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## THE READINESS OF SCIENTIFIC AND PEDAGOGICAL STAFF FOR ACADEMIC ENTREPRENEURSHIP: SCIENTIFIC AND PEDAGOGICAL DISCOURSE

In the world practice, academic entrepreneurship is actively developing. Still, its integration into the national educational space requires substantiation of theoretical foundations, study of best practices of famous universities, and training of teachers following its implementation. Substantiation of the theoretical foundations of academic entrepreneurship, definition and characterisation of terms that constitute the conceptual and categorical field of academic entrepreneurship, allows synchronisation of its content with international standards. The article reveals the scientific literature which determines the concept of “readiness”. It is justified that a clear definition of the essence of the readiness of scientific and pedagogical staff for academic entrepreneurship is necessary for making strategic decisions in educational policy, the development of entrepreneurial culture at the university, creation of an environment open to innovations. Considering the essence of academic entrepreneurship, the functions performed during its implementation, and taking into account the results of previous scientific research, it is concluded that the readiness of scientific and pedagogical staff for academic entrepreneurship should be interpreted as a personal and functional system that encompasses values and attitudes, beliefs, motives, interests and needs, intellectual and creative potential of scientific and pedagogical staff, innovative thinking, a system of knowledge, skills and abilities, personal qualities, which together form the basis for personal and professional realisation and achievement of entrepreneurial success in the academic environment. In the structure of the readiness of scientific and pedagogical staff for academic entrepreneurship, the following components should be distinguished: motivational, cognitive, activity, and personal. The substantiation of the essence and research of the main characteristics of the motivational, cognitive, activity, and personal components in the structure of the readiness of scientific and pedagogical staff for academic entrepreneurship is attributed to the prospects of further scientific studies.

**Key words:** academic entrepreneurship, scientific and pedagogical staff, training of scientific and pedagogical staff, readiness of scientific and pedagogical staff for academic entrepreneurship, structure of readiness of scientific and pedagogical staff for academic entrepreneurship, components of readiness of scientific and pedagogical staff for academic entrepreneurship.

**Problem statement.** In the world practice, academic entrepreneurship is actively developing. Still, its integration into the national educational space requires substantiation of theoretical foundations, study of best practices of famous universities, and training of teachers following its implementation. Substantiation of the theoretical foundations of academic entrepreneurship, definition and characterisation of terms that constitute the conceptual and categorical field of academic entrepreneurship, allows synchronisation of its content with international standards. A clear definition of the essence of the readiness of scientific and pedagogical staff for academic entrepreneurship is necessary for making strategic decisions in educational policy, the development of entrepreneurial culture at the university, creation of an environment open to innovations.

Substantiating the essence of the concept of “readiness of scientific and pedagogical staff for academic entrepreneurship” is a significant scientific and methodological task, which has several key reasons: 1) creating a theoretical basis for research, since academic entrepreneurship is a relatively new direction in the development of universities, which combines traditional scientific and educational functions with entrepreneurial activity. The formation of the readiness of scientific and pedagogical staff for this type of activity requires a clear conceptual definition, which will allow for a correct analysis of the phenomenon within the framework of pedagogical science; 2) developing a structured methodology for training scientific and pedagogical staff for academic entrepreneurship, which involves operating with the concept of “readiness of scientific and pedagogical staff for academic

entrepreneurship” and serves as the basis for creating an effective system for assessing the level of readiness of university teachers for this type of activity. This includes the formation of criteria, indicators and levels of development, which allows for systematic diagnostics and the development of training programs; 3) determining the components of the readiness of scientific and pedagogical staff for academic entrepreneurship is a multi-component phenomenon that covers various aspects, and their structuring allows for a more accurate modelling of the training process, providing scientific and pedagogical support.

#### **Analysis of recent research and publications.**

Our study takes into account the results of scientific research by several researchers who analysed the training of scientific and pedagogical and pedagogical staff, highlighted the theoretical foundations and methodological approaches underlying them, defined the concept of “readiness”, structured it by components, and organised a pedagogical experiment that involved determining the effectiveness of the implemented pedagogical conditions for its formation [Biruk], [Zinkova], [Kinakh], [Menailo], [Necheporenko], [Ostapenko], [Popova], [Smoliuk].

**The purpose of the article.** The article aims to define the concept of “readiness of scientific and pedagogical staff for academic entrepreneurship”.

