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**UNIVERSITY LIBRARY
AT A NEW STAGE OF SOCIAL
COMMUNICATIONS
DEVELOPMENT**

CONFERENCE PROCEEDINGS

No. VI (2021)

**Dnipro
2021**

Dnipro National University of Railway Transport
named after Academician V. Lazaryan

**UNIVERSITY LIBRARY AT A NEW STAGE OF SOCIAL
COMMUNICATIONS DEVELOPMENT.
CONFERENCE PROCEEDINGS**

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CHALLENGES, OPPORTUNITIES AND PROSPECTS OF UNIVERSITY LIBRARIES IN THE GLOBAL SCENARIO OF UNCERTAINTY: UNILIBNSD EDITOR'S VIEW

The global scenario of uncertainty caused by the COVID-19 pandemic demonstrated how quickly university libraries can respond to changes in the educational and research ecosystems of their institutions. The new (6th) issue of the journal “University Library at a New Stage of Social Communications Development. Conference Proceedings” is exactly about this. The papers discuss new behaviours / work of library staff based on digital communication technologies, our projects, our goals, our hopes, as well as our doubts and concerns for the maximum contribution of libraries to the development of university communities in a constantly changing world. Full-length articles about the most interesting world library and information practices and ideas were selected, reviewed and recommended by members of the international editorial board of the similarly-named conference (UniLibNSD-2021), which was held in a hybrid format on October 7-8, 2021 in Dnipro, Ukraine. The title “University Library at a New Stage of Social Communications Development. Conference Proceedings” has been accepted in Scopus (2021).

Keywords: Conference Proceedings; university library; blended conference experience; hybrid conference; UniLibNSD-2021 International Conference; acceptance in Scopus; Library and Information Science; Library of DNURT; Ukraine

Dear readers, authors, and colleagues,

Many of us were looking forward to the (VI) issue of the journal “University Library at a New Stage of Social Communications Development. Conference Proceedings”. Full-format papers were selected, reviewed and recommended by the members of the international editorial board of the similarly-named conference (UniLibNSD-2021).

This impatience was fuelled by the important news from Elsevier – the title “University Library at a New Stage of Social Communications Development. Conference Proceedings” has been accepted in Scopus! The Scopus Content Selection Advisory Board (CSAB) reviewed our application and approved it for coverage (November, 2021).

This is the highest assessment of the activities of the international editorial board, reviewers and authors! Congratulations to all of us, as well as our beloved and highly respected readers!

The global scenario of uncertainty caused by the COVID-19 pandemic demonstrated how quickly educational and research ecosystems can join hands to respond and share results globally.

Libraries, as active participants in the development of digital academic infrastructures, have had to change their policies in order to provide assistance in the creation of educational and scientific information and, of course, its accessibility and dissemination.

As part of a complex research-and-education ecosystem, university libraries in any country understand that today, in the context of the crisis associated with the COVID-19 pandemic, their activities have significantly transformed. Moreover, it depends not only on the preservation and transfer of fixed knowledge, but also on the joint creation of new knowledge.

That is why the VI-th International Conference "University Library at a New Stage of Social Communications Development" (2021) (UniLibNSD) had the theme – 2021 "Challenges, Opportunities and Prospects of University Libraries in the Global Scenario of Uncertainty".

The International Conference was initiated by Library of Dnipro National University of Railway Transport named after Academician V. Lazaryan (Director Tetiana Kolesnykova, Dnipro, Ukraine) and was held on October 7-8, 2021. Active co-organizers of the Conference are the Scientific Library of the Belarusian National Technical University, the Republic of Belarus (Director Inna Yurik) and the Nazarbayev University Library, the Republic of Kazakhstan (Acting Director Peter Laro). Strategic partners are Ukrainian Library Association, European Network of Open Education Librarians, Clarivate.

The UniLibNSD-2021 conference was focused on the world's most interesting library practices and ideas. At the same time, the most discussed services were those that are not yet common practice for most libraries of higher educational institutions, but very relevant for today's mixed and distance teaching, learning and research format.

And we continued to focus on engaging different perspectives, achieving greater geographic and gender diversity, providing a platform for new voices, and evaluating the contribution of each speaker equally – a practicing librarian, educator, researcher, publisher, IT representative, PhD student and LIS master...

The UniLibNSD Conference is one of the first in Library and Information Sciences to hold a hybrid conference (Kolesnykova, 2020) since 2020 — in person and virtually — since the pandemic pivot to fully online (<http://conflib.diit.edu.ua/>).

From the beginning, we decided that we wanted to enable at least a small face-to-face option if it was safe to do so. That is why the website has a notice "The Organizing Committee closely monitors the situation with the COVID-19 and restrictions to physical movement. That is why we will be glad to meet you in various formats (physically or online)". (<http://conflib.diit.edu.ua/>).

But at the same time, we required the participants to prove complete vaccination or a negative test result for COVID-19 for personal entrance to the Library conference room of the Dnipro National University of Railway Transport (October 7-8, 2021, Dnipro, Ukraine). And, of course, masks were required for those personally present at all conference events.

The International Organizing Committee planned to hold a fairly large-scale virtual event, but at the same time we dreamed of many happy moments of physical communication. We dreamt of meeting old friends in the corridors, of new acquaintances and the birth of creative ideas during a coffee break, of exchanging opinions with marketers and book suppliers while turning pages in the windows of publishers.

And our hopes were justified! Of the 198 registered participants, 150 were online, 48 were present in person in the conference room.

The main sections in the work of the conference:

- Strategic partnership
- Management and marketing of libraries of higher educational institutions
- Library Stock: traditional and electronic resources; acquisition; scientific processing; using; digitization and digital stock preservation
- Library services in support of science and education:
 - Open knowledge policies and practices: Open Science, Open Education, Open Access, Open Data;
 - Digital Library Publishing;
 - Evaluation of scientific resources: bibliometrics, scientometrics, new and emerging metrics;

– Libraries on Social Media: Finding the Students, Scientists, and the Information They Wan;

- Change of roles: from information providers to educators;
- The contribution of theory and research to library transformation.

