

ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ЗАСАДИ ВИЩОЇ ТА ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

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READINESS OF SCIENTIFIC AND PEDAGOGICAL STAFF FOR ACADEMIC ENTREPRENEURSHIP: THE ESSENCE OF MOTIVATIONAL AND PERSONAL COMPONENTS

Considering academic entrepreneurship as one of the urgent problems of modern higher education, it is worth turning to the formation of the readiness of scientific and pedagogical staff for its implementation. The question arises of defining the concept of “readiness” and characterising its structural components. An analysis of the relevant scientific and pedagogical literature has been carried out. The essence of the motivational component of the readiness of scientific and pedagogical staff for academic entrepreneurship has been substantiated, as a set of personal and professional characteristics that reflect a positive attitude towards academic entrepreneurship as an important element of the university’s activities, motivation to create innovative initiatives, entrepreneurial needs, interests, desire for success, confidence in one’s entrepreneurial abilities and orientation towards the development of cooperation between science, education and business. It is concluded that the motivational component involves awareness of the significance of academic entrepreneurship for personal and professional growth, integration of innovations into the educational process, adherence to the principles of ethics and integrity, and readiness for interdisciplinary cooperation and systemic improvement to achieve sustainable results. It is determined that the personal component of the readiness of scientific and pedagogical staff for academic entrepreneurship is an internal aspect of self-awareness and the ability to reflect, which ensures the formation of an entrepreneurial position, assessment of one’s experience and awareness of the role of the individual in creating innovative projects. The personal component is interpreted through the prism of orientation towards systemic and structured improvement and development of skills, confidence in one’s entrepreneurial abilities, awareness of the importance of leadership, openness to change and innovation, and encouragement to active interaction with others. The prospects for further scientific studies include a description of the essence of the cognitive and activity components of the readiness of scientific and pedagogical staff for academic entrepreneurship.

Key words: academic entrepreneurship, scientific and pedagogical staff, readiness of scientific and pedagogical staff for academic entrepreneurship, structure of readiness of scientific and pedagogical staff for academic entrepreneurship, motivational component, personal component.

Problem statement. Considering academic entrepreneurship as one of the urgent problems of modern higher education, it is worth turning to the formation of the readiness of scientific and pedagogical staff for its implementation. The question arises of defining the concept of “readiness” and characterising its components. These components include the motivational and personal. We justify our position by the fact that motivation plays a key role in the formation of readiness for academic entrepreneurship, since it determines the internal motivation of scientific

and pedagogical staff to implement innovative educational and scientific projects. In our opinion, the development of key qualities for successful academic entrepreneurship, which corresponds to the essence of the personal component, is also vital. Personal characteristics determine the ability of scientific and pedagogical staff to effectively implement entrepreneurial activities in an academic environment. A clear definition and characterisation of the motivational and personal components allows to apply a systematic approach to the formation of the readiness

of scientific and pedagogical staff for academic entrepreneurship.

Analysis of recent research and publications. Our considerations are based on the results of the analysis of scientific and pedagogical literature. It is worth mentioning that the motivation for the professional and personal development of university staff is the subject of scientific research by many researchers. The works of researchers [Аніщенко, Баніт, Калюжна], [Горохівська], [Михайлишин] emphasise the need to take into account such components of the motivational component as motives, desires, cognitive and active interest, concentration, striving for scientific and creative, pedagogical and creative activity, positive attitude, and focus on achieving success in professional activity. The motivation of a scientific and pedagogical staff is based on their professional interests, value priorities and life ideals. It manifests itself both in the professional activity and in specific pedagogical or scientific, research contexts. Investigating the professional formation and professional development of specialists, researchers emphasise the need to take into account their personal qualities. That is why in the structure of professional competence or readiness for professional activity, researchers distinguish the personal component [Алпатова], [Павлишин], etc.

The aim of the article. The article aims to define and characterise the essence of the motivational and personal components of the readiness of scientific and pedagogical staff for academic entrepreneurship.

Presentation of the main material. The motivational component in the structure of the readiness of scientific and pedagogical staff for academic entrepreneurship is considered through the prism of a set of entrepreneurial motives, interests and needs, and a focus on achieving success in academic entrepreneurship. It should be considered one of the main factors that encourage the personal and professional development of scientific and pedagogical staff in order to achieve acme, realize their entrepreneurial potential, and diversify their professional activities.

