄМНИЦТВА У СИСТЕМІ ПРОФЕСІЙНОГО РОЗВИТКУ

Стаття присвячена вивченню проблеми підготовки науково-педагогічних працівників до академічного підприємництва. Виконано аналіз науково-педагогічної літератури з проблеми дослідження та нормативної бази, в якій визначено поняття "науково-педагогічний працівник", "професійний розвиток" тощо. Представлено авторське бачення проблеми розгляду професійного розвитку науково-педагогічних працівників на двох рівнях. На індивідуальному професійний розвиток науково-педагогічного працівника розглядається як система, що характеризується наявністю мети і завдань, змістового й операційного компонентів, які використовуються для досягнення професійної майстерності фахівця. На організаційному – це система, в основу якої покладено теорії, концепції, ідеї неперервної освіти та краєці практики сучасного університету, нормативно-правова база вищої освіти, а також ефективний інструментарій розвитку людського капіталу з метою забезпечення конкурентоздатності як окремої особистості, так і організації загалом. У дослідженні підготовка до академічного підприємництва обґрунтовується як спеціально організована система заходів, основною метою якої є формування готовності науково-педагогічних працівників до реалізації академічного підприємництва, що передбачає освоєння, поглиблення, розширення відповідних знань, формування, розвиток, удосконалення умінь і навичок, необхідних для акумулювання внутрішніх і зовнішніх ресурсів, людського капіталу з метою забезпечення внутрішніх потреб університету, освітніх, наукових, технологічних, інноваційних запитів суспільства та економіки знань, різних галузей науки, капіталізації власного інтелектуального потенціалу.

Ключові слова: *академічне підприємництво; професійний розвиток; індивідуальний рівень професійного розвитку; інституційний рівень професійного розвитку; система професійного розвитку; науково-педагогічний працівник; підготовка науково-педагогічних працівників до академічного підприємництва.*

Problem statement. At the beginning of the 21st century, the university is considered a powerful innovation center, the effectiveness of which has a direct impact on the development of society and the knowledge economy. Its most valuable assets include human capital, including academic staff who take an active part in the process of creating knowledge and its transfer, which is testified in by theorists and practitioners. The requirements for the

professional activity of academic staff – enterprising and competitive in the labor market and educational services – are increasing, but at the same time there is an insufficient level of attention to the formation of their readiness for the implementation of academic entrepreneurship. At the international, national, and institutional levels, a normative and legal framework is being developed, which declares the need for the development of universities as entrepreneurial insti-

tutes, the development of academic entrepreneurship, which requires the training of academic staff for this type of activity. This kind of training can be carried out in the system of professional development, which is considered as a mandatory component of the professional activity of academic staff.

The analysis of recent research. It is worth mentioning that the issue of academic staff professional development is quite widely covered in the scientific publications of researchers (O. Bulvinska, O. Zhabenko, Yu. Yermak, N. Mukan, T. Ogaryenko, V. Gerych, Yu. Chupryna, N. Kravchenko, etc.). Scholars analyze not only the content (O. Borovyk, V. Vakulenko, O. Gura, N. Myronchuk, G. Sotska, V. Lisovyi), but also various forms and methods of academic staff professional development (B. Andrievskyi, H. Boyko, N. Machynska, I. Vorotnikova, G. Pantsyreva, V. Monarch, V. Sydorenko, T. Khlebnikova, C. Chen, L. Desimone, P. Knight, D. Baume, J. Tait, M. Yorke, T. Kopcha). In these papers, we trace the trend of correlating the content of academic staff professional development with the content of their professional activity (O. Vlasenko, L. Kozak, L. Motorna, G. Tsvetkova). The theses of domestic researchers (I. Androschuk, O. Andryushchenko, Y. Belmaz, N. Biruk, T. Borova, N. Varga, T. Kalugina, M. Morozova, N. Segeda, S. Tolochko) emphasize the need to ensure conditions that will contribute to the effectiveness of academic staff professional development and their improvement.

The aim of the article is as follows: to characterize the possibility of training academic staff for academic entrepreneurship in the conditions of the professional development system.

