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MODERN TRENDS IN THE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN LIBRARY, INFORMATION, AND ARCHIVAL STUDIES IN HIGHER TECHNICAL EDUCATION INSTITUTIONS

Summary. The article provides a comprehensive analysis of current trends in the modernization of professional training of future specialists in library, information and archival science in higher technical education institutions in the context of digital transformation and intensive development of artificial intelligence. It substantiates the need to move beyond traditional teaching approaches and adopt competency-based, interdisciplinary, and technology-integrated educational models. The study examines digitalization as a key driver of educational renewal, emphasizing the active use of specialized software, automated information management systems, and big data analysis methods. The importance of legal aspects in information management – particularly personal data protection, electronic document management, and copyright compliance – is also highlighted. The study also includes the experience of foreign experts-trendsetters in the professional training of future specialists in library and information science and analysis of the recommendations of the International Federation of Library Associations and Institutions (IFLA) on the content of the curricula of future specialists in library and information science to form modern and competitive employees in LIS. Special attention is given to the practical orientation of training, which is implemented through internships, project-based learning, and dual education models that allow students to integrate theoretical knowledge with hands-on professional experience. The author underscores the necessity of aligning national educational programs with European standards to enhance graduates' competitiveness in the international labor market. The study concludes that effective training for information professionals must be dynamic, adaptive, and continuous to keep pace with rapid technological advancements. The author suggests directions for further research, including the integration of artificial intelligence into education, the expansion of digital analytics tools, and the optimization of methods for bridging education with professional practice.

Keywords: library, information and archival studies, professional training, future specialists, digital education, information management, modern trends in education

1. INTRODUCTION

Formulation of the problem. The relevance of this study stems from the rapid transformations occurring in the field of library, information, and archival sciences, driven by digital transformation, automation of information management processes, and global advancements in technology integration. Traditional approaches to training specialists are increasingly inadequate in addressing contemporary challenges, such as managing vast volumes of digital data, incorporating artificial intelligence and machine learning in archiving processes, and ensuring the efficient administration of information resources. Consequently, there is an urgent need to enhance educational programs, aligning them with evolving industry demands and labor market requirements. A key aspect of educational reform in Ukraine is the modernization of training programs for library, information, and archival professionals. As society undergoes digital transformation, the demand for highly skilled specialists capable of efficiently managing information resources, preserving cultural heritage, and promoting its accessibility continues to grow.

Analysis of recent research. Numerous scientific studies by scholars such as V. Kremen, S. Sysoieva, V. Shynkaruk, S. Lytvyn, O. Matvienko, M. Tsyvin, T. Navalska, Z. Sverdlyk, M. Slobodnyak, V. Soshynska, L. Filipova, S. Melnyk, V. Sprinsyan, and others have explored various aspects of this issue.

Modern education faces multiple challenges arising from both global trends and the specific conditions of Ukraine's societal development. As Ukraine integrates into the European educational space, aligning curricula with international standards becomes imperative. This process necessitates the adoption of innovative teaching methodologies, digital technologies, and a competency-based approach [1, p. 34]. Additionally, there is a growing demand for fostering flexible skills, critical thinking, and adaptability among future professionals in library, information, and archival sciences, as they must navigate the rapidly evolving landscape of modern society.

Enhancing the quality of education is impossible without improving the professional training of future specialists in library, information, and archival sciences. This process extends beyond merely updating curricula—it requires fostering professional competencies, motivation, and a commitment to lifelong learning. Digitalization plays a crucial role in this transformation, offering new educational opportunities while simultaneously introducing new challenges for educators.

Ensuring high-quality training is a strategic priority that directly influences the country's future. Therefore, modernizing teacher education must be a continuous process that aligns with the evolving demands of the twenty-first century.

In Ukraine, the modernization of higher education remains a key objective of educational reform, as it directly affects the quality of professional training and the alignment of the educational process with contemporary requirements. According to V. Shynkaruk, updating higher education should involve legislative reforms that incorporate European standards, thereby fostering democratic values and contributing to the development of civil society [2].

A crucial aspect of modernization is the development of comprehensive criteria for assessing the quality of the educational process. This includes evaluating curriculum content, teaching methodologies, student knowledge levels, faculty competence, and mechanisms for quality control. A key component of this process is the establishment of a transparent system for institutional self-assessment, enabling objective evaluations of educational effectiveness and the timely identification of challenges.

