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## CHALLENGES AND PROSPECTS FOR TRAINING FUTURE SPECIALISTS IN LIBRARY, INFORMATION, AND ARCHIVAL STUDIES IN TECHNICAL HIGHER EDUCATION INSTITUTIONS

*The article explores the key challenges and development prospects for training future specialists in library, information, and archival studies within technical higher education institutions, against the backdrop of digital transformation and the evolving demands of the information society. It highlights the increasing role of information and communication technologies (ICT), artificial intelligence, big data, and digital security in shaping the professional competencies required in the field. The study reveals that current educational programs often do not meet the expectations of the labor market due to outdated curricula, insufficient integration of digital tools, weak material and technical bases, and a lack of coordination between higher education institutions and employers. Drawing on a comprehensive review of national and international scholarly literature, the article analyzes effective pedagogical strategies and emphasizes the importance of interdisciplinary integration, soft skills development, and the application of practice-oriented teaching methods such as project-based learning, case studies, and dual education. The necessity of involving students in scientific research, fostering academic mobility, and aligning professional education with European standards is underscored. The study also identifies systemic issues including insufficient professional development of teaching staff, a shortage of structured internship opportunities, and low student motivation due to limited career visibility and support. A significant focus is placed on the urgent need for a national graduate employment monitoring system to ensure the relevance and quality of educational outcomes. The author concludes that addressing these challenges requires a balanced synthesis of national educational traditions with innovative global practices to ensure the effective preparation of competent, mobile, and digitally literate professionals in the fields of library, information, and archival science.*

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

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## ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ БІБЛІОТЕЧНОЇ, ІНФОРМАЦІЙНОЇ ТА АРХІВНОЇ СПРАВИ У ЗАКЛАДАХ ВИЩОЇ ТЕХНІЧНОЇ ОСВІТИ

*У статті досліджуються ключові виклики та перспективи розвитку підготовки майбутніх фахівців з бібліотечної, інформаційної та архівної справи у закладах вищої технічної освіти на тлі цифрової трансформації та еволюції вимог інформаційного суспільства. Висвітлено зростаючу роль інформаційно-комунікаційних техно-*

логій (ІКТ), штучного інтелекту, великих даних та цифрової безпеки у формуванні професійних компетентностей, необхідних у цій галузі. Дослідження показує, що чинні освітні програми часто не відповідають очікуванням ринку праці через застарілі навчальні плани, недостатню інтеграцію цифрових інструментів, слабку матеріально-технічну базу та відсутність координації між вищими навчальними закладами та роботодавцями. На основі всебічного огляду вітчизняної та міжнародної наукової літератури у статті проаналізовано ефективні педагогічні стратегії та підкреслено важливість міждисциплінарної інтеграції, розвитку м'яких навичок та застосування практико-орієнтованих методів навчання, таких як проєктне навчання, кейс-стаді та дуальна освіта. Підкреслюється необхідність залучення студентів до наукових досліджень, сприяння академічній мобільності та приведення професійної освіти у відповідність до європейських стандартів. У дослідженні також визначено системні проблеми, серед яких недостатній професійний розвиток викладацького складу, брак структурованих можливостей для стажування та низька мотивація студентів через обмежену кар'єрну видимість та підтримку. Значну увагу приділено нагальній потребі у створенні національної системи моніторингу працевлаштування випускників для забезпечення актуальності та якості освітніх результатів. Авторка доходить висновку, що вирішення цих викликів потребує збалансованого синтезу національних освітніх традицій з інноваційними світовими практиками для забезпечення ефективної підготовки компетентних, мобільних і цифрово грамотних фахівців у галузі бібліотекознавства, інформології та архівознавства.

**Ключові слова:** професійно-орієнтована підготовка, майбутні фахівці, бібліотечна, інформаційна та архівна справа, вищі технічні навчальні заклади, цифровізація, інноваційні освітні технології.

