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DIDACTIC PRINCIPLES FOR INTEGRATING INNOVATIVE TECHNOLOGIES IN THE PROFESSIONAL TRAINING LIBRARY, INFORMATION, AND ARCHIVAL SCIENCE SPECIALISTS AT TECHNICAL UNIVERSITIES

Abstract. *The article examines the didactic principles guiding the professional and practical training for future specialists in library, information, and archival science within technical higher education institutions. Amid rapid advancements in digital technologies and the growing demand for information systematization, traditional didactic approaches require adaptation to meet the needs of the information society. The study emphasizes the integration of innovative technologies, such as digital archives, automated document management systems, virtual reality, and artificial intelligence, into the educational process to enhance professional competencies. These technologies facilitate interactive, adaptive, and personalized learning environments that foster critical thinking, information literacy, and analytical skills. The analysis highlights key didactic principles — scientificity, accessibility, systematicity, visibility, and the linkage of theory and practice — and their transformation in the context of digitalization. The article underscores the importance of interdisciplinary approaches, blending traditional pedagogical methods with modern tools like gamification, project-based learning, and digital simulations to prepare specialists for dynamic professional challenges. By reviewing scholarly literature, the study establishes that didactic principles are dynamic regulators, necessitating flexibility to align with technological and societal changes. The findings advocate for a holistic educational model that combines methodological rigor with innovative technologies to ensure graduates are equipped for continuous professional development and effective management of information resources. This research contributes to the discourse on optimizing vocational training in library, information, and archival sciences, offering insights for educators to design curricula that reflect contemporary industry demands.*

Keywords*: didactic principles, professional training, library, information and archival studies, future specialists, innovative technologies, technical universities.*

Introduction

The modern educational paradigm is grounded in a multidimensional approach to the development of professional competencies, aimed at preparing highly qualified specialists across various sectors of public life. In this context, the training for professionals in library, information, and archival sciences has gained particular relevance. The rapid advancement of digital technologies, the exponential growth of information, and the increasing need for its systematisation necessitate a fundamental re-evaluation of existing didactic approaches and teaching methodologies. Within technical higher education institutions, the professional and practical training for such specialists must integrate both traditional theoretical foundations and contemporary technological advancements, thereby requiring the adaptation of didactic principles to the current realities of the information society.

Education in the field of library, information, and archival science represents a complex interdisciplinary domain that encompasses elements of documentation studies, information technology, management, social communication, and other related disciplines. Accordingly,

the educational process should be designed to foster critical thinking, analytical abilities, information literacy, and proficiency in using automated document management systems, databases, and digital archives. In this regard, the optimisation of didactic principles that support the effective integration of theoretical instruction with practical training is becoming increasingly significant.

The transformation of conceptual approaches to educational organisation is largely driven by the rapid evolution of information technologies, which are reshaping both professional practices and knowledge acquisition strategies. Today, information and communication technologies (ICTs) function not only as auxiliary tools but as essential components of the learning environment. They enable the implementation of innovative pedagogical methods such as modelling, case-based learning, problem-based instruction, interactive simulations, virtual archives, and digital libraries. The integration of digital technologies into the educational process contributes to the creation of adaptive learning environments that address the individual needs of students, facilitate interactive engagement, provide access to up-to-date information, and promote the practical application of acquired knowledge.

The didactic principles underlying vocational training must also reflect the specific characteristics of technical higher education institutions, where considerable emphasis is placed on engineering disciplines, mathematical modelling, and the development of automated systems. Consequently, future specialists must acquire the ability to work with complex information systems, databases, algorithmic data processing methods, and artificial intelligence tools. In this context, the advancement of an interdisciplinary educational approach becomes especially important. Such an approach enables the integration of diverse fields of knowledge and supports their cohesive application in professional practice.

The purpose of this article is to analyse the didactic principles guiding the professional training for future specialists in library, information, and archival science, with particular emphasis on the integration of innovative technologies.

