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**MODERN APPROACHES TO INNOVATION MANAGEMENT IN
THE TRAINING OF EXPERT TRAINERS UNDER THE PROGRAM
“MANAGEMENT COMPETENCE OF MANAGERS IN DEVELOPING
THE PSYCHOLOGICAL READINESS OF PERSONNEL FOR
INNOVATION” AS THE BASIS FOR THE DEVELOPMENT OF
INDIVIDUAL COMPETITIVENESS COMPETENCE: INTEGRATIVE
DIAGNOSTIC, CORRECTIONAL, DIGITAL AND STEM METHODS**

Summary.

The publication reveals modern approaches to innovation management in the management of educational organizations, presents the content of the training of expert trainers according to the author's program “Managerial Competence of Managers in Forming the Psychological Readiness of Personnel for innovation activity” (Chudakova V.), as the basis for developing competence of individual competitiveness. The system of special psychological training is based on the experience of implementing the “Psychological and Organizational Technology for Forming the Readiness of the Personnel of Educational Organizations for Innovation Activities”. It consists of two interrelated and complementary parts: “1. Model of expertise and correction of the organizational and innovative environment of educational organizations (external conditions)”. Which includes two components: “1.1. Model of expertise the Organizational and Innovative Environment of Educational Organizations” and “1.2. Correctional model for creating a favorable organizational and innovative environment for educational organizations”. “2. Model of expertise and correction of the psychological readiness of the personnel of educational organizations for innovative activity (internal conditions)”. Which also includes two components: “2.1. Model of expertise of the internal psychological readiness of the personnel of educational organizations for innovative activities”; “2.2. Correctional multi-level model of reflective-innovative training, coaching”. Diagnostic and corrective integrative tools are presented, as well as the results of mathematical and statistical analysis.

Keywords: innovation management; innovation activity; innovativeness; managerial competence; formation of psychological readiness for innovation activity; development competence of personality competitiveness competence; training program for expert trainers.

In the context of a large-scale modernization of the functioning of society, innovative development is objectively singled out as the main priority. The issue of introducing educational innovations remains relevant. The atmosphere of actualization and rethinking of life determines the need for diversified personnel of educational organizations who could navigate the rapidly changing situation, understand human relations, could form their ability for self-development, innovation, counteract clichés

and negative pedagogical stereotypes. The carriers of the implementation of innovations, as a process of development and implementation of innovations, are creative and innovative individuals, that is, people who are professionally trained and interested in carrying out innovative changes, mastering and implementing the new [2; 5; 6; 8]. Particular attention in the management of educational organizations and innovation management is acquiring the task of the psychological readiness of the personnel of educational organizations for innovative activities [1; 4; 10].

In the context of innovative transformations in the process of managing educational organizations, managers and staff need special psychological training to ensure the effectiveness of innovative activities. Which provides for the achievement of an understanding of the terminological apparatus of the science of «innovation», the psychological structure of innovative activity, the ability to carry out a psychological examination of the current state of its effectiveness, followed by corrective and developmental activities through training, consultative psychological and psychotherapeutic assistance [2; 4; 6; 7].

The problem of forming the psychological readiness of the personnel of educational organizations is multifaceted and multifaceted, which required versatile research. This task was implemented by V. Chudakova in the course of the study «Formation of the psychological readiness of the personnel of educational organizations for innovative activities.» The system of special psychological training is based on the experience of implementing the author's "Psychological and organizational technology for the formation of the readiness of the personnel of educational organizations for innovative activities" (hereinafter referred to as "Technology") [4]. It consists of two interrelated and complementary parts, corresponding to the study of internal and external conditions for the implementation of innovative activities, namely:

"1. Model of examination and correction of the organizational and innovative environment of educational organizations (external conditions). Which in turn includes two components: "1.1. Examination Model of the Organizational and Innovative Environment of Educational Organizations" and "1.2. Correctional model for creating a favorable organizational and innovative environment for educational organizations".

"2. Model of examination and correction of psychological readiness of personnel of educational organizations for innovative activities (internal conditions). Which in turn also includes two components: "2.1. Model of examination of internal psychological readiness of personnel of educational organizations for innovative activities"; "2.2. Corrective multi-level model of reflective-innovative training, coaching" [1; 2; 4; 9; 10].

In turn, each of the models includes the main components: information-semantic; diagnostic-interpretive and prognostic; correctional development.

As part of the implementation of the "Technology", options for special courses of educational modules were developed and their approbation and implementation were carried out in order to find the optimal version of the programs in terms of content and logic.

