

ACADEMIC STAFF TRAINING FOR ACADEMIC ENTREPRENEURSHIP: ACMEOLOGICAL, AXIOLOGICAL, REFLECTIVE, COLLEGIAL, PROJECT-BASED, AND PERSONALITY-ORIENTED APPROACHES

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Annotation. The article presents the acmeological, axiological, reflexive, collegial, project-based, and personality-oriented approaches as foundational to the training of academic staff for academic entrepreneurship within the framework of the university's system of professional development. These methodological approaches are conceptualised as integral to fostering academic staff readiness for entrepreneurial engagement in higher education institutions undergoing systemic transformation. It is demonstrated that the acmeological approach enables the conceptualisation of entrepreneurial readiness as a dynamic component of professional competence, cultivated through processes of self-awareness, critical reflection, and self-regulation. The axiological approach highlights the value-based nature of academic entrepreneurship, underscoring its importance for personal growth, professional fulfilment, and societal advancement. The reflexive approach facilitates the critical appraisal of one's professional experience, promoting the development of critical thinking, intrinsic motivation, and adaptability in response to evolving educational challenges. The collegial approach contributes to the strengthening of institutional culture through mutual support, shared responsibility, and collaborative decision-making, thereby enhancing the capacity for joint implementation of innovative academic projects. The project-based approach integrates theoretical knowledge with practical application, fostering competence development and encouraging the creation of tangible educational outputs. The personality-oriented approach positions academic entrepreneurship as a pathway to self-realisation, the construction of professional identity, and the enactment of social responsibility. The integrated application of these approaches provides a systemic, value-oriented, and innovation-driven model of professional development for academic staff. This model equips educators with the necessary tools to engage effectively in academic entrepreneurship, aligning their professional trajectories with the broader goals of institutional renewal and educational innovation in the context of global transformations in higher education.

Keywords: academic staff; academic entrepreneurship; university; professional development system; training for academic entrepreneurship; acmeological approach; axiological approach; reflexive approach; collegial approach; project-based approach; personality-oriented approach.

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**Підготовка науково-педагогічних працівників до академічного підприємництва:
акмеологічний, аксіологічний, рефлексивний, колегіальний, проектний,
особистісно орієнтований підходи**

Анотація. У статті представлено акмеологічний, аксіологічний, рефлексивний, колегіальний, проектний та особистісно орієнтований підходи як засадничі для підготовки науково-педагогічних працівників до академічного підприємництва в межах університетської системи професійного розвитку. Зазначені методологічні підходи концептуалізуються як інтегральні складові формування готовності науково-педагогічних працівників до підприємницької діяльності в умовах системної трансформації закладів вищої освіти. Показано, що акмеологічний підхід забезпечує концептуалізацію підприємницької готовності як динамічного компонента професійної компетентності, яка формується через процеси самопізнання, критичної рефлексії та саморегуляції. Аксіологічний підхід акцентує ціннісну природу академічного підприємництва, підкреслюючи його значущість для особистісного зростання, професійної самореалізації та суспільного поступу. Рефлексивний підхід сприяє критичному осмисленню професійного досвіду, розвитку критичного мислення, внутрішньої мотивації та здатності до адаптації в умовах змін освітнього середовища. Колегіальний підхід сприяє зміцненню інституційної культури через взаємну підтримку, партисипативну відповідальність і колективне прийняття рішень, що підвищує потенціал до спільної реалізації інноваційних академічних проєктів. Проєктний підхід інтегрує теоретичні знання з практичним застосуванням, сприяє розвитку професійних компетентностей і стимулює створення матеріалізованих освітніх продуктів. Особистісно орієнтований підхід розглядає академічне підприємництво як шлях до самореалізації, формування професійної ідентичності та здійснення соціальної відповідальності. Інтегроване застосування зазначених підходів забезпечує системну, ціннісно орієнтовану та інноваційно спрямовану модель професійного розвитку науково-педагогічних працівників. Така модель надає викладачам необхідні інструменти для ефективної участі в академічному підприємстві, узгоджуючи їхні професійні траєкторії з ширшими цілями інституційного оновлення та освітніх інновацій у контексті глобальних трансформацій вищої освіти.

Ключові слова: науково-педагогічні працівники; академічне підприємництво; університет; система професійного розвитку; підготовка до академічного підприємництва; акмеологічний підхід; аксіологічний підхід; рефлексивний підхід; колегіальний підхід; проєктний підхід; особистісно орієнтований підхід.

