

ПРАКТИКА НЕПЕРЕРВНОЇ ПРОФЕСІЙНОЇ ОСВІТИ

PRACTICE OF CONTINUING PROFESSIONAL EDUCATION

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ACADEMIC STAFF DEVELOPMENT PROGRAMME: RESEARCH COMPETENCE FORMATION

The article is devoted to the study of the effectiveness of Academic staff development programme to promote the development of research competence. Mixed method (qualitative and quantitative) was used to explore the problem: the analysis of scholarly literature searching for the term «research competence» as well as modelling structural components of research competence. Research competence is seen in our article as an integrated personal and professional quality of a higher education teacher, which reflects the motivation for scientific research, the level of teaching research methodology, the personal qualities of a researcher, such as innovative thinking, the capacity for creativity and innovation. We have identified the following key components of the Research competence of a higher education teacher: motivational and valuable, cognitive, procedural and active, information, communicative, personal and creative, reflexive; components of research competence form a holistic unity of the results of academic staff professional and personal development. The article presents the experience and results of the implementation of the research module of Academic staff development programme at the Borys Grinchenko Kyiv University. The results showed that participation in the Research modules had influenced much to develop some components (the motivational and valuable, communicative, the personal and creative) of research competence in Academic staff. While learning Research modules university teachers can assess the current level of their research knowledge and skills and take responsibility for their continued professional development.

Keywords: academic staff development programme; efficiency; higher education; Research module; research knowledge; research skills; research competence.

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Introduction. European Research Area (ERA) and the European Higher Education Area (EHEA) are undergoing rapid change under the influence of 21st Century Learning and Open Science research environments. Global and social changes in the world facilitate the transformation of competencies. «For Open Science, as Report of the Working Group on Education and Skills under Open Science says, – to become a reality, researchers need appropriate discipline-dependent skills training and professional development at all stages of their research careers» (European Commission, 2017, p. 4). Qualified university teaching staff with research competence is the key factor for improving quality assurance in higher education to foster growth and socio-economic development of the country.

The highest form of organizing the science in universities is the formation of scientific environments, engaging academic, research, and pedagogical staff, post-graduates to obtain new scientific knowledge, use them to develop new technologies, samples of new products. According to Article 26 «Main objectives ... for universities, academies and institutes – carry out research activity through the conduct of scientific research and provide for the creative engagement of higher education learners, training of research cadre of highest qualification, and application of obtained results in education process» (The Law of Ukraine «On Higher Education», 2014, article 26). The university teachers are obliged «to improve the professional level, pedagogical skills, research qualification» (The Law of Ukraine «On Higher Education», 2014, article 58).

Theoretical assumptions of research. We used the literature review to explain the major issues in conducting research and focused on two content areas to identify a rationale for our study. Studies in relevant literature can be grouped into two categories: studies to identify research competency and studies to analyze the impact and effectiveness of academic staff development programme to enhance research competence.

Research competence is the overarching term that serves as the characteristics of professionals. According to the European Commission's Cedefop glossary «a competency is seen as the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)» (Cedefop, 2014, p. 47).

Research competency is conceptualized as faculty member's characteristics that lead to an outstanding level of research productivity (Sondari, et. al, 2016, p. 91); mostly gained from doctoral education and usually developed in their first employment through mentoring (Byrne & Keefe, 2002). V. Strelnikov (2011, p. 280) distinguishes the ability to scientific activity (mnemonic, mental ability, scientific imagination, observation, ability to distribute and switch attention) in the structure of the university teacher's professional competence.

Some knowledge domains, regarding research

questions, were identified and presented in English discourse. The work of the university teacher is very demanding, requires professional competences and also ability in scientific research to transfer the science results to students (Blašková, Blaško, Kucharčíková, 2014). Research engagement is commonly recommended to teachers as a potentially productive form of professional development and a source of improved professional practice (Berg, 2016). The transition of university lecturers from a dependent apprentice to a master researcher and then to an elite researcher, who «influences the nature and direction of research endeavors in their community and field» (Laudel and Glaser, 2008), is one of the results of the competence development. University managers need to recruit, develop, and retain lecturers with a high level of research activity by enhancing strategies and giving systematic support through coaching and mentoring programs (Hemmings & Hill, 2009). Tripartite individual competency construct (cognitive, affective, and conative components) is considered to be the result of performance-oriented behavior (Bertoncelj, 2010, p. 92) in the researcher community of the university.