**Statement and substantiation of the problem relevance.** Modern society is marked by the rapid advancement of information technologies, which exert a profound influence on all spheres of human activity, including the education and professional training of future specialists in library, information, and archival studies. Within the context of digital transformation, there is an urgent need to reconsider pedagogical approaches in technical higher education institutions, where information technologies play a central role. The widespread use of digital tools, the management of complex information flows, and the implementation of electronic libraries and archives present both new challenges and opportunities for educators. In this regard, the study of the professional preparation of specialists in this field is of particular relevance.

Library, information, and archival studies are integral components of the contemporary information society. Effective information management today requires not only traditional competencies but also advanced skills in working with modern databases, digital storage and processing systems, and emerging technologies such as artificial intelligence. However, the current system of higher education faces several pressing challenges. One of the most significant is the insufficient integration of information and communication technologies (ICT) into the educational process. Although technical universities prioritize technological training, educational programs in library, information, and archival studies often fail to align with the evolving demands of the labor market. Additionally, limited collaboration between higher education institutions and employers contributes to a gap between

students' theoretical knowledge and the practical skills required in professional contexts.

In light of these issues, technical universities must actively track developments in the field of library, information, and archival studies and continuously adapt their educational programs to respond to emerging trends and challenges. A critical component of this process includes the implementation of innovative teaching methodologies, the integration of ICT into the curriculum, and the strengthening of partnerships with industry stakeholders to ensure alignment with labor market requirements.

**Analysis of current research.** A broad range of fundamental studies has been devoted to the professional training of future specialists in the fields of library, information, and archival studies. Significant contributions have been made by scholars such as G. Vlasova (2004), O. Matvienko (2017; 2019), M. Tsyvin (2017; 2019), T. Noval'ska (2017), Z. Sverdlyk (2017), M. Slobodanyk (2017), V. Soshynska (2017), L. Filipova (2019), S. Dubova (2010), N. Gaisinyuk (2003), T. Yavorska (2018), O. Kukhtyak (2018), M. Shlenova (2024), Yu. Palekha (2004), V. Anishchenko, B. Baidulin, A. Mykhailichenko, V. Radkevych, V. Svystun (2012), V. Suprun (2017), O. Hrynkevych, U. Sadova, O. Levytska (2019), T. Dehtyarenko (2015), and others.

The analysis and synthesis of the accumulated pedagogical experience in the preparation of professionals in library, information, and archival studies provide a solid methodological foundation for defining strategic directions in the modernization of the educational process at technical

universities. Today, a substantial body of scholarly and pedagogical research is devoted to the issues of training information professionals. This breadth of inquiry enables a comprehensive assessment of both the current state and the development prospects of this field.

Theoretical frameworks of professional education, approaches to curriculum enhancement, challenges associated with adapting to digital transformation, and modern strategies for developing core competencies among future professionals are reflected in the works of leading domestic and international researchers. For example, Professor T. Novalska (2017) emphasizes that the professional training of future specialists in library, information, and archival studies must be viewed as a consistent and continuous process. This process should be grounded in the logical progression of educational content, with a deliberate transition from fundamental to advanced coursework. A key element of this approach is the alignment between educational levels, ensuring a systematic acquisition of knowledge and the gradual development of practical skills.

Curricula should be designed so that each stage of training organically builds upon the previous one, thereby deepening and expanding learners' knowledge without unnecessary duplication of material. In this regard, interdisciplinary integration plays a critical role, fostering a holistic professional worldview and promoting analytical thinking. Accordingly, a major task for higher education institutions is the development of educational programs that account for both the invariant (core) components of professional training and the evolving demands of the modern information society.

Contemporary research places considerable emphasis on enhancing the professional training of future specialists in library, information, and archival studies. For instance, in her scholarly work, Z. Sverdlyk (2017) advocates for the implementation of practice-oriented teaching methods, which significantly contribute to the development of students' professional competencies. A critical aspect of this approach involves the refinement of course content, with a focus on acquiring practical skills in working with information resources and conducting analytical tasks.

Researcher V. Soshynska (2017) highlights the importance of developing communication competencies among future professionals. Given

that effective professional performance in the fields of library and information science relies heavily on interpersonal interaction, information exchange, and social communication, educational programs must be revised to integrate contemporary approaches to studying communicative and social processes. Such integration enables future specialists to adapt successfully to the demands and dynamics of the information society (Soshynska).