The quality of professional training depends not only on curriculum content but also on the development of students' research competencies. Higher education should go beyond knowledge transmission to cultivate critical thinking, a scientific mindset, and independent analytical skills. Therefore, theoretical and practical training must be integrated, incorporating innovative technologies and research-based methodologies to enhance learning outcomes.

Higher education reform also entails optimizing the network of institutions to improve efficiency and eliminate redundancy. Additionally, establishing a national qualifications framework aligned with the European education system is essential. This alignment will promote international recognition of Ukrainian diplomas and expand opportunities for academic mobility for both students and educators.

The introduction of a three-cycle system of education (bachelor's – master's – doctoral) represents a significant step in the development of higher education. This system, long established in European countries, enhances the structure of the educational process, making it more flexible and responsive to labor market demands. Its implementation in Ukraine aligns the national educational framework with international standards, fostering greater academic mobility and improving the competitiveness of graduates [2].

The modern information society places high demands on specialists, requiring advanced competencies, adaptability, and the ability to process large volumes of data. S. Sysoieva emphasizes that preparing students for active professional engagement in such conditions is a fundamental objective of educational modernization. This preparation involves the integration of digital technologies, the cultivation of critical thinking, the enhancement of communication skills, and the promotion of lifelong learning habits. A pivotal element of this approach is the combination of theoretical knowledge with practical experience, enabling future professionals to navigate and succeed in a rapidly changing environment [3, p. 56].

Professional communication is essential for future specialists in library, information, and archival sciences, as it enables effective collaboration, information exchange, and user engagement

in the digital age. Soshynska defines professional communication as a structured exchange of information within a professional context, emphasizing its role in knowledge dissemination and service efficiency. She highlights the impact of teaching the discipline "Scientific Communications" on developing communication competencies, noting that it enhances students' ability to model professional interactions, navigate digital information flows, and adapt to evolving professional environments [4, p. 93].

In recent years, active scientific discussions have focused on the role and significance of training future specialists in library, information, and archival sciences within Ukraine's modern educational landscape. Particular attention has been given to improving the integrated specialty B13 *Library, Information and Archival Studies*, reflecting the need to align educational programs with contemporary professional requirements and global trends.

The modern era is fundamentally transforming the training of future library, information, and archival professionals, demanding flexibility, advanced competencies, and a commitment to lifelong learning. The global digitalization of society and the widespread integration of technology into all spheres of activity have significantly elevated the role of information professionals, making them essential to the stability and development of organizations. In an era of rapid technological progress, information resources have become a critical asset, and their effective management directly influences an institution’s competitiveness.

S. Mel’nyk emphasizes that the educational process must cultivate competencies that address contemporary challenges, necessitating the deep integration of information, analytical, managerial, and technological knowledge. It is no longer sufficient for specialists to merely navigate information flows – they must also grasp the strategic mechanisms of information application in real-world contexts. A modern professional should possess expertise and actively implement cutting-edge technologies, demonstrating the adaptability required to thrive in an ever-changing environment [5, p. 8].

Speaking about the international scientific context, there are publications, devoted to the modern trends in *Library and Information Science* (it is the analog of our *Library, Information and Archival Studies).* According to Anita Chandwani [6], the latest trends in LIS include the adoption of digital technologies like cloud computing and electronic resource management. There's an emphasis on collection management, integrating both physical and digital resources. Data curation and management are becoming key areas of focus, alongside promoting diversity, equity, and inclusion in library practices. Furthermore, libraries are increasingly using user-centered services and expanding outreach to underserved communities, leveraging platforms like social media. These trends highlight LIS's response to technological advancements and changing user needs.

Marc Beschler [7] highlights, that the current trends in Library and Information Science include the adoption of advanced technologies like cloud computing and the Internet of Things for collection management. Libraries are also integrating gamification, digital displays, and makerspaces to engage users, while AI-driven tools improve accessibility and services. Additionally, data security advancements, such as radio-frequency identification (RFID) and single sign-on systems, are becoming increasingly important in safeguarding information.

S. S. Suryawanshi [8] determines, that libraries today are evolving to meet user needs through various trends. The rethinking of library spaces focuses on creating environments that encourage collaboration and dynamic learning, incorporating virtual spaces, media creation, and hands-on work. The visibility of library catalogs is being enhanced through web integration, ensuring they are discoverable via search engines and the semantic web. Gamification is used to engage users in both physical and digital spaces, while social media allows libraries to connect with communities and share resources. Libraries are also offering coding and virtual reality experiences to expand learning. All these efforts are part of a broader transition to keep libraries relevant in the digital era, requiring planned changes that benefit both users and staff.

