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VIDEO EDUCATIONAL CONTENT AS A TOOL FOR FORMING PROFESSIONAL AND RESEARCH COMPETENCIES OF FUTURE SPECIALISTS IN LIBRARY, INFORMATION, AND ARCHIVAL STUDIES AT HIGHER TECHNICAL EDUCATION INSTITUTIONS

The article provides a comprehensive analysis of the strategic importance and methodological features of integrating video educational content into the system of professional training for future specialists in library, information, and archival studies within the context of research-oriented learning. It is substantiated that in the modern didactic space, video resources are transforming from an auxiliary means of visualization into a powerful tool for forming professional and research competencies.

The author defines the specifics of using video content in technical universities, which consists of adapting academic content to the visual-communicative culture of the modern student and the technological integration of knowledge.

Particular attention is paid to the analysis of the latest forms of microlearning using mobile platforms and social networks (WhatsApp, Instagram). The effectiveness of using Stories, Reels formats, and video instructions for organizing digital tutoring, visualizing technological processes (digitization, work with metadata), and developing media literacy is proven. The "flipped classroom" methodology and content co-creation practices are considered as means of activating the subjective position of learners.

The article emphasizes the axiological aspect of the problem: in conditions of information oversaturation, verification of video content and adherence to the principles of academic integrity become critically important. A conclusion is drawn regarding the necessity of institutionalizing video education laboratories in higher technical education institutions and forming interdisciplinary teams to create high-quality, methodologically grounded content that meets the requirements for training competitive specialists in the information industry.

Key words: video educational content, professional training, library, information and archival studies, higher technical education institutions, digitalization of education, microlearning, research-oriented learning, future specialists.

Introduction. In the context of the dynamic digital transformation of the modern educational space, the integration of video content as an effective tool for the professional training of future specialists in library, information, and archival science is becoming strategically important. This issue is particularly relevant in higher technical education institutions, where the educational process is increasingly focused on the virtualization of the learning environment, which places higher demands on the quality and didactic relevance of teaching materials. The online environment provides optimal conditions for stimulating independent cognitive activity among students, particularly due to the opportunities for asynchronous access to resources, the individualization of educational trajectories, and the effective visualization of complex information arrays.

The relevance of researching video as an educational resource is driven by the need to develop a high level of digital and information literacy among specialists whose professional activities are aimed at managing information flows, preserving digital archives, and administering electronic library collections. The quality of audiovisual content, its structural logic, technical excellence, and relevance to educational goals are decisive factors in the effectiveness of assimilation of the material, emotional engagement, and learner motivation. It has been demonstrated that the implementation of video resources in the educational process contributes to the enhancement of cognitive activity, the development of analytical thinking, and a deeper understanding of abstract theoretical constructs, which are critically important in the training of specialists in the information industry.

Analysis of recent studies and publications. The issue of optimizing distance learning and introducing digital technologies into the educational process has become the subject of in-depth scientific research by a wide range of researchers. Scholars such as T. Zakharchuk, V. Areshonkov, I. Bilous, A. Demianuk, O. Krychivska, I. Bloshchynskyi, I. Adamova, N. Ivankova, O. Buynitska, L. Varchenko-Totsenko, B. Hrytseliak, N. Rodinova, M. Chervonii, and I. Diorditsa have made significant contributions to the development of the theoretical and methodological foundations of distance education.

The evolution of online education acts as a catalyst for transformational changes in the modern educational process, driven by the intensive implementation of information and communication technologies (ICT) in pedagogical practice. Higher technical education institutions, particularly those that train specialists in the field of library, information, and archival science, are actively adapting their educational strategies to the requirements of the digital age.

The paradigm shift from traditional forms of learning to flexible models of online education enables the creation of an adaptive, inclusive, and individualized educational environment. Specifically, the integration of video content, digital platforms, and remote interaction tools significantly expands the didactic potential of learning, promoting the development of interpersonal communication and the professional self-realization of students.

At the same time, the process of digitalization is accompanied by a number of systemic challenges, including disparities in access to high-quality digital infrastructure, insufficient digital competence of participants in the educational process, and stereotypical perceptions of online education as a simplified analogue of traditional learning.