Research results. In our opinion, a decisive role in a modern university is played by human capital, which includes academic staff who not only provide the educational process, but also engage in scientific research, perform organizational functions, work on improving the educational process and educational programs through the development of their educational and methodological support, etc. This is intellectual work, which involves the use of creative potential in the process of integrating the achievements of modern science, higher school methods and pedagogy for the purpose of personal and professional development of young people, their preparation for functioning in the highly competitive labor market.

The Law of Ukraine "On Scientific and Scientific-Technical Activity" states that "academic staff is a scientist who has a higher education of at least the second (master's) level, in accordance with the employment contract at a university, academy, institute, professionally conducts pedagogical and scientific activity and has the appropriate qualification, regardless of the presence of a scientific degree or academic title, confirmed by the results of attestation in cases specified by legislation" [2].

The professional activity of academic staff is the subject of discussions in a number of scientific publications. Thus, T. Krasnyuk adheres to the position according to which: "one of the main participants of the educational process in higher educational institutions is academic staff. ... In modern conditions, academic staff is not only a carrier of scientific information, but also an organizer of students' cognitive activity, their independent work and scientific creativity" [3, 158].

Examining the activity of academic staff through the prism of academic entrepreneurship, we refer to documents of the international level, which state: "Staff are a key resource in developing a strategy for entrepreneurial education, supporting startups and all types of entrepreneurial activity that the university wants to develop. Many areas of business activity are changing rapidly, which is connected with the need for advanced training and knowledge acquisition. To be rated highly, universities should have a formal career development policy for all staff that addresses the entrepreneurial agenda and is tailored to their own key objectives" [15, 7].

V. Oliynyk attributes the following to the key characteristics of a modern academic staff: "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" [8, 89].

Special attention is given to the problem of continuous learning and professional development, which provide opportunities for personal and professional improvement based on the use of the potential and resources of formal, non-formal and informal education.

In the "Methodical recommendations for professional development of academic staff", approved by the order of the Ministry of Education and Science of Ukraine, it is stated that: "academic staff professional development at institutions of vocational pre-higher, higher and postgraduate education involves a continuous process of acquiring new and improving previously acquired professional and general competences necessary for professional activity, involves constant self-education and other types and forms of professional growth and can be carried out through formal and non-formal education, internships, professional activities, etc." [6, 2].

The demand for professional development on an ongoing basis is justified by the conditions of the functioning of modern society and all areas of its life: "technological changes of the new reality cause the modernization of existing types of activities or produce new ones, and thereby lead to the transformation of the functions of the teacher's activity and actualize the

problem of training an educator as a person of innovation, able to respond adequately to the challenges of society, to follow the path of self-transformation, self-realization, and productive activity” [5, 147]. This means that academic staff professional development serves as an effective tool in the process of achieving professionalism and mastery, which are key in ensuring the sustainable development of an educational institution.

We find confirmation of this thesis in the scientific works of domestic researchers. I. Khorzhevskaya is convinced that “achieving professionalism in the acmeological sense is connected with the development of personal qualities (focus, initiative, organization), character traits (perseverance, persistence, consistency), intellectual qualities, in the improvement and enrichment of professional skills, the disclosure of creative potential of the individual and his moral improvement. Therefore, professionalism is connected with individual and professional development” [10, 112]. T. Khlebnikova states that one of the main goals of education is the personal and professional development of teachers, the development of their professionalism and professional competence, the reduction of resistance to innovations, the actualization of professional and pedagogical potential, the formation of professional reflection, professional education of teachers, the creation of conditions for self-development” [9].

N. Biruk proves that “professional development of individual is a continuous process that is based on the conceptual ideas of continuity, openness, participation, anticipatory development and is aimed at meeting the social, corporate and individual educational needs of specialists, and involves the acquisition of new competencies by employees, knowledge, and skills through vocational training, professional development and career growth, which promotes general, intellectual and professional development, expands erudition and increases competitiveness in the labor market” [1, 47]. We agree 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” [7, 21].

Professional development is interpreted as a system of interconnected components [4], as well as a process [16], in which academic staff deepen their own knowledge, master new knowledge, improve skills and abilities, develop new competencies that synchronize with the needs of higher education development.