At different sessions, 68 keynote and poster reports were presented. It is of these that the editorial board selected, reviewed and recommended the full-size papers for "University Library at a New Stage of Social Communications Development. Conference Proceedings" (2021).

It is these papers that discuss new behaviours / work of library staff based on digital communication technologies, our projects, our goals, our hopes, as well as our doubts and concerns for the maximum contribution of libraries to the development of university communities in a constantly changing world.

So, what patterns experienced by librarians in 2020-2021, when the COVID-19 pandemic suddenly turned the whole world into one huge experimental space, can we read on the pages of the annual? They are as follows:

- Virtual communication promotes collaboration; firstly, among geographically distant departments within the same library; secondly, among libraries both within the country and abroad.
- Librarians around the world are confident that investing in human resources during the COVID-19 pandemic crisis is already paying off now and will pay off after the crisis.
- Developing librarians' empathy for the needs of their users, in particular inclusion, in the context of an open and friendly society, contributes to the surge of library creativity and the implementation of creative ideas.
- Global open access practices (Open Education and Open Educational Resources, Open Science, Open Access, Open Data) in a library context are new, diverse, modern forms and methods of service based on accessibility, sharing, possible participation and equality of everyone.
- Bridging the gap: ensuring stable and quality communication between librarians using different languages.
- High-speed communication is strategically important for both operational decisions and the quality of library services in the internal infrastructure of the university and beyond.

The international editorial board appreciates the contribution of each author. We sincerely thank our readers for their interest in UniLibNSD, our reviewers for their competence, delicacy and goodwill.

We sincerely wish our partners and readers success and confidence in tomorrow! We invite you to cooperate.

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ВИКЛИКИ, МОЖЛИВОСТІ ТА ПЕРСПЕКТИВИ УНІВЕРСИТЕТСЬКИХ БІБЛІОТЕК У ГЛОБАЛЬНОМУ СЦЕНАРІЇ НЕВИЗНАЧЕНОСТІ: ПОГЛЯД РЕДАКТОРА UNILIBNSD

Глобальний сценарій невизначеності, викликаній пандемією COVID-19, продемонстрував, як швидко можуть реагувати університетські бібліотеки на зміни в освітніх та дослідницьких екосистемах своїх установ. Новий (6-й) номер журналу “University Library at a New Stage of Social Communications Development. Conference Proceedings” саме про це. У статтях обговорюються нові моделі поведінки / роботи бібліотечного персоналу, засновані на технології цифрової зв'язку, наші проекти, наші цілі, наші сподівання, а також наші сумніви та проблеми для максимального вкладу бібліотек в розвиток університетських спільнот у світі, який постійно змінюється. Повноформатні статті про найцікавіші світові бібліотечно-інформаційні практики та ідеї були відібрані, рецензовані та рекомендовані членами міжнародної редакційної колегії однойменної конференції (UniLibNSD-2021), яка пройшла в гібридному форматі 7-8.10.2021, Дніпро, Україна. Видання “University Library at a New Stage of Social Communications Development. Conference Proceedings” прийнято до Scopus (листопад 2021).

Ключові слова: матеріали конференції; бібліотека університету; досвід змішаних конференцій; гібридна конференція; міжнародна конференція UniLibNSD-2021; прийняття в Scopus; бібліотекознавство та інформатика; Бібліотека ДНУЗТ; Україна

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PRESERVING INDONESIAN JOURNALISM HISTORY AT NATIONAL PRESS MONUMENT

Objective. The National Press Monument is a part of the Indonesian Ministry of Communication and Information (KOMINFO) which has the sole responsibility of developing the communication and information sectors of the government including media and journalism. This research explains the preservation process of the Indonesian Journalism newsprint implemented at the National Press Monument. The purpose of this study is to give an overview of the importance of Indonesian Journalism newsprint to users of the National Press Monument. Indonesian Journalism newsprint is a vital source containing Indonesia's press history and information about the Indonesian Journalist Association before Indonesia gained its independence. National Press Monument collects and preserves old Indonesian newsprint and journals on various subjects. **Methods.** The qualitative approach and observation methods are used for this research. The observation method is used to focus on the preservation practices. Alongside the observation, the technique is the application of in-depth interviews. These methods are used to explain the processes of newsprint preservation. **Results.** The results of the study have found that National Press Monument used four approaches to preserve newsprint material: preventive, curative, restorative, and digitalization. Preventive action is carried out by controlling temperature, humidity, light, preventing human-caused damage and conducting bookbinding action. The curative operation was done by fumigation using Sulfuryl Fluoride (S02F2). The restorative step is done by connecting parts of torn/perforated paper, and repairing damaged binding. Finally, digitalization. National Press Monument also developed a new method to preserve newsprint material which is called freezing. This new method is aimed to protect the manuscript from any harmful organism. **Conclusions.** These methods can also be used in libraries. The National Press Monument not only contributes to preserving newsprint material in Indonesia but also to develop new ways in protecting the manuscripts through various policies.

Keywords: Newsprint; Magazine; Preservation; Conservation; National Press Monument

Introduction

Print media is one of the primary sources and mediums to disseminate information to the public, including using libraries. Ever since before Indonesia gain its independence, print mass media has had a vital role in summarizing and providing valuable information about issues in Indonesia. The proliferation of technology has altered the way people access information. More people are keen on searching the information through their devices. Despite those conditions, print media still exist in this digital era. This is because there is substantial evidence that can be traced in the print media. However, the storage management of old print media format sometimes exacerbates its physical condition. For example, a newspaper became one of the increasingly fragile materials due to poor storage. This condition is unfortunate as the old newspaper has significant value in historical aspects and essential information. Digitalization can

be the answer to cope with this problem. Thus, National Press Monument (NPM) exists to safeguard the information regarding the print media, both its history and object.