The importance of competence-based approach, the concept of research competence, the efficiency of research competence forming in teachers have been analyzed from different aspects in a number of works by Ukrainian scholars (Golovan, Yatsenko, 2012; Sysoieva, Kozak, 2016; Yaroshenko, 2018). The authors mainly identified the key aspects of the formation of research competence of future teachers (of mathematics, economics, biology, of preschool pedagogics and psychology) at higher educational establishments, designing a model of research competence as a set of components (Chaychenko, Ptashenchuk, 2016).

Our study has found out the widespread use of academic staff development programs at universities all around the world. Academic staff development programs (ASDPs) are increasingly the focus of attention when assessing the quality of education in higher education institutions. ASDPs aim is to enhance and support excellence in academic practice across academic leadership and coaching, professional skills, research, and teaching. We also concur with Bilal, Guraya & Chen that «although institutions practice such programs, however, a well-structured theoretical framework that can be incorporated across institutions is not available» (Bilal, Guraya, & Chen, 2019).

In many Ukrainian HEIs, professional development programmes have been established to focus on teaching performance. However, research findings suggest a number of barriers for pedagogical staff, applicants for PhD, DSc degrees. In an effort to address these quality gaps Academic staff development programme with Research modules have been established at the Ukrainian University. As such, the program should emphasize the integration of research and training to the extent that they become complementary in enhancing research competence.

The aim of the study: to evaluate the efficiency of the Academic staff programme development for the university teacher's research competence formation. Accordingly, the ensuing sub research questions guided the empirical studies that led to answer the overall research questions:

1. Which skills and expertise necessary for research activity are university teaching staff required? 2. Which professional development activities are perceived as being important for Academic staff research competence? 3. Which motivation factors are perceived as being important to enhance Academic staff research competence?

Research competence: a conceptual framework.

A further step was to refine our understanding of the «research competence» phenomenon.

We utilized the competence-based approach (Blašková, Blaško, Kucharčíková, 2014; Sysoieva, 2016; Antoniuk, Vasylova, Ilnytskyi etc., 2016; Krasilnikova, 2018) to help us better understand the structure of the university teacher's research competence and in order to meet the expectations of a higher education teacher.

Higher education institutions should ensure that academic staff is challenged and supported to engage in continuous professional development and critical self-reflection throughout their careers. These should include activities that support the enhancement of teaching quality as well as the academic staff research competence.

In light of these, based on different views and thoughts of foreign scientists deal with Academic staff research competence development (Blašková, Blaško, Kucharčíková, 2014, p. 464; EC, 2017, Providing researchers with the skills and competencies, p. 5; Ismail & Meerah, 2012; Thomas, 2004) we have defined the generalized model of the university teacher who is highly motivated to conduct effective research.

The university teacher is a zealous, responsible, relentless, self-critical, devoted, creative, and innovative person; a highly competent scientist and researcher at the appropriate level (Recognized Researcher, Established Researcher, Leading Researcher), demonstrating research capacity, reflection skills, problem-solving skills, communication, and research methodology skills. His/her scientific efforts and creative research contribute to knowledge development in a particular field of science (or a research area).

Our study is based on a conceptual framework of academic staff research competence enhancing.

Research competence is seen in our article as an integrated personal and professional quality of a higher education teacher, which reflects the motivation for scientific research, the level of teaching research methodology, the personal qualities of a researcher, such as innovative thinking, the capacity for creativity and innovation.

We have identified the following key components of the Research competence of a higher education teacher:

motivational and valuable, cognitive, procedural and active, information, communicative, personal and creative, reflexive (Sysoieva & Kozak, 2016, p. 46–47). Evidently, mentioned above components result in the research-oriented behavior of a higher education teacher at each stage of his/her continuous professional development, so they are «measurable person's characteristic» (Bertoncelj, 2010).

The *motivational and valuable component* reflects the system of values, needs, and motives of research activities. The cognitive component is a set of knowledge about the methodology of pedagogical research; structure, stages, and methods of scientific-pedagogical research; requirements for the presentation of research findings; peculiarities of organization of students' research activity. The motivational and valuable component reflects the system of values, needs, and motives of research activities. The cognitive component is a set of knowledge about the methodology of pedagogical research; structure, stages, and methods of scientific-pedagogical research; requirements for the presentation of research findings; peculiarities of organization of students' research activity.