T. Yavorska (2018), in her academic investigations, also addresses the formation of professional competencies, placing particular emphasis on information literacy, which she identifies as a cornerstone of modern professional training. The current labor market demands specialists who not only possess theoretical knowledge of document systems management but also demonstrate the capacity to work with information flows, perform analytical tasks, and apply digital technologies within library and archival studies.

Achieving a high standard of professional preparation in this field is critical not only for public institutions such as state archives and libraries but also for a wide range of industries where the handling and management of information play a pivotal role. Therefore, academic curricula should aim to cultivate a comprehensive set of knowledge, skills, and abilities that equip graduates to manage information resources, organize document workflows, and conduct information-analytical activities effectively.

Contemporary research rightly places considerable emphasis on enhancing the competitiveness of graduates in library, information, and archival studies within the European and international labour markets. Scholars argue that addressing this objective requires a comprehensive approach involving both state educational policy and the strategic development of university programmes. Key elements of this process include the alignment of educational standards with European benchmarks, the reinforcement of practical training components, and the implementation of international mobility programmes. These measures are essential for preparing future professionals to successfully integrate into the global information space (Hrynkevych et al., 2019).

We concur with V. Suprun's (2017) assertion that the effective training of future specialists demands a proactive approach, one that aligns the educational process with the dynamic evolution of

information technology. To this end, the adoption of innovative pedagogical methods, the integration of advanced digital tools, and the modernisation of curriculum content to reflect current professional demands are indispensable. Collaborative efforts with employers and the engagement of international partners in the development of educational standards are equally critical, as they contribute to the production of highly competitive graduates capable of meeting contemporary labour market needs.

A similar perspective is offered by Professor A. Solianyk (2017), who explores the development of the library and information sector within the framework of international standards. In her comparative analysis of Ukrainian and foreign approaches to higher education standardisation, Solianyk identifies several deficiencies in national regulations. Most notably, she highlights the insufficient emphasis on the socio-cultural and documentary components that are crucial for nurturing professionals with critical thinking skills and a user-oriented mindset.

Furthermore, Solianyk draws attention to the transformative impact of current informatization trends on the competency framework of future professionals. She underscores the importance of adapting educational programmes to reflect contemporary demands – specifically, by cultivating critical thinking, enhancing information retrieval skills, and fostering the ability to operate effectively amidst continuous technological change.

These considerations are crucial for enhancing the professional training of future specialists in the field of information, library, and archival studies in Ukraine, as they address the challenges posed by globalisation and digitalisation. Such developments contribute to the cultivation of competent, adaptable professionals equipped to operate effectively in the evolving information landscape.

In her research, Professor L. Filipova (2019) conducted an in-depth examination of the higher education standards for the first (bachelor's) level of the speciality 029 "Information, Library and Archival Studies," with a focus on the competencies students are expected to acquire throughout their studies. She also analysed the anticipated learning outcomes associated with this speciality, with particular attention to the structure and content of relevant educational programmes.

Filipova concluded that the former speciality "Documentation and Information Activity" has

largely retained its core content but has been repositioned within the broader speciality framework, now serving as a priority component of the integrated speciality 029. The researcher highlighted a clear trend toward the development of an information and documentary profile within educational programmes – one that integrates documentation practices with modern information and document management technologies. This reflects the ongoing adaptation of the speciality to the demands of the contemporary labour market, with an emphasis on digital tools and technological competence in information-related professions.

The findings of this research are significant for students and educators alike, as they elucidate key transformations in the educational process and underscore the emerging requirements for professional training. Furthermore, they highlight the need to integrate diverse disciplinary profiles within a unified speciality framework.

Within the broader context of higher education reform in Ukraine, the preservation of national cultural heritage and the distinctive features of the domestic educational system remains a vital objective. This involves not only maintaining traditional pedagogical approaches but also developing modern, nationally specific educational models that align with global trends. For institutions of technical higher education, the training of future library, information, and archival specialists must therefore represent a balanced synthesis of tradition and innovation – ensuring that graduates are well-prepared to meet the complex and evolving demands of their profession.

