

**THE PROBLEMS OF INCREASING THE UNIVERSITY SCIENTIFIC
POTENTIAL**

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This article is about the necessity of comparing the conditions for conducting research in the universities of our country and abroad with the purpose of their optimization. According to the research, there were defined two groups of the conditions for the scientific activity of university teachers – external and internal.

Key words: *scientific potential, scientific work, university teachers, conditions for research.*

**ПРОБЛЕМЫ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ НАУЧНОГО
ПОТЕНЦИАЛА УНИВЕРСИТЕТОВ**

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Данная статья посвящена необходимости сравнения условий, в которых протекает научная деятельность преподавателей университетов нашей страны и за рубежом с целью их оптимизации. Согласно проведённому ранее исследованию, были определены две группы условий – внутренние и внешние.

Ключевые слова: *научный потенциал, научная работа, преподаватели университетов, условия для научной работы.*

The participation of universities in providing the social-economic development of our society is expressed not only in the preparation of the specialists of the highest qualification implementing Bologna Declaration principles [1, p. 203-208], [9, p. 306-312] presupposing the student-centered approach [2, p. 111-126], [7, p. 118-120], [8, p. 297-300], practice-based approach [5, p. 48-50] and life-long learning principles [6, p. 263-267] which is their main function; but also in conducting scientific work or research, directed to strengthening the position of domestic science.

The implementation of the functions of the progressive development of the society depends much on the creation of the conditions for the successful research in universities. In this connection the comparison of the conditions for deployment of research in our and foreign universities are of great theoretical and practical interest. It is necessary to define differences and similarities of these conditions with the purpose of their optimization, which will maximize the creative potential of

universities and help to minimize the professional burnout of the faculty members [4, p. 217-220].

The study of scientific, pedagogical, economic literature and also the study of the British experience of organizing research in universities allowed identification of some internal and external conditions for successful research of university teachers.

Since the activity of a university teacher proceeds within the framework of a university, which represents the pedagogical system, all conditions of the professional activity of a teacher can be referred to the external social-pedagogical [3, p. 56-59]. However the availability of only formed external social-pedagogical conditions for the successful research is not enough. In the course of investigation there was defined the second group of conditions connected with the activity of an individual and called by us “the internal psychological conditions “.

The main cause of the incomplete use of the scientific potential of universities is the absence of the necessary complex of the external social-pedagogical and internal psychological conditions for the successful scientific work in our universities. The analysis of the practice of organizing scientific work in our universities showed that the conditions cannot be called satisfactory.

Nowadays our country is in the difficult political and economic situation. The phenomenon taking place in the economy of our country reflected on the position of university science, the return of which remains low. State budgetary allocations were sharply reduced, financing the university science by industry almost completely came to naught, and money is allocated for targeted programs adopted on a competitive basis, giving immediate profit. As a result, the research of university teachers is stimulated not well. Consequently, universities lose their scientific and teaching potential, as the most active, well-educated teachers leave the system of higher education for commercial structures, while the competitiveness of higher education institutions is determined primarily by the level of scientific qualification of the teaching staff.

However, the low impact of university science is also explained by the fact that research for domestic teachers used to be mainly the expression of the internal need, while research in foreign universities is an obligatory component of the professional activity of teachers, which is stipulated in the contract for employment. Nowadays, the scientific component is also gaining the importance in our universities, but still the conditions here for the successful research are not equal to those in British universities. And the most important thing is a big load. Having at least 900 hours of teaching hours per year does not help to improve the situation with the output of university science. Besides young teachers do not have sufficient help in developing scientific skills unlike British teachers, who are obliged to join the courses in the scientific skill improvement centers. Skillful teachers will be able to prepare such specialists who will avoid difficulties in their future employment [10, p. 209-213].

Based on the foregoing, as a result of a comparative study of the conditions for the successful research at universities in our country and abroad, it seems appropriate:

- to create the scientific skill improvement centers for the development of teachers in the field of research (based on the post - graduate departments);
- using the contractual form of employment it is necessary to use a more demanding approach to the selection of teaching staff, stipulating the indispensable participation of teachers in research;
- while estimating the level of a teaching load for a teacher, the administration should take into account the contribution of a teacher into the effectiveness of research of a university and lessen the teaching load of a teacher depending on the activity in the scientific work.

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