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Areas of Using an Integrative Approach to Professional Training of Future Specialists in Information, Library and Archival Studies

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Abstract. The article explores the potential of an integrative approach to professional training of future specialists in information, library, and archival studies. It outlines key application areas, including integrating professions, knowledge, and skills. In particular, emphasis is placed on combining content from various courses and educational methods to cultivate a comprehensive professional perspective among students. The article also discusses an interdisciplinary approach, which helps specialists adapt to the evolving landscape of information management, library science, and archival studies. The article underscores that an integrative approach enhances the quality of education by merging theoretical knowledge with practical skills. It demonstrates that this approach fosters professional competencies, critical thinking, and the ability to tackle professional challenges independently. Additionally, the article examines practical strategies for implementing an integrative approach in education, such as designing interdisciplinary curricula, incorporating interactive teaching methods, developing cross-disciplinary projects, and using digital technologies in the learning process. Moreover, it shows that integrating various fields into professional training equips future specialists with the skills needed to succeed in a competitive and rapidly changing information environment. This approach enables them to adapt quickly to new conditions and respond effectively to the challenges of the digital era. Finally, the article highlights directions for further research on enhancing professional training through innovative curricula that align with labour market demands. The proposed strategies aim to strengthen the integration of theoretical knowledge and practical expertise, ensuring that graduates are well-prepared to navigate the complexities of today's information sector.

Keywords: an integrative approach, areas of an integrative approach, professional training, future specialists in information, library and archive studies.

Introduction

The concept of integration has long been a fundamental aspect of pedagogy. Throughout history, various integrative trends have emerged, including interdisciplinary integration, the fusion of theoretical and practical learning, the integration of

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educational structures, professional integration, and cognitive integration. The challenge of synthesizing knowledge from different disciplines and creating a cohesive educational framework that fosters both intellectual and personal development has been systematically addressed in pedagogical thought over time. By the 20th century, this issue became particularly relevant in mass education [7, p. 23]. It was not until the 1980s that the term "interdisciplinary links" was gradually replaced by the broader concept of "integration".

The introduction of "integration" and "integrated courses" into pedagogy in the early 1980s marked a turning point in the advancement of integrative educational approaches [6]. Integration facilitates the establishment of deep connections between different areas of knowledge, enhancing learners' intellectual potential and broadening their competencies. Since the 1990s, the theoretical framework of integration in education has been actively developed in Ukraine. By the early 21st century, pedagogical science had accumulated considerable expertise in studying integration, its significance for education, and its practical implementation in the learning process.

For many years, the traditional "discipline-based model" effectively prepared generations of highly qualified professionals who met the demands of their time. However, evolving socio-economic conditions and shifting expectations for today's specialists have created a need for adjustments. The separation of related disciplines within curricula, inconsistencies in conceptual and terminological frameworks, and the insufficient application of an integrative approach have hindered the development of a comprehensive knowledge system for future professionals. While each academic discipline explores relationships, connections, and dependencies through its specialized methods and terminology, the "integration of knowledge" has led to the formation of interdisciplinary cycles and interconnected subject areas [1, p. 173]. An integrative approach enables the seamless combination of diverse knowledge areas and methods, ensuring a scientifically grounded and holistic learning experience.

Literature Review

This article drew on methodological ideas of integration by S. Honcharenko and theoretical developments concerning the foundations of professional training within the context of educational integration (O. Bilyk, N. Bozhko, M. Chapaiev, O. Dubynchuk, M. Kostiuchenko, I. Kozlovska, Yu. Kozlovskyi, V. Kuzmenko, O. Levchuk, M. Paikus, I. Pastyrska, O. Serhieiev, V. Sydorenko, T. Yakymovych). However, several issues related to applying an integrative approach in professional training of future specialists in information, library, and archival studies still require further research.

Purpose

This article explores the essence and potential of an integrative approach in professional training of future specialists. It identifies key areas for integrating components within the system of training specialists in information, library, and archival studies. It also examines the influence of interdisciplinary integration on the educational process and outlines the prospects for developing integrative processes in response to the challenges of the digital age.

Objective. Building on the theoretical analysis of integration as a pedagogical category, this article outlines the theoretical foundations of the integrative approach's impact on shaping educational content. It identifies and describes the key areas of integration: integration of professions, integration of knowledge, integration of skills, integration of values, integration of competencies, and integration of scientific and methodological support in professional training of specialists in information, library, and archival studies. The article also justifies the need for further research into the mechanisms of effective integration in professional training.

Methodology

The methodological foundation of this study is a comprehensive approach to the analysis and interpretation of the integrative approach in the professional training of future specialists in information, library, and archival studies. It is based on the synthesis of general scientific and specialized pedagogical methods.

