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Organization of profession-oriented training for future specialists in library, information, and archival studies in higher technical education institutions

The article explores the profession-oriented training of future specialists in library, information, and archival sciences within higher technical education institutions. It highlights the necessity of an interdisciplinary and competence-based approach, emphasizing the integration of theoretical knowledge with practical training to meet the evolving needs of the information society. The study underscores the profound impact of digitalization on the field, particularly the growing role of innovative educational technologies in shaping modern curricula. These include online learning platforms, digital archives, artificial intelligence applications, and data management systems, all of which contribute to enhancing learning efficiency and professional preparedness. In response to the increasing complexity of information management, scholars advocate for the modernization of educational programs, aligning them with current labor market demands and international standards. This process involves revising curricula to incorporate contemporary digital competencies, fostering collaborations between educational institutions and employers. The inclusion of practical internships, project-based learning, and research initiatives is seen as crucial for equipping students with the hands-on experience required to succeed in professional environments. The article addresses the significance of both formal and informal education in the development of essential soft skills, including critical thinking, problem-solving, communication, and management competencies. These skills are increasingly recognized as indispensable for modern information professionals who must navigate the challenges of digital transformation, ethical data management, and user-centered service provision. The study argues that the evolution of profession-oriented training in this field must align with global trends, ensuring that graduates are adaptable, technologically proficient, and capable of managing information resources effectively in an increasingly digitalized and interconnected world.

*****Keywords:*** *profession-oriented training, future specialists, library, information and archival affairs, higher technical education institutions, digitalization, innovative educational technologies.*

Introduction. Modern demands on library, information, and archival specialists in higher technical education institutions necessitate improved approaches to their profession-oriented training. Rapid advancements in the digital environment, the introduction of new technologies, and the increasing complexity of information management require a fundamental reassessment of educational strategies and methodologies.

The profession-oriented training of specialists in this field is a multifaceted and dynamic process that extends beyond the acquisition of theoretical knowledge. It also involves the development of practical skills, the cultivation of creative thinking, and the ability to adapt to the evolving conditions of the information society. A competence-based approach plays a crucial role in this context, as it emphasizes the integration of theoretical knowledge with hands-on experience, equipping future professionals with the necessary skills to operate effectively in their field.

The digitalization of the educational process is a key factor in enhancing specialist training. The incorporation of modern technologies, such as cloud-based services, electronic libraries, knowledge management systems, and digital archives, significantly improves the efficiency and accessibility of education. Furthermore, the integration of online courses and adaptive learning platforms fosters personalized learning experiences, aligning with contemporary trends in higher education.

Another crucial aspect is the interdisciplinary approach, which integrates library, information, and archival science with other fields such as information technology, law, social communications, and management. This approach facilitates the training of future specialists capable of addressing complex tasks and effectively collaborating across diverse professional environments.

Formulation of the problem. Modern employers expect graduates to possess not only specialized knowledge but also well-developed critical thinking skills, the ability to work in teams, adaptability to emerging technologies, and a proactive approach to problem-solving. To meet these demands, it is essential to implement interactive teaching methods, project-based learning, internships, and practical training in collaboration with professional institutions.

The evolving information society necessitates innovative approaches to the education of specialists who can manage large volumes of data, analyze information flows, and apply advanced knowledge management technologies. The integration of these competencies into profession-oriented training ensures that graduates are well-equipped to navigate the complexities of the modern digital landscape.

This article aims to analyze the specific features of organizing the profession-oriented training of future specialists in library, information, and archival sciences within higher technical education institutions.

Literature review. The issues related to the profession-oriented training of information, library, and archival specialists, particularly within higher technical education institutions, cannot be examined without considering contemporary scientific, educational, and methodological advancements. Notable contributions in this field have been made by scholars such as S. Dubrova (2010), O. Kukhtyak (2018), Y. Palekha (2004), A. Solianyk (2017), V. Sprinsyan (2011), O. Tur (2019), L. Yushchenko (2019), M. Shlenova (2024), V. Bazar (2019), Z. Zozulia (2022), L. Rebukha (2020), N. Borshuliak (2020), and others.

In Ukraine the professional competence requirements for future specialists in library, information, and archival studies are outlined in the national higher education standard. This standard serves as a key regulatory document that establishes the requirements for the content and outcomes of educational programs in higher education and research institutions. Following Article 10 of the Law of Ukraine "On Higher Education" (2014: 22), the standard applies to all levels of education and specializations, ensuring alignment with the National Qualifications Framework.

The Standard of Higher Education for the specialty 029 "Information, Library, and Archival Studies" (2018: 6) defines the core requirements for profession-oriented training in this field, specifying the fundamental components of the educational process. As an integral part of the higher education regulatory framework, this standard delineates the knowledge, skills, and competencies necessary for obtaining a qualification that meets the criteria of the National Qualifications Framework.