The *procedural and active component* of research competence is characterized by the higher education teacher's ability: to determine the methodology of the study; to *conduct* a research cycle in which methodological rules are followed in order to clarify an issue; to design research approaches; to select and use methods; to collect, process, systematize and analyze data; to describe results; to derive conclusions, present findings; to make recommendations and to report on all of these actions.

The *information component* of research competence reflects the ability of a person to use information sources, to keep up with scientific literature using different tools, while building up knowledge of their research areas; to work with information and database; to *use modern information technologies*.

The *communicative component* provides for the ability to build effective collaborative research activities; to work as part of a team and demonstrate shared understanding and alignment on research-goals and responsibilities among team members.

The *personal and creative component* identifies the characteristics of the highly creative people (e.g. to generate a large number of ideas or solutions to problems and questions).

The abilities to understand and evaluate the process and the result of a higher education teacher's research activities; to analyze a person's own scientific activity ability to emotional *self-regulation* in accordance with the demands of the situation are the bodies of knowledge of *reflexive component* of the university teacher's research competence.

The research competency model for Academic staff describes the critical behaviors associated with success in research and depicts the underlying knowledge, skills, abilities, and characteristics associated with good research performance.

Structure of research and methods. The mixed methods (qualitative and quantitative) approach developed by Kumar (2019, p. 22–24) was utilized in the research. We adopted this approach shaped by our tertiary teaching-and-learning experiences. While collecting data and the required information we used different methods for information gathering, different samples, ways of data analysis, and information dissemination. Using the thematic approach, we could formulate the research questions, describe the components of research competence, and design our research.

According to research methodology by R. Kumar (2019, p. 18) our study is classified as qualitative because the purpose of the study was primarily to describe a phenomenon (research competence) and the event (RMs implementation in universities). The information was gathered through the use of variables measured on nominal or ordinal scales (qualitative measurement scales); the analysis was done to establish the variation in the situation (two Research models), without quantifying it.

R. Kumar (2019) examined three different perspectives in the typology of research: applications of the research study findings; objectives of the study; mode of inquiry used in conducting the study (p. 34). Our research is applied, as findings being intended to determine the impact of ASDP (Research modules) on the research competence of different groups of university teachers.

Academic staff development programme with RMs have been established at Borys Grinchenko Kyiv University (Sysoieva & Kozak, 2016). The academic staff (total of 137 individuals) was trained in two

groups (A&B) with the inclusion of Research modules in the training. In terms of gender distribution, the majority (89%) were female; while 11% were male. The mean age of the participants in Gr. A was 28, 5 years, in Gr. B – 39,5 years. In terms of teaching staff's highest academic qualification, in Gr. A majority (72%) held a master's degree, followed by 23 PhD students (28%), respectively. As for Gr. B, the majority (78, 2%) held a PhD degree, followed by doctoral candidates (21, 8%), respectively.

The Research module I (Gr. A) was designed for lectures – Early-Stage Researchers, Doctoral candidates. The Research module II (Gr. B) – for PhD holders, professors, doctoral degree holders. The programme of each RM was designed to be flexible and provides training in three key development areas (Sysoieva & Kozak, 2016, p. 41–43).

As a theoretical assumption, the hypothesis was put forward in our study: components of research competence form a holistic unity of the results of academic staff professional and personal development; Research modules ensure that researchers understand their professional responsibilities and also provide practical advice on dealing with the complex issues that can arise while planning, conducting and reporting their research; while learning Research modules university teachers can assess the current level of their research knowledge and skills and take responsibility for their continued professional development.

To diagnose the Academic staff research competence (*the motivational and valuable, communicative, the personal and creative components*) a series of diagnostic methods, that allow subtle evaluation of each component, were used (Table 1).

Table 1

Diagnostic methods for evaluation research competence

Competence research components (criteria)	Diagnostic methods
The motivational and valuable	«Questionnaire of the Achievement Motivation» (by T. Ehlers). Questionnaire «Research competence as a professional value»
Communicative	«Diagnosis of Communication and Organizational Abilities (KOS-2 by N. Fetickin, V. Kozlov, G. Manuylov)»
The personal and creative	«Assessment of the level of creative potential» (by E. Rogov) (only Gr. A).

The research ethics. Participation in the study was voluntary. Seeking to ensure confidentiality and de-identification, the research participants were encoded.

The authors of the article confirm that there are no known conflicts of interests associated with this publication.

Findings. Discussions. Only part of the research competence components for each group is analyzed here.