The analyzed works are aimed at researching professional development as a system of interconnected

components, which, in turn, is an integral part of professional activity. In our opinion, professional development should be considered not only at the individual level of a specialist (in our case – academic staff), but also at the organizational level. It is about the system of professional development of a modern university, which covers a multitude of opportunities, resources, means and technologies, the effectiveness of which depends on the training of academic staff to perform professional functions in the academic environment and their professional and personal improvement, which undoubtedly has a significant impact on the development of the university in general, the quality of its educational, scientific, innovative activities, etc. The professional development system of a modern university should be characterized by integrity. Its structure, hierarchy, and relationships between system-forming components must be subordinated to the main goal of providing opportunities for academic staff professional development that meet both the individual interests and requests of employees, as well as the needs of the university.

Considering academic staff as academic entrepreneurs, in other words as scientists, researchers, teachers who work in a higher education institution and simultaneously search for opportunities to commercialize the results of their research and technology transfer, perform the functions of entrepreneurs and are perceived as key actors in the use of the university invented technology and its commercial use [14], the problem arises regarding their training for the implementation of academic entrepreneurship.

Actually, in our study, we consider the system of professional development at a modern university as an environment in which academic staff are trained to implement academic entrepreneurship. The training of academic staff in professional development system of the university should be aimed at forming their readiness to implement academic entrepreneurship, which involves: construction of an entrepreneurial academic environment and development of an entrepreneurial culture not only of academic staff, but also of university authority, support personnel, students studying at various levels of education, etc.; rethinking the role of academic staff: combining the functions of “producer of new ideas, scientific products and technologies” and “active participant in their commercialization”; considering the specifics of initial professional training, level of education, previous experience in academia and industrial environment, which provides an understanding of the real problems of modern production and market needs, as well as outlining opportunities for the development of effective technical and technological solutions; development of entrepreneurial talent, abilities, entrepreneurial knowledge, development of entrepreneurial abilities and skills necessary for commercialization of innovations

and technology transfer, promotion of business ideas, scientific products, use of market opportunities, etc”.

Researchers [11; 12] argue that academic entrepreneurship comprises the involvement of highly qualified scientists who have relevant knowledge and experience, are considered experts in a certain field of scientific knowledge and are able to perform scientific research at an appropriate level, generate new ideas, invent, develop technologically advanced products, etc. It is about the training of academic staff for academic entrepreneurship, which is aimed at developing the ability to search for external entrepreneurial opportunities, integration and use of one's own internal intellectual potential, as well as the ability to find like-minded people, build a network and support its functioning. Researchers claim that training for academic entrepreneurship implementation should be considered at several levels: systemic (state policy on entrepreneurship development, local context); institutional (university infrastructure, internal mechanisms for supporting academic entrepreneurship development); individual (personal factors) [13].

We summarize that in the process of academic staff training for academic entrepreneurship, it is necessary to take into account various factors and their interaction, among which, above all, we emphasize university investments, the creation of appropriate conditions for the development of academic entrepreneurship, as well as the formation of academic staff readiness for active participation in the commercialization of scientific research.

Conclusions and prospects for further research.

Studying the research literature makes it possible to interpret professional development of academic staff as a system of interconnected components at two levels: individual and organizational. At the individual level, we consider professional development of academic staff as a system characterized by the presence of goals and tasks, content and operational components, which are used to achieve professional mastery of a specialist. At the organizational level, professional development is a system that is based on theories, concepts, ideas of continuous education and best practices of a modern university, the legal framework of higher education, as well as an effective toolkit for the development of human capital in order to ensure competitiveness of both an individual and organization as a whole.

In our study, we interpret “academic staff training for academic entrepreneurship” as a specially organized system of activities, the main purpose of which is to form the readiness of academic staff to implement academic entrepreneurship, which involves mastering, deepening, expanding relevant knowledge, forming, developing, improving skills and abilities, necessary for the accumulation of internal and external resources, human capital in order to ensure the internal needs of the university, educational, scientific, technological,

innovative requests of society and the knowledge economy, various branches of science, capitalization of intellectual potential.

Taking into account the role and importance of academic entrepreneurship, the urgency of the problem of academic staff training for its implementation, it is worth turning to the experience of domestic universities and clarifying its specifics, advantages and disadvantages, which will serve as a basis for justifying the directions of further scientific research.

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