Literature review

The multifaceted nature of the problem concerning the formation of professional knowledge, skills, and competencies among future specialists in higher education institutions has been explored in the works of leading scholars, including S. Goncharenko (1997), V. Kremen, N. Nychkalo (2003), N. Belikova (2013), O. Tkachenko (2012), N. Volkova (2007), L. Maksymova (2014), D. Minkovska (2016), B. Kopp (2008), among others.

According to N. Nychkalo (2000), didactic principles — as fundamental provisions guiding the organisation of the educational process — constitute an objective necessity derived from the inherent laws of learning. They form the conceptual foundation for designing educational content, selecting appropriate methodological tools, and forecasting the effectiveness of professional training. These principles not only structure the educational process but also define its key developmental trajectories, reflecting the evolving societal demands for the quality of specialist preparation.

Within the framework of professional pedagogy, didactic principles acquire particular significance, as their practical implementation serves as a benchmark for evaluating the effectiveness of educational and cognitive activities of future professionals. The corresponding recommendations that operationalise these principles are effectively transformed into pedagogical strategies and tactics, tailored to the specific conditions under which higher education institutions operate.

As S. Goncharenko (1997) aptly observes, the interrelationship between the content and the process of learning is not merely a didactic axiom but also a methodological challenge. The integration of various forms of human activity into the educational system necessitates a multi-tiered approach to structuring educational content. In this context, the focus naturally shifts toward interdisciplinarity and the imperative to identify points of convergence between fundamental academic disciplines and professionally oriented subjects. Such a perspective renders any conservative approach to curriculum development untenable, as the inherently dynamic nature of knowledge resists static curricular models.

Pedagogical principles governing professional training should not be viewed as fixed normative frameworks; rather, they function as dynamic regulators of the educational process, continuously evolving in response to socio-economic and technological transformations. As V. Kremen (2003, 7 p.) underscores, these principles reflect the objective laws that underpin the effectiveness of education and training. Consequently, their analysis demands a systematic and differentiated approach — dividing them into content-related, organisational, and methodological categories — since each element of the pedagogical system operates according to its own internal logic.

O. Tkachenko (2012, 156 p.) rightly emphasises the systemic nature of pedagogical principles, which brings to the fore the issue of their interdependence. When regarded as foundational pedagogical requirements, it becomes evident that these principles do not function in isolation; rather, they form a complex network of interrelations, wherein each principle reinforces or moderates the effects of the others. Thus, their classification according to specific criteria is not merely a theoretical exercise, but a necessary step toward structuring a coherent and effective didactic system for the specialists training.

In assessing the effectiveness of the educational process, N. Volkova (2007) highlights that learning principles are not abstract or declarative in nature, but instead represent concrete didactic imperatives that have a direct impact on the quality of knowledge acquisition. It follows that their implementation must not be mechanical or formulaic. The success of learning outcomes depends significantly on the contextual conditions in which these principles are applied. Therefore, the optimisation of vocational training necessitates not only adherence to established didactic guidelines, but also the pursuit of new, adaptive models that integrate both traditional and innovative approaches — models that are aligned with the evolving logic of contemporary educational development.

The educational process in higher education represents a complex, multi-level system in which each didactic principle serves not only a normative but also a regulatory function. These principles determine the logic of instructional organisation, the structure of educational content, and the choice of methodological support. M. Fitsula (2006) aptly underscores the significance of adhering to general didactic principles that ensure the coherence, systematicity, and fundamentality of the educational process. Simultaneously, he draws attention to the role of specific principles that reflect the distinctive nature of higher education as a space for academic freedom, independent inquiry, and professional growth.