In our opinion, the motivational component of a scientific and pedagogical staff' readiness for academic entrepreneurship harmonises with a worldview based on value orientations,

the ability to positively perceive and analyse the environment, find the place in it, realise one's role and mission, act creatively, determine target and semantic settings for own actions, and also make well-founded decisions. Motivation serves as a mechanism for self-determination of the individual in professional activity. It fixes the individual trajectory of a person's professional development and becomes the basis of the life plan. In the study devoted to the analysis of the andragogical competence of teachers, the value-motivational component is identified, which the authors interpret as "a set of motives, interests and needs that determine the orientation of pedagogical personnel to professional and pedagogical activity in connection with the awareness of the correspondence of personal andragogical qualities to the requirements of pedagogical activity in the field of adult education and the conscious motivation of personal aspirations to action" [Аніщенко, Баніт, Калюжна : 67–68]. According to T. Horokhivska, the motivational component of professional and pedagogical competence of teachers working in technical universities should be considered through the prism of "axiological, semantic, motivational resources, professionally important qualities and specifics of pedagogical skill" [Горохівська : 88]. R. Mykhailishyn proves that "the positive motivation of a teacher to innovative activity is evidenced by the creation and application of something new, the improvement of pedagogical skills, and the overcoming of professional difficulties. Therefore, many teachers consider the use of innovative technologies to be the only chief motive for personal and professional self-affirmation" [Михайлишин : 14].

One of the key incentives for the development of academic entrepreneurship is an interest in learning new things. Speaking about scientific and pedagogical staff who strive to learn, create and implement innovations, we conclude that their interests are usually focused on the need for a deep scientific understanding of the multifaceted aspects of the triad "education – business – society", on the analysis of their personal and professional experience, critical assessment of professional activities, the effectiveness of the services they provide to

society, awareness of the value of innovations for the development of social, economic, cultural, political aspects of society's life. The training of a scientific and pedagogical staff for academic entrepreneurship assumes their disposition and focus on creating and using the conditions of the academic environment of a modern university, orientation on the development of motivation for changes, their positive perception, as well as on organising the coordination of the capabilities of the academic environment. This environment is considered as a complex of factors and conditions that not only contribute to individual improvement, further development of professional competence and personal qualities, but also reveal hidden opportunities and potential to find additional resources through the use of effective reflective practices. We consider the desire to understand the processes that involve the integration of science, education and entrepreneurship, which encourages action, stimulates innovative thinking, and directs the search for new ideas and their implementation. Therefore, the basis of interest in academic entrepreneurship projects within the academic environment forms the need to master new knowledge about the essence, strategic and operational aspects of academic entrepreneurship; positive emotions based on the discovery of new opportunities for the realisation of one's potential. Interest in the problem of academic entrepreneurship encourages scientific and pedagogical staff to generate new ideas, demonstrate entrepreneurial initiative, search for partners, and make efforts to implement the idea.

Researchers suggest considering the motives that encourage scientific and pedagogical staff to develop and implement academic entrepreneurship. In particular, we are talking about the desire to commercialise the results of scientific research; generate new ideas and establish cooperation with production and industry; diversify financing and resource provision of scientific research, etc. [D'Este, Perkmann]. In other words, the material and financial component becomes a priority in the motivation of scientific and pedagogical staff. But simultaneously,

scientists emphasise the immaterial component and prove that academic entrepreneurship contributes to increasing the status of a scientific and pedagogical staff, their prestige and respect in the professional environment [Fini, Grimaldi, Sobrero].

Thus, the motivational component of the readiness of scientific and pedagogical staff for academic entrepreneurship includes a positive attitude towards academic entrepreneurship as an element of the activities of a modern university; a focus on developing cooperation between science, business and education, integrating innovation into entrepreneurial initiatives to create added value; understanding the value of integrating academic entrepreneurship into the educational process; respect for academic and entrepreneurial freedom; adherence to the principles of academic integrity; innovation, entrepreneurial orientation, ethics and responsibility; readiness for interdisciplinary cooperation to create innovative projects.

Regarding the personal component, we take into account the publication of O. Alpatova, who recognises that the formation of the personal component is a process that involves the search for a balance of "individual, professional and social values; finding optimal forms of social interaction; finding such activities that allow realising personal potential" [Алпатова : 174]. M. Necheporenko attaches importance to understanding the nature of one's personality and the requirements for a professional, working on the image of a competent one, "identifying contradictions between the "real self" and the "ideal self," outlining areas for improving personal qualities that ensure effective professional and personal self-development, a creative approach to solving professional tasks, mobilisation of forces, the ability to implement and control the planned strategy of professional and personal self-development based on the processes of self-acceptance, self-prediction and self-regulation" [Нечепоренко : 59].

N. Kinakh argues that "... the personal component is associated with the desire to achieve a specific mission and goals, to demonstrate individual and personal qualities, to hope for success, to be willing to take risks,

to have a clearly expressed sense of personal responsibility, to be persistent, flexible, energetic, confident in one's abilities, to be able to convince others, to systematically update one's knowledge base, to have communicative and managerial skills, to act rationally in unpredictable situations and to use every resource and opportunity as profitably as possible" [Кінах : 139–140].