The purpose of the article is to examine current trends in the modernization of professional training for future specialists in library, information, and archival sciences within higher technical education institutions in Ukraine.

2. RESULTS OF THE RESEARCH

The development of information and analytical thinking, the ability to anticipate trends, and the capacity to interact effectively in digital environments are critical factors in determining the professional competence of future specialists. In the information society, success is not solely based on knowledge accumulation but also on the ability to critically analyze information and transform it into informed managerial decisions. Therefore, educational programs should go beyond technical training, emphasizing the development of strategic, analytical, and innovative approaches to information management.

Technical higher education institutions are uniquely positioned to integrate modern technologies into the learning process, fostering practice-oriented training through the use of specialized software, innovative teaching methods, and collaboration with industry partners. By incorporating real-world applications, these institutions can better prepare graduates for the evolving demands of the labor market.

Beyond technological expertise, legal proficiency remains an essential component of professional training. Modern information professionals must possess a deep understanding of the legal frameworks governing their work, as international standards increasingly regulate document management, personal data protection, information resource administration, and intellectual property rights. Future specialists must be well-versed in electronic document management regulations, the use of digital signatures, information security protocols, and global best practices for document retention.

To meet these demands, technical universities should integrate legal competence into their curricula by offering courses in information law, document management, cybersecurity fundamentals, personal data protection, copyright, and intellectual property. A solid foundation in these areas will enable specialists to manage information flows effectively, uphold confidentiality standards, and ensure compliance with evolving regulations in the digital environment.

One of the key trends in modern education is the integration of digital technologies into the learning process. The use of specialized software to automate library and archival operations – such as electronic catalogs, document management systems, and open-access repositories – provides students with practical training and equips them with the skills necessary to navigate the contemporary information landscape.

As V. Sprinsyan aptly observes, modern employers increasingly encounter a gap between academic preparation and workplace readiness among graduates. Even those with a strong theoretical foundation often lack the practical skills and adaptability required for immediate professional engagement. While traditional higher education in Ukraine offers in-depth theoretical instruction, it frequently fails to prepare students for the dynamic and application-driven demands of the job market. Addressing this challenge requires a more practice-oriented approach that fosters both technical proficiency and the ability to integrate seamlessly into professional environments from the outset [9, p. 285].

In the library and information sciences field, where both theoretical accuracy and practical application are essential, the issue of hands-on training for graduates is becoming increasingly relevant. Many current academic programs in this field emphasize theoretical foundations, while practical skills—critical for effective professional performance – often receive less attention. To enhance the competitiveness of future specialists, it is crucial to shift the focus of educational programs by incorporating more practical training, internships, and project-based learning.

The development of both hard skills and soft skills is crucial for future specialists in library, information, and archival sciences to effectively manage digital resources, analyze data, and navigate legal frameworks while also fostering collaboration and adaptability. Hard skills, such as information management, digital archiving, and data security, ensure technical proficiency [10], while soft skills, including communication, critical thinking, and problem-solving, enhance professional interactions and decision-making [11, p. 45]. A balanced combination of these competencies enables specialists to meet the evolving demands of the field and contribute to the efficient organization and accessibility of information.

Practical training should not be merely an auxiliary component of education but rather a central element that equips students with the experience necessary for seamless workplace adaptation. By integrating hands-on learning opportunities, educational programs can ensure that students not only master theoretical concepts [12] but also develop the practical competencies required for professional success. This approach will foster the development of well-prepared specialists to meet the demands of the modern labor market, minimizing the need for extensive on-the-job training.

A crucial first step in modernizing the training of library, archival, and information professionals is a comprehensive analysis of labor market needs. Understanding the specific software tools and technologies required in the field allows for the targeted integration of specialized software into educational programs. This involves identifying and selecting relevant document management systems, electronic catalogs, and other essential tools, such as Koha, ALEX, and ArchiMate, that are widely used in professional settings.

Once these tools are identified, they should be systematically incorporated into the curriculum through hands-on training, ensuring that students develop practical competencies in their application. Establishing training laboratories and simulation platforms will provide students with opportunities to work directly with these systems, bridging the gap between theoretical learning and real-world application.

Beyond classroom-based training, internships and practical experiences in libraries, archives, and information centers are essential. These opportunities allow students to apply their knowledge in professional environments, reinforcing their skills and enhancing their readiness for employment. Following internships, continuous assessment of training programs is necessary to ensure their alignment with evolving labor market demands and technological advancements.