The professional training of specialists in library, information, and archival studies should be grounded in the best traditions of national education while integrating innovative international developments. This implies that the educational process must be oriented towards the assimilation of global best practices and advanced technologies, particularly in the fields of information technology and knowledge management. However, it is equally important that these contemporary methods and approaches are appropriately adapted to the specific context of the national education system, considering the distinctive features of professional training in the aforementioned disciplines.

In our view, educational reform should strive to maintain a balance between tradition and innovation, thereby ensuring the preparation of

highly qualified specialists capable of functioning effectively within a rapidly evolving information environment.

**The research methodology** applied in this study is based on an integrated approach, which enables a thorough and multifaceted exploration of the subject. The core methods include analysis, systematisation, and synthesis of data derived from scientific, methodological, and specialised literature, complemented by the utilisation of electronic resources. These methods facilitate the collection and organisation of relevant information necessary for the formulation of well-founded conclusions. A significant component of the study involves the analysis of scholarly contributions by leading experts in the field of specialised education. This allows for the incorporation of the latest scientific findings and contemporary perspectives on the issue. The discussion of theoretical and practical matters at various academic and professional forums further contributes to a nuanced understanding of the challenges currently facing the educational sector. Moreover, the comparison of diverse viewpoints supports a more objective and balanced interpretation of the research problem, mitigating the risks of a one-sided analytical perspective.

The methodological foundation of the study is rooted in the dialectical approach, which emphasises the interrelation between theory and practice, as well as the importance of active engagement and personal development in the educational process. This perspective enables the conceptualisation of education as a dynamic and evolving system in which theoretical knowledge is closely integrated with practical experience. Such a framework is essential for the development of effective educational strategies and pedagogical approaches.

Thus, the **purpose of this article** is to identify the key challenges and outline the prospects for the professional training of future specialists in library, information, and archival studies within technical higher education institutions at the current stage of societal development.

**Presentation of the main research material with justification of the obtained scientific results.** The training of bachelor's degree specialists within the modern higher education system represents a complex, multi-tiered process aimed at cultivating erudite, morally responsible, and professionally competent individuals. Ukrainian

scholars emphasize the importance of integrating academic knowledge, practical experience, and civic values, which collectively contribute to the formation of a new generation of specialists – highly qualified, adaptable, and capable of innovation. According to the Concept of Higher Education Development of Ukraine, the modern graduate must not only possess in-depth subject knowledge but also function as an active member of society, prepared for continuous professional development and self-realisation.

The dynamic transformation of the labour market places increasingly stringent demands on the quality of professional training in higher education, particularly with regard to the development of key competencies. Competence, as a systemic phenomenon, encompasses not only cognitive dimensions but also a broad spectrum of professional and practical skills alongside social and ethical orientations. These components collectively enable graduates to act effectively in complex and unpredictable professional contexts. In the information society, competencies such as independent information analysis and evaluation, critical thinking, flexibility in decision-making, and the ability to adapt to emerging professional challenges are of paramount importance.

Accordingly, the higher education system must prioritise the training of specialists with a high degree of academic and professional mobility. These individuals should not only master fundamental theoretical knowledge but also demonstrate the capacity to integrate such knowledge into real-world applications. To achieve this, it is essential to design and implement innovative educational technologies, interactive instructional methods, and interdisciplinary approaches that foster analytical reasoning, creativity, and autonomy in professional activities. Such an approach will ensure the effective preparation of highly qualified professionals capable of meaningful social engagement, continuous self-improvement, and the creative resolution of pressing societal challenges.

The training of future specialists in library, information, and archival studies within higher technical education institutions is a complex and multifaceted process marked by numerous challenges and systemic issues. As noted by V. Bezdrabko, the current higher education landscape in Ukraine is hindered by several interrelated factors, including the commercialisation of education,

reductions in state funding, limited institutional autonomy, and a consequent decline in both the quality of education and the societal status of university graduates (Bezdrabko).

In the context of rapid technological advancement and the widespread informatization of society, the demands placed on professional training are undergoing significant transformation. This necessitates the continual adaptation of curricula to contemporary realities. However, such adaptation remains inconsistent across institutions, resulting in considerable challenges in the preparation of competitive specialists.