**Presentation of the main material.** Since there are no sources in the scientific and pedagogical literature that would characterise the training of scientific and pedagogical staff for academic entrepreneurship, we turned to those publications that highlight the problem of forming teachers’ readiness for professional activity. In these publications, the authors define the concept of “readiness”. For example, it is stated that “readiness for professional and personal self-development of foreign language teachers” is “a complex of personal qualities and professional states, the ability to reflect, the possession of auto-psychological skills that ensure the actualisation of opportunities, the orientation of the individual to self-realisation in the pedagogical profession” [Нечепоренко: 54]; “as a complex professional and personal formation that encompasses motivational and guiding, informational and integrative, personal and regulatory, reflective and corrective components, and serves as the basis for constantly improving the level of professionalism and self-re-

alisation of the personality of future foreign language teachers” [Necheporenko: 55].

From the perspective of “training future doctors of philosophy for research and innovation activities”, V. Menailo considers the concept of “readiness for innovative professional activity” and convinces that it “is determined by the mastery of the technology of innovative activity by its subject, which involves a set of professional knowledge, skills, abilities, methods and techniques that are guaranteed to ensure the process of generation, development and dissemination of innovations; the formation of innovative properties that determine personal readiness to implement transformations, by which we understand both the motivational and value orientation and strong-willed qualities of the individual, and the ability to creative thinking and reflection, and the desire for self-development and self-improvement” [Menailo: 121].

According to the results of N. Kinakh’s study, which is devoted to the analysis of professional and pedagogical entrepreneurship of a primary school teacher, the author defines its structure and positions readiness as “a holistic multi-level complex of personal qualities that ensures the productive use of attitudes, beliefs, knowledge, skills, abilities, skills and acquired experience for self-realisation, and provides for the resolution of contradictory situations of existence based on entrepreneurial activity” [Kinah: 156–157].

According to A. Smoliuk, “the readiness of future teachers for professional self-development” should be understood “as a professionally vital personal quality that arises as a result of the integration of motives, needs, values, professional self-awareness, a system of psychological and pedagogical, methodological and special knowledge, skills and abilities; the desire for creative self-realisation, the desire to achieve high results in professional activity”, and also “this is a complex professional and personal formation aimed at increasing the level of one’s professional competence, developing professionally significant qualities, following social requirements, conditions of professional activity and one’s development program” [Smoliuk: 61].

S. Maksymenko emphasises that readiness “is a purposeful expression of a personality, containing its views, motives, feelings, beliefs, strong-

willed and intellectual qualities, knowledge, skills, abilities, guidelines. The readiness is achieved in the process of psychological, moral, and professional training and is considered as a result of the versatile development of the personality, taking into account the requirements determined by the peculiarities of professional activity” [Maksymenko: 18].

Based on the analysis, the concept of “readiness” can be interpreted as an integrative characteristic which combines internal and external factors. External factors include the requirements of professional activity, the socio-economic environment, and standards and criteria for work success. Internal aspects include professional knowledge, skills, abilities, personal qualities, motivation and the ability to self-development. Due to this, readiness becomes the basis for the professional development of a specialist, their adaptation to changes and development in a dynamic educational environment.

The integrative-functional connection between the readiness components is vital and allows the formation of a harmonious system capable of ensuring productive interaction with other participants in the professional process and effective performance of the tasks set. For example, the motivational-value component gives meaning to the activity, the cognitive-informational component provides awareness of the tasks and methods of their implementation, the activity-operational component forms practical skills, and the personal-reflective component contributes to the analysis and evaluation of one’s work.

Thus, the concept of “readiness” for professional activity is a complex and multifaceted phenomenon that requires detailed theoretical study and practical use to ensure the effectiveness of the work of specialists in the field of education. Its research contributes to the development of approaches to increasing the professional competence of educational staff, improving their adaptability to new conditions, and contributing to the sustainable development of the educational process.

According to researchers, academic entrepreneurship is “an activity undertaken to profit from university research or academic expertise through contracts or grants with businesses or government agencies seeking solutions to specific public or

commercial problems” [Slaughter, Leslie: 153]. Thus, given the scientific and pedagogical discourse that defines the concept of “readiness”, our research will be based on the study and adaptation of the interpretation of the readiness of scientific and pedagogical staff for academic entrepreneurship. This concept is multifaceted and covers various aspects of professional activity, including motivational, cognitive, activity and personal-reflective components.

The readiness of scientific and pedagogical staff for academic entrepreneurship combines professional knowledge, skills, abilities and value-motivational orientations. It also considers the ability to adapt to dynamic changes in the educational environment and the orientation towards the development of innovative ideas that contribute to the commercialisation of scientific results, the creation of entrepreneurial projects and their integration into professional development.

Therefore, we substantiate the expediency of interpreting the “readiness of scientific and pedagogical staff for academic entrepreneurship” as a personal and functional system that encompasses values and attitudes, beliefs, motives, interests and needs, intellectual and creative potential of scientific and pedagogical staff, innovative thinking, a system of knowledge, skills and abilities, personal qualities, which together form the basis for personal and professional realisation and achievement of entrepreneurial success in the academic environment.