The study of B. Kopp et al (2008) explores how Education for Sustainable Development (ESD) can be integrated into science education through various didactic principles. It emphasizes an interdisciplinary, holistic approach that incorporates values, critical thinking, and problem-solving skills. The article highlights the importance of using diverse teaching methods like art and debate, as well as encouraging participatory decision-making to foster active citizenship. The integration of ESD into everyday life ensures its relevance and applicability. By combining these principles, educators can effectively prepare students to address global sustainability challenges.

The research by D. Minkovska et al (2016) focuses on the application of didactical principles in the design of interactive e-learning systems, particularly within the context of adaptive multimedia platforms. It highlights key stages in creating such systems, emphasizing the integration of adaptability and interactivity in the learning process. The paper demonstrates how these principles were applied in a prototype e-learning system, tested with undergraduate students in an Informatics course. The results suggest that this adaptive system not only enhances students' understanding of theoretical concepts but also improves their ability to apply these concepts to real engineering problems. Furthermore, the system supports educators by aiding in both teaching and assessment processes, demonstrating the practical benefits of combining traditional didactical principles with modern technology.

The analysis of scholarly approaches to didactic principles in vocational education highlights their dynamic, systemic, and context-dependent nature. Far from being static norms, these principles function as regulatory mechanisms that shape the structure, content, and methodology of the educational process. Their effective implementation requires not only theoretical grounding but also adaptability to the evolving demands of society, science, and technology. The reviewed literature underscores the importance of an interdisciplinary, integrated, and flexible approach to didactic design, particularly in the context of training future specialists in library, information, and archival sciences within technical higher education institutions.

Statement of the main material

The didactic principles that have traditionally shaped the logic of the educational process are undergoing significant transformation under the influence of contemporary technological and methodological innovations. As T. Yakymovych (2013) rightly notes, classical didactic principles should not be regarded as static constructs, but as flexible regulators of the educational process that determine the content, organisational formats, and teaching methods in alignment with the overarching goals of education. However, their implementation in the context of emerging technologies is acquiring new dimensions, leading to a reconfiguration of approaches to professional training.

In the current educational landscape, digitalisation, adaptive learning environments,

virtual and augmented reality, gamification, and interactive pedagogical methods have become integral elements. It is within this context that the evolving application of didactic principles becomes most evident. Whereas earlier models prioritised the linear presentation of material, contemporary education is increasingly characterised by a networked logic. Learners are no longer passive recipients of information but active co-creators of their own educational trajectories, participating meaningfully in the design and personalisation of the learning process (*Figure 1*).
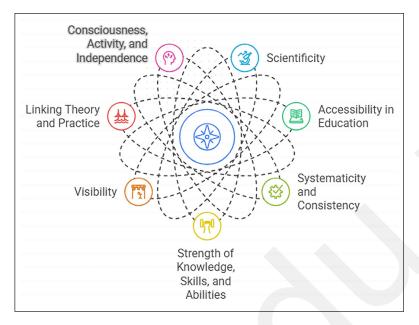

Figure 1. The didactical principles for integrating innovative technologies

The principle of scientificity, as a foundational element in the training of future specialists in library, information, and archival science within higher technical education institutions, is acquiring new characteristics that extend beyond the boundaries of traditional didactics. The contemporary information landscape — characterised by open access systems, digital archives, and intelligent data processing technologies — reshapes the very logic of curriculum design. Academic disciplines can no longer be conceived merely as repositories of facts and techniques; they must evolve into dynamic frameworks that simulate real-world professional activity.

The patterns of knowledge acquisition in this field are increasingly shaped by cognitive processes embedded in the digital environment. Automated document workflows, search and retrieval algorithms, database management systems, and artificial intelligence tools constitute a new substantive layer of professional training. Consequently, learning processes can no longer be predominantly reproductive in nature; they must emphasise analytical reasoning, project-based thinking, and adaptability within a rapidly evolving information ecosystem.

The scientific orientation of academic disciplines should not only align with current trends in library, information, and archival science but also incorporate the principles of digital humanities, information management theory, and open access strategies. Curriculum development must therefore address not only the formation of general professional competencies, but also the growing need for integration of IT components into the educational process of future specialists.