Diagnostics of research competence according to the motivational and valuable criterion. Motivation – is one of the important components of the research

activity, which refers to reasons that underlie behavior, characterized by willingness and volition. Achievement motivation is the desire to succeed in research activity, but it is not only a motive for achievement but also a situational factor to be taken into account when implementing Research module programmes.

The peculiarities of the motivation of programme participants were determined with the help of T. Ehlers' «Questionnaire of the Achievement Motivation» (Fetiskin, Kozlov, Manuylov, 2002, p. 150–153). The method contains 41 circumstances, each of which can

be answered «yes» or «no». The results were calculated and interpreted according to the following levels of achievement motivation: from 1 to 10 points – low level of motivation to succeed; 11–16 points – the average level of motivation for success; 17–20 points

– moderately high level of motivation for success; over 21 points – a very high level of motivation to succeed (Rozanova, 1999).

The mean results of two phases according to T. Ehlers' method are shown in Table 2.

Table 2

Diagnostic of research competence according to the motivational criterion (T. Ehlers' method)

Groups	Low level		Average level		Above-average level		High level	
	N	%	N	%	N	%	N	%
Gr. A (82)								
1 Phase	46	56 %	28	34 %	8	10 %	-	0 %
2 Phase	32	39 %	32	39 %	13	16 %	5	6 %
Gr. B (55)								
1 Phase	7	12,7 %	17	31 %	19	34,5 %	12	21,8 %
2 Phase	4	7,2 %	13	23,6 %	17	31 %	21	38,2 %

It can also be noted in table 2 that the mean values of the motivation for reaching success before training was higher for the Gr. B respondents (56, 3% above-average, high levels), compared to the Gr. A (10 %). It should be noted, that such results were expected and taken into account by Program organizers.

At the final stage of our study, we registered quantitative and qualitative changes in motivating active participation in research activity. 20 respondents (24, 3%) from group A and 12 respondents from group B

(~22%) reported the increase in their levels of motivation to succeed in research activity.

To ascertain the importance of the value orientations respondents were offered the Questionnaire «*Research competence as a professional value*», based on the direct ranking of the list of 10 research values (knowledge & skills, abilities) in alphabetical order. The hierarchy of value orientations of Group A & Group B is shown in Table 3 in percentage terms.

Table 3

The value orientations of Groups

Knowledge (K) & skills (S)	Parameters	Group A in %	Group B in %
K 1	The methodology of pedagogical research	76	55
S 1	Communication	72	42
S 2	Creative	70	36
K 2	Methods of scientific-pedagogical research	68	22
S 3	To work with information & database	65	58
Abilities (A)			
A1	to build effective collaborative research activities	42	68
A2	to evaluate the process and the result of its own	38	64
A3	to generate a large number of ideas	34	64
A4	to transfer the science results to students	24	50
A5	to facilitate a research-oriented discussion	20	50

The above table indicates that the value orientations determined by the ranking method in both groups coincide. Respondents described interpersonal skills (communication, creativity), also emphasized some skills for workplace success (to work with information and database). A set of abilities was also highlighted as part of Academic staff research competence.

To operationalize the value priorities of Academic staff in one set of studies, we used the Schwartz Value

Surve (Schwartz, 2006) and generated the preference elements in 5 top value orientations. In sum, academic staff values: refer to desirable goals that motivate research activity; transcend specific actions (that are relevant at HEIs) and situations of teaching, learning, and doing research.

The obtained results confirmed the relevance of the selected topics for study in the modules. While implementing the Research modules, some changes have

been made to improve the content of the programmes. The authors have provided the perfect training solution in different formats, specially adapted to the situation and requirements of the respondents.

Diagnostics of research competence according to the Communicative criterion. The communicative criterion reflects the skills that enable the Academic staff to fulfill research activity, identify difficulties, and find ways to remove them; it involves Academic staff in professional communication, supporting the positive impact on faculty-student interaction.

In our study, we proceeded from the fact that effective communication was the foundation of a healthy relationship between participants of Research module programmes.

The instrument used in this study was a closed-ended questionnaire «Diagnosis of Communication and Organizational Abilities (KOS-2)» (Fetiskin, Kozlov, Manuilov, 2002, p. 263–265).

The Questionnaire contains 40 questions. The levels

of communicative and organizational tendencies are determined depending on the points scored by these parameters. The maximum number of points separately for each parameter is 20. Points are calculated separately for communicative and separately for organizational abilities with the help of a key and a descriptor for KOS-2 data processing. For the chosen variant «yes» or «no», 1 point is assigned, which coincide with those noted in the key.