National Press Monument (NPM) is one of the institutions under the Directorate General of Information and Public Communications of The Indonesian Ministry of Communication and Information (KOMINFO) which has a vision and responsibility as a national press reference. NPM has to perform documentation and conservation of historical printed media evidence throughout Indonesia, from before Independence Day until the present time. The entire collection will also be disseminated to the society as a supporting media for nation and character building as well as a scientific tourist attraction in the press field press and community literacy (Monumen Pers Nasional [National Press Monument], 2019).

Sri Mangkunegara VII established NPM on December 21, 1918, which was named Gedung Sasanasuka or Societeit Mangkunegaran. Then, NPM became one of the cultural heritage places because of its historical value. This place became the location of a journalist conference called Konferensi Wartawan Seluruh Jawa, the forerunner to the establishment of the Indonesian Journalist Association (PWI) on 9 February 1946. After that, NPM became a place for people to know the history and development of the Indonesian press. NPM has a museum that contains anything related to the Indonesian press; statues of Indonesian press pioneers, a diorama of Indonesian press development, journalist's tools (typewriter, photographs, recorders, and clothes), and press images. There is a library under NPM that provides a collection of books in the press, communication and information, and publications of other disciplines. The visitors are also provided access to e-paper and print newspapers, from an old version to the newest version (Monument Press National [National Press Monument], 2017).



Fig. 1. National Press Monument building

NPM has various collections ranging from magazines, bulletins, tabloids, books, and newspapers. The classification of the collection is divided into two; magazines (consisting of magazines and bulletins) and newspapers (consisting of newspapers and tabloids). NPM has 526 newspaper titles and 405 magazine titles. The oldest newspaper collection dates from 1816 (Java Gou Gazette), while the oldest magazine was from 1904 named Tjehaja Sijang (Mediari Yulian P 2018, pers. comm. 30 May). NPM conducts preservation to the entire collection. This activity is carried out by the Conservation and Preservation Section (Supardi 2018, pers. comm. 21 May). It can be seen that NPM has a vital role to maintain and distribute information about the Indonesian press; history and development. Various collections of mass media within the printed

format in NPM (especially, newspapers) need to be maintained physically and/or the content. Handling the proper preservation and conservation of printed media collection will make the object remain accessible by the community as reference material.

The purpose of this research is to know how the process of preservation and conservation of printed media collections conducted by NPM against mass media collection. To perform this research, the researchers use direct observation and interviews. Observations are needed to see what happened during the fieldwork. We visited NPM to know the process of preservation-conservation and to know the condition of storage collection. Interviews were conducted to find out more about how a method was formulated and how a technique was done. There are four key informants in the interview section, namely the head of the Preservation and Conservation section, two conservators, and a person from the digitalization section who is also an initiator of the freezing method. The data from these four informants are being used to find out the NPM profiles in general; policies and techniques for preservation-conservation.

1. LITERATURE REVIEW

1.1. *Newspaper*

Currently, newspapers are one of the important sources of information for scholars and researchers. Newspapers contain information from day to day that is not included in other information media (Thabakgolo & Jorosi, 2014). Local and national newspapers have the potential not only to present actual information, in a broader perspective, but newspapers will also preserve knowledge, history, and local wisdom. (Selvelli, 2018). However, newspaper preservation was less of a focus for many information agencies until the late 19th century. Many people agree that institutions related to newspapers, such as newspaper publishers and museums about newspapers have a responsibility to do so (Moore & Bonnet, 2015).

1.2. *Preservation*

One of the things that threaten access to information is the lack of information itself. In the context of communication, information can be corrupted, distorted, or can be lost altogether. Information distortion usually occurs due to a lack of enthusiasm to confirm the information received; whereas, loss of information usually occurs due to the inability to maintain the source of the information itself. Information management institutions such as libraries must be sensitive to this kind of issue (Prabowo & Manabat, 2019).

Preservation efforts related to newspapers are also developing along with technological developments, starting from binding to digitization (Ifijeh, Iwu-James, & Osinulu, 2015). The majority of preservation efforts made on newspapers are digitization (Krahmer & Phillips, 2014). Many digitization efforts, such as scanning original documents, have been carried out. Preservation with this method requires a cost that is not cheap (Nilsson, 2012). The collaboration will help the preservation agenda. The partnership is something that needs to be considered in the preservation and conservation planning of newspapers (Krahmer, 2016).

1.3. *Conservation*

Paper is the most common substrate for recording information, and if manufactured properly, can be very resistant to aging. The target of conservation is to slow down the deterioration and extend the useful life of the artifact. The main paper conservation methods are classified in the following categories: preparation of the intervention, disinfestation and disinfection/sterilization, surface/dry cleaning, wet cleaning, chemical stabilization, paper repairs, consolidation, and strengthening (Alexopoulou & Zervos, 2016). The types of objects treated by the majority of organizations practicing paper conservation consist mainly of

manuscripts, archival material, books, maps, topographical drawings, and photographic material. The great majority of them implement at least one of the methods (Alexopoulou & Zervos, 2016).

As a paper-based collection, newspapers have several characteristics and similarities with manuscripts like parchment. Due to the vulnerability of its materials, newspapers should be treated in a proper way. Department of Culture, Ministry of Tourism and Culture, Government of India has a “Basic Minimum Standard for Conservation of Manuscript” that can be applied for old newspaper conservation too. A damaged newspaper should handle carefully. Firstly, record the damage of the newspaper and discuss it with the conservation team or to whom it may concern. Secondly, plan a step-by-step conservation treatment with all the best tools and materials available. And then follow the policy with minimum intervention if needed. Lastly, document the conservation process detailly (National Mission for Manuscripts, n.d.).

