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Maryna Shlenova, *Ph.D. (Philology), Associate Professor,*
Associate Professor of the Document Studies and Ukrainian Language Department,
Mykola Zhukovskiy National Aerospace University,
"Kharkiv Aviation Institute"

INNOVATIVE TEACHING METHODS FOR FUTURE SPECIALISTS IN LIBRARY, INFORMATION, AND ARCHIVAL STUDIES

The article delves into the significance of innovative teaching methods in preparing future specialists in library, information, and archival studies. As the information sector undergoes rapid digitalization, traditional educational approaches struggle to keep pace with evolving professional demands. The author highlights the necessity of integrating modern pedagogical strategies that not only provide theoretical knowledge but also foster practical skills in digital technologies, teamwork, critical thinking, and adaptability. The study discusses a range of innovative teaching methods that enhance student engagement and professional preparedness. Project-based learning is emphasized as an effective tool, allowing students to work on real-world tasks such as developing digital archives, managing electronic catalogues, and implementing information systems. Gamification and case studies are explored as methods that encourage problem-solving, collaboration, and decision-making by immersing students in realistic professional scenarios. The integration of blended learning, which combines traditional classroom instruction with digital resources, is presented as a flexible approach that meets the needs of modern learners. Simulation and role-playing activities further help students experience the complexities of their future professions, preparing them to navigate challenges in library, information, and archival management. Additionally, the use of augmented and virtual reality (AR/VR) technologies is highlighted as a powerful tool for immersive, hands-on learning, allowing students to engage with virtual information environments and develop key technical competencies. The article also provides insights into the practical implementation of these methods at the National Aerospace University "KhAI", demonstrating their effectiveness in cultivating the necessary skills for information professionals. By fostering a more interactive, technology-driven, and student-centered educational process, these approaches help bridge the gap between academic learning and real-world application.

***Keywords**: innovative teaching methods; library, information, and archival studies; digitalization in education; educational technologies; professional competencies; professional training of future specialists.*
Ref. 13.

Марина Шленьова, *кандидат філологічних наук, доцент,*
доцент кафедри документознавства та української мови
Національного аерокосмічного університету імені М. Є. Жуковського
"Харківський авіаційний інститут"

ІННОВАЦІЙНІ МЕТОДИ ВИКЛАДАННЯ ДЛЯ МАЙБУТНІХ ФАХІВЦІВ З БІБЛІОТЕЧНОЇ, ІНФОРМАЦІЙНОЇ ТА АРХІВНОЇ СПРАВИ

У статті досліджується важливість інноваційних методів навчання у підготовці майбутніх фахівців з бібліотечної, інформаційної та архівної справи. В умовах стрімкої діджиталізації інформаційного сектору традиційні підходи до викладання вже не є достатніми. Дослідження підкреслює необхідність набуття студентами практичних навичок роботи з цифровими інструментами, командної роботи й аналітичного мислення, щоб відповідати вимогам сучасного інформаційного суспільства. Обговорюються різні інноваційні методи, зокрема проєктне навчання, гейміфікація, кейс-стаді, змішане навчання, симуляції та використання AR/VR-технологій. Ці підходи сприяють розвитку професійних компетенцій, залучаючи студентів до виконання реальних завдань, заохочуючи активну участь і розвиваючи вміння розв'язувати проблеми. Автор також розповідає про практичне застосування цих методів у Національному аерокосмічному університеті ім. М.Є. Жуковського "ХАІ", демонструючи їхню ефективність у підготовці майбутніх фахівців до роботи в динамічному професійному середовищі. У статті підкреслюється, що інтеграція сучасних освітніх стратегій підвищує мотивацію, поліпшує адаптивність і відповідає світовим тенденціям у вищій освіті.

***Ключов слова:** інноваційні методи навчання; бібліотечна, інформаційна та архівна справа; діджиталізація в освіті; освітні технології; професійні компетентності; професійна підготовка майбутніх фахівців.*

Introduction. The modern world is experiencing the rapid development of the information society, leading to profound transformations in all spheres of human activity, including education. These changes are particularly significant in the training of library, information, and archival professionals, who play a key role in preserving, organizing, and ensuring access to information resources. Traditional teaching methods are often insufficient for preparing specialists capable of working in a dynamic environ-

ment that demands a high level of professional competence, adaptability, and innovation.