A key issue lies in the misalignment of existing curricula with the evolving requirements of the modern information society. The library, information, and archival studies now require professionals who, in addition to traditional expertise in documentation and information management, possess competencies in digital technologies, big data management, cybersecurity, and the archiving of electronic records. Despite these shifts, many academic programmes have yet to fully incorporate these critical elements into the structure of specialist training. Information technology-related subjects are often offered in a limited capacity or fail to align with current industry standards, thereby restricting students' preparedness for real-world professional demands.

Another pressing concern is the inadequate material and technical infrastructure of higher technical education institutions offering programmes in library, information, and archival science. While such institutions may have strengths in technical instruction, they frequently lack access to essential tools such as specialised software, electronic archive systems, automated library technologies, and digital platforms that are integral to modern professional practice. Consequently, students are often deprived of opportunities to engage with the practical applications of contemporary technologies, which adversely impacts their ability to compete effectively in the labour market.

Another pressing challenge is the issue of staffing. In the context of the rapid advancement of digital technologies, a significant number of instructors teaching disciplines related to library, information, and archival studies lack adequate training in modern information and communication technologies (ICT). As a result, the educational process often relies heavily on traditional approaches

to information management, which no longer align with the requirements of the contemporary labour market. This underscores the ongoing relevance of continuous professional development for academic staff, as well as the need to actively engage practitioners from the field in the educational process to ensure the relevance and practicality of instruction.

A further critical concern is the insufficient availability of internship opportunities for students. Libraries, archives, and information centres are not always able or willing to host interns due to the absence of structured internship programmes, limited material resources, or staff workloads that preclude mentoring responsibilities. Consequently, students often lack the practical experience essential for their professional formation and effective integration into the workforce.

The issue of student motivation also deserves particular attention. Due to the limited public promotion of professions such as librarian, archivist, and information manager, many students select these specialisations without a clear understanding of the field or as an alternative to other options. This lack of informed choice often results in diminished engagement with the learning process, reduced enthusiasm for acquiring deeper knowledge, and limited ambition for professional advancement. Furthermore, the absence of clear career trajectories and the relatively low levels of remuneration in the sector serve as additional demotivating factors.

An equally important problem is the insufficient integration of higher technical education institutions into the international scientific and educational landscape with respect to training in library, information, and archival studies. Weak partnerships with foreign universities, limited access to academic mobility programmes, and low levels of student participation in international research and educational initiatives hinder the exchange of innovative ideas and best practices. This lack of international engagement ultimately restricts the potential for enhancing the quality and competitiveness of specialist training in this field.

Finally, one of the key challenges remains the need to update the legal framework governing the training of library, information, and archival professionals. Legislative acts and educational standards often lag behind contemporary trends, thereby creating difficulties for educational institutions in developing and implementing relevant curricula.

We propose that the prospects for training future specialists in the field of library, information, and archival studies within higher technical education institutions be shaped by modern trends in the development of the information society, the integration of new technologies, and the increasing demands for graduate competence. A critical factor in this regard is the digitalisation of all spheres of life, which necessitates that specialists not only possess traditional knowledge in organizing, processing, storing, and retrieving information but also acquire expertise in information and communication technologies, data analysis, and proficiency in working with electronic information systems and digital archives. Consequently, the modernization of educational programs, the update of teaching methods, and the introduction of innovative approaches to the teaching of disciplines are imperative.

Societal shifts and changes in the labour market demand the expansion of competencies for future specialists, which calls for the development of interdisciplinary knowledge and the integration of both humanitarian and technical aspects of education. The focus on training specialists within higher technical education institutions necessitates the adoption of methods such as project-based learning, case studies, simulation modeling, and practice-oriented learning. These approaches enable students to acquire practical skills in the digital environment and master contemporary technologies for managing information resources and documents.

Cooperation with employers and industry institutions plays a crucial role in the training of future specialists, facilitating the incorporation of a practical component into education, adapting educational programs to the real demands of the labor market, and implementing dual education models. The inclusion of internships and practical training in libraries, archives, and information centers provides students with opportunities to acquire professional skills, foster creative thinking, and develop the ability to solve non-standard problems. In this context, expanding international cooperation, fostering the exchange of experiences, and engaging students in international educational and research projects are essential. These initiatives enable students to gain a deeper understanding of global trends within the industry.