Despite these difficulties, the implementation of government initiatives (such as "On the Basic Principles of the Development of the Information Society"), the improvement of technical literacy, and the application of innovative pedagogical approaches contribute to the realization of the educational potential of online learning [Zakharchuk]. At the same time, there is grow-

ing scientific interest in studying the determinants of student satisfaction with the online learning experience. One of the key influencing factors is the quality of video content, which not only optimizes the cognitive perception of the material but also ensures the emotional involvement of students in the learning process [Vasylieva; Kotenko].

Empirical research in the field of education shows a direct correlation between student satisfaction levels and the quality attributes of educational content: students demonstrate higher motivation when using structured, informative, and visually optimized video materials adapted to their professional needs [Vasylieva; Kotenko]. In the system for training specialists in library, information, and archival science, this aspect is of critical importance, as digital transformation modifies not only the didactic tools but also the very ontology of future professional activity.

We believe that the implementation of video and online technologies in technical education institutions is not a mere situational response, but a strategic imperative for the high-quality training of information and library specialists. This process necessitates a conceptual rethinking of the functional role of the teacher – a transformation from a knowledge transmitter to a moderator of the digital educational environment – and also requires a systematic content update to ensure a high level of student cognitive engagement.

Our previous works substantiate the efficacy of using mobile platforms as components of the professional training ecosystem in technical higher education institutions. Specifically, WhatsApp is viewed not only as a communication channel but also as a multifunctional pedagogical tool that supports microlearning, the organization of digital tutoring, and the exchange of multimedia content (particularly video instructions) in crisis situations [Shlenova]. Special emphasis is placed on the potential of social networks, particularly Instagram, as an innovative environment for the development of visual literacy and media communication skills in future specialists. It is emphasized that the use of Stories and Reels functionality allows educational content to be adapted to the 'clip thinking' of Generation Z, facilitates

knowledge visualization, and fosters the formation of digital storytelling skills, which are critically important for modern librarians and archivists working with digital collections [Shlenova].

Currently, online learning is interpreted not as an alternative to traditional education but as a full-fledged pedagogical paradigm that radically transforms the system of professional training, particularly in the field of information and archival studies. Its expansion within the context of the digitalization of society is driven by the convergence of technological evolution and public demand for flexible, individualized educational trajectories. Within this discourse, online education is establishing itself as a new institutional reality capable of ensuring the development of competencies relevant to the requirements of the information society and the digital economy.

Online learning should be viewed as an integrated system of formal and informal educational practices in which information and communication technologies (ICT) play a system-defining role. The use of ICT allows for the elimination of spatial and temporal constraints in the interaction among participants in the educational process, facilitating the transformation of communicative approaches and the creation of a flexible learning environment.

In the context of the professional training of specialists in the library, information, and archival spheres, online education is becoming strategically important, as digitization drives a paradigm shift in professional activity in this field. Modern library and archival institutions and information centers are transforming into digital institutions whose functioning requires staff to have a high level of ICT competence, developed critical thinking, as well as skills in managing digital assets (electronic collections, online catalogs, databases) and interactive systems for storing and disseminating information.

Online learning as a tool for developing professional competencies is characterized by specific determinants of quality. According to the concept developed by L. Rebukha, the architecture of an effective distance learning environment is based on five interrelated elements: student satisfaction, learning effectiveness, teacher satisfaction, learning accessibility, and institutional cost-effectiveness. Together, these compo-

nents create the foundation for the stable functioning and sustainable development of online educational platforms [Rebukha].

I. Bilous and other domestic researchers define student satisfaction as one of the critical indicators of online learning quality. The authors argue that the emotional involvement of students, the provision of psychological and pedagogical support and feedback, as well as the temporal flexibility of the educational process are decisive factors that determine learning motivation, academic success, and further professional self-identification of the individual [Bilous].

In the context of professional training for information analysts and library workers, the formation of a positive educational experience is of strategic importance. This is achieved through the implementation of interactive pedagogical technologies: multimedia resources, simulations, video lectures, case studies, and thematic forums that ensure subject-subject interaction.

The satisfaction of the educational needs of applicants directly correlates with the accessibility and didactic quality of the content. "Quality content" should be understood as a complex concept that encompasses not only the structural logic and relevance of information, but also the multimodality of its presentation, adaptability to cognitive characteristics of perception, and a high level of interactivity. That is why it is advisable to integrate digital simulators, virtual reading rooms, and trainers that reproduce work with electronic collections and interfaces of real information systems into the architecture of online courses for future librarians and archivists.