In particular, the following methods were applied:

- **analysis of scientific literature**, which made it possible to outline the theoretical foundations of integration in education, its

formation, and development in both domestic and international scientific discourse;

- **comparative method**, which enabled the comparison of different approaches to the integration of knowledge, skills, professions, and competencies in the context of professional training;
- **systematic approach**, which provided for the consideration of specialist training as a holistic process involving the interaction of elements of educational content, methods, and forms of organization of the learning process;
- **method of generalizing pedagogical experience**, which allowed for the identification of practical directions for implementing the integrative approach in modern educational programs;
- **conceptual-analytical method**, which contributed to the development of the author's vision of the prospects for the development of integrative processes in the training of information sphere specialists in the context of digital transformation.

Results and Discussion

The term "integration" was introduced in 1857 by the English scholar H. Spencer, referring to the mechanical unification and combination of separate elements [16]. Today, the concept has at least two meanings: it can signify the state of connectivity between individual differentiated parts and functions of a system or organism as a whole; or it can refer to the process of bringing together and linking various parts, elements, and uniting them into a single whole, alongside processes of differentiation.

Interdisciplinary integration is frequently viewed merely as aligning the scientific content of academic disciplines. However, its true purpose is "the ability of students to use the "apparatus" (methodology, key concepts, and principles) of disciplines as a methodological, theoretical, and technological tool for addressing cognitive and professional problems and tasks" [8, p. 10]. The implementation of interdisciplinary integration should aim to:

- construct holistic models of the phenomena being studied;
- create conditions for students to gain a deep understanding of these phenomena and solve specific cognitive problems and situations;
- develop students' abilities;
- foster the holistic development of the student's personality.

The primary task regarding the qualitative and quantitative indicators of a graduate, as an integrated outcome of the entire educational system, is to identify the functional and content-based components of their professionalism. This article defines these components as the graduate's professional competencies [4, p. 522]. This involves ensuring consistency in the criteria for evaluating the quality of students' knowledge in core and specialized subjects within both mandatory and elective blocks. It also applies to course competencies, as an integrated outcome of learning at the relevant educational level according to the national qualifications framework. According to Yu. Kozlovskyi, "professional integrology is organically incorporated into all fields of pedagogical science, complementing and specifying them". The areas in which the educational process is expected to improve are related to the development of integrology. This includes transforming traditional knowledge components, restructuring the technological support for mastering integrated educational content, consolidating educational units, and creating fundamentally new educational structures based on integration" [10, p. 109]. The future development of integrative processes focuses on enhancing integral paradigms of professional education. It also aims to strengthen integrative processes in pedagogy, integrate pedagogical systems, and reduce the number of educational principles. These efforts will contribute to optimizing the educational process in professional training of specialists at all levels and promote the development of pedagogical science. Professional integrology as a sub-system of integrology focuses on the comprehensive study of professional education and the professional development of individuals. Its foundation is built on theoretical principles and methodological approaches. The main effect is the rational archiving and consolidation of existing knowledge, as well as the organic incorporation of new knowledge into the system of professional training.

Based on the points discussed earlier, this article defines integration as follows: "It is the process in which elements (with specific properties)

interact, leading to the establishment, complexity, and strengthening of the connections between them, based on a solid foundation. As a result, an integrated object (a cohesive system) is formed with new, qualitative properties, while preserving the distinct characteristics of the original elements" [11, p. 63]. Specifically, educational integration involves the interaction of elements (with defined properties), where their connections are established, intensified, and refined, leading to the creation of an integrated system with new qualities, while maintaining the individual attributes of the initial elements.

A comprehensive analysis of relevant scientific sources reveals the essence of an integrative approach to the educational process. This approach involves "establishing connections between the components of the teaching content through pedagogical justification and transforming the existing relationships between concepts, phenomena, sciences, and fields. Scientifically grounded integration of knowledge, optimally combined with subject-specific knowledge, is one of the most crucial factors in professional training" [17, p. 251]. An integrative approach to teaching content encompasses both external and internal integration, as well as content-based and process-oriented integration [14]. Integration processes play an organizational role in education by enabling the achievement of new outcomes within existing components. They ensure compatibility between different fields of study and knowledge systems through a shared methodology and universal logical methods in contemporary thinking. The conceptual foundations of integration in the educational process are shaped by the integration issues within the development of today's educational systems, the updating of content based on an integrative approach, the logical combination of fundamental and applied concepts, and the integration of teaching content with integrative teaching methods and organizational forms.