In our opinion, the personal component should include entrepreneurial self-awareness, which allows one to form self-confidence, show initiative, willingness to take risks and overcome challenges associated with innovative activities. Emotional and volitional stability is important; it is based on the ability to manage emotions, maintain balance, and focus on achieving clearly defined goals. We highlight leadership qualities in the personal component that correlate with the ability of scientific and pedagogical staff to create, implement and develop innovative projects, maintaining a balance between professional and personal goals. It is obvious that the key elements of the personal component should include readiness to implement changes. Professional development and improvement require self-analysis and reflection, which justify the need for the ability to comprehend one's professional activities, critically evaluate achievements and determine ways of self-improvement. We find confirmation of our reasoning in the work of M. Necheporenko, according to which "reflection in general is an analysis of one's actions and states, which helps to analyse one's shortcomings, and the higher the level of development of reflective skills and a reflective position, the easier it is to identify the causes of difficulties and correctly set a goal and choose a way to achieve it" [Нечепоренко : 61].

Based on the results of the analysis, we interpret the personal component of the readiness of scientific and pedagogical staff for academic

entrepreneurship through the prism of orientation towards systematic and structured improvement and development of skills to achieve sustainable results; confidence in one's entrepreneurial abilities and motivation to launch startups in the academic environment, achieving success; awareness of the importance of leadership in academic entrepreneurship to achieve common goals and sustainable development of projects; openness to change and innovation, entrepreneurial thinking and readiness to participate in the development of innovative projects; encouragement of active interaction with partners, team and investors based on trust and respect.

Conclusions. Summarising the results of the analysis, we formulate the definition of the motivational component of the readiness of scientific and pedagogical staff for academic entrepreneurship as a set of personal and professional characteristics that reflect a positive attitude towards academic entrepreneurship as an significant element of the university's activities, motivation to create innovative initiatives, entrepreneurial needs, interests, desire for success, confidence in one's entrepreneurial abilities and orientation towards the development of cooperation between science, education and business. The personal component of the readiness of scientific and pedagogical staff for academic entrepreneurship is an internal aspect of self-awareness and the ability to reflect, which ensures the formation of an entrepreneurial position, assessment of one's experience and awareness of the role of the individual in innovative projects development.

The prospects for further scientific studies include the characteristics of the essence of the cognitive and activity components of the readiness of scientific and pedagogical staff for academic entrepreneurship.

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ГОТОВНІСТЬ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ДО АКАДЕМІЧНОГО ПІДПРИЄМНИЦТВА: СУТНІСТЬ МОТИВАЦІЙНОГО ТА ОСОБИСТІСНОГО КОМПОНЕНТІВ

Розглядаючи академічне підприємництво як одну із актуальних проблем сучасної вищої освіти, варто звернутися до формування готовності науково-педагогічних працівників до його реалізації. Постає питання про визначення поняття «готовність» та характеристику його структурних компонентів. Виконано аналіз релевантної науково-педагогічної літератури. Обґрунтовано сутність мотиваційного компоненту готовності науково-педагогічних працівників до академічного підприємництва, як сукупності особистісних та професійних характеристик, що відображають позитивне ставлення до академічного підприємництва як важливого елементу

діяльності університету, мотивацію до створення інноваційних починань, підприємницькі потреби, інтереси, прагнення до успіху, впевненість у власних підприємницьких здібностях та орієнтацію на розвиток співпраці між наукою, освітою і бізнесом. Зроблено висновок про те, що мотиваційний компонент передбачає усвідомлення значущості академічного підприємництва для особистісного і професійного зростання, інтеграцію інновацій в освітній процес, дотримання принципів етичності й доброчесності, а також готовність до міждисциплінарної співпраці та системного вдосконалення для досягнення стійких результатів. Визначено, що особистісний компонент готовності науково-педагогічних працівників до академічного підприємництва – це внутрішній аспект самосвідомості та здатності до рефлексії, який забезпечує формування підприємницької позиції, оцінювання власного досвіду й усвідомлення ролі особистості у створенні інноваційних проєктів. Особистісний компонент потрактовано крізь призму орієнтації на системне та структуроване вдосконалення і розвиток навичок; впевненість у власних підприємницьких здібностях; усвідомлення важливості лідерства; відкритість до змін та інновацій; заохочення до активної взаємодії з іншими. До перспектив подальших наукових студій віднесено характеристику сутності когнітивного та діяльнісного компонентів готовності науково-педагогічних працівників до академічного підприємництва.

Ключові слова: академічне підприємництво, науково-педагогічні працівники, готовність науково-педагогічних працівників до академічного підприємництва, структура готовності науково-педагогічних працівників до академічного підприємництва, мотиваційний компонент, особистісний компонент.

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