The need to implement innovative teaching methods for future specialists in library, information, and archival studies is driven by several key factors. First, modern professionals must be proficient in digital technologies. The digitalization of archives, the automation of library processes, and the development and implementation of electronic catalogs and databases have become integral to this field. Therefore, the educational process should equip students not only with theoretical knowledge but also with practical skills in working with innovative technologies.

The modern information market imposes new demands on professionals, emphasizing the ability to work in a multitasking environment, critically analyze information, communicate effectively, and collaborate in teams. These competencies can be fostered through the integration of innovative teaching methods, such as project-based learning, gamification, case studies, interactive seminars, and workshops.

Another important factor is the globalization of education and Ukraine's integration into the global educational space, which necessitates the adaptation of domestic teaching approaches to international standards. Innovative teaching methods, including the use of online platforms, blended learning, and virtual reality, provide access to global best practices and create opportunities for international collaboration.

The purpose of the study is to consider innovative methods for future specialists in B13 "Library, Information and Archival Studies", as well as to analyze their practical orientation and methodology of use.

Analysis of the latest relevant research and publications. The introduction of innovative teaching and learning methods in higher education has been the subject of research by both foreign and Ukrainian scholars. The scientific works of A. Aleksiuk [1], I. Galicia [3], I. Dobroskok, V. Kotsur, S. Nikitchyna [4], V. Dokuchaieva [5], K. Kotsenko, I. Lukash [6], V. Kremen, V. Ilyin, S. Proleyev [7] M. Lysenko [8], L. Rebuha [9], P. Sauh [10], O. Stoliarenko [11], M. Shlenova [12; 13] and others explore theoretical and practical aspects of innovations in higher education, including specific new teaching methods, their application, and their integration into the educational process.

Recent research and publications highlight the importance of implementing innovative teaching methods in the training of future specialists in library, information, and archival studies. Project-based learning and information technologies are widely employed in the educational process to enhance students' professional competence [6, 325].

The humanistic aspects of using innovative pedagogical technologies are particularly relevant due to the need to modernize approaches to vocational education in the context of the information society [11, 460].

Thus, the use of innovative teaching methods is important for the development of competencies of future specialists and their preparation for the challenges of our time. It is important to integrate modern technologies, take into account the educational role of the educational process, and create a favorable environment for students to learn the peculiarities of library, information, and archival activities, as well as to develop their professional skills.

The professional competence of specialists in this field is a prerequisite for the effective functioning of information systems, ensuring access to knowledge and the preservation of cultural heritage [9, 35]. The use of innovative teaching methods for students majoring in Library, Information, and Archival Studies is an important task for higher education institutions. These methods allow for a practical orientation of learning, using problem-based and project-based learning, modeling, and interactive exercises. The use of such approaches helps students to develop the comprehensive knowledge necessary to work effectively in the modern information environment and develop their professional competence.

Results of the research. Educational and training innovations are a multidimensional phenomenon that includes two aspects: the process of change and the finished result. They can be manifested in large-scale or partial transformations of the educational system, which indicates their adaptability. Innovation in pedagogy is the use of innovative approaches, original teaching methods, and techniques that allow solving didactic tasks more effectively. The constant reassessment of values in education allows us to preserve effective traditions and introduce new approaches that meet the challenges of the times. Innovations harmoniously combine classical methods with modern technologies, ensuring the development of the educational process. Creative search, advanced technologies, and non-standard ideas are the basis of an innovative approach that helps to train specialists capable of innovative activities. Innovative learning involves the active creation and dissemination of new methods and tools, ensuring effective training of specialists. Flexibility, creativity, and progressiveness are the main features of this approach, which is aimed at modernizing the educational process and developing competencies in demand in modern society [8].

Educational innovations are aimed at gradually adapting the educational process to the requirements of modernity and the labor market. Their essence lies in changing approaches to learning, which includes modification of methods, forms, and styles of activity, as well as the introduction of new practices that should be experimentally tested. The main emphasis is placed on individualization of learning, organization of non-standard classes, problem-based learning, and the use of modern technologies, including multimedia and

computer tools. An important aspect is the creation of a new generation of teaching and learning materials that deepen students' knowledge and develop their competencies.

In today's educational environment, personality-oriented, integrative, information, and creative technologies are of central importance. They promote harmonious interaction between students and teachers, form a new system of knowledge control, and create conditions for the development of competencies required in professional life. The student is the main subject of the process, which allows them to unlock their potential and implement a personal approach to learning. Innovations in education should become a tool for improving pedagogical interaction and training specialists capable of meeting the challenges of modern society [10].