Improving the efficiency of innovation management in the education system involves the development of the appropriate content of the psychological preparation *of leaders* of educational organizations to manage the process of innovation activity of the personnel of educational organizations. This became possible as a result of the introduction of *the author's program* – "Managerial competence of managers in the formation of the psychological readiness of the personnel of educational organizations for innovative activities" [1; 3; 9; 10]. It has been implemented in educational organizations in Ukraine, Uzbekistan, and Kazakhstan.

The implementation of innovative activities, innovative educational projects is a complex process and requires taking into account many factors that determine the effectiveness of their implementation (social, political, economic, etc.), it was found that *psychological and organizational factors occupy a particularly important place*. The modern leader has a wide range of responsibilities. Among them, one of the most priority is the training of personnel to fulfill the tasks of professional activity in the conditions of innovative transformations. Realizing their functional duties, they must train and educate, while combining high demands, adherence to principles with trust and respect for people,

constant care for them, helping them get out of life and work difficulties. An important prerequisite for the formation of the necessary qualities of a professional manager is mastering the content of the special course “Managerial competence of managers in the formation of the psychological readiness of the personnel of educational organizations for innovative activities” [1; 2; 3; 9; 10].

The course program is a complex system of specially organized developmental interactions between its participants and their mutual enrichment. It *is aimed* at increasing the personal effectiveness of students in various life and business situations of interaction with people. The program *promotes* maximum use of personal creative potential in life and professional activity;

The program of the special course is aimed at:

- to *master* certain knowledge, skills in the field of innovative competence;
- to *master* an integrated system of scientific and methodological support for the implementation of “Technology” as an integral tool for improving their professional competence;
- it gives managers the opportunity to acquire knowledge of the patterns of formation of psychological readiness for innovation and the development of the individual and the teaching staff as a whole;
- *master* the methods of diagnosing and identifying the psychological characteristics of the personnel, in order to effectively influence the actualization and self-improvement of the macro-characteristics of each person as an individual, individuality, personality, subject of labor;
- to *master* certain competence in the field of communication, activity, own development and psycho-correction, which allows solving the problem of effective implementation of professional activities;
- *master* the integrative tools the use of diagnostic methods for conducting an examination, creative and developmental methods, interactive correctional and developmental methods of self-improvement of the individual and solving personality problems in the organization [1; 2; 3; 9; 10].

The program of the special course *is aimed* at **solving the following tasks:**

- *developing the ability* to interact with staff in order to increase professional maturity, develop moral qualities, psychological readiness to skillfully, with dignity, perform the entire cycle of social and production duties in the conditions of innovation;
- *mastering the technology* of resolving interpersonal contradictions and overcoming conflict situations;
- to *develop the ability* to adequately *perceive* oneself and others, which allows one to develop and adjust the norms of personal behavior and interpersonal interaction;
- *master* the methodological and practical tools for effective interaction and mutual understanding;
- *develop* communication skills, that is, the ability to effectively interact and understand people;
- *develop emotional stability* in difficult life situations and the ability to adapt quickly;
- *develop* the ability to flexibly respond to a situation, quickly reorganize in different conditions and different groups, reach a new level of managing one’s states;
- *master the technology* of creating adequate self-esteem and self-confidence;
- *master the technology* of creating new effective ways of behavior in especially difficult situations (reshaping traumatic memories, overcoming fears, the consequences of unconstructive criticism; getting rid of feelings of guilt, resentment, complexes, addictions, the consequences of psychological trauma and other psychological problems;
- *master* decision-making strategies, setting and achieving strategic and tactical goals [1; 2; 3; 9; 10].

The content and structure of the special course. The course program is made up of 8 sections, each of which is a logical continuation and completion of the previous one and has its own educational developmental cycle, in combination they represent a system for preparing and developing an arsenal of a person’s personal effectiveness.

The course is reassigned to: managers, managers, psychologists, teachers, scientists, personnel specialists, consultants and for those in whose activities the change and development of individuals and groups plays a significant role. It *is designed to help* prepare specialists for professional activities not only as a professional to work in modern organizations and ensure organizational development, but also as organizers of training and education, and management of educational institutions.

The special course is held in the intercourse and course period of advanced training and the system of training / retraining / advanced training.

Consider the content of the special course – the educational and thematic plan of the special course (*table 1*).