Additionally, involving industry practitioners in the educational process – through guest lectures, workshops, and mentorship – can provide students with valuable insights and up-to-date professional guidance. This engagement will not only enrich their learning experience but also improve the overall quality of their training, ensuring they are well-prepared for the dynamic challenges of the profession.

Another significant trend in modern education is the adoption of an interdisciplinary approach. For technical universities, integrating interdisciplinary methods into the curriculum represents a crucial step toward enhancing the quality of education and increasing the competitiveness of graduates. By combining core disciplines with elements of information management, digital humanities, cybersecurity, and database management, students can gain a deeper understanding of their field while acquiring essential skills that align with the evolving demands of the labor market. This approach enables future specialists to work effectively with diverse information systems and technologies, which have become fundamental to contemporary professional practice.

Incorporating courses on data management, information flow analytics, and big data analysis into the curriculum will establish a strong foundation for training professionals capable of handling large volumes of information and utilizing advanced tools for data processing and interpretation. Technical universities can further support this initiative by developing new academic programs that integrate these subjects, providing students with access to modern data analysis platforms, and organizing hands-on training sessions using real-world datasets. By embedding such interdisciplinary elements into education, institutions can expand students' competencies and better prepare them for careers in a dynamic and rapidly evolving digital environment.

The practice-oriented nature of the educational process is a fundamental component in the modern training of specialists in library, information, and archival sciences. A crucial element of this approach is the strong collaboration between educational institutions and professional organizations such as archives, libraries, and information centers. This partnership enables students to not only acquire theoretical knowledge but also immediately apply it in real-world settings, thereby gaining the hands-on experience essential for a successful career. Such an educational model fosters not only technical expertise but also adaptability to professional environments – an indispensable factor for future specialists.

One particularly effective mechanism for preparing highly qualified professionals is the implementation of dual education, which combines academic learning with practical work in relevant institutions. This system allows students to develop both theoretical knowledge and essential practical skills, ensuring their training aligns closely with labor market demands. By integrating structured work experience into the curriculum, dual education creates a more responsive and flexible system that addresses the challenges of the modern professional landscape.

As Z. Sverdlyk rightly notes, professional practice is a multifaceted process that involves mastering various types of professional activities, assuming different professional roles, and developing practical competencies. Therefore, strengthening the practice-oriented component of education is not merely an enhancement of training programs but a strategic necessity for preparing specialists capable of effectively navigating the complexities of their field [13, p. 21]

In technical universities, fostering strong collaboration with archives, libraries, information centers, and other institutions is essential to provide students with opportunities for internships and hands-on work experience. The integration of dual education – combining academic studies with practical training in professional settings – plays a crucial role in enabling students to apply their theoretical knowledge in real-world environments. Such initiatives contribute to a more comprehensive understanding of the profession and promote continuous professional development.

Equally important is the development of practice-oriented courses that involve working with real documents and information systems. These courses should allow students to engage with various professional roles in libraries, archives, and information centers, enhancing their readiness for future employment. Additionally, incorporating project-based learning into the curriculum can provide students with experience in solving concrete problems encountered in professional practice, strengthening their analytical and problem-solving skills.

A systematic approach to evaluating the effectiveness of practical training should also be an integral part of the educational process. Regular assessment of internship outcomes, project performance, and skill acquisition will enable educational programs to remain responsive to labor market demands and evolving professional standards. By continuously refining practical components, universities can better prepare future specialists for the challenges of an increasingly complex and digitalized information landscape.

Engaging practitioners and industry specialists to conduct master classes, lectures, and training sessions is a crucial step in enhancing the practical training of students. Direct interaction with professionals allows students to stay informed about the latest trends and technological advancements in library, information, and archival sciences. Additionally, fostering self-assessment skills is essential, enabling students to critically analyze their work, identify areas for improvement, and continuously enhance their professional competencies.

To better align education with labor market demands, universities should facilitate collaborative projects with employers, providing students with opportunities to work alongside experienced professionals in real-world scenarios. Integrating courses focused on modern information technologies, data management systems, and specialized industry tools into the curriculum will further strengthen students' technical proficiency.