Following the requirements of the standard, the educational program must allocate the prescribed number of ECTS credits necessary to attain the corresponding level of education. Additionally, it must specify the set of competencies that graduates are expected to acquire. These competencies encompass both general professional knowledge and skills in information, library, and archival technologies, as well as specialized expertise in managing information resources, documents, and archives across various institutional settings.

The training process places particular emphasis on the development of analytical, communication, and organizational skills, which are essential for the effective management of information flows and the facilitation of access to documents and resources. Furthermore, the standard outlines the requirements for student assessment, which may include examinations, practical assignments, and final projects designed to evaluate the mastery of fundamental knowledge and professional skills.

The standard also establishes criteria for internal quality assurance within the educational process, incorporating a system for monitoring and evaluating learning outcomes. Given the specific nature of this field, it is crucial to align these academic standards with the professional qualifications required for specialists in library, information, and archival sciences.

In their research L. Yushchenko & V. Bazar (2019: 86) examine the challenges and issues associated with the training of future specialists in library, information, and archival studies. Their analysis focuses on the current state of the educational process in higher education institutions (HEIs) of levels I–II accreditation, emphasizing the need to enhance educational program content, improve methodological support, and align educational standards with labor market demands. The researchers highlight the importance of integrating innovative technologies and ensuring that the educational process adheres to both national and international standards.

Key challenges in this domain include the insufficient adaptation of educational programs to labor market needs, inadequate material and technical resources, and the lack of effective collaboration between educational institutions and employers. A particular emphasis is placed on the necessity of modernizing curricula to develop competitive specialists capable of meeting contemporary professional demands.

The profession-oriented training of future bachelor's degree holders in library, information, and archival studies in Ukraine requires a stronger emphasis on the practical application of acquired knowledge. Enhancing the practical dimension of training can be achieved by establishing conditions for continuous hands-on practice in libraries, archives, information agencies, and other relevant institutions. Additionally, the introduction of

new forms of practical training, such as training centers, would enable students to gain direct experience in managing information resources, documents, and archives, thereby better preparing them for professional activities.

Equally important is the expansion of opportunities for academic staff, particularly through internships at real-life information institutions, libraries, and archives, both in Ukraine and abroad. It is also crucial to foster the development of collaboration between educators and practitioners, which involves mutual consultation, the selection of training materials for practical case creation, and the involvement of leading experts from existing organizations and institutions that are stakeholders in this field. Such collaboration will enhance the profession-oriented training of future specialists, providing them with a deeper understanding of the real working conditions in the field of information, library, and archival affairs.

In her research, O. Kukhtyak (2018: 181) emphasizes the need to adapt curricula in response to changes prompted by the introduction of a new list of industries and specialties, as well as the influence of global informatization and European integration processes. She notes that the integration of various fields of activity broadens both the object and subject matter of professional practice, necessitating the updating and expansion of scientific and methodological support. The researcher also highlights the importance of developing new approaches to the content of academic disciplines that align with current labor market requirements, ensuring the training of future competitive specialists. Additionally, she discusses the role of information technologies in the learning process and the necessity of incorporating them into the educational framework to improve the effectiveness of profession-oriented training.

According to O. Tur (2019: 15), there is a significant need to adapt educational programs to the modern demands of the labor market and the processes of globalization. Tur emphasizes the importance of developing not only professional knowledge but also communication competencies, critical thinking, and the ability to learn independently. The scholar asserts that future specialists must possess skills in information technology, be prepared to continuously update their knowledge, and adapt to the rapidly changing conditions of professional activity. The author also explores the role of practical training and internships in shaping the professional competencies of future specialists. He underscores the necessity of close cooperation between higher education institutions and employers to ensure that curricula align with the actual needs of the labor market. Additionally, Tur advocates for an integrated approach to profession-oriented training, which includes updating the content of educational programs, introducing innovative teaching methods, and fostering partnerships between educational institutions and the professional community.

The content of profession-oriented training for specialists in information, library, and archival affairs at higher education institutions in Ukraine is implemented in accordance with curriculum documentation (such as curricula, educational and professional programs, and teaching-methodological support) and is based on specific principles of training. These principles include integrating content and teaching methods with national culture and traditions, as well as emphasizing humanization, scientific rigor, systematic approaches, continuity, and consciousness within the educational process. Particular attention is paid to student engagement, the visualization of learning, accessibility of materials, and a focus on information and informatization. Furthermore, individualizing the learning process is essential, as it allows for addressing the unique needs of each student. The training is grounded in the principle of fundamentalization, which ensures that students acquire solid foundational knowledge and skills necessary for professional practice in the fields of information, library, and archival affairs.