1.4. *Indonesian Journalism History*

Mass media is a tool or means of delivering information to the wider community through mass media such as print and electronic media. Mass media can be divided into three types, namely electronic media such as television and radio, print media, namely newspapers and magazines, and finally, online media such as the internet, streaming TV, and information that can be accessed via the internet (Putra, 2019). In order to survive in the digital era, the print mass media must maintain its integrity and credibility. To do that, journalists must work professionally (Kusuma, 2016).

‘National Press Monument’ main building was constructed in 1918 by Mangkunegara VII order. The building was designed by Mas Aboekasan Atmodirono as a town hall and conference venue. Firstly known as ‘Societeit Sasana Soeka’. Solosche Radio Vereeniging, the first public radio operated by Indonesia, initiate here and also Indonesia Journalist Association was established at the Societeit Sasana Soeka. On May, 22nd 1956 established a foundation that protect the national press. This foundation was initiated by Roshan Anwar, B. M. Diah dan S. Tahsin. 15 years later, the foundation planned to build a physical building as mentioned by the information minister, Budiarjo in 1971. ‘National Press Monument’ named and legalized in 1973, and first opening in Pebruary, 9th 1978 by Soeharto (second President of Indonesia) (Sistem Registrasi Nasional Cagar Budaya, 2021).

Independent Journalist Alliance (AJI) assembled as a resistance movement from the Indonesian press community to counter authoritarianism of the ‘New Order’ era in Indonesia. Freedom of speech and expression were oppressed during the ‘new order’ era, and finally free in the ‘Reformation’ era with an increase of publication. The movement started on June, 21st 1994 after a bridle incident of several mass media. Now, AJI has a commitment to fight for public rights on information and freedom of pers (Aliansi Jurnalis Independent, 2019).

Inlandsche Joernalisten Bond (IJB) is the first Indonesian journalist organization and it was formed in 1924. This organization was established for sake of struggle and profession. A year later, on February 9, 1946, the Association of Indonesian Journalists (PWI) was established as a national forum for journalists in the Indonesian press. Besides journalists and mass media, the press ecosystem needs advertising companies. Then the government regulate the Basic Provisions of the Press with made Law Number 21 of 1982 which designated The Association of Indonesian Advertising Companies (P3I) as a member of the national press organization. In 1954, Indonesian Advertising Bureau Association (PBRI) was established as a national organization in the advertising sector (PWI.or.id, 2019).

Journalism history in Indonesia doesn’t only tell about the repression of freedom of speech but also struggle against colonial domination and to defend the proclamation. Press in

Indonesia looks identical to struggle and national development. Then, on January 23, 1985, President Soeharto was correct to set February 9 as National Press Day (PWI.or.id, 2019).

Furthermore, regarding the preservation of the treasures of printed mass media that have historical value, related institutions such as libraries and museums must be more involved in preservation and conservation efforts. Museum institutions that manage information sources in the form of newspapers have a vital role in preservation action. The agency provides a variety of information needed by professional media (Sreekala & Baby, 2019).

Indonesia's press history can divide into five periods (Hamson, 2019). 1) Press during the Dutch East Indies Period, 2) The Press of the Japanese Colonial Era (1942 – 1945), 3) Press in the Old Order Era (1957 – 1965), 4) Press in the New Order Era and The Pancasila Press, and 5) Press Reformation Era. Every period has several characters which differ from each other.

We can see that Press in the Dutch East Indies Era was started from 1744 until the early 19th century. It was beginning with the first publication of *Bataviasche Nouvelles* (Batavia News) on August, 7th 1744 (Taylor, 2009). One of the important person that time is RM Tirtoadisuryo, Chief editor of “*Medan Prijaji*”. *Medan Prijaji* is was the first newspaper controlled by the natives and it cause press activity in Indonesia to increase (Hamson, 2019).

The Press of the Japanese Colonial Era lasted 1942-1945. Japanese colonial prohibited newspapers published during the Dutch colonial. Indonesian press not only has progressed in technical competence, but also the issuance of press issuance permits (Hamson, 2019).

Press in the Old Order Era happened from 1957 to 1965. The government oppressed the press and banning several newspapers can't be avoided. In this era, the government stated that freedom of speech and expression should have boundaries, which refers to nation base and public interest (Hamson, 2019).

As the longest governing years president, Soeharto had more approaches to oppress the pers. In the Soeharto era from 1966 to 1998, the press period can divide into New Order Era and The Pancasila Press era. Press in the New Order era gained more freedom in comparison to the older era (Suwirta, 2018). But, all mass media publications are under government supervision through the information department (Hamson, 2019). Then in the Pancasila Press era, the Soeharto government formulated the 'original' press system based on Siebert, Peterson, and Schramm categories which are included in the type of social responsibility. This concept labeling as development journalism, and also known as 'Development Press' or 'Pancasila Press' (Hamson, 2019). This system means to represent Pancasila as a national base in every particular pers activity (Rasid, 2011).

Last, Press Reformation Era. This era starts on May 21, 1998, according to the ruin of the New Order era. Since 1998, the national press regains enjoyed freedom of speech and expression. Many press publications or new newspapers, magazines, or tabloids emerged (Hamson, 2019).

Methods

This research employed a descriptive qualitative method using qualitative approaches. Bogdan and Biklen (1982, p. 27) said that qualitative research is descriptive data. The data collected is in the form of words or pictures rather than numbers. The researchers collected research data in the form of conversational fragments. Descriptive data were produced from analyzing the text based on in-depth interview activities, observation activities, written field notes, and information gathered from the documentation. These methods can also be used to explain the processes of preservation of newsprint in the collections of academic libraries.