Table 1

The educational and thematic plan of the special course “Managerial competence of the head in the formation of the psychological readiness of the personnel of educational organizations for innovative activities”

No.	Sections, main topics and educational courses
1	Section 1. Conceptual foundations, implementation algorithm and scientific and methodological support of the psychological and organizational technology of forming the readiness of the personnel of educational organizations for innovative activities. 1.1. Content, general design and models of “Psychological and organizational technology for the formation of readiness of personnel of educational organizations for innovative activities” 1.2. The content and features of the study of the integral indicator of “innovativeness” of the personality (author of the methodology V. Chudakova, 2016) – an indicator of the formation of psychological readiness for innovative activity. 1.3. Implementation of mathematical and statistical analysis of the results of the study of “innovativeness” of the individual. 1.4. Features of definition, analysis, presentation of results and interpretation: 1) “innovation level” (positive, zero, negative pole) and 2) “innovation trend” (theoretical-intellectual, emotional-practical). 1.4. Identification of differences in personnel with positive (positive pole) and negative (negative pole) “innovation”
2	Section 2. Models of examination of the organizational and innovative environment and the formation of internal psychological readiness for innovative activity among the personnel of educational organizations. 2.1. Diagnostic tools for the examination of the organizational-innovative environment of the organization. 2.2. Diagnostic tools for the examination of the formation of internal psychological readiness for innovative activity among the personnel of educational organizations
3	Section 3. Interactive creative and developmental ways to identify and solve problems in an organizational and innovative environment. 3.1. Correctional methods for creating a favorable educational environment. Brainstorming as a means of developing a problem solving model. 3.2. Workshop on the use of interactive correction methods to solve problems. Using the Delphi method (adapted by V. Chudakova) to select the best alternative proposal for solving problems. 3.4. Development of a model for solving problems in the organization
4	Section 4. Presentation of the multi-level reflective-innovative training program: “Psychological means of self-improvement and development of the creative potential of the individual”: Module 1: Your success in discovering your possibilities. Module 2: Methods of overcoming life crises, developing stress resistance and the ability to quickly adapt. 3rd module: Modern psychotechnologies for creating adequate self-esteem, self-confidence, gaining the ability to make a possible choice. 4th module: Effective strategies: creating positive motivation, discovering your Mission, making decisions and setting goals
5	Section 5. Modern correctional and developmental technologies for solving psychological problems of the individual. 5.1. Technology of effective interaction and mutual understanding of people. 5.2. Technology of mastering the art of public speaking. 5.3. Technologies for high-quality discussions (disputes). 5.4. Technologies and secrets of efficient production of production meetings. 5.5. Occupational stress and the syndrome of professional burnout of personnel and organizations: ways of prevention and overcoming. 5.6. Technology for the development of stress resistance and the ability to adapt quickly 5.7. Conflicts in business and interpersonal relationships and ways to resolve them 5.8. Effective strategies for setting and achieving strategic and tactical goals
6	Section 6. Features of the implementation of mathematical and statistical analysis of the results of the study. 6.1. Methodology and practice of mathematical and statistical analysis of empirical data of the study “formation of the psychological readiness of the personnel of educational organizations for innovative activities”, design, interpretation and prediction of results. 6.2. Comparative analysis and dynamics of the configuration of research results
7	Section 7. Individual creative work
8	Section 8. Summing up. Opportunities and results of the implementation of “Technology”. Control and evaluation classes. Final control

In the process of mastering the special course described above, students independently implement diagnostic models of expertise and correctional and developmental models “Technologists” into the educational process of a real organization. Carrying out at the same time expertise (diagnostics, evaluation and prediction of results), as well as correction of identified problems – in the organizational and innovative environment and the formation of the internal psychological readiness of the individual for innovative activities. The expediency of using modern information and communication technologies, digital and STEM education technologies has been proved [1; 3; 4; 10].

The educational modules of the special course are separated in time, while throughout the entire course of training there is a constant relationship between students and the course trainer, including with the help of digital technologies. The results of the introduction of “technology” are periodically discussed and analyzed. Also, individual counseling is provided on various aspects of the course. Upon completion of the training course, students are given a presentation and defense of creative research work on the analysis of their own experience and the practical results of their own implementation of “Technology” in the practice of educational organizations of various types. Its prospects and the possibility of independent implementation of the “Technology” and its models are clarified, as well as the feasibility and possibility of using these results in educational practice [1; 4; 10].