A. Solianyk (2017: 17) emphasizes the importance of developing and implementing modern educational standards that align with international requirements while also considering the specifics of the national education system. She argues that the process of standardization should be grounded in democratic procedures, including collective development, extensive public discussion, and the adoption of educational standards.

In conclusion, scholars emphasize the need for curriculum updates, integration of innovative technologies, and practical training aligned with labor market needs. Key areas include interdisciplinary knowledge, critical thinking, communication, and information technology skills. Strong collaboration between educational institutions, employers, and industry practitioners is essential to bridge the gap between theory and practice. By focusing on both technical and humanistic education, the aim is to produce well-rounded, competitive professionals who can manage information resources effectively and contribute to the field's advancement.

The main part. The article's methodology is built on a comprehensive analysis of profession-oriented training for library, information, and archival specialists, focusing on both theoretical and practical aspects. It draws from a broad literature review, examining scientific and methodological sources while considering national and international standards in education. Particular attention is given to regulatory frameworks, especially Ukraine's Higher Education Standard, assessing its alignment with labor market demands. The study explores best practices in technical education, highlighting the role of digitalization, interdisciplinary approaches, and

innovative teaching strategies. Emphasis is placed on the competence-based model, identifying key skills and knowledge essential for specialists in the field. The research also considers practical training elements, such as internships and collaborations with industry stakeholders, demonstrating how these factors contribute to the formation of competitive professionals. Through this multifaceted approach, the article provides insights into the modernization of curricula and the continuous improvement of profession-oriented training.

The profession-oriented training of future specialists in information, library, and archival affairs in higher education institutions requires a methodological foundation that employs an integrated approach, incorporating both theoretical and practical aspects of training. The central framework for this process is the competence model, which focuses not only on the acquisition of knowledge but also on the development of practical skills essential for effective work in the professional field. Consequently, one of the primary principles of training is the integration of theoretical knowledge with practical application. This integration not only allows students to acquire the necessary theoretical foundation but also enables them to apply this knowledge in real-world scenarios, thereby significantly enhancing the quality of their profession-oriented training.

The main principles of organizing profession-oriented training of future specialists in library, information, and archival affairs in higher technical education institutions include (Fig. 1):

Fig. 1. The main principles of organizing profession-oriented training of future specialists in library, information, and archival affairs

Approbation of research results. The organization of profession-oriented training for future library, information, and archival specialists in higher technical education institutions is grounded in several key principles. First and foremost, it is essential to incorporate modern scientific approaches in teaching disciplines that develop professional competencies, as the educational process loses its effectiveness without a solid scientific foundation. Additionally, the content of education must be continuously updated to align with the evolving demands of the labor market. As the world changes rapidly, specialists must possess current knowledge to remain relevant. The educational process should focus on the development of practical skills, making internships, practical training, and project activities crucial components of the program. The integration of modern digital resources and automated library, information, and archival management systems is also vital for ensuring high-quality training.

Profession-oriented training should be based on the logical interconnectedness of disciplines, teaching methods, and educational forms, fostering the comprehensive development of students. It is equally important to cultivate not only knowledge but also the skills and competencies necessary for professional success. An interdisciplinary approach, which blends knowledge from various fields such as information technology, management, and document management, is also critical. In this regard, partnerships with employers, who can be involved in the educational process and collaborate on curriculum development, are indispensable. In the context of globalization, international cooperation, which incorporates best global practices and promotes academic mobility, must also be prioritized. Finally, it is important to emphasize the need to instill ethical norms and standards for working with information, as academic integrity is a fundamental component of training a modern specialist.

One of the key principles of profession-oriented training is the emphasis on interdisciplinarity and the integration of knowledge. In today's world, where information spans multiple disciplines, specialists must be

able to combine expertise from various fields, including library science, archival science, information technology, and others. Such integration not only enables students to gain a deep understanding of their specific field but also fosters the development of creative thinking and problem-solving abilities.

Innovative educational technologies represent another critical component of the methodological foundation for profession-oriented training. The modern educational process actively incorporates the latest technologies to enhance the effectiveness of learning. One key aspect is the use of online courses and distance learning, which significantly expands access to educational materials. This approach allows students to study from anywhere in the world, providing them with up-to-date knowledge and resources necessary for the development of their professional skills.

Distance learning also alleviates the burden on traditional forms of education while maintaining high standards of learning. Additionally, electronic resources, databases, and digital archives contribute to the development of research skills, which are an essential part of preparing future professionals. The use of these technologies enables in-depth analysis of information, a vital skill for performing professional duties effectively.