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The research started gathering data using in-depth interviews followed by observation techniques. Four key persons were interviewed consisting of the head of the Conservation and Preservation Section, two NPM conservators, one person from the digitalization section, and finally the initiator of the freezing method. The observation was conducted to see the actual preservation process. Field notes were done to record what happened in the field.

The collected data were analyzed using content analysis to categorize the data, code data, and make descriptive findings. The research used Miles and Huberman to analyze and display research data.

Results and Discussion

Collection of National Newspaper in NPM

NPM collects many print media. The format is diverse from newspaper, magazine, tabloid, bulletin and book. The collections were collected from all over Indonesia in several ways; grants and purchases. NPM received print collections from the mass media that volunteered to give each of their publications, within an agreement. Collections from donations are also obtained from some prominent figures in the journalistic press or collectors who collect many old items. If mass media does not give away their free publications, NPM will buy them by subscription, such as once every two weeks or once a month (Mediari Yulian P 2018, pers. comm. 30 May). This condition is depending on how the mass media do the shipping method. NPM will also make purchases of collector's collections, although it is quite expensive.

One of the information sources that stores historical value is a national newspaper. By storing newspapers, NPM can map the development of the press in every region in Indonesia. This is because many important historical events are covered in the daily newspaper. On the other hand, the newspaper is still one of the important media of information for researchers to find the main reference about important events in the past. NPM collects many titles, from newspaper to magazine. For instance, Panorama magazine, Gadis, Nyota, and others. There are also Tthaja Hindia, Sumatra Courant, Republika, Kompas as newspaper formats. Those collections used local language or foreign language (Slamet Widodo 2018, pers. comm. 21 May).

A large amount of collection in printed media collected by NPM is almost directly proportional to the community's need to access the information. However, the physical state of the old newspaper is in fragile.



Fig. 2. Newspaper collections



Fig. 3. Storage room

Preservation and Conservation Methods in NPM

Hasenay and Krtalić (2010) provide two reasons why preserving newspaper is such a challenging task. First and foremost, the low quality of newspaper material. Secondly, the newspaper contains important information. Both combinations need to be maintained well in order to retrieve the information. Based on this condition, NPM does several actions to protect their collection.

Environmental Control. NPM has some storage space on the 2nd, 3rd, and 4th floors. These places are kept being cold in order to protect the physical collection (Mediari Yulian P 2018, pers. comm. 30 May).

Pest Management. Newspaper is a pest-prone media. The smell of newspaper can attract insects to come. Indeed, this condition can harm the collection. NPM uses some natural ingredients such as cloves and pepper to prevent the insects from going near the collection. Besides, the smell of the natural ingredients is friendlier to our sense of smell and health (Mediari Yulian P 2018, pers. comm. 30 May).

Storage Room. The storage space of digitized collection is outside of users' reach. This is because NPM wants to avoid undesirable actions and to ensure the health of the visitors. The storage room in NPM is not good enough for the user's health. Collections in the storage room can still be accessed for further research (Mediari Yulian P 2018, pers. comm. 30 May).

NPM performs preservation depending on the condition of the manuscript. Several approaches/methods have been done by NPM against preservation and conservation. Firstly, the preventive method. This step was done to prevent the physical collection from the deteriorating condition. The actions taken are to secure the collection with naptalin, camphor, cloves, and pepper. So that, the insects will not attack the collection. The area around the collection is also protected by mouse glue to trap the insects that roam around the collection (Rahayu Trisnarningsih 2018, pers. comm. 21 May). Secondly, the curative method. This method is selected if the collection has started to show lousy condition, but not yet in broken condition. An example of this state is when the paper turned yellow, moldy, and exposed to insulation. These three problems can be solved by using acetone (Rahayu Trisnarningsih 2018, pers. comm. 21 May). Thirdly, the restorative method. This step was done when the collection was already in damaged condition. To solve this problem, NPM patched the collection using Japanese tissue. But so far, NPM has not taken restorative measures against old newspaper collections because of limited facilities and human resources (Rahayu Trisnarningsih 2018, pers. comm. 21 May). Restorative actions are carried out on the book collection within NPM Library (Mediari Yulian P 2018, pers. comm. 30 May). Fourthly, digitalization. Principally, the entire collection in NPM will be digitized (Supardi 2018, pers. comm. 21 May). In general, collections that are classified in a very fragile condition and have important information will be prioritized to digitize first rather than other material. Media transfer was done by photographing each collection using DSLR cameras. Furthermore, photos are processed on the computer and will be edited (if needed), such as cropping and enhancing. Lastly, freezing. This method is actually a part of the restorative method, and the final step before a collection is being stored in a storage place. The freezing method is the initiative of Rahayu Trisnarningsih and has been done since 2015. In principle, the freezing process is 'treating' collections like food. Both food and paper contain cellulose. So that, the collection can last longer if using the freezing method. There are two freezers to freeze the collection, and it is actually an ordinary freezer/food freezer (Rahayu Trisnarningsih 2018, pers. comm. 21 May). The collections will be cleaned first from dust and other dirt using a vacuum machine before the conduction freezing method. Next, the collection is put into special plastic with food-grade quality. After that, the collection will be stored in the freezer within minus twenty degrees Celsius and froze for 14 days period. Finally, the collection

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will be stored in the storage room. Collections stored in the storage room are the collection that has been digitized. Currently, NPM is freezing the small collection of magazines. NPM still has the challenge to freeze newspaper format due to the difficulties in finding the special plastic. NPM is still in search of plastic wrap to freeze the newspaper (Rahayu Trisnarningsih 2018, pers. comm. 21 May).