An integrative approach in education focuses on merging educational content by purposefully combining its elements into a unified whole. This approach can lead to cohesive knowledge at various levels, such as knowledge about reality, nature, specific educational fields, or even individual subjects, courses, sections, or topics [3]. The implementation of an integrative approach involves studying integrated courses or subjects, where the content interconnects based on shared concepts across disciplines. It also includes the use of common teaching methods, as well as strategies for assessing and adjusting students' academic progress. These practices guide the educational process towards the integration of knowledge. In this regard, an integrative approach to professional training of future specialists in information, library, and archival studies encompasses several key directions, including:

1. The integration of professions (specialties). A key issue in professional training is the integration of professions, which becomes evident when multiple specialties are pursued concurrently or through stepwise education at higher education institutions with related profiles. This integration can be based on various principles. These include integration grounded in invariant elements of activities, integration based on shared labour functions or tools, and the merging of professions. The objectives of professional integration may vary. To illustrate, one criterion could be the educational goal, whether industrial or didactic. The need to group professions on a didactic basis has long been recognized. This involves defining profiles, grouping professions, and identifying related academic disciplines that can offer a generalized approach to interdisciplinary connections. Such grouping is closely tied to integrative processes in education. In this context, integration plays a key role in rationalizing the unification of educational documentation within a specific profile. For example, in specialized library science, a problem-oriented librarian is essential. In the USA, this role is often referred to as a "subject librarian", "integrated librarian" or "embedded librarian". Specialized library science is an innovative field that fosters a new model for libraries and their work with information. As A. Solianyk highlights, for the first time in the history of library and information education in Ukraine, there is a collective effort to shape the content and engage in public discussions about the professional education standard. However, this process is significantly complicated by the need to harmonize professional competencies of future information professionals who will be trained within a unified integrated specialty. A detailed analysis of suggestions and feedback from the academic community regarding the draft standard for training bachelor's in information, library, and archival studies reveals contrasting methodolo-

gical approaches. These range from narrowing competencies artificially within the humanistic and cultural paradigm of library and archival work as purely sociocultural institutions, to almost erasing the specifics of these fields in favour of a technological and technocratic paradigm for developing the global information society. Some representatives from document management departments in technical universities continue to advocate for the renaming of the specialty 029 "Information, Library, and Archival Studies" to "Document Management Service" or dividing it into two separate fields: one for library and archival studies, and the other for documentation and information management [15].

In this context, it is essential to adhere to the bibliocentric paradigm for developing library science and information studies within a unified, integrated specialty. Strengthening the information-analytical function in today's scientific and technical libraries plays a key role in this. These libraries, which have embraced a full range of automated information and computer technologies, significantly enhance their capacity as active participants in the information market. This development involves several key activities, including the comprehensive collection and preservation of handwritten and printed cultural heritage. Additionally, it encompasses local history publications, their scientific processing, cataloguing, and the digitalization of valuable book monuments. Finally, it contributes to the creation of electronic archives for full-text documents.

2. The integration of knowledge. Knowledge, as a component of educational content, is viewed in terms of generating a body of information within the structure of educational knowledge that exists in collective consciousness [2, p. 77]. This includes facts, theories, constants, methods, and models, as well as definitions of concepts, judgments, and inferences. It also reflects the dominance of information related to a specific subject area within this body of knowledge. Based on this, one can identify the type of education (general professional) and its forms (humanities-related, mathematical, philosophical).

In the context of professional development, one distinguishes different types of knowledge [19]: propositional knowledge, which includes information about the subject area, professional principles, and the recognized results of specific research ("knowing what"). This foundational knowledge is sometimes referred to as "declarative knowledge" (E. Skakun) or "descriptive knowledge", as it represents collective academic understanding accepted as correct. Procedural knowledge ("knowing how") encompasses skills and abilities for collecting and presenting information, as well as other cognitive processes such as evaluation, decision-making, and planning. Personal knowledge refers to pre-propositional knowledge, individual perceptions, and interpretations. Tacit knowledge, closely tied to personal knowledge, is accumulated throughout life and remains implicit, unquestioned, and beyond conscious control.

The essential knowledge for future specialists in information, library, and archival studies, which is subject to integration, is determined by the core requirements for such knowledge. Specifically, these specialists must be familiar with [12]:

- normative and scientific-methodical materials for documentation support in management;
- how to organize work with official documents in managerial activities;
- how to create, use, and preserve documentary resources (library, archival, museum, information);
- theoretical principles for developing communication culture as a sociocultural phenomenon, and models of business behaviour;
- stylistic norms of official documents, including lexical, morphological, and syntactic features of business documents;
- the organizational structure for business administration within an enterprise, and the setup of the documentation support service;
- basic computer skills, knowledge of general and specialized software, technical tools for document processing, and rules for operating computer equipment, printing, copying devices, and communication tools;
- methods for planning, designing, and implementing workflows based on organizational and computational equipment within the documentation support service, as well as strategies for developing optimal structures.