It is important to note that, according to scholars, the employment rate of graduates from higher education institutions serves as a key criterion for

evaluating the quality of educational programs and the overall effectiveness of the education system. Despite ongoing reforms in higher education in Ukraine and its gradual integration into the European education and research area, a unified national system for regular monitoring of graduates' career trajectories, both domestically and internationally, has yet to be established. The lack of a systematic approach to collecting and analyzing employment data hinders the assessment of educational programs' effectiveness, their alignment with the labor market's real needs, and the successful adaptation of graduates to professional roles (Hrynkevych et al.).

Drawing on the experience of scholars, it is evident that a pressing task in the current stage of national education development is the establishment of a national electronic database for monitoring the employment of graduates from higher education institutions, including those from specialized programs. This initiative would provide objective data regarding the demand for specialists, facilitate the optimization of curricula to meet current employer requirements, and enable the integration of international best practices to enhance the efficiency of educational processes.

Another significant challenge for higher education is the transformation of the information sector, which necessitates that future professionals possess the ability to engage in continuous learning, demonstrate flexibility in applying new knowledge, and adapt to ongoing changes. In this context, the development of soft skills, such as critical thinking, communication, teamwork, and information flow management, assumes a central role. These competencies are essential for training competitive specialists capable of navigating the dynamic changes in the labor market.

Addressing the challenges and enhancing the training of future specialists in library, information, and archival studies within higher technical education institutions constitutes a multilevel and dynamic process. This process involves the gradual integration of innovative educational technologies, the modernization of curricula content, the expansion of practice-oriented training opportunities, and the adaptation of educational processes to the demands of the digital age. The current stage of the information society's development requires the preparation of specialists who not only possess a solid foundation of theoretical knowledge but also have the capability to work effectively

amidst constant technological transformations. Achieving this necessitates a reevaluation of traditional methodological approaches, the integration of interdisciplinary knowledge, and the cultivation of future specialists' capacity for continuous professional development.

A critical task is the creation of an updated curriculum framework that reflects the latest trends in information storage, processing, and management. In particular, there is a need to strengthen the digital component of student training, which includes the study of contemporary information systems, artificial intelligence technologies, big data, and cybersecurity. The adoption of new teaching methodologies, such as interactive techniques, project-based learning, and problem-based learning, will foster the development of critical thinking, analytical abilities, and effective decision-making skills in students, thereby enhancing their preparedness for professional practice.

An essential phase in enhancing the training of future specialists involves the development of partnerships with employers, academic institutions, professional associations, and international organizations. Such collaborations will contribute to the creation of curricula that align with the current demands of the labor market, while also facilitating practical training opportunities for students and their integration into the professional environment during their studies. In this context, the implementation of dual education, which combines theoretical instruction in educational institutions with hands-on experience at library, information, and archival studies, assumes particular significance.

Equally crucial is the advancement of scientific research and the active involvement of students in scholarly activities. This engagement fosters their ability to innovate, critically analyze, and devise novel solutions in areas such as information analytics, knowledge management, and the preservation and digitalization of documentary resources. Furthermore, the expansion of international academic mobility is vital, as it enables the exchange of experiences, integration into the global educational and scientific community, and the acquisition of best practices in the training of specialists within the field.

**Conclusions and prospects for further research.** Enhancing the training of future library, information, and archival professionals requires a comprehensive approach that addresses the evolving needs of the information society. Adapting curricula to integrate theoretical knowledge with practical skills, strengthening soft skills, and incorporating interdisciplinary approaches are key to preparing students for the challenges of a rapidly changing field. Strategic partnerships with employers, academic institutions, and international organizations are essential for ensuring curricula align with labor market demands while providing students with practical training and dual education opportunities. These collaborations enhance professional readiness and facilitate smoother transitions into the workforce. Fostering scientific inquiry and involving students in research activities will further develop their critical thinking and problem-solving skills, while expanding international academic mobility will expose them to global trends and best practices.

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