Fig. 4. Vacuum machine



Fig. 5. Freezer

Unfortunately, NPM has several problems while conducting those methods. The lack of budget, human resources, and tools is probably the most notable problem. This condition will lead to other problems, such as collection restoration and freezing newspaper collection problems. NPM has not yet done the collection restoration due to a limited budget. The freezing method cannot be done on newspaper material because they did not have the resources to help them to do the freezing. This, of course besides their hardship in finding the plastic to wrap the newspaper material. Another problem to point out is that NPM did not have a written policy about preservation and conservation. In order to conduct the preservation and conservation method, the officer only did the program because it is her desire. This condition may seem trivial. However, if NPM did not have the written policy, it is hard to trace the previous work. As a worse case, if the officer retired in the future and there are new people to replace his/her place, they have no guidelines on doing the preservation and conservation.

Conclusions

According to this study, five methods are being used by NPM to preserve and conserve the collection. These methods can also be used in libraries. Three methods, namely preventive,

curative and restorative methods are being applied depending on the collection condition. While digitalization was done to preserve the content within the material. Freezing is being categorized as a preventive technique. This is because the method saves the physical collection that is already being digitalized. There are several obstacles faced by NPM about the preservation and conservation program. In order to cope up with the problem, there are several recommendations for NPM. The most important thing to do is formulate a policy about preservation and conservation. This condition will help the conservators to work more efficiently. Not only that, we can also see the progress of the program and make an evaluation. So that, the program will be sustainable in the future. The policy will also help NPM to analyses technical constraints and solve them immediately. On the other hand, NPM also can work with several parties to overcome the funding, human resources, and infrastructure problem.

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ЗБЕРІГАННЯ ІСТОРІЇ ІНДОНЕЗІЙСЬКОЇ ЖУРНАЛІСТИКИ В НАЦІОНАЛЬНОМУ ПАМ'ЯТНИКУ ПРЕСИ

Мета. Національний пам'ятник пресі є частиною Міністерства зв'язку та інформації Індонезії (КОМІНФО), яке несе виняткову відповідальність за розвиток комунікаційних та інформаційних секторів уряду, включаючи засоби масової інформації та журналістику. Це дослідження пояснює процес збереження газетного фонду індонезійської журналістики, що зберігається у Національному пам'ятнику пресі. Мета цього дослідження – дати огляд важливості газетного фонду індонезійської журналістики для користувачів Національного пам'ятника пресі. Газетний фонд індонезійської журналістики є важливим джерелом інформації про історію преси Індонезії та інформації про Асоціацію індонезійських журналістів до здобуття Індонезією незалежності. Національний пам'ятник пресі збирає та зберігає старий індонезійський газетний фонд та журнали різної тематики. **Методика.** У дослідженні використовуються якісний підхід та методи спостереження. Метод спостереження використовується, щоб зосередитись на методах збереження. Поруч із технікою спостереження застосовується глибинне інтерв'ю. Ці методи використовуються для пояснення процесів збереження газетного фонду. **Результати.** Результати дослідження показали, що National Press Monument використовує чотири підходи для збереження газетних матеріалів: профілактичний, лікувальний, відновлювальний та оцифрований. Профілактичні дії здійснюються шляхом контролю температури, вологості, освітлення, запобігання пошкодженням з вини людини та проведення палітурних робіт. Лікувальна операція проводилася шляхом фумігації з використанням сульфурилфториду (S02F2). Відновлювальний етап виконується шляхом з'єднання частин розірваного/перфорованого паперу та відновлення пошкодженої палітурки. Зрештою, цифровізація. Національний пам'ятник пресі також розробив новий метод збереження газетного фонду, який називається заморожуванням. Цей новий метод спрямований на захист рукопису від будь-яких шкідливих організмів. **Висновки.** Ці методи також можна використовувати у бібліотеках. Національний пам'ятник пресі не тільки сприяє збереженню газетних матеріалів в Індонезії, але й розробляє нові засоби захисту рукописів за допомогою різних заходів і методів.

Ключові слова: газетний фонд; журнал; зберігання; консервація; Національний пам'ятник пресі

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CHALLENGES AND STRATEGIES OF ACADEMIC LIBRARIES DURING COVID-19 CRISIS AMONG NOCEI MEMBER SCHOOLS IN THE PHILIPPINES

Objective. As the world continuously grapples with the massive impact of COVID-19 pandemic on all domains of life, higher education institutions (HEIs) are at the forefront of reshaping and redefining their operations, mostly transitioning into online delivery of services where libraries are not exempted. The way libraries around the globe continue to face their mandate of providing knowledge resources merits research attention, especially in the context of the present health crisis. This study aimed at identifying the challenges and strategies of academic libraries during COVID-19 crisis among member schools of NOCEI, a consortium of higher educational institutions in Region IV-A (CALABARZON), Philippines. **Methods.** Descriptive in nature, the study utilized online survey which was accomplished by 31 head librarians from the said organization. **Results.** Findings revealed that barriers on transformation from physical collections to digital format, reduced budget cuts and decrease in purchasing and usage of print and physical materials are the top challenges encountered while there was a strong agreement on strategies utilized primarily on the availability of various online library services for clients and assistance through the Ask a Librarian chat service where students have access to librarian's help in real-time through virtual chat. **Conclusions.** As a whole, results implicate the need for HEIs to ensure sustainability of library services during and beyond the pandemic, highlighting various measures that would respond to the ever changing landscape of education and knowledge sharing.

Keywords: academic libraries of higher education institutions; descriptive research; Philippines

Introduction

Since the outbreak of the COVID19 pandemic across the world, governments have taken tough measures to curb its spread, including banning all public gatherings, closing public facilities such as schools and universities indefinitely, suspending all air travel, and closing cities and towns. This has restricted people's mobility in order to identify, isolate and treat infected people.

Higher education institutions (HEIs) are not spared from the ongoing impact of the health crisis. However, delivery of educational services must not come to a halt, prompting them to reshape and redefine their operations. Academic libraries, as repositories of various information which support the curriculum and research functions of HEIs, are not exempted from facing the challenges brought by the pandemic. Thus, the way academic libraries around the globe continue to face their mandate of providing knowledge resources merits research attention, especially in the context of the present health crisis.