It is worth mentioning that, studying the specifics of the formation of readiness for professional activity of educators, researchers substantiate its structure and distinguish various components. M. Necheporenko, characterising the essence of the readiness of foreign language teachers for professional and personal self-development, distinguishes “motivational-directive”, “informational-integrative”, “personal-regulatory”, “reflexive-corrective” components [Necheporenko: 55–60].

Based on the study of scientific and pedagogical literature, L. Popova concludes that “the problem of teachers’ readiness for various types of activity is the most developed. The common components of the structure of readiness for professional activity are motivational (attitude to activity (guideline), motives), content (knowledge about the sub-

ject and methods of activity), operational (skills and abilities of productive activity)” [Попова: 80]. A. Smoliuk substantiates the “cognitive, operational-activity, need-motivational, reflective-value and social-communicative” components in the structure of “readiness for professional self-development of future primary school teachers” [Smoliuk: 71]. Investigating the professional and creative development of a teacher-researcher, N. Biruk identifies the “motivational-axiological, cognitive, procedural-activity and control-resultative” components of ... the scientific and research competence of teacher-researchers” [Biruk: 168].

In the course of analysing the specifics of the development of the entrepreneurial culture of specialists in the service and tourism sectors, I. Zinkova characterises the “motivational-value, personal-reflective, cognitive-praxeological, social-ethical” components [Zinkova: 78]; A. Ostapenko – “personal, cognitive, activity” components [Ostapenko: 102].

**Conclusions.** Considering the essence of academic entrepreneurship, the functions performed scientific studies.

during its implementation, and taking into account the results of previous scientific research, it seems logical to conclude that the readiness of scientific and pedagogical staff for academic entrepreneurship should be interpreted as a personal and functional system that encompasses values and attitudes, beliefs, motives, interests and needs, intellectual and creative potential of scientific and pedagogical staff, innovative thinking, a system of knowledge, skills and abilities, personal qualities, which together form the basis for personal and professional realisation and achievement of entrepreneurial success in the academic environment. In the structure of the readiness of scientific and pedagogical staff for academic entrepreneurship, the following components should be distinguished: motivational, cognitive, activity, and personal.

We believe that substantiation of the essence and research of the main characteristics of the motivational, cognitive, activity, and personal components in the structure of the readiness of scientific and pedagogical staff for academic entrepreneurship should be attributed to the prospects of further

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## ГОТОВНІСТЬ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ДО АКАДЕМІЧНОГО ПІДПРИЄМНИЦТВА: НАУКОВО-ПЕДАГОГІЧНИЙ ДИСКУРС

У світовій практиці активно розвивається академічне підприємництво. Однак його інтеграція в національний освітній простір вимагає обґрунтування теоретичних основ, вивчення передового досвіду відомих університетів та підготовки викладачів для його впровадження. Обґрунтування теоретичних основ академічного підприємництва, визначення та характеристика термінів, що складають концептуально-категоріальне поле академічного підприємництва, дозволяє синхронізувати його зміст з міжнародними стандартами. У статті висвітлено наукову літературу, яка визначає поняття «готовність». Обґрунтовано, що чітке визначення сутності готовності науково-педагогічних працівників до академічного підприємництва необхідне для прийняття стратегічних рішень в освітній політиці, розвитку підприємницької культури в університеті, створення середовища, відкритого для інновацій. Розглядаючи сутність академічного підприємництва, функції, що виконуються під час його реалізації, та враховуючи результати попередніх наукових досліджень зроблено висновок про те, що готовність науково-педагогічних працівників до академічного підприємництва слід трактувати як особистісно-функціональну систему, що охоплює цінності та установки, переконання, мотиви, інтереси та потреби, інтелектуальний та творчий потенціал науково-педагогічних працівників, інноваційне мислення, систему знань, умінь та навичок,

особистісних якостей, які в сукупності складають основу для особистісної та професійної реалізації та досягнення підприємницького успіху в академічному середовищі. У структурі готовності науково-педагогічних працівників до академічного підприємництва слід виділити такі компоненти: мотиваційний, когнітивний, діяльнісний та особистісний. Обґрунтування сутності та дослідження основних характеристик мотиваційного, когнітивного, діяльнісного та особистісного компонентів у структурі готовності науково-педагогічних працівників до академічного підприємництва віднесено до перспектив подальших наукових досліджень.

**Ключові слова:** академічне підприємництво, науково-педагогічні працівники, підготовка науково-педагогічних працівників, готовність науково-педагогічних працівників до академічного підприємництва, структура готовності науково-педагогічних працівників до академічного підприємництва, компоненти готовності науково-педагогічних працівників до академічного підприємництва.