The use of innovative methods in training future professionals also helps to increase their motivation to learn. Traditional lecture classes, while still important, often do not ensure a sufficient level of student engagement. Interactive approaches, such as gamification or simulation games, help to create an active learning environment in which students are not passive consumers of information but active participants in the educational process. The use of innovative teaching methods for future specialists in Library, Information, and Archival Studies allows us to more effectively ensure the practical component of the educational process, which is extremely important for students at different stages of training – both bachelor's and master's degrees. At National Aerospace University "Kharkiv Aviation Institute", we actively use innovative approaches in teaching this specialty, such as project-based learning, case studies, blended learning, professional modeling, gaming technologies, and virtual activities.

The diversification of educational technologies in modern educational practice allows for combining traditional methods with innovative approaches, directing learning towards effectiveness and purposefulness. This approach opens up opportunities for the personal development of future professionals, developing their ability to think creatively, analyze critically, and solve problems effectively. The use of role-playing and simulation modeling helps students adapt to the real conditions of professional activity, allowing them to experiment with different approaches to problem-solving. All this creates favorable conditions for gaining new experience that integrates knowledge, practical skills, and professional competencies [10].

Project-based learning for future specialists in Library, Information, and Archival Studies contributes to the formation of professional competencies required in the modern information society. This training provides applicants with the opportunity to work on real or realistic tasks: development of electronic catalogs, creation of digital archives, implementation of library information systems, as well as analysis and organization of information flows. Students not only study the basics of library, archival, and information activities, but also apply this knowledge in practice during project activities, which allows them to better understand the specifics of their future profession, and it also involves active interaction in groups, which develops communication and organizational skills. In terms of working on joint tasks, we model professional situations in which the ability to collaborate with colleagues is important. In the course of project activities, students analyze user needs, look for optimal solutions, and create new information products, which helps to develop creativity and an analytical approach to problem-solving. Project activities often involve the use of modern technologies, such as database creation, digitization of archival documents, work with multimedia materials, automation of library processes, etc. Applicants have the opportunity to evaluate the results of their work and receive feedback from teachers and users, which helps them understand the strengths and weaknesses of their activities.

Case technologies are teaching methods that, in our opinion, contribute to the development of critical thinking, the ability to analyze situations and make decisions in real or realistic professional settings. The use of cases in the educational process allows students to apply theoretical knowledge in practice and develop important skills such as communication, collaboration, project management, and conflict resolution. As part of the training of specialists in information, library, and archival studies, we use the case method to solve various situations that may arise in professional activities. For example, students can work on cases related to the organization of information resources, and management of libraries, archives, or other information institutions. Cases may contain a description of a specific situation faced by a librarian, archivist, or other specialist: for example, the issue of introducing new technologies in an archive or library, organizing access to information resources, or ensuring the preservation and protection of information. Case technologies allow students not only to better understand the specifics of the profession, but also to develop the ability to work under time constraints, find solutions effectively, and work in a team. They stimulate creativity, as students can propose different solutions to a problem, discuss the possible consequences of each option, and choose the best solution. In addition, the case method can be the basis for discussions that develop communication skills and the ability to argue one's point of view. Thanks to case technologies, future specialists gain experience in solving real problems, which makes them ready for a successful career in the library, information, and archival sector. An important component is interactivity, where the teacher acts not only as a source of know-

ledge but also as a facilitator of the learning process, helping students navigate the situation and make informed decisions.

Another innovative teaching method is blended learning. This method is effective in training future specialists in library, information, and archival studies, as it combines the advantages of traditional face-to-face learning with the capabilities of modern technologies. This allows us to ensure the flexibility of the educational process, integrating both physical presence in the classroom and the use of online resources, which is extremely important for training students in fields where information technology is constantly changing.

Blended learning allows students to combine theoretical knowledge with practical skills by using online courses, webinars, forums, video lectures, and other digital tools that significantly expand access to learning materials. At the same time, traditional forms of education, such as classroom lectures, seminars, and workshops, which provide live communication, group work, and discussion of issues related to professional activities in the library, archival, and information spheres, remain very important, but in modern realities, this is possible thanks to video conferencing. In our opinion, one of the biggest advantages of blended learning is the ability to create individual learning trajectories for applicants, considering their level of preparation, pace of learning, and personal needs. Applicants can choose when and how they want to take the course, which allows them to organize their studies to suit their schedules and interests. This is especially important for future professionals, as they can study specific topics that meet the needs of particular library, information, or archival institutions. Blended learning also makes it possible to use a variety of tools to test knowledge, such as online tests, automated assessments, and opportunities to track progress through electronic platforms. This allows teachers to quickly receive feedback and adjust the learning process, which increases the learning effectiveness. It should be noted that this approach contributes to the development of important skills for future professionals in modern libraries, archives, and information institutions, such as the ability to work with electronic resources, remote information management, and adaptation to new technologies. Blended learning contributes to the development of students' ability to self-learn and self-organize, which are important skills for successful professional activity in the context of constant change.