LITERATURE REVIEW

Libraries, in general, are knowledge organizations as they hold information as much as they are centres of learning and cultural activities (Greenhalgh & Worpole, 2013), serving students

and readers from all walks of life and offer services such as lending of books and reading materials. Academic libraries on the other hand are a designated place, physical or digital, set aside to house scholarly research materials and materials supporting the academic, university, or college community and curriculum (IGI Global, 2021).

As brought about by the health crisis, libraries and librarians face enormous challenges in terms of implementing social-distancing norms in a setting that is accessible to everybody and used to attempt to bring people through the doors rather than keeping them at a distance. As many libraries close their doors to users, the challenge grew as to how to maintain various programs and services as possible while in quarantine (Henrietta, 2020). Consequently, librarians need to be more dynamic, creative, and responsive than ever before in order to provide the most excellent service possible. Ali & Gatiti (2020) noted that during pandemic the library must continue to support its regular users.

As the pandemic wreaks havoc in face-to-face human interactions, it has led to the increased utilization of e-resources and services in order to observe safety protocols, making a good case for academic libraries to get support from the university administration and acquire more digital content, particularly electronic books. Due to limited physical and social interactions, there has been an increased contact less and touchless library services (Yap & Manabat, 2020). It has also prompted to the development of infrastructures and systems to fulfil the demands of online classrooms and scale-up remote delivery of library resources and services. Additionally, it underscored the utilization of electronic resources and internet access as keys to education.

In order to respond to the challenges brought by the crisis, libraries have remodelled their service operations. Samanta (2020) explicates that as responsible learning organizations, libraries have developed planned ideas regarding access to their materials via online mode. Online access to digital contents and materials have made it possible for users to search and retrieve accessible materials like journals, periodicals, books, thesis materials, magazines and other materials for their educational needs. Meanwhile Mehta and Wang (2020) pointed out that libraries have developed digital services to meet the needs of patrons from different backgrounds, without the need for patrons to visit the library to access the services physically. Moreover, libraries have redesigned their websites, reallocated resources, and planned robust online offerings (Frederick & Wolff, 2020) by providing a variety of virtual services such as reference services, bibliographic instruction, and e-resources use such as electronic journals and electronic books, and the institutional repository to support learning, research, and teaching activities.

Access to the library digital offers more than doubled during the pandemic. In some countries, the offer increased by from 1,000% to 1,500% in relation to statistics recorded before the outbreak of Covid-19. Some libraries closed to the public also tried to perform workshops, talk shows and lectures through live streaming. In academic and research libraries, access to digital resources has increased in a more moderate way for the very reason that university members – students, researchers, professors – have been using e-resources for years (EBLIDA, 2020). The COVID-19 pandemic also aided in the increased usage of library sites, email, online public announcements, and social media platforms to market virtual library services. Libraries have also used self-service and touchless interactions, such as book-dropping and document delivery services, to combat illness transmission and minimize traffic in the library (Chigwada, 2021). It is worth noting that despite the impact of COVID-19 on school operations, there are concrete actions executed in order to continue the delivery of various services.

On the other hand, according to the International Federation of Library Associations (IFLA) (2020), libraries around the world are also facing hard choices as to which services to offer and how, ranging from minimal restrictions to full closure. As government institutions worldwide vary in their approaches to addressing the pandemic, from closure of various industries and

establishments to continuing life as usual, academic libraries also have to overcome various issues in their continued operations as argued by M. Rafiq, S. H. Batool, A. F. Ali, and M. Ullah (2021), positing that academic libraries face particular challenges and barriers in their transition from physical to digital platform.

The study of Chakraborty and Jana (2021) identified four challenges faced by the academic libraries due to COVID-19 crisis. The first challenge the academic libraries faced is related to space. Libraries have to extend more services with less space now because everyone in the library shall have to maintain a safe distance between them. With the distance management, libraries are forced to reduce the number of seats in the reading halls. The second challenge academic libraries encountered is regarding balancing their collection vis-à-vis print and online. College students largely use print resources because of one or more reasons. Because of the impending emphasis on less person to person contact and the possibility of spreading the virus through surfaces like books, the library authorities is forced to discourage the users from coming to the library. It creates hurdles for the users to access print resources of the libraries. Moreover, because the books and other printed resources may be kept in state of unused before returning the books to the racks, it is likely to result in a delay in further issue of the books. The third challenge is for the libraries to balance the question of equity and access to the digital materials to its users because library funding in academic institutes is inadequate to acquire online resources. In terms of library services, it is challenging for academic libraries to provide accessible printed collections as there is a decreased in-person service and an increase in remote and online services. Because of increasing demand, the lack of adequate number of online or digital version of textbooks, primarily in colleges, triggers the requests for the digital copy of book chapters from their recommended textbooks. The libraries shall have to meet this demand by sending the soft copies of the respective book chapters after scanning these from the concerned books. Hence, the librarians need to develop the scanning facility in their respective libraries, if not already available. The last challenge for academic libraries identified is regarding library management. The library staff is encouraging to work from home as far as practicable and compatible with the government orders issued from time to time to contain the spread of the virus. They may be asked to attend the library physically when there are real needs to complete some essential official works. However, lack of computing facilities at home and the internet connection thereof prove a stumbling block for the library staff members to discharge their official duties from home.

