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UKRAINIAN SCIENTIFIC SCHOOLS: CURRENT STATE AND TRANSFORMATIONAL CHALLENGES

УКРАЇНСЬКІ НАУКОВІ ШКОЛИ: СУЧАСНИЙ СТАН ТА ТРАНСФОРМАЦІЙНІ ВИКЛИКИ

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In the course of performing its activities, a modern university addresses multifaceted areas of work and faces various challenges that reflect the development strategy of the educational institution. One of the main components as regards the above is scientific activity as the core area of

university functioning in modern conditions. Research work at a modern university has become an integral part of educational activities, which aims to integrate scientific, educational and practical activities in the higher education system.

University scientific activity is ensured through: creating an effective synergy of educational content and research programmes; channelling fundamental and applied research and developments into the creation and implementation of new competitive products; developing higher education standards, textbooks and study guides based on scientific achievements; promoting various forms of scientific cooperation – including international ones – with educational institutions as well as agencies and organisations outside the education system to address complex scientific challenges and implement the results of research and developments; directly engaging the educational process participants in all forms of scientific and research activities conducted at the educational institution; involving leading scientists and scholars, employees of educational institutions as well as scientific and research institutions and organisations in the educational process; organising scientific, practical, and methodological seminars, conferences, competitions, research paper contests etc. for participants in the educational process; establishing the Council of Young Scientists and the Student Scientific Society.

The production of knowledge is transformed from a chaotic, fragmented, and meaningless actions into a streamlined process with theoretical knowledge not only transmitted through direct communication but also formalised in the form of a clear knowledge system. Scientific schools become the highest form of an informal intellectual association aimed to acquire, transform and preserve fundamental knowledge in the activities of research groups [4].

Scientific and research activities aimed at acquiring new scientific knowledge are usually concentrated in professional communities that have shaped various sectors of social production and served as a means of increasing material and spiritual wealth [3]. The underlying issue here is a lack of clear classification, defined structure and features that would differentiate between mere research teams and scientific schools proper, the latter being think-tanks where new ideas are generated and transformed into new fundamental knowledge basic to all science. Furthermore, there is no consensus on the effectiveness of research schools or research teams. Despite the existing variety of approaches to defining the concept of ‘scientific school’, it can be noted that scientific schools remain the ultimate form of an informal intellectual association aimed to acquire, transform and preserve fundamental knowledge in the activities of research teams [4]. Therefore, a scientific school is a professional community of people that is formed and

developed under the guidance of a scientist possessing outstanding personal and leadership qualities; it is actively engaged in research in a new and relevant area and is united in shared ideas, methods, and scientific traditions [2]. Well-established scientific schools constitute the basis for the progressive development of science as a social institution with the crucial prerequisite for the appearance and evolution of such schools being the presence of a scientific leader, who involuntarily initiates the formation of a team where young scientists willingly embrace his ideas and further their development, thus expanding the boundaries of theoretical research and empirical knowledge. The complexity and novelty of the problem is explained by certain difficulties in establishing a clear classification and typology of scientific schools. However, the basic constituent elements for establishing scientific schools are undeniable: the presence of a leader, a wide coverage of different categories of educational process participants, consolidation by scientific subjects of research interests, and implementation of a cross-sectional theme.

Attention should also be paid to another perspective on the scientific school, which emphasises the dynamic nature of its composition and structure. The current requirements for project work within the framework of scientific activity make scientific schools change as the research project unfolds without diminishing their importance. They provide an impetus for the implementation of grant- and project-based tasks and enable efficient assessment of the personnel selected for specific tasks. The impact of modern educational process formats – distance, blended, etc. – and the format-conditioned interaction between participants in the educational process directly affects the main university communities, the implementation of the institution's mission and goals as well as the quality of higher education, including the activities and communication forms of scientific school members. The development of a comprehensive analysis of the validity of scientific schools and the criterion-based ranking of their leaders should be performed by combining content and formal parameters – the results of each individual school's activity; such ranking should also be applied to analyse the research activities of all doctors and candidates of sciences. Creating a register of full-fledged domestic scientific schools as well as a National Scientific Fund that would stimulate and support such schools in their fundamental research is also a priority [4]. Assisting and promoting the growth of scientific schools at higher education institutions is to ensure the younger generation's interest and involvement in scientific studies, encourage them in their pursuit of self-improvement and expansion of horizons, as well as contribute to the formation of a new type of social relations based on the principle of a modern cultural and educational environment.

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DEVELOPMENT OF LNTU INNOVATION INFRASTRUCTURE IN THE CONTEXT OF THE IMPLEMENTATION OF UKRAINE'S EUROPEAN INTEGRATION COURSE

РОЗВИТОК ІННОВАЦІЙНОЇ ІНФРАСТРУКТУРИ ЛНТУ В УМОВАХ РЕАЛІЗАЦІЇ ЄВРОІНТЕГРАЦІЙНОГО КУРСУ УКРАЇНИ

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Україна активно інтегрується в європейський простір, що передбачає відповідність стандартам ЄС у всіх сферах, включно з освітою, наукою та інноваціями. Це створює потребу у формуванні сучасної інноваційної інфраструктури, яка сприятиме підвищенню якості освітніх і наукових послуг. ЛНТУ, як один із провідних закладів вищої освіти Західної України, має стати ключовим елементом цієї системи.

Інноваційна інфраструктура кожного ЗВО формується під впливом запитів зовнішніх стейкхолдерів, потенціалу та спроможності НПП та