3. The integration of skills. In professional practice, skills play a crucial role, representing the ability to effectively perform tasks in diverse, non-standard, and unfamiliar situations. These skills often include elements of automatism but are always executed consciously, involving active thinking, applying existing knowledge, and maintaining intellectual control and assessment of the situation. When acquired knowledge specifies what and how to do, an individual, by following these guidelines, develops a simple skill. These basic skills represent the starting point in developing competence but are not sufficient on their own to measure proficiency" [19, p. 312]. Complex skills, on the other hand, involve both knowledge and abilities, but they never turn into automatic actions. Each time these tasks are performed, one must engage critically, search for solutions, create, and demonstrate independence. These advanced professional skills form a higher level of professional mastery. The key skills for future specialists in information, library, and archival studies, subject to integration, are defined by the core requirements for these abilities. Specifically, such a professional should be able to [12]:

- apply acquired knowledge from fundamental disciplines and practical skills in their professional work;
- conduct analytical and synthetic processing of information;
- present scientific and practical content both in writing and orally;
- draft all types of official documents;
- work with operational systems, especially Windows, and in both local and global computer networks;
- use software applications such as text editors, spreadsheets, databases, and computer graphics, including business graphics;
- troubleshoot and maintain operational systems;
- be proficient in typing;
- operate computer equipment, printing, and copying devices, as well as communication tools;
- apply key economic principles and patterns in professional practice;
- communicate effectively (both orally and in writing) in Ukrainian and two widely spoken European languages;
- organize personal professional activities and manage time efficiently;
- work collaboratively in teams, engage with others, and adhere to collective demands.

Moreover, axiological integration and the integration of scientific and methodological support are also crucial, with the primary focus being the development of integrative textbooks. Specifically, I. Kliuchkovska outlines the key characteristics of applying a structural approach to creating integrative textbook content [9]: an integrative textbook embodies the principle of presenting connections in an operational format; its purpose is to systematize knowledge from related disciplines and correlate scientific achievements with cultural phenomena; the integrative textbook addresses both the external and internal, content and procedural aspects of integration, making it the most comprehensive and didactically justified.

Conclusions

A detailed analysis of the potential for using an integrative approach in professional training of future specialists in information, library, and archival studies has identified key areas for its application. These areas include the integration of professions, knowledge, skills, values, and scientific-methodological support.

Further research should focus on substantiating the pedagogical conditions necessary for the effective use of an integrative approach in professional training of future specialists in these fields.

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Напрями використання інтегративного підходу у професійній підготовці майбутніх фахівців інформаційної, бібліотечної та архівної справи

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Анотація. У статті проведено аналіз можливостей використання інтегративного підходу у професійній підготовці майбутніх фахівців інформаційної, бібліотечної та архівної справи, визначено основні напрями його використання, що містять інтеграцію професій, інтеграцію знань, інтеграцію умінь тощо. Автори акцентують на потребі поєднання змісту різних навчальних дисциплін та освітніх методик для формування цілісного професійного світогляду у студентів. Особливу увагу присвячено міждисциплінарному підходу, який сприяє адаптації фахівців до динамічних змін у сфері інформаційної діяльності, бібліотечної справи та архівознавства. У статті наголошується, що інтегративний підхід дає змогу покращити якість процесу навчання шляхом синтезу теоретичних знань і практичних навичок. Доведено, що інтегративний підхід сприяє розвитку професійних компетентностей, критичного мислення та здатності до самостійного вирішення професійних завдань. Розглянуто практичні аспекти впровадження інтегративного підходу в освітній процес, зокрема розробку комплексних навчальних програм, які поєднують знання з різних галузей, використання інтерактивних методів навчання, створення міждисциплінарних проєктів та застосування цифрових технологій у навчальному процесі. Зроблено висновок, що інтегративний підхід у професійній підготовці майбутніх фахівців інформаційної, бібліотечної та архівної справи забезпечує якісну підготовку конкурентоспроможних фахівців, які здатні ефективно працювати в сучасному інформаційному середовищі, швидко адаптуватися до нових умов і відповідати на виклики цифрової епохи. Обґрунтовано шляхи подальших досліджень інтегративного підходу в контексті підвищення рівня професійної підготовки через створення нових освітніх програм, які враховують вимоги ринку праці і розвиток інноваційних технологій, що сприятиме ефективній інтеграції теоретичних знань і практичних навичок та адаптації майбутніх фахівців до потреб і вимог динамічного інформаційного середовища.

Ключові слова: інтегративний підхід, напрями інтегративного підходу, професійна підготовка, майбутні фахівці, інформаційна, бібліотечна та архівна справа.