Introduction

In the context of the transformation of higher education and the growing role of universities as active participants in the knowledge economy, academic entrepreneurship is acquiring strategic significance. Its implementation requires not only institutional change but also a redefinition of the professional role of academic staff, particularly the development of their readiness to engage in entrepreneurial activity within the academic environment. The readiness represents a complex, multidimensional phenomenon encompassing personal, professional, motivational, cognitive, and social components, and thus necessitates a robust methodological foundation for its formation.

Against this backdrop, the application of a set of methodological approaches becomes particularly relevant, offering a holistic perspective on the process of academic professional development. Scholars emphasise the importance of acmeological [6, 12], axiological [5], reflexive [1, 9, 10], collegial [7, 22], project-based [4, 13], and personality-centred [2, 16, 23] approaches in shaping the professional growth of educators. It is therefore both logical and timely to provide a theoretical rationale for the integration of these approaches into the preparation of academic staff for academic entrepreneurship, as a means of fostering their readiness for its implementation. This, in turn, contributes to the development of the university's innovative potential and its integration into the global educational landscape.

The formulation of the article's purpose. The purpose of this article is to provide a theoretical justification for the application of acmeological, axiological, reflexive, collegial, project-based, and personality-centred approaches in the professional development of educators, to foster their readiness for academic entrepreneurship.

Results

We are firmly convinced that the acmeological approach and the rationale for its application in training academic staff for academic entrepreneurship merit scholarly attention. This position is grounded in the core principles of acmeology, which postulate the existence of clearly defined patterns, conditions, and factors necessary for achieving acme, the highest level of personal and professional development [19, 21]. Assuming that academic staff readiness for academic entrepreneurship constitutes one of the key indicators of professionalism in higher education teaching, we concur with Makovetska's view that "professionalism in activity is a qualitative characteristic of the agent of activity, reflecting high professional qualifications and competence, a diversity of effective professional skills and abilities, mastery of contemporary algorithms and methods for solving professional tasks, enabling highly productive performance. Professionalism of the individual is a qualitative characteristic of the agent of labour, reflecting a high level of development of professionally significant and individual-business qualities; the acmeological invariant of professionalism comprises an adequate level of aspiration, motivational sphere, and value orientations directed towards the progressive development of the specialist" [6, p. 90].

Researchers emphasise that "professional development is a complex, multi-level, prolonged, phased, and ambivalent process (as evidenced by its unevenness and heterochrony across all stages, disruptions in linearity, sequence, and order, and bifurcation phases). It encompasses the holistic and harmonious formation of a qualified specialist, professional, and individual with an acmeological stance. This process includes successive periods (stages, phases) of self-creation, self-realisation, and self-improvement, transformation of the psychological structure of professional-pedagogical activity, motivational sphere, and value-worldview orientations, acquisition of professionally significant competencies, and the assimilation and enactment of innovative professional roles and functions" [12, p. 145].

Thus, within the framework of the acmeological approach, we consider the following:

- the readiness of academic staff for engagement in academic entrepreneurship as a constituent element of acme, formed through the accumulation of internal potential for self-realisation via self-knowledge, reflection on professional experience, and self-management;
- the structured nature of academic staff's readiness for academic entrepreneurship as a component of acme, encompassing a system of knowledge, a repertoire of skills and competences, as well as motivation and capacity for continuous personal and professional development;
- the necessity of cultivating a constructive academic environment and a professional development system, characterised by appropriate pedagogical conditions that facilitate the formation of academic staff's readiness for academic entrepreneurship;
- the individualisation of academic staff's training trajectory for academic entrepreneurship, based on consideration of their prior experience, knowledge base, and stages of professional development.

Alongside the acmeological approach, we also delineate the axiological approach, which is substantiated by both domestic and international scholars [20], and which frames the training of academic staff for academic entrepreneurship from a value-oriented perspective. "The concept of the "axiological approach" is understood as the orientation of the university's creative educational space and its educational ideals towards the value-semantic domain, grounded in the core tenets of pedagogical axiology. These include the notions of value, significance, and ideal, namely, "a multifaceted palette of emotional-affective, cognitive,

behavioural, need-motivational components, and worldview structures encompassing perception, interpretation, and positioning within the world” [3, p. 101].