According to Y. Palekha & N. Zozulia (2022: 112), the educational process should be adapted to the conditions of distance learning, with a focus on the humanistic aspects of training future specialists in the field of social communications. The researchers emphasize that the modern system of profession-oriented training requires substantial optimization and a revision of the pedagogical paradigm to ensure an effective educational process. They stress the importance of studying the fundamentals of general culture and the development of economic, legal, political, psychological, pedagogical, and information cultures in students.

Particular attention is given to providing both formal and non-formal forms of education that foster self-realization in professional activities, enhance intellectual potential, shape worldview, and develop economic, legal, political, and moral consciousness. This approach also aims to nurture spiritual models of behavior and morality. The expansion of online learning and the adoption of strategic approaches are critical to creating an inclusive online course environment that accommodates the cognitive and affective differences among students, particularly in the training of specialists in information, library, and archival science in higher education institutions.

Equally important is the integration of artificial intelligence technologies, which can significantly enhance the learning process. Specifically, AI can be utilized to create personalized curricula tailored to the individual characteristics of students. SMART technologies enable the adaptation of the learning process to meet the specific needs of each student, thereby improving learning efficiency.

An essential component of the profession-oriented training process is the internship, which offers students the opportunity to gain hands-on experience in a professional setting. Internships serve as a crucial stage where students can apply their theoretical knowledge in practice, allowing them to adapt to real-world conditions in libraries, archives, information institutions, and other related organizations. This experience not only enhances professional skills but also helps students acquire vital competencies, such as teamwork, problem-solving, and effective communication with colleagues and clients.

The primary forms of practical training include internships at libraries, archives, and information institutions, which can be either short-term or extended, lasting several months. A key aspect of these internships is the implementation of practical projects, which allow students to engage with real-world tasks, particularly in the area of digital technology integration. These projects may involve work on library system automation, document digitization, the creation of digital archives, and similar initiatives.

Students can also apply their learning to term papers and thesis projects based on real-world cases, enabling them to address current industry challenges and develop effective solutions. An important element of this process is the collaboration with industry practitioners. This interaction not only provides students with theoretical knowledge but also offers valuable insights and advice from specialists who are at the forefront of information and library technologies.

Conclusions. The profession-oriented training of library, information, and archival specialists in higher technical education must adapt to digitalization and labor market demands. Integrating theoretical and practical learning through a competence-based, interdisciplinary approach is essential. Strengthening collaboration with industry, expanding internships, and utilizing digital technologies enhance training effectiveness. Formal education and non-formal education play a key role in developing critical skills. Continuous curriculum modernization and adherence to international standards ensure the training of future professionals who are competitive and capable of navigating the evolving information society.

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Організація професійно-орієнтованої підготовки майбутніх фахівців з бібліотечної, інформаційної та архівної справи у закладах вищої технічної освіти

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У статті досліджується професійна підготовка майбутніх фахівців з бібліотечної, інформаційної та архівної справи у вищих технічних навчальних закладах. Висвітлюється необхідність міждисциплінарного та компетентнісного підходу, наголошується на інтеграції теоретичних знань з практичною підготовкою для задоволення зростаючих потреб інформаційного суспільства. У дослідженні підкреслюється глибокий вплив цифровізації на галузь, зокрема зростаюча роль інноваційних освітніх технологій у формуванні сучасних навчальних програм. До них належать платформи онлайн-навчання, цифрові архіви, програми штучного інтелекту та системи управління даними, які сприяють підвищенню ефективності навчання та професійної готовності. У відповідь на зростаючу складність управління інформацією науковці виступають за модернізацію освітніх програм, приводячи їх у відповідність до поточних потреб ринку праці та міжнародних стандартів. Цей процес передбачає перегляд навчальних планів з метою включення сучасних цифрових компетенцій, сприяння співпраці між навчальними закладами та роботодавцями. Включення практичних стажувань, проєктного навчання та дослідницьких ініціатив вважається вирішальним для надання студентам практичного досвіду, необхідного для досягнення успіху в професійному середовищі. У статті розглядається значення як формальної, так і неформальної освіти для розвитку важливих «м'яких» навичок, включаючи критичне мислення, вирішення проблем, комунікацію та управлінські компетенції. Ці навички все частіше визнаються необхідними для сучасних інформаційних професіоналів, які повинні вирішувати проблеми цифрової трансформації, етичного управління даними та надання послуг, орієнтованих на користувача. У дослідженні стверджується, що еволюція професійної підготовки в цій галузі повинна відповідати світовим тенденціям, забезпечуючи адаптивність, технологічність і здатність випускників ефективно управляти інформаційними ресурсами у світі, який стає дедалі більш оцифрованим і взаємопов'язаним.

Ключові слова: *професійна підготовка, майбутні фахівці, бібліотечна, інформаційна та архівна справа, заклади вищої технічної освіти, цифровізація, інноваційні освітні технології.*