The present study was motivated by the study of Chakraborty and Jana (2021) which looked at the challenges faced by academic libraries during COVID-19 pandemic. However, it also looked at the strategies used by academic libraries of the member schools of NOCEI Inc. to continue their services amid the global crisis. We argue that identifying the challenges faced and strategies utilized by academic libraries would shed light on how knowledge resources are disseminated and how users maximize available platforms available for various purposes, thereby ensuring that the primary functions of HEIs in instruction and research are not compromised amidst the exponential impact of the current health crisis. NOCEI as a consortium of educational institutions in CALABARZON was chosen as the subject of the study as represented by their head librarians because this organization is active in promoting best practices in education in Region IV-A, including librarianship. The researchers of this study are also part of the said organization, belonging to its research and library councils. The researchers argue that identifying the challenges and strategies of academic libraries in the context of pandemic will provide empirical insights to school administrators to look at their library practices, so necessary actions can be made like retrofitting of facilities, upskilling of library personnel and maximizing budget for digitalization of library materials.

Methods

The descriptive method of research was used in the study. It aimed to determine the strategies and challenges of libraries during COVID-19 crisis. A structured online questionnaire prepared using Google Forms was used to collect the data from the 31 head librarians of the member schools of Network of CALABARZON Educational Institutions (NOCEI), Inc. Of the 31 target respondents, all answered the instrument representing 100% retrieval rate. The online survey was administered from May 12 to June 13, 2021.

The researchers used a self-made questionnaire which was based on review of literature and studies, observation and experiences during the COVID-19 pandemic. The first set included statements about the strategies of libraries during COVID-19 crisis, while the second set of the survey questionnaire comprised of the challenges encountered by libraries during COVID-19 pandemic. The questions in the instrument were crafted based on the input collected from academic librarians of NOCEI and were verified in recent literature and studies.

To further ensure validity of the questionnaire, it was validated by experts in library management, research and statistics. It was also subjected to reliability testing by asking head librarians from other parts of the Philippines who were not part of NOCEI. Cronbach's alpha measure showed .756 (acceptable internal consistency) for strategies items and .827 (good internal consistency) for challenges items. The questionnaire used a four-point Likert scale with 4 (3.25-4.00) as strongly agree, 3 (2.50-3.24) for agree, 2 (1.75-2.49) for disagree and 1 (1.00-1.74) for strongly disagree.

Notably, the researcher personally sent a letter through email, addressed to the Chief/Head Librarian of each NOCEI member school. Informed consent was also solicited in order to ensure compliance to the ethical standards of conducting research. The consent form included information about the purposes of the study, the rights of the respondents as well as statements on confidentiality and conflict of interest. After gaining all the necessary permission, the researchers sent the survey questionnaire link to the respondent's email. The use of Messenger account was also utilized in order to maximize platforms for distributing questionnaire and in case of problem with the respondents' email addresses. For the statistical description of data, weighted mean was used to describe the challenges encountered and the strategies utilized by libraries during COVID-19 pandemic.

Results and Discussion

Analysis and discussion of the challenges encountered by academic libraries and the strategies they utilized during COVID-19 crisis are presented in the succeeding tables and textual presentations. The rank of indicators was determined based on the computed weighted mean, from highest to lowest. In case of similar mean values, averaging the rank numbers and dividing by the number of cases were done.

Table 1

Challenges of Libraries During COVID-19 Crisis			
Indicators	Weighted Mean	Verbal Interpretation	Rank
1. A limited number of users utilize our online library resources.	3.03	Agree	8
2. There is a slow acquisition of requested library materials.	3.13	Agree	4
3. Slow internet connectivity disrupts efficient delivery of online library services.	3.06	Agree	5.5
4. There is a reduced number of library personnel.	3.03	Agree	8
5. The library has operated with reduced budget cuts in the current academic year.	3.19	Agree	2.5
6. The library experienced barriers on the transformation from physical collection to digital formats.	3.23	Agree	1
7. Access to library resources and services has been relatively low.	3.06	Agree	5.5
8. Library clients are not aware of the various resources and services offered by the library during pandemic.	2.61	Agree	10
9. There is a decrease in purchasing and usage of print and physical materials.	3.19	Agree	2.5
10. There is restricted on-site staffing which has resulted in backlogs in processing of library materials.	3.03	Agree	8
Overall Weighted Mean	3.06	Agree	
Legend: 1.00-1.74 (Strongly Disagree) 1.75-2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)			

Table 1 shows the challenges of libraries during COVID-19 crisis. Findings revealed that libraries experienced barriers on the transformation from physical collection to digital formats as evidenced by the weighted mean of 3.23. It is also evident that libraries of NOCEI member schools have operated with reduced budget cuts in the current academic year and there is a decrease in purchasing and usage of print and physical materials, as demonstrated by a mean of 3.19 and rank as 2.5. Moreover, the respondents also agreed that because of reduced budget there is a slow acquisition of requested library materials, this is shown on the result having a mean of 3.13 and ranked as 4. The result implies that most libraries experienced widespread budget cuts during the COVID-19 pandemic and as a result the purchase of library resources has been diminished and some library plans are not materialized.

Results also revealed that slow internet connectivity disrupts efficient delivery of online library services and access to library resources and services has been relatively low during COVID-19 crisis, having a mean of 3.06 or agree and ranked as 5.5. This indicates that slow internet connection disrupts various online services offered by the library which leads to low utilization of library online resources and services.

Respondents also agreed that a limited number of users utilize the online library resources as well as there is a reduced number of library personnel and restricted on-site staffing which has

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resulted in backlogs in processing of library materials having a mean of 3.03 or ranked 8. Furthermore, the least mean of 2.61 or agree and ranked as 10 indicates that library clients are not aware on the various resources and services offered by the library during pandemic.

To sum up, there was an agreement among the respondents that their libraries faced various challenges during COVID-19 crisis with the overall weighted mean of 3.06. This means that the libraries experienced difficulties during the pandemic. This is congruent to the study of Chakraborty and Jana (2021), which explored the impact of the current pandemic caused by COVID-19 on the academic libraries in India. The study identified four areas of challenges faced by the academic libraries due to COVID-19 namely, space, collection development, library services, and the overall management. Furthermore, the study shows how