In this regard, the adaptation of methodological support becomes crucial. The use of interactive platforms, artificial intelligence, augmented reality in digital archiving, and algorithms for automated document analysis demands innovative instructional approaches. As a result, the principle of scientificity in contemporary education is no longer limited to content selection; it emerges as a systemic driver that determines the direction of professional formation and lifelong learning for future information professionals.

Innovative technologies are transforming *the principle of accessibility in education*. In the digital environment, content becomes personalised and adapted to the student's level of expertise, thereby enhancing the potential for an individualised learning approach. Activity and consciousness acquire new dimensions, as interactive resources make learning more engaging, fostering reflection, decision-making, and problem-solving skills.

The modern information space operates according to the principles of flexibility, adaptability, and individualisation. Innovative technologies profoundly reshape the implementation of this didactic principle by offering a variety of educational trajectories and a tailored approach to learning.

Automated learning monitoring systems, electronic gradebooks, and algorithms designed to identify knowledge gaps allow instructors to make real-time adjustments to the learning process. This creates an adaptive environment where each student can manage the pace and depth of their learning autonomously. This is particularly crucial in the training of information professionals, where proficiency is not only measured by theoretical knowledge but also by the ability to engage with interactive environments, databases, digital archives, and artificial intelligence systems.

Today, the principle of accessibility goes beyond the mere provision of materials; it involves creating conditions that promote active, conscious learning. The use of learning platforms that allow repeated access to complex topics, offer automated guidance, and simulate real-world interactions with information resources enhances self-regulation and self-analysis — skills that are indispensable for careers in information professions.

In this context, adaptive technologies help to close the gap between students of varying levels of preparation. These technologies not only assist students in catching up on missed content but also facilitate the development of personalised educational strategies. Systems for immediate feedback, such as recommendation algorithms, chatbots, and personalised consultations, not only correct knowledge but also foster sustained motivation to learn.

Thus, the principle of accessibility in the education of library, information, and archival professionals evolves into a pivotal mechanism for developing autonomous, responsible, and independent specialists. These professionals are equipped to navigate the rapidly changing challenges of the information society.

Innovative technologies in the professional training of library, information, and archival specialists open new avenues for enhancing the didactic process. The integration of digital platforms, adaptive learning environments, and intelligent algorithms for personalising learning optimises knowledge acquisition by structuring information presentation. In this context, *the principle of systematicity and consistency* plays a pivotal role. It manifests in the multi-level organisation of educational content, the creation of personalised learning paths, and

the establishment of mechanisms for interaction between instructors and students.

Blended and distance learning models are transforming traditional educational paradigms, expanding opportunities for independent work, and offering flexibility in the design of the learning process. The algorithmisation of content facilitates the step-by-step development of competencies through a series of interactive tasks, automated assessments, and the use of artificial intelligence to tailor learning materials to the learner's progress. Particularly noteworthy is the integration of augmented and virtual reality technologies, which simulate real-world professional situations, immersing students in a digital environment that closely mirrors their future careers.

Project-based learning, case studies, digital libraries, and automated knowledge management systems represent a new approach to education, one that emphasises the development of information literacy, critical thinking, and the ability to analyse large data sets. The use of cloud services for collaborative work, visualisation platforms for information, and interactive simulations further equips future professionals with the essential skills required for effective management of information resources, archival collections, and library systems.

A holistic approach to training competitive specialists necessitates the transformation of traditional educational strategies through digitalisation, personalised learning, and the introduction of algorithmic models for structuring knowledge. This shift will ensure that students are prepared for continuous professional development, the implementation of innovative solutions in the industry, and the capacity to adapt to the challenges of the information society.