Five levels of communicative and organizational abilities were experimentally established: from 1 to 4 points – the abilities are formed to a small extent, low level; those who have scored 5–8 points have communicative and organizational abilities at a level below the average; 9–12 points – average level of formation abilities; 13–16 points testify to the above-average level of communicative and organizational abilities; those who have scored 17–20 points demonstrate a very high level of communicative and organizational activity. The results are presented in Table 4.

Table 4

Diagnostic of research competence according to the Communicative criterion (KOS-2 by N. Fetickin, V. Kozlov, G. Manuylov)

Groups (N)	Low level		Below the average		Average level		Above-average level		High level	
	Number %		Number %		Number %		Number %		Number %	
	1 Ph	2 Ph	1 Ph	2 Ph	1 Ph	2 Ph	1 Ph	2 Ph	1 Ph	2 Ph
Gr. A (82)	44 54%	35 43%	26 32%	28 34%	8 10%	11 13%	4 5%	6 7%	- \ -	2 2%
Gr. B (55)	7 13%	3 5,4%	14 25,4%	16 29%	19 34,5%	20 36,2%	14 25,4%	13 24%	1 1,8%	3 5,4%

The results of this study (1 Ph.) showed, that 86% of respondents in Gr. A scored points, corresponding to a low and below the average levels of communicative and organizational activity. More than 60% of participants from Gr. B (1 Ph.) demonstrated average – high levels of communicative and organizational skills formation. The low and average levels of research competence formation (communicative component) in both groups dominated (in Gr. A – 95% and in Gr. B – almost 73%). Generalizing study results after the implementation of the Research modules we fixed some changes according to the communicative criterion.

The highest results were achieved in Gr. A. We observed a significant decrease in the number of respondents with a low level of development ability in organizing and communicative activities in group A (by 11%), as well as with a high level in group B (by 3.6%).

Diagnostics of research competence according to the Personal and Creative criterion. Diagnostics on the research competence according to the personal and creative criterion was carried out using E. Rogov (1999) questionnaires «Assessment of the level of creative potential» consisting of 18 questions. For the

chosen variant «a», 3 points are assigned, «b» – 1 point, «c» – 2 points.

Curiosity, self-confidence, constancy, visual and auditory memory, the desire for independence, the ability to abstract and focus as indicators of a person's creative potential, are diagnosed in the test. The listed indicators refer to soft skills, the person acquired at the time of testing. The respondents from group A took part in this study before and after training.

Taking into account the number of points participants scored, two subgroups were identified: A1 (18–47 points); A2 (48 or more points). 18–47 points – a person had the qualities to create, but there were barriers that interfered with his / her creative activity and destroyed the creative personality. 48 and more points – a person possessed considerable creative potential, which gave a rich choice of creative possibilities.

We conducted the interpretation of the results according to the author's technique across the group. The diagnostic results for group A (qualitative changes are recorded here) are presented in Table 5. The table shows the number of individuals (in N & %) who belonged to each subgroup at the beginning and after the training.

**Diagnostic of research competence
(E. Rogov questionnaires «Assessment of the level of creative potential»)**

Subgroups	Phase	Number	%	Phase	Number	%
Gr. A1 18 – 47 points	I	63	77	II	51	62
Gr. A2 48 or more points	I	19	23	II	31	38

The diagnostic results indicated quantitative changes in groups with a certain number of points participants scored. Table 5 also clearly shows that in Gr. A1 the number of respondents decreased by 15%, while there was an increase in the number of people who scored 48 or more points in Gr. A2.

Conclusions. Academic staff is required skills and expertise necessary for research activity. In spite of the abundant existing literature about the research competence and the numerous studies centered on the Academic staff activity, the concept is structured and explained differently by different scholars.

There are a number of findings on research competence formation of future teachers; research frameworks for the competency-based knowledge are suggested to put into practice. The problem of research competence development of academic staff, trained in the special programme (Research modules), is not available for in-depth studies.

While reviewing the literature content areas were identified to refine our understanding of the «research competence» phenomenon. This study extends research on the components of Academic staff research competence. Research competence is seen in the article as an integrated personal and professional quality of a higher education teacher, which reflects the motivation for scientific research, the level of teaching research

methodology, personal qualities of a researcher and the capacity for creativity, and innovation. Study findings identified and characterized the key components of the Research competence of a higher education teacher: motivational and valuable, cognitive, procedural and active, information, communicative, personal and creative, reflexive.