According to Sydorenko, the application of the axiological approach “entails the educator’s selection of a personally meaningful system of self-organisation and self-development, an individual education trajectory for the advancement of pedagogical mastery, resulting from the comprehension of the methodological foundations of the new educational paradigm and the integration of a positively harmonious self-concept, namely, pedagogical abilities, qualities and potentialities, behavioural models, value orientations, and educational-personal needs and aspirations” [11, p. 23].

Academic literature emphasises that “the necessity of activity, particularly labour and professional engagement, is primarily determined through the axiological, value-based dimension of its outcome or product. The essence of labour activity is most accurately described as a process of creating multifaceted human values: material and spiritual, objective and subjective, individual and social, technical and humanitarian, among others” [8, p. 18]. Furthermore, researchers underscore that “following the axiological approach, moral values cannot exist independently of the individual; they emerge as a product of human life activity and constitute a spiritual and moral achievement. Reflection is an essential condition for recognising one’s own choice of moral values and acknowledging the right of others to make such choices. Moral values cannot be imposed upon the individual, as they are inherently personal, perceived and understood by the individual, interpreted through the lens of one’s own life and moral experience, and used to determine life priorities” [5, p. 36].

From an axiological perspective, this concerns not only the understanding of the role and significance of academic entrepreneurship for the personal and professional development of academic staff, but also the recognition of its value in a broader context, at the level of the university, the higher education system, the knowledge economy, and the international higher education space, that is, through the prism of personal, professional, moral, and social values.

In this context, we consider:

- the training of academic staff for academic entrepreneurship as an orientation towards the development of value-based dispositions, as well as an opportunity for self-realisation following their own personal and professional values;
- the training of academic staff for academic entrepreneurship as a system grounded in a personally meaningful framework of continuous self-development;
- the integration of reflexivity, creativity, and activity, which serve as a basis for the awareness of moral, professional, and social values, alongside the creation of new values of both material and spiritual nature;
- the provision of interconnection between the needs, interests, and demands of academic staff and the social value of academic entrepreneurship for the university and society at large.

For many consecutive years, researchers have focused their attention on the issue of reflective practice, its role and place in the professional activity of educators, as well as the application of the reflexive approach to their professional development [17]. Scholars emphasise that “the contemporary humanistic paradigm of professional education imposes requirements on the educator, who must be capable not only of realising the creative potential and personal self-development, but also of engaging in reflexive processes of self-knowledge. Therefore, reflection may be regarded as a means of actualising personally significant motives in the educator’s activity” [9, p. 142].

They argue that “reflection becomes a crucial condition for the self-improvement of the educator, for professional and personal growth; indeed, reflection is one of the fundamental mechanisms for the development of the activity itself and is important at all stages of its implementation. Moreover, reflection is essential when the conditions of professional and educational activity change, in its rethinking and redesign, and in identifying optimal means of activity under altered circumstances. Reflection is also necessary for resolving complex pedagogical situations: through reflection, any problem may be transformed into a constructive task of activity” [9, p. 145].

We concur with Dubasenyuk that “the reflexive approach signifies a constructive unity between knowledge of the reality under investigation and its purposeful transformative activity. From these methodological positions, the reflexive approach in the social and human sciences should ensure the study of such a reality as reflection, and create constructive opportunities for applying the acquired knowledge about it in social practice” [3, p. 108].

According to Kharagirlo, “the reflexive approach in the process of professional development of an educational practitioner is a process of engaging with one’s own experience, interpreting it, and critically evaluating a specific pedagogical objective. It involves self-analysis of the steps taken, assessment of the outcomes achieved, and their correlation with the intended goal to attain improved results in pedagogical practice. At the core of the reflexive approach lies the capacity for pedagogical reflection, which encompasses ontological activity, intertwined with the content of subject-specific knowledge, and psychological activity, which entails the subjective perception of this practice” [15, p. 64].

The reflexive approach is regarded as one of the methodological frameworks that “... draws attention to self-awareness, self-knowledge, and the analysis of one’s learning and development” [10, p. 97]. Among its advantages, Senchyna identifies an increase in self-awareness, the development of critical thinking and reflexive skills, the formation of an individual educational trajectory, and enhanced motivation [10].

Denyschuk outlines the following key functions of reflexive practice: “projective (designing and modelling the activities of participants in the educational process); organisational (structuring the most effective modes of interaction within collaborative activity); communicative (as a condition for productive dialogue among agents of the educational process); content-generative (shaping awareness in activity and interaction); motivational (defining the orientation of joint activity towards outcomes); corrective (stimulating change in interaction and practice)” [1, p. 33].