The principle of the strength of knowledge, skills, and abilities is critical, ensuring a multi-channel approach to content delivery, interactive learning, and repeated exposure in various professional contexts. The use of digital resources, adaptive learning systems, and artificial intelligence fosters not only rote memorisation but also the development of categorical thinking, an essential skill for future specialists in library, information, and archival sciences.

Distance technologies enable the personalisation of the learning process, offering opportunities for variable learning through multimedia simulations, electronic libraries, cognitive simulators, and a system of automated, continuous monitoring of professional competencies. The high degree of structuring in the presentation of information — through interactive knowledge maps, adaptive

learning routes, and gamified scenarios — ensures effective retention and the development of analytical skills.

The rational organisation of mental activity through algorithmic thinking, problem-based learning, and the application of big data and artificial intelligence technologies for information retrieval and processing cultivates specialists capable of solving complex professional challenges. The practical orientation of the educational process is realised through the integration of modules that simulate real-world scenarios in library, archival, and information management, ensuring the transition from theoretical understanding to the practical application of knowledge.

The principle of visibility significantly expands traditional approaches to the professional training of future library, information, and archival specialists. The visualisation of knowledge through digital learning tools enables the integration of textual, graphic, audiovisual, and interactive information, fostering a multi-channel perception and a deeper understanding of the material. A sensory perception is central to the process of acquiring new knowledge. Digital technologies not only allow learners to see or hear but also to engage interactively with information, which aids in its comprehension and retention.

The use of virtual and augmented reality technologies facilitates the modelling of archival processes, the visualisation of algorithms for working with information systems, and the analysis of historical documents in digital format. This approach offers a dynamic presentation of knowledge, where students do not merely observe but actively interact with the learning environment. We believe this approach aligns with the concept of visual learning, in which research models are created to enable practical knowledge acquisition.

Digital multimedia applications, the integration of artificial intelligence, and algorithmic learning systems not only reproduce real processes but also enable the prediction of their development, simulating various scenarios of interacting with information, documents, and electronic databases. This aligns with modern educational approaches, where specialists are expected to acquire not only theoretical knowledge but also practical experience through digital models of professional activity.

A critical condition for the effective use of visualisation is the student's ability to independently explore the properties of specific models, modify them, and analyse the results of such changes. This process cultivates critical thinking, independent decision-making, and a research-oriented approach, which are all integral components of the professional competence required of future specialists in library, information, and archival sciences.

The principle of linking theory and practice is fundamental to an effective educational process. It involves not only the acquisition of theoretical knowledge but also its application through practical situations, which are modelled using modern information and communication technologies.

Future specialists are provided with opportunities to engage with digital archives, automated library information systems, and electronic catalogues, thereby developing professional competencies within the context of their future careers. Virtual learning environments, interactive document management simulators, and artificial intelligence platforms for information retrieval and classification enable the integration of fundamental training with current industry demands. Through this immersion in professional activities, future specialists cultivate analytical thinking, critical information assessment skills, and the ability to navigate dynamic information environments.

Aligning the content of training with the professional model of the specialist requires educators to not only update methodological support but also to create conditions that foster problem-based learning, case studies, design methods, and digital storytelling. These approaches simulate real-life professional scenarios. The use of online platforms, remote information repositories, and real-time databases helps shape the professional worldview of students, expanding their experiential learning and laying the groundwork for the independent mastery of emerging technologies.

The experience of organising innovative educational processes demonstrates that the effectiveness of professional training is significantly enhanced by integrating intelligent information systems, adaptive learning models, and automated knowledge monitoring. These systems allow for the adjustment of learning trajectories to meet the individual needs and professional interests of each student.

The application of *the principles of consciousness, activity, and independence* in the professional training of future library, information, and archival specialists plays a pivotal role in shaping their personal information culture, especially in the context of society's digital transformation. The development of intellectual activity is fostered through the active involvement of individuals in the educational process and their interaction with the learning and working environment.