The effectiveness of the implementation of the presented Program is confirmed by the results of mathematical and statistical analysis (correlation, factor analysis) of empirical data in the process of a scientific experiment, using digital and STEM methods, including the SPSS program. *Correlation analysis* is a complex of analytical methods that made it possible to find out the relationship between various indicators (features) and their interdependence. As a result, the features of the interdependence of indicators and parameters that determine the innovative activity of the personnel of educational organizations were clarified and their mutual influence on innovativeness was determined. *Factor analysis* – made it possible to determine the hidden (latent) system-forming personal factors of signs, as well as the causes of their occurrence, the internal patterns of their relationships. Based on the results of its implementation, the psychological determinants underlying the personal profile of the personnel of educational organizations with positive and negative “innovation” were determined.

of methods of mathematical statistics in the study contributed to obtaining important information for the implementation of the formative experiment. In particular, *as a result correlation analysis* identified the factors influencing (positively/negatively) on the implementation of innovative activities of the personnel of educational organizations; guidelines for the implementation of correctional and developmental work have also been clarified. *As a result factor analysis* – a hidden factor structure of personal characteristics was discovered and it was determined what qualities and traits each factor includes.

Let us consider the dynamics of changes in the results of studying the state of the organizational and innovative environment of an educational organization (external conditions). Efficiency of implementation “1.2. Correctional model for creating an organizational and innovative environment of an educational organization” was studied using the same diagnostic tools. In the sections “before” and “after” the formative experiment, the same criteria were used, which made it possible to compare the average values of the experimental indicators [4; 10]. Comparative analysis of the estimated parameters of the state of the organizational and innovative environment in the EG and CG before and after the training is presented in Table 2. The estimates of the significance of the differences in the results obtained were assessed using Student’s t-test.

Table 2

Comparative analysis of the estimated parameters of the state of the organizational-innovative environment in the EG and CG before and after the training

Indicators and parameters	EG		KG	
	Slice 1	Slice 2	Slice 1	Slice 2
A.a1. Team focus on achievements in current activities	7.2	8.1***	7.2	7.2
A.a2. Organization of the team for the development of activities	7.5	8.5***	7.4	7.5
A.a3. Focus on self-development	7.4	8.3***	7.5	7.4

A. - Value-oriented maturity of the team	7.4	8.3***	7.4	7.4
B.b1. Responsibility	6.9	7.9***	6.9	6.9
B.b2. wear and tear	7.2	8.1***	7.1	7.2
B. b3. Inclusion in management	6.8	8***	6.7	6.9
B. Organization of the team	7	7.9***	6.9	7
V.V1. Unity of Orientation	7.1	8.2***	7	7.1
V.V2. Compatibility	6.7	7.8***	6.5	6.6
Q.Q3. Potential stability	6.9	8.1***	6.8	6.8
B. Team cohesion	6.9	7.9***	6.8	6.9
ZRRK The general level of development of the team	7.1	8***	7	7.1
General indicator of the assessment of the motivational environment.	7.2	8.1***	7.1	7.2
General indicator for assessing the quality of the implementation of the management function	6.9	7.9***	6.8	6.9
The state of the organizational and innovative environment	7.07	8.0***	6.97	7.07

Note: statistical significance at the level: *** - $p < 0.001$; ** - $p < 0.01$; * - $p < 0.05$.

The results of diagnostics “before” and “after” the introduction of the formative influence – the introduction of the Special Course Program were obtained.

Based on the results, a comparative analysis of the main evaluation parameters of the state of the organizational and innovative environment of the organization (external conditions) was carried out: 1) “*level of development of the team*”, 2) “*motivational environment*”, 3) “*management function*”, 4) *analysis of the main indicators of the organizational and innovative environment*. Carrying out a comparative analysis of the main indicators of the state of the organizational and innovative environment of the educational organization (table 2) before and after the training, it was found that in the EG all components of the organizational and innovative environment increased, and in the CG they remained almost at the same level. Empirical data in Table 1 support this confirmation. 2, clearly demonstrating the positive dynamics of changes before and after the introduction of corrective methods in the EG for all the estimated parameters of the study of the organizational and innovative environment at the level of $P < 0.001$, namely, according to the general indicators of assessments: “*motivational environment*” (up to: $X_{av.} = 7.2$; $\sigma = 0.9$; after: 8.1 ; $\sigma = 0.9$); “*development level of the team*” (before: $X_{cf.} = 7.1$; $\sigma = 0.9$; after: 8 ; $\sigma = 0.9$); “*the quality of the implementation of the leadership function*” (before: $X_{av.} = 6.9$; $\sigma = 1.0$; after: 7.9 ; $\sigma = 1.0$). Consequently, the results of the study of external conditions and factors of the organizational and innovative environment confirm the effectiveness of the proposed psychological and pedagogical measures and correctional and developmental creative methods used by us in the implementation of “1.2. Correction model for creating an organizational and innovative environment of an educational organization”, a component of “Technology”.