As noted by I. Adamova, the effectiveness of online learning stems from the synergy of several components: reliable ICT infrastructure, validated educational content, and high-quality pedagogical support. It is important to emphasize that in the context of digitalization, the professional role of the teacher is undergoing a transformation: from the traditional function of a transmitter of knowledge to the role of a facilitator, mentor, and moderator of a virtual community. Their key task is to create an environment for reflection, critical thinking, and the stimulation of research activity among students [Adamova].

The communicative component requires special attention in the context of distance education.

Unlike the traditional classroom setting, online learning integrates synchronous (webinars, video conferences) and asynchronous (forums, chats, e-mail) forms of interaction, ensuring the continuity of contact and pedagogical support. This aspect is critical in the training of information specialists, as well-developed communication skills, the ability to engage in professional dialogue, analyze information requests, and formulate information policy are fundamental components of their professional profile.

It should be emphasized that the effectiveness of online learning is directly determined by the level of digital competence of all participants in the educational process. The systematic training of academic staff to work in a digital environment is becoming an imperative today. This involves not only mastering technical tools but also digital pedagogy methods, instructional design principles, and psychological and pedagogical strategies for developing online courses.

An important component of the methodological system is the diagnosis and assessment of learning outcomes. In the context of the virtualization of the educational space, alternative forms of assessment are becoming increasingly relevant: electronic testing, analytical essays, video projects, and e-portfolios. Such tools not only allow for the verification of knowledge assimilation, but also contribute to the development of reflection, self-assessment, and critical thinking skills regarding one's own educational trajectory.

We share the view of researchers who define online learning as a strategic tool that combines innovation, flexibility, and didactic effectiveness. This format enables the integration of the latest digital resources into the learning process, fosters relevant soft skills, and ensures the individualization of learning, which is a necessary condition for preparing competitive specialists in a digital society.

The purpose of the article is to substantiate and analyze the effectiveness of using video content as a vital tool for the professional training of future specialists in library, information, and archival science in higher technical education institutions in the context of digitalization.

Presentation of the main material. In the context of the transformation of the higher education system, which is accelerating specifi-

cally within technical institutions, the implementation of video content in the training of future specialists in library, information, and archival science is of strategic importance. Within the structure of the digital educational environment, video resources are transforming from an auxiliary visualization aid into a powerful didactic tool that facilitates communication, intellectual engagement, and the development of a set of professional competencies.

The specifics of professional training for information specialists require not only the mastery of fundamental theoretical knowledge, but also the development of skills in navigating information flows, critical analysis, processing, archiving, and presenting data in a format adapted to user needs. In this context, video education is seen as a means of multisensory influence that provides synergy between verbal, visual, and auditory information. This approach contributes to the intensification of cognitive processes, deeper assimilation of material, and increased emotional engagement of learners.

The didactic potential of video tools is confirmed by scientific research by D. Buchynska. The researcher emphasizes that video content, on the one hand, enables the representation of complex theoretical constructs through visual diagrams, animation, and infographics, and on the other hand, creates an environment for simulation modeling of professional situations, which significantly enhances the practical component of the educational process. This aspect is critically important for the library and information industry, where professional activity is determined by the need for permanent adaptation to new digital tools, databases, information distribution formats, and digital archive preservation technologies [Buchynska].

In the system of higher technical education, where the rational-instrumental paradigm of organizing the educational process dominates, the use of video content performs a binary function. On the one hand, it ensures the adaptation of traditional academic content to the specifics of the visual-communicative culture of the "digital generation." On the other hand, it implements the technological integration of knowledge and stimulates the development of new cognitive patterns, in particular visual, critical, and ana-

lytical thinking. In addition, the implementation of educational videos in the training of specialists in the field of information and archiving is an effective tool for developing digital literacy, which includes skills in working with video editors, multimedia platforms, and metadata systems.

The verification of the qualitative characteristics of video content is of critical importance. The assessment framework is based on three key pillars: clarity, reliability, and quality.

- Clarity (cognitive accessibility) entails the logical structure of the video, the sequence of presentation of the material, and its alignment with the cognitive level of the learners.

- Reliability (validity) is determined by the degree of scientific accuracy of the information, its consistency with primary sources, the regulatory framework, and current professional standards.