Modeling professional activities is an important element of training future specialists in library, information, and archival studies. This approach allows students to get an idea of the real working conditions and situations they may face in their professional activities. Simulation helps not only to acquire theoretical knowledge but also to develop practical skills necessary for working in libraries, archives, and other information institutions. During the simulation of professional activities, students have the opportunity to "experience" various situations, including working with information resources, solving administrative issues, interacting with users, project management, and organizing workflows in libraries or archives. They can practically apply the methods of managing library collections, solve issues of information preservation and access, and introduce new technologies in information institutions, which is an integral part of their professional activities. Simulation helps to develop critical thinking, and decision-making skills in different environments, and the ability to adapt to new and changing working conditions. For example, students can play the role of a librarian working with new users, an archivist solving the problem of preserving unique documents, or an information manager coordinating electronic access to resources. Such models help to understand the specifics of each profession, gain experience in making decisions in difficult situations, and prepare future professionals for the real challenges that may arise in their future careers. Teamwork is also an important part of simulation-based learning, as professional activities in these fields often involve interaction with colleagues, other institutions, organizations**,** and users. The applicant will not only improve their communication skills but also learn how to work in a team, resolve conflicts, and distribute responsibilities to achieve a common goal. In our opinion, modeling professional activity is a very effective teaching method, as it allows teachers to create a realistic picture of the profession and prepares future professionals to work in an environment where both theoretical knowledge and practical skills are important. In addition, it provides an opportunity to test different strategies, assess the consequences of their decisions, and learn how to work under the conditions of constant change that are characteristic of the library, information, and archival sectors.

In the process of training future specialists in Library, Information, and Archival Studies, an important tool for the development of creative activity is the use of *game-based technologies*. This method actively promotes critical thinking, the development of analytical skills, and the improvement of professional skills necessary for the effective management of information resources and data processing in the library, information, and archival fields. Game methods allow teachers to create realistic situations in which future specialists can work with information, solve problems, develop communication and analytical skills, and gain deeper insight into the specifics of their future profession. The use of role-playing games, simulations, quests, and other forms of game-based learning allows future professionals to recreate work situations that may arise in real-life libraries, archives, or information institutions. For example, students can take on the roles of

librarians, archivists, information managers, or users, which helps them better understand various aspects of their professional activities and teaches them how to quickly solve problems they may encounter in real life. Game technologies not only facilitate the acquisition of theoretical knowledge but also actively develop key competencies such as critical thinking, teamwork, adaptation to new conditions, strategic planning, and decision-making. In addition, games can be used to develop skills in working with information technology, search engines, database organization, or archival collections, which is important in the training of future professionals.

Another important method is the use of *augmented and virtual reality* (AR/VR) in the training of future specialists in Library, Information, and Archival Studies. This method opens up new opportunities for in-depth training and the development of practical skills. AR/VR technologies allow for full immersion in a virtual environment where future professionals can study, interact, and manipulate information in an interactive format, which significantly increases the effectiveness of learning. Thanks to this method, future librarians, archivists, and information managers can learn complex processes without having to work with real physical resources or documents, which is especially important for developing practical skills in a controlled environment. For example, students in an educational program can use AR to study the processes of organizing library collections or archival collections, where virtual objects are superimposed onto a real environment, which allows them to obtain additional information directly during work. Virtual reality makes it possible to create realistic models of archives, libraries, or information institutions where students can move around independently, interact with resources, and practice their skills in providing advice to users or working with digital databases. Such simulators allow for the modeling of various situations that professionals may face in practice, such as working with important archival documents or managing information flows. The integration of AR/VR into training also makes it possible to teach the use of the latest information technologies, which is an important component of future professional activities. At the same time, these technologies provide a safe environment for experiments and tests; they allow for complex information processing, data storage and archiving, and instant feedback on students' actions. The use of augmented and virtual reality in education for future library, information, and archival professionals is a powerful tool for developing professional competencies, providing students with the opportunity to practice in realistic conditions without requiring physical access to real archival materials or library collections.