Let us consider the dynamics of changes in the internal psychological readiness of the personnel of educational organizations for innovative activities. At the final stage of the study, the dynamics of changes in the effectiveness of the implementation of correctional and developmental methods *for the formation of internal psychological readiness of personnel for innovative activities was analyzed*. The main organizational form of special psychological training of personnel is the author’s special course on the RIT program, which is a correctional component of “Technology” [4; 10].

According to the training program, a system of psychological and methodological training methods was used in the forming experiment, which mutually complement and enhance the learning effect. The effectiveness of the implementation of the experimental author’s program of the special course of reflective-innovative training, described by us, was studied using the same psychological and diagnostic tools that were used in the implementation of “2.1. Models of examination of the internal psychological readiness of personnel for innovative activity. The general results of diagnostics “before” and “after” the implementation of the formative impact were analyzed, in order to compare the results of diagnostic sections – “before” and “after” the formative experiment in the EG and CG and to establish statistically significant differences, we subjected the obtained data to analysis by the t-criterion Student’s. In sections “before” and “after” the forming experiment, the same criteria were used, which

made it possible to compare the average values “before” and “after” the experiment according to the same criteria [4; 10].

Based on the results of the introduction of reflective-innovative training, a comparative analysis of the main evaluation parameters of the internal psychological readiness of personnel for innovative activities was carried out: *target indicator* : “innovation”, considered in this case as a personality trait (up to: $X_{av.} = 7.8$; $\sigma = 1, 0$, after: 8.1 , $\sigma = -1.02$); *prognostic indicators* (before: $X_{cf.} = 7.8$; $\sigma = 1.0$; after: 8.1 ; $\sigma = -1.02$), which include: 1) satisfaction with professional activity, 2) self-awareness of oneself as a professional, 3) motivational properties of a personality, 4) individual psychological characteristics and emotional-volitional self-control, 5) a general assessment of internal psychological readiness for innovative activity [4; 10]. The results of the comparative analysis of statistically significant differences in indicators of the internal psychological readiness of personnel for innovative activity in the EG and CG before and after the training were generalized (table 3).

Table 3

The assessment of the significance of differences in the indicators of internal psychological readiness for innovation activity in the EG and CG was summarized (transferred to the ADGID score)

Indicators	EG		KG	
	Slice 1	Slice 2	Slice 1	Slice 2
Integral indicator “Innovation”	4	5***	3	3
Satisfaction with professional activity	4	4.6***	4	4
Self-awareness as a professional	3.5	4.6***	3	3.1
Motivational properties of personality	3.7	4.4***	3.5	3.7
Individual psychological characteristics and emotional-volitional self-control	3.1	4.3***	3	3.1
Internal psychological readiness for innovative activity	3.8	4.7***	3.4	3.4

Note: statistical significance at the level: *** - $p < 0.001$; ** - $p < 0.01$; * - $p < 0.05$.

Analysis of the generalized results of the study Table. 3 gives grounds for the conclusion: all integral indicators of the empirical data of the current experiment indicate an increase; statistically significant difference at the level (probability of error) $p < 0.001$ before and after corrective action in the EG, and in the CG all indicators remained almost at the same level.

“Technology” is a professionally comprehensive, universal tool, which is primarily *intended* for psychologists with fundamental basic training. But, for economic reasons, not all educational organizations were able to add psychologists to their staff (*it was found out that for certain reasons not all psychologists are ready to work with the managers and staff of organizations*). Taking into account such circumstances, we have developed a “Technology” that *can be used and successfully mastered*, in the conditions of special training and consultations (*training seminars, coaching*), with the help and support of specialists, as well as managers and HR specialists of organizations, teachers, teachers, consultants and anyone interested in issues of organizational development and personal effectiveness [2; 4; 9; 10].

Speaking of *prospects and possibility of mass implementation* of the author’s “Technology”, it can be noted that it is suitable for reproduction not only by the author, but also by other specialists with a guarantee of achieving the planned results (psychologists, as well as with special training in the field of control, evaluation and correctional development activities), teachers, managers, scientists). For this purpose, it is advisable to use *the author’s special course program* “Managerial Competence of a Leader in Forming Personnel Readiness for Innovation.”