Speaking about the international level, the trendsetter in the field of Library and Information Science is IFLA – The International Federation of Library Associations and Institutions, which operates as an independent, international, non-governmental, and non-profit organization, serving as the global representative of the library and information profession. Its mission includes enhancing the quality of education in library and information science (LIS) globally. Ensuring high standards in LIS professional education directly contributes to improving library and information services.

Professionals in the field of library and information science acquire and continuously develop the necessary knowledge, competencies, and professional dispositions to function effectively within their specific local contexts, which are shaped by evolving sociopolitical, technological, and global conditions. The formal education of contemporary and future library and information professionals is inherently interdisciplinary, dynamic, and broad in scope. Depending on national frameworks,

such education may be offered at the undergraduate or graduate level. A formal academic degree serves as the foundation for a professional career, while ongoing education remains essential for maintaining professional relevance and adapting to changes in the field.

In 2022 they published *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes* [14], providing requirements concerning the content of education of future specialists in Library and Information Science and the current level of society development. According to the authors, Library and Information Science (LIS) education operates within broader cultural, economic, political, and technological frameworks at both local and global levels. Traditionally rooted in Western, scientific, and recorded knowledge systems, LIS education is undergoing a paradigm shift that critically examines power structures and integrates indigenous and traditional ways of knowing. This transformation is essential for fostering equitable, inclusive, and accessible information services that address the diverse needs of global communities. Higher education institutions play a central role in preparing LIS professionals and paraprofessionals, with distinct educational pathways for each. While formal LIS education primarily focuses on professional training, continuing education and professional development (CE/PD) remain essential for maintaining competency, though their regulation varies across contexts. The IFLA Guidelines for Continuing Professional Development guide in this area.

LIS education must foster both disciplinary expertise and interdisciplinary collaboration by recognizing connections with related fields, such as archives, museums, records management, data science, and communication studies. Programs may be structured with technical, academic, professional, or research orientations, spanning undergraduate and graduate levels, with accreditation playing a key role in ensuring quality. The *IFLA Guidelines for LIS education* aim to support continuous improvement while acknowledging local, national, and international accreditation standards.

Let's analyze these guidelines and specify the modern trends in the education of future specialists in Library and Information Science. According to the authors, modern trends in LIS education include:

– *Digital Integration*: digital technologies are transforming LIS education, requiring future professionals to navigate digital collections, online services, and data-driven decision-making. Beyond technical skills, students must understand metadata, AI in information retrieval, and open-access publishing while critically assessing privacy, intellectual freedom, and accessibility issues. LIS curricula now emphasize hands-on digital learning, integrating virtual environments and real-world projects to prepare graduates not just to adapt but to lead in the evolving digital information landscape.

– *Emphasis on Diversity, Equity, and Inclusion (DEI):* libraries have always been spaces of knowledge and access, but true inclusivity goes beyond open doors – it requires an active commitment to diversity, equity, and inclusion (DEI). In LIS education, this means preparing future professionals to serve communities of all backgrounds, abilities, and identities with fairness and understanding. Embracing DEI isn't just about policies; it's about mindset. It's about recognizing biases in cataloging systems, ensuring multilingual and accessible resources, and creating welcoming environments for marginalized voices. Future librarians and information specialists must be equipped to challenge systemic barriers, advocate for underserved populations, and design services that truly reflect the diverse world we live in. LIS education is evolving to meet this responsibility, integrating coursework on cultural competency, ethical information practices, and inclusive technologies. The goal isn't just to teach students how to organize and retrieve information – it's to instill a deep sense of responsibility for making that information accessible and meaningful for everyone.

– *Interdisciplinary Collaboration*: Information doesn't exist in a vacuum, and neither should those who manage it. The modern LIS professional is no longer confined to the traditional library setting but works at the crossroads of multiple fields – technology, education, data science, communications, and beyond. Interdisciplinary collaboration is about breaking down silos, recognizing that the challenges of organizing, preserving, and sharing knowledge require diverse

expertise. A librarian might work alongside software developers to design digital archives, partner with educators to support information literacy or collaborate with data scientists to manage research outputs. These connections enrich the profession, making it more dynamic and responsive to the needs of a changing world. LIS education is adapting to this reality, encouraging students to think beyond their discipline, engage with different perspectives, and develop skills that will allow them to work across industries. The future of information science isn't just about what we know – it's about how we connect that knowledge to the broader landscape of human understanding.