The innovative educational process for future specialists in Library, Information, and Archival Studies should meet the requirements of rapid social change, considering the high European standards of training highly competitive specialists. Modern education should focus on the use of information technologies, interactive and e-learning, particularly through access to digital resources. An important aspect is intelligent learning, which promotes the development of critical thinking and adaptability to new professional requirements.

For future Library, Information, and Archival specialists, these changes mean the need to master the latest information and digital technologies, develop skills in working with electronic resources, and utilize interactive learning platforms. This includes learning the basics of Internet security and social communications in professional activities, which are crucial for working with information databases, digital archives, and other electronic documents. In this regard, it is important to make changes to the organization of the educational process at universities, including adapting regulations to implement e-learning and developing digital teaching and learning resources.

The introduction of new programs that meet modern economic and social requirements will allow future specialists in Library, Information, and Archival Studies to be prepared for changes in the labor market and provide them with strong competitive advantages in their professional activities. It is important to note that the introduction of innovative teaching methods requires the training of teachers to work with new technologies and methods. Training sessions, seminars, and participation in international exchange programs are essential to ensure high-quality training.

Conclusion. Innovative teaching methods are not just a trend but a necessity in the training of future specialists in library, information, and archival studies. The rapid transformation of the information sphere demands professionals who are not only knowledgeable but also adaptable, creative, and technologically proficient. By integrating project-based learning, gamification, case studies, blended learning, simulations, and AR/VR technologies, educators can move beyond passive knowledge transmission and create an engaging, hands-on learning experience. These approaches help students develop practical skills, foster critical thinking, and encourage teamwork – qualities essential for success in today's dynamic job market.

At National Aerospace University "KhAI", the implementation of such methods has demonstrated their effectiveness in bridging the gap between theory and practice, preparing students to navigate real-world challenges with confidence. More than just enhancing professional competencies, these innovations make learning more meaningful and motivating, ensuring that graduates are equipped not only for immediate employment but for long-term career growth in an ever-changing digital environment.

For educational institutions, integrating innovative pedagogical strategies is not just about keeping up with global trends – it is about shaping professionals who can effectively contribute to the development of the information society. By rethinking traditional approaches and embracing modern methodologies, universities can cultivate specialists who are not only prepared for the labor market but also capable of driving change, fostering international collaboration, and pushing the boundaries of their profession.

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Зоряна Жигаль, *кандидат педагогічних наук, доцент кафедри музичного мистецтва Львівського національного університету імені Івана Франка*
Андрій Ковбасюк, *кандидат мистецтвознавства, доцент кафедри музичного мистецтва Львівського національного університету імені Івана Франка*

АРТИСТИЗМ ЯК КОМПОНЕНТ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ МУЗИЧНОГО МИСТЕЦТВА

У статті розглянуто проблему музично-педагогічної освіти формування педагогічного артистизму майбутніх учителів музичного мистецтва в процесі фахової підготовки. Висвітлено способи прояву артистизму вчителя музичного мистецтва та шляхи його розвитку в педагогічній діяльності.

Констатовано, що артистизм є необхідною складовою педагогічної майстерності майбутнього учителя музичного мистецтва, адже яскраво виражений артистизм допоможе зміцнити в школярів інтерес до музики та до занять з музичного мистецтва.

Ключові слова: *артистизм; педагогічна майстерність; виконавські уміння; фахова компетентність; учитель музичного мистецтва.*

Літ. 6.

Zoryana Zhygal, *Ph.D. (Pedagogy), Associate Professor of the Musical Art Department, Ivan Franko National University of Lviv*
Andriy Kovbasyuk, *Ph.D. (Art History), Associate Professor of the Musical Art Department, Ivan Franko National University of Lviv*

ARTISTRY AS A COMPONENT OF THE PEDAGOGICAL SKILLS OF A FUTURE MUSIC TEACHER

The article considers the problem of musical and pedagogical education – the formation of pedagogical artistry of future teachers of musical art in the process of professional training, as it reflects the needs of the modern world in creative, imaginative individuals who are able to implement new effective approaches to learning, motivate students and increase the prestige of education among young people. The ways of manifestation of the artistry of a teacher of musical art and ways of its development in pedagogical activity are highlighted.

It is stated that artistry is a necessary component of the pedagogical skill of a future teacher of musical art because a clearly expressed artistry will help to strengthen students' interest in musical art classes. Pedagogical artistry in this context is an important component of the teacher's professional skill, contributing to the formation of an emotionally rich