Conclusion. The introduction of «Technology» opens up prospects for further study of the problem of the formation of psychological readiness for innovative activities of the personnel of educational organizations. The authors see them in the improvement of the system of training / retraining / advanced training, namely: the creation of a system of professional education of specialists in general, and special psychological training of expert trainers in the direction of the formation of psychological readiness for innovation; creation of a system of psychological counseling for the selection, selection,

correction, development, forecasting: the expediency of priority involvement in the implementation of innovative activities, the effectiveness of the implementation of professional activities in the context of the implementation of innovative projects; formation of the individual's competitiveness in the conditions of innovative activity.

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Використані літературні джерела

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СУЧАСНІ ПІДХОДИ ІННОВАЦІЙНОГО МЕНЕДЖМЕНТУ В ПІДГОТОВЦІ ЕКСПЕРТІВ-ТРЕНЕРІВ ЗА ПРОГРАМОЮ «УПРАВЛІНСЬКА КОМПЕТЕНТНІСТЬ КЕРІВНИКІВ ЩОДО ФОРМУВАННЯ ПСИХОЛОГІЧНОЇ ГОТОВНОСТІ ПЕРСОНАЛУ ДО ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ» ЯК ОСНОВИ РОЗВИТКУ КОМПЕТЕНТНОСТЕЙ КОНКУРЕНТОЗДАТНОСТІ ОСОБИСТОСТІ: ІНТЕГРАТИВНІ ДІАГНОСТИЧНІ, КОРЕКЦІЙНІ, ЦИФРОВІ ТА STEM-МЕТОДИ

Анотація.

У публікації розкрито сучасні підходи інноваційного менеджменту в управлінні освітніми організаціями, представлено зміст підготовки експертів-тренерів за програмою «Управлінська компетентність керівників щодо формування психологічної готовності персоналу до інноваційної діяльності» (Чудакова В., 2016) як основи розвитку компетентностей.

Ключові слова: інноваційний менеджмент; інноваційна діяльність; інноваційність; управлінська компетентність; формування психологічної готовності до інноваційної діяльності; розвиток компетентності конкурентоспроможності особистості; програма підготовки експертів-тренерів.

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**ПСИХОЛОГІЧНІ ВИМІРИ І МЕХАНІЗМИ ЗДОБУТТЯ
НАУКОВОГО ЗНАННЯ В ОСВІТІ**

Анотація.

Зміст статті складає аналіз психологічних вимірів і механізмів здобуття наукового знання в освіті. Феномен здобуття наукового знання в освіті розглядається у контексті феноменів наукового пізнання, наукового пізнання в освіті і проблематики психологічних вимірів, механізмів і алгоритмів пізнавальної активності здобувача наукового знання в умовах сучасних освітніх закладів. Висвітлення закономірностей співвідношення і взаємодії зазначених феноменів містяться у змісті низки наведених у статті авторських концептуальних позицій та інтерпретацій. Здобуття наукового знання трактується як особливий вид пізнавальної активності людини. Імплицитна мета цієї активності визначається як отримання інформації про світ, у якому живе індивід, для подолання невизначеності і пов'язаної з нею орієнтаційної, поведінкової і екзистенційної невпевненості. Таке подолання потрібно індивіду у кінцевому результаті, щоб узгодити форми своїх реагувань і поведінки в рамках адаптивної і епіадаптивної форм активності, а отже, свого життя в цілому із закономірними особливостями устрою і облаштування світу. Конгруентність у взаємодії зі світом заради якості існування – те, що стоїть за прагненням його пізнання. Проте, це прагнення неминує породжує ще одне специфічно людське спонукання: здобуття об'єктивного знання про себе, тобто знання, що здобувається не лише з надр власного життєвого досвіду, але й із джерел сполучених саморефлексій представників виду, що містяться у прямих наукових узагальненнях або ж в опосередкованих мистецьких і літературних образних віддзеркаленнях, які теж виявляються після їх появи під мікроскопом вторинної наукової аналітичної рефлексії мистецтвознавства, літературознавства, філософії, психології та інших розділів науки. Знання про світ і знання про себе у їх поєднанні у тих чи інших формах і конфігураціях необхідне людині для того, щоб розширити простір і свободу своєї життєвої активності. Для цього їй потрібно здобути не лише знання, яке дає можливість орієнтуватися і діяти у « чотирьох стінах » найближчого оточуючого простору, а й знання, яке відкриває можливості вільної орієнтації і активності в широкому діапазоні