– *Continuous Professional Development*: learning doesn't stop with a degree – it's a lifelong process, especially in a field as dynamic as library and information science. New technologies emerge, user needs evolve, and the ways we organize and share knowledge keep shifting. To stay relevant, LIS professionals must continuously build on their expertise, adapting to new tools, trends, and challenges. Continuous professional development isn't just about attending workshops or earning certificates; it's about curiosity, growth, and a commitment to better-serving communities. Whether it's mastering digital preservation, exploring AI-driven research tools, or understanding the latest accessibility standards, ongoing learning ensures that information professionals remain not just competent, but leaders in their field. LIS education lays the foundation, but the true mark of a great librarian or information specialist is the willingness to keep learning, questioning, and evolving – because knowledge itself never stands still.

– *Technological Proficiency*: technology is no longer just a tool in library and information science – it's the very fabric of how knowledge is accessed, managed, and preserved. Today's LIS professionals must do more than navigate databases or catalog digital collections; they need a deep, adaptable understanding of emerging technologies like artificial intelligence, data analytics, and digital preservation systems.

Being tech-savvy in this field isn't about replacing traditional skills – it's about expanding them. It means understanding how search algorithms influence information discovery, how open-access platforms reshape research, and how digital security impacts user privacy. More importantly, it's about using technology to enhance accessibility, equity, and the human connection at the heart of information services. LIS education is evolving to meet this reality, ensuring that future professionals are not just keeping up with technology but actively shaping how it serves communities. The future of libraries isn't just digital – it's innovative, adaptive, and deeply human.

3. CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In conclusion, the training of future library, information, and archival professionals is being reshaped by the integration of digital technologies, interdisciplinary collaboration, and practical learning experiences. Modern education must ensure graduates are equipped not only with technical skills but also with the analytical and legal expertise needed to thrive in the evolving job market. The focus is on embracing digital tools, enhancing legal knowledge, and fostering real-world experience through industry partnerships and internships. Strengthening these connections will help bridge the gap between academic theory and practical application. Moving forward, it's crucial to optimize curricula, incorporate emerging technologies, and expand industry collaborations to ensure that professionals remain agile and capable in a rapidly evolving information landscape.

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СУЧАСНІ ТЕНДЕНЦІЇ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ БІБЛІОТЕЧНОЇ, ІНФОРМАЦІЙНОЇ ТА АРХІВНОЇ СПРАВИ У ТЕХНІЧНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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Анотація. У статті здійснено комплексний аналіз сучасних тенденцій модернізації професійної підготовки майбутніх фахівців з бібліотечної, інформаційної та архівної справи в закладах вищої технічної освіти в умовах цифрової трансформації та інтенсивного розвитку штучного інтелекту. Обґрунтовано необхідність відходу від традиційних підходів у навчанні та впровадження компетентнісно орієнтованих, міждисциплінарних та технологічно інтегрованих освітніх моделей. Досліджено роль діджиталізації як ключового чинника оновлення освітнього процесу, що передбачає активне використання спеціалізованого програмного забезпечення, автоматизованих систем управління інформацією та методів аналізу великих даних. Виокремлено значення правових аспектів інформаційної діяльності, включаючи питання захисту персональних даних, електронного документообігу та авторського права. Дослідження також включає досвід іноземних експертів щодо формування трендів у професійній підготовці майбутніх фахівців з бібліотекознавства та інформаційних наук та аналіз рекомендацій Міжнародної федерації бібліотечних асоціацій та установ (ІФЛА) щодо змістовного наповнення навчальних програм майбутніх фахівців з бібліотекознавства та інформаційних наук для формування сучасних та конкурентноспроможних працівників галузі. Особливу увагу приділено практикоорієнтованості навчання, що реалізується через стажування, проектну діяльність та дуальну освіту, яка дозволяє студентам поєднувати теоретичну підготовку з набуттям реального професійного досвіду. Висвітлено необхідність приведення вітчизняних освітніх програм у відповідність до європейських стандартів, що сприятиме підвищенню конкурентоспроможності випускників на міжнародному ринку праці. Зроблено висновок про те, що ефективна підготовка фахівців інформаційної сфери має бути динамічною, адаптивною та безперервною, враховуючи швидкі темпи технологічного розвитку. Запропоновано напрями подальших досліджень, зокрема щодо впровадження штучного інтелекту в освітній процес, розширення інструментарію цифрової аналітики та оптимізації методів інтеграції освіти з практикою.

Ключові слова: бібліотечна, інформаційна та архівна справа, професійна підготовка, майбутні фахівці, цифрова освіта, інформаційний менеджмент, сучасні тенденції в освіті

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