The integration of innovative technologies into professional training facilitates the connection

between theoretical knowledge and practical application, forming the foundation for acquiring professional competencies. Digital learning tools, such as electronic archives, library information systems, and artificial intelligence for processing large volumes of data, enhance students' ability to independently analyse information, think critically, and adapt to evolving demands in the professional field.

Independence in learning is cultivated through project-based learning, problem-based learning, and simulation models that mimic real-world tasks, allowing students to address professional challenges and devise effective solutions.

The principle of consciousness entails a deep understanding of the knowledge acquired, which can only be achieved through intrinsic motivation. Digital technologies should not merely serve as tools for delivering knowledge but also act as mechanisms that stimulate active learning, critical analysis, and independent decision-making. Interactive learning methods, such as gamification, virtual workshops, and online archival simulations, contribute significantly to the development of information culture — an essential component of a modern specialist's skill set.

Conclusion

The analysis of modern approaches to the professional training of future specialists in library, information, and archival science demonstrates that the integration of innovative technologies significantly enhances the effectiveness of education while preserving classical didactic principles. The fusion of traditional teaching methods with digital tools fosters the comprehensive development of students' professional competencies, which is essential for preparing highly qualified specialists in the field of library and information services.

The implementation of didactic principles in professional training within an innovative environment goes beyond merely preserving traditional principles; it involves rethinking, expanding, and adapting them to meet the challenges of the digital age. This requires educators to adopt new approaches that blend the methodological rigor of classical pedagogy with the flexibility and adaptability of modern educational technologies, ensuring the effective preparation of future professionals to navigate the rapidly evolving landscape of information technology.

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Педагогічна освіта: теорія і практика. Психологія. Педагогіка
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**ДИДАКТИЧНІ ЗАСАДИ ІНТЕГРАЦІЇ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ
У ПРОФЕСІЙНУ ПІДГОТОВКУ МАЙБУТНІХ ФАХІВЦІВ
З БІБЛІОТЕЧНОЇ, ІНФОРМАЦІЙНОЇ ТА АРХІВНОЇ СПРАВИ
В ЗАКЛАДАХ ВИЩОЇ ТЕХНІЧНОЇ ОСВІТИ**

У статті розглядаються дидактичні засади професійно-практичної підготовки майбутніх фахівців з бібліотечної, інформаційної та архівної справи в закладах вищої технічної освіти. В умовах стрімкого розвитку цифрових технологій та зростаючого попиту на систематизацію інформації традиційні дидактичні підходи потребують адаптації до потреб інформаційного суспільства. У дослідженні наголошується на інтеграції інноваційних технологій, таких як цифрові архіви, автоматизовані системи документообігу, віртуальна реальність та штучний інтелект, в освітній процес для підвищення професійних компетенцій. Ці технології сприяють створенню інтерактивного, адаптивного та персоналізованого навчального середовища, яке сприяє розвитку критичного мислення, інформаційної грамотності та аналітичних навичок. Аналіз висвітлює ключові дидактичні принципи — науковість, доступність, систематичність, наочність, зв'язок теорії з практикою — та їх трансформацію в умовах цифровізації. У статті підкреслюється важливість міждисциплінарних підходів, поєднання традиційних педагогічних методів із сучасними інструментами, такими як гейміфікація, проєктне навчання та цифрові симуляції, для підготовки фахівців до динамічних професійних викликів. Аналіз наукової літератури показав, що дидактичні принципи є динамічними регуляторами, які потребують гнучкості, щоб відповідати технологічним і соціальним змінам. Отримані результати свідчать на користь цілісної освітньої моделі, яка поєднує методологічну строгість з інноваційними технологіями, щоб забезпечити підготовку випускників до безперервного професійного розвитку та ефективного управління інформаційними ресурсами. Це дослідження робить внесок у дискусію про оптимізацію професійної підготовки в галузі бібліотечної, інформаційної та архівної справи, пропонуючи освітянам ідеї для розробки навчальних програм, що відображають сучасні вимоги галузі.

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