In light of the above-mentioned, we argue for the necessity of employing a reflexive approach in the training of academic staff for engagement in academic entrepreneurship, based on the following considerations:

- transformation of the academic and professional environment: academic entrepreneurship is grounded in interaction and collaboration with new partners, colleagues, and stakeholders. It entails the establishment and maintenance of interpersonal and interdisciplinary communication, which necessitates the rethinking and restructuring of professional activity to identify the most optimal formats of interaction;
- professional and personal development of academic staff: the development of entrepreneurial activity, including its academic dimension, requires the analysis of one’s professional practice, reflection on experience, evaluation of outcomes, and identification of opportunities for the implementation of academic entrepreneurship;
- awareness and actualisation of motivation towards academic entrepreneurship: reflection and interpretation of one’s own needs, interests, and motives foster the development of innovative educational practices and encourage participation in innovative research projects and initiatives.

Unlike international studies, which extensively address the application of the collegial approach to the professional development of specialists in the field of education [18], this issue remains underexplored in Ukraine, where only selected aspects are considered [7]. We regard such a practice as unjustified, given that both the professional activity of educators, particularly academic staff, and decision-making processes in higher education are frequently based on the principles of collegiality.

According to researchers, collegiality among educators should be understood as established collaboration and supportive interaction among teaching staff. This is considered one of the key factors in fostering the institutional corporate culture and a constructive

academic environment, in which cooperation, experience-sharing, discussion of persistent issues in daily practice, and mutual support are actively realised [22].

We substantiate the application of the collegial approach in training academic staff for engagement in academic entrepreneurship based on several positions that resonate with the collegial nature of academic entrepreneurship as a phenomenon within the educational domain:

- collegial learning, as one of the organisational forms of professional development for academic staff, entails the identification of a shared goal, the alignment of institutional needs with the interests and requirements of academic personnel, and the organisation of interaction based on this foundation. It encompasses collaborative learning, exchange of experience and ideas, and the use of facilitation, coaching, and mentoring to foster readiness for academic entrepreneurship;

- collegial decision-making and shared responsibility in the development of innovative projects, the formulation of strategies and implementation plans, and the initiation of interdisciplinary teams and collaborative ventures;

- collegial support for the university's corporate culture and academic environment, which are open to innovation, the implementation of change, and the cultivation of creativity.

Equally significant within the context of our study is the project-based approach, which is grounded in constructivist ideas concerning the construction of knowledge systems and the active participation of individuals in this process through their personal experience [24]. This experience is shaped through collaboration and communication with other participants, in our case, academic staff, who are jointly engaged in addressing a defined problem [23].

Researcher Ivanichkina, in her analysis of the use of project-based technologies in the professional training of educators, asserts that "project activity as a pedagogical technology aims to help learners recognise the importance of independent knowledge acquisition and to harmoniously integrate theoretical and practical knowledge. It contributes to the development of group work skills, communication, and collaboration with others. A key factor in the implementation of project-based technologies is cultivating in young people an enthusiasm for inquiry-based and research-oriented activity. In the boundless space of information, project work promotes the analysis of data from multiple perspectives, the formulation of hypotheses, and the ability to conclude upon completion of the project" [4, p. 2].

The author formulates her conclusions based on an examination of European Commission documents concerning the project life cycle, which, within the scope of our research, holds substantial relevance not only for the training of academic staff for academic entrepreneurship but also for its practical implementation. Specifically, five stages of the project are identified: "1) programming – the development of programme foundations for project implementation; 2) identification – analysis of the problem to be addressed, the goals to be pursued, the measures to be planned, and the stakeholders involved in the project; 3) formulation – the structuring of the project, including its activities, timeline, resources, and budget; 4) implementation – the execution of the project; 5) evaluation – assessment of project outcomes, synthesis of results, and formulation of conclusions to inform the development of future projects" [4, p. 93].

Our reflections align with the position of Sorochan and Skrypnyk, who assert that "projects are, to a certain extent, unique and one-off undertakings. As a result of project implementation, one may obtain an educational product with measurable characteristics; the capacity to deliver practical services; outcomes or documents, for instance, data obtained through a research project that may be used to identify trends in the professional development of educators" [14, p. 25].