An element of discussion arises in the relations within the components that compose the Research competence for University teachers. We could broaden our focus beyond academic staff research activity. The academic staff development programme provides training and development opportunities to develop the university teacher's research competence support them through the different stages of their academic career.

On the basis of the research conclusions, the following recommendations are suggested for consideration and use in higher education institutions: to focus on Academic staff development to create strong identities as professionals and to improve training programmes' content and instructional design. Furthermore, staff development creates «windows of opportunity» for improving the quality of higher education.

The present study should be repeated among wider samplings and varied groups of Academic staff, and to obtain more elaborate data in the context of quality assurance.

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ПРОГРАМА ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ: ФОРМУВАННЯ ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ

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Статтю присвячено дослідженню ефективності програми підвищення кваліфікації науково-педагогічних працівників закладів вищої освіти для сприяння розвитку дослідницької компетентності. Для дослідження проблеми був використаний змішаний метод (якісний та кількісний): аналіз наукової літератури для вивчення поняття «дослідницька компетентність», а також для моделювання структурних компонентів дослідницької компетентності. Дослідницьку компетентність розглядаємо як інтегровану особистісно-професійну якість фахівця, яка відображає мотивацію до наукового пошуку,

рівень володіння методологією педагогічного дослідження, особистісно-значущі якості дослідника, зокрема такі, як інноваційне мислення, здатність до творчої та інноваційної діяльності. У структурі дослідницької компетентності викладача закладу вищої освіти виокремлюємо мотиваційно-ціннісний, когнітивний, процесуально-діяльнісний, інформаційно-комунікаційний, комунікативний, особистісно-творчий, професійно-рефлексивний компоненти; компоненти дослідницької компетентності утворюють цілісну єдність результатів професійного та особистісного розвитку викладачів. У статті представлено досвід та результати впровадження дослідницького модулю програми підвищення кваліфікації викладачів у Київському університеті імені Бориса Грінченка. Результати дослідження свідчать про якісні зміни в рівнях розвитку дослідницької компетентності науково-педагогічних працівників (мотиваційно-цінного, комунікативного, особистісно-творчого компонентів). Сформульовано рекомендації закладам вищої освіти щодо розвитку академічного персоналу шляхом проектування дослідницького модулю програм і удосконалення контенту, що відкриває нові «вікна можливостей» для підвищення якості вищої освіти.

Ключові слова: вища освіта; дослідницька компетентність; дослідницький модуль; дослідницькі знання; дослідницькі навички; ефективність; програма підвищення кваліфікації науково-педагогічних працівників.

ПРОГРАММА ПОВЫШЕНИЯ КВАЛИФИКАЦИИ НАУЧНО-ПЕДАГОГИЧЕСКИХ РАБОТНИКОВ: ФОРМИРОВАНИЕ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНТНОСТИ

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Статья посвящена исследованию эффективности программы повышения квалификации научно-педагогических работников высших учебных заведений для развития исследовательской компетентности. Для исследования проблемы был использован смешанный метод (качественный и количественный): анализ научной литературы для изучения понятия «исследовательская компетентность», а также для моделирования структурных компонентов исследовательской компетентности. Исследовательскую компетентность рассматриваем как интегрированное личностно-профессиональное качество специалиста, отражающее мотивацию к научному поиску, уровень владения методологией педагогического исследования, личностно-значимые качества исследователя, такие, как инновационное мышление, способность к творческой и инновационной деятельности. В структуре исследовательской компетентности преподавателя высшего учебного заведения выделяем мотивационно-ценностный, когнитивный, процессуально-деятельностный, информационно-коммуникационный, коммуникативный, личностно-творческий, профессионально-рефлексивный компоненты; компоненты исследовательской компетентности образуют целостное единство результатов профессионального и личностного развития преподавателей. В статье представлен опыт и результаты внедрения исследовательского модуля программы повышения квалификации преподавателей в Киевском университете имени Бориса Гринченко.

Результаты исследования свидетельствуют о качественных изменениях в уровнях развития исследовательской компетентности научно-педагогических кадров (мотивационно-ценностного, коммуникативного, личностно-творческого компонентов). Сформулированы рекомендации учреждениям высшего образования по развитию академического персонала путем проектирование исследовательского модуля программ и совершенствования контента, что открывает новые «окна возможностей» для повышения качества высшего образования.

Ключевые слова: высшее образование; исследовательская компетентность; исследовательский модуль; исследовательские знания; исследовательские навыки; программа повышения квалификации научно-педагогического персонала; эффективность.

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