- Quality (technical and ergonomic excellence) encompasses the clarity of the audiovisual sequence, the aesthetics of the design, and the presence of subtitles and interactive elements that ensure the learner's active engagement during viewing.

V. Areshonkov emphasizes the correlation between the effectiveness of video accompaniment and the level of cognitive load: excessive visualization or unadapted terminological density can have a counterproductive effect – disorientation and a decrease in cognitive interest. Consequently, the design of video content should be based on the principles of cognitive pedagogy, multimedia design, and didactic engineering [Areshonkov].

A distinct avenue for optimizing the educational process is the personalization and contextualization of video content. Practice shows that generic video lectures often lose their relevance in highly specialized educational programs. In higher technical education institutions, the architecture of video materials should align with the specifics of the curriculum, professional orientation, and competency model of the graduate. Specifically, for future specialists in archival science, it is advisable to create specialized video content that visualizes the technological processes of document digitization, the administration of electronic document management systems, and algorithms for working with specialized software.

A significant didactic factor is the involvement of students in the co-creation (collaborative creation) of video content. This approach realizes the principles of subject-to-subject interaction, activates research and project skills, and fosters the development of media literacy and creative thinking. In this paradigm, educational video transforms from an object of passive consumption into an effective tool for professional self-identification and professional growth.

Systematic pedagogical support remains an integral part of effective learning. Even high-quality video content cannot substitute for the teacher who organizes reflection, moderates scientific discussions, and provides tutoring support and feedback. In the context of digitalization, the optimal model appears to be the “flipped classroom,” which involves the integration of asynchronous video engagement with synchronous interaction (online meetings) aimed at analyzing content, identifying key issues, and modeling quasi-professional situations.

Within the system of professional training of future specialists in library, information, and archival science at technical universities, online learning serves as an effective didactic mediator between modern video content and pedagogical practices implemented in distance or blended formats. This methodology drives the transformation of the traditional classroom paradigm, ensuring the flexibility and inclusiveness of the learning process. This is particularly relevant for disciplines that require the mastery of digital tools: e-government and document management (including international and corporate systems), archival science, as well as library and information services in the scientific and technical sphere.

In this context, digital platforms (Moodle, Google Meet, Zoom, MS Teams) transcend the purely instrumental function of broadcasting lecture material, transforming into interactive ecosystems for the development of professional competencies. The integration of video content into training modules facilitates asynchronous work, which mitigates temporal and spatial constraints in accessing knowledge.

The integration of supplementary video content, which does not duplicate core lecture material but functions to provide in-depth explana-

tions of complex topics, visualize digital tools, and model professional cases and varied algorithms for solving problems, is of strategic importance for information specialists. In such a system, video resources act not only as a medium of information but also as a cognitive mechanism for the development of visual thinking, critical perception, and digital data interpretation skills. For the library and information industry, whose activities are based on digitization, metadata management, electronic collections, and user interfaces, the multimedia presentation of educational material is a guarantee of high didactic effectiveness.

The effectiveness of video learning is confirmed by increased motivation, cognitive engagement, and overall student satisfaction with the educational process. According to N. Ivankova, these indicators have a stable correlation with academic performance and the quality of professional skill development. In the specific conditions of a higher technical education institution, where students often combine their studies with professional activities and work on individual projects, the possibility of asynchronous access and iterative review of video materials becomes critical. The integration of video content with elements of self-diagnosis, discussion forums, interactive knowledge maps, and digital libraries allows for the creation of a holistic ecosystem adapted to the educational needs of today's students.

At the same time, the issues of ensuring reliability, information ethics, and academic integrity regarding digital content are becoming increasingly relevant. This aspect is fundamental in the training of future specialists in library, information, and archival science, as they are key agents in knowledge management, moderating information flows, and shaping digital culture in society. With the exponential growth of information volumes and the dominance of user-generated content (UGC), there is a risk of unreliable, fragmentary, or distorted data being incorporated into educational resources. Such information distortions can not only mislead the learner but also foster misconceptions about the criteria for the validity of sources and standards of professional responsibility.

Mitigating these risks requires the implementation of systematic mechanisms for verifying

and curating educational content. The optimal strategy involves a combination of algorithmic verification (using AI tools) and the professional expertise of teachers, who serve not only as moderators but also as custodians of academic ethos. Simultaneously, it is imperative to deliberately cultivate students' critical thinking and information hygiene skills, as well as their ability to identify manipulative narratives. At the institutional level, this necessitates the development of information quality control protocols, video resource review systems, and the introduction of pedagogical audits to ensure compliance with academic integrity standards.