Accordingly, in our study, we consider the project-based approach as one of the effective methodological frameworks, the application of which is justified in shaping the readiness of academic staff for academic entrepreneurship, as it ensures:

- alignment with the theoretical foundations of training academic staff for academic entrepreneurship, particularly the principles of constructivism and pragmatism;
- integration of systemic professional development, its collegial nature and reflexivity, and the advancement of not only professional but also transversal competencies of educators, all of which collectively contribute to the attainment of the desired outcome, namely, the formation of readiness for academic entrepreneurship;
- harmonisation of the training of academic staff for academic entrepreneurship and the implementation of academic, innovative, and research projects, underpinned by the theory and practice of project development and the project life cycle.

Among the methodological approaches frequently examined by scholars in the context of professional training and development of educators is the personality-oriented approach [16]. This position is logically grounded, as professional development is viewed in conjunction with personal development and is based on the following principles of the personality-oriented approach: “the organisation of agent–agent interaction; the creation of conditions for personal self-actualisation; activation of the individual; provision of both external and internal motivation; deriving satisfaction from solving educational tasks and tasks in collaboration with other educational agents; ensuring conditions for self-assessment, self-regulation, and self-actualisation; and shifting the role of the educator towards that of a facilitator” [2, p. 17].

We are particularly aligned with the conclusions formulated by Dubasenyuk, who examines professional development through the lens of the personality-oriented approach and proposes that the concept of ‘personal-professional development’ be regarded as “one of the leading goals of teacher education. Practice demonstrates that mastery of the teaching profession and pedagogical expertise can only be achieved at the individual-personal level. The educator is viewed as a bearer of universal human values, as an active agent who realises the mode of life activity through the teaching profession, demonstrates readiness to assume responsibility for solving persistent pedagogical problems, and develops the strategy of professional thinking, behaviour, and practice” [2, p. 21].

An insightful position is offered by Skotna and Lialiuk, who propose that the “essence of the concept of personality-oriented education” be understood through the following provisions: “1) personality as a pedagogical category reflects a specific domain of education and human development and, in this sense, constitutes its distinct objective; 2) just as an individual in the educational process acquires experience in applying knowledge, solving cognitive and practical tasks, and developing creative mastery, they must also acquire the ability ‘to be a personality’, that is, to perform specific personal functions (selectivity, reflection, self-realisation, self-regulation, social responsibility, etc.)” [13, p. 398].

Drawing on theories of human and social capital, and recognising the role and significance of the individual, as professional and citizen, in the development not only of the contemporary university but also of society and the knowledge economy more broadly, we consider the application of the personality-oriented approach in training academic staff for academic entrepreneurship to be well-founded. This approach is based on the following principles:

- viewing academic entrepreneurship and the formation of readiness for its implementation as a form of personal self-realisation for academic staff (i.e. the capacity to develop and implement original ideas; to initiate the creation of new educational and research products, etc.);
- orienting the training of academic staff for academic entrepreneurship towards the development of both personal and professional identity (i.e. the ability to actively participate in transformative educational processes; the cultivation of personal, social, moral, and professional values and attitudes; and the recognition of oneself as a member of the academic community who embodies and promotes these values not only within the professional sphere but also in society at large);

– fostering an understanding of academic entrepreneurship as a form of knowledge capitalisation, wherein the individual is both the creator of knowledge and a personality prepared to assume social responsibility for the outcomes of entrepreneurial activity.

Conclusions

Based on the analysis and synthesis of theoretical and practical advancements in pedagogical science, this study identifies and substantiates the relevance of employing a set of methodological approaches, namely, the acmeological, axiological, reflexive, collegial, project-based, and learner-centred approaches, for fostering academic staff readiness for academic entrepreneurship within the framework of university's professional development system. It is demonstrated that the acmeological approach enables the conceptualisation of entrepreneurial readiness as a component of professional competence, shaped through self-awareness, reflection, and self-regulation. The axiological approach emphasises the value-based nature of academic entrepreneurship and its significance for personal, professional, and societal development. The reflexive approach facilitates the critical appraisal of one's professional experience, the cultivation of critical thinking, motivation, and adaptability in changing educational contexts. The collegial approach contributes to the development of institutional culture, mutual support, collaborative decision-making, and the implementation of innovative projects. The project-based approach integrates theoretical and practical knowledge, promotes competence development, and supports the creation of educational outputs. The learner-centred approach frames academic entrepreneurship as a means of self-realisation, the formation of professional identity, and the exercise of social responsibility.

The integrated application of these approaches provides a systemic, value-oriented, and innovation-driven model of professional development for university educators, equipping them to engage effectively in academic entrepreneurship amidst the ongoing transformation of higher education.

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