Addressing this issue extends beyond a purely technological approach. It requires a fundamental reconsideration of the ontology of information in the educational process and the reinforcement of the ethical component within the training of specialists who are entrusted to act as guarantors of the integrity and reliability of the information space.

Conclusions. The synthesis of theoretical concepts in the field of distance education indicates a significant correlation between the qualitative characteristics of video content (structural logic, visual ergonomics, pace of presentation, multimodality) and the level of learners' cognitive and emotional engagement. However, it is evident that the effectiveness of video-based educational practices is not a linear function of the technical excellence of the material but is mediated by a number of latent factors that require deep analytical consideration.

A critical challenge is the level of digital competence of academic staff, which is interpreted not only as instrumental literacy but also as the ability to methodologically transform complex scientific information into accessible visual products. The didactic adaptation of video materials to the academic context is of critical importance: methods that are effective for general courses may prove ineffective in highly specialized disciplines of a source-based or analytical nature.

The integration of video content into digital learning environments (LMS) should be implemented within the instructional design paradigm, adhering to the principles of interoperability, microlearning, and formative assessment. A strategic imperative is the development of special-

ized video resources for the professional training of specialists in library, information, and archival science that meet industry standards and foster information ethics and source verification skills.

The practical implementation of these tasks requires the creation of interdisciplinary clusters (teachers, methodologists, IT specialists, designers) to develop content within the context of comprehensive instructional design. It is advisable to establish video education laboratories within technical higher education institutions to provide a full cycle of production, expert

review, and material testing. It is also necessary to develop a system for assessing video content based on didactic validity, academic integrity, and functional value, incorporating student feedback.

Thus, video education at a technical university is transforming from a visualization tool into an innovative pedagogical phenomenon that shapes the content and logic of professional training and requires systematic scientific support within the modern paradigm of digital transformation.

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ВІДЕООСВІТНІЙ КОНТЕНТ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ ПРОФЕСІЙНИХ ТА ДОСЛІДНИЦЬКИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ ФАХІВЦІВ ІЗ БІБЛІОТЕЧНОЇ, ІНФОРМАЦІЙНОЇ ТА АРХІВНОЇ СПРАВИ У ЗАКЛАДАХ ВИЩОЇ ТЕХНІЧНОЇ ОСВІТИ

У статті здійснено комплексний аналіз стратегічного значення та методичних особливостей інтеграції відеоосвітнього контенту в систему професійної підготовки майбутніх фахівців бібліотечної, інформаційної та архівної справи в умовах дослідницько-орієнтованого навчання. Обґрунтовано, що в сучасному дидактичному просторі відеоресурси трансформуються з допоміжного засобу візуалізації у потужний інструмент формування фахових та дослідницьких компетентностей.

Автором визначено специфіку використання відеоконтенту в технічних університетах, яка полягає в адаптації академічного змісту до візуально-комунікативної культури сучасного студента та технологічній інтеграції знань.

Особливу увагу приділено аналізу новітніх форм мікронавчання з використанням мобільних платформ та соціальних мереж (WhatsApp, Instagram). Доведено ефективність використання форматів Stories, Reels та відеоінструкцій для організації цифрового тьюторингу, візуалізації технологічних процесів (оцифрування, робота з метаданими) та розвитку медіаграмотності. Розглянуто методику «перевернутого класу» та практики ко-креації контенту як засоби активізації суб'єктної позиції здобувачів.

У статті наголошено на аксіологічному аспекті проблеми: в умовах інформаційного перенасичення критично важливою стає верифікація відеоконтенту та дотримання принципів академічної доброчесності. Зроблено висновок про необхідність інституалізації лабораторій відеоосвіти в технічних ЗВО та формування

міждисциплінарних команд для створення якісного, методично обґрунтованого контенту, що відповідає вимогам підготовки конкурентоспроможних фахівців інформаційної галузі.

Ключові слова: відеоосвітній контент, професійна підготовка, бібліотечна, інформаційна та архівна справа, технічні заклади вищої освіти, цифровізація освіти, мікронавчання, дослідницько-орієнтованого навчання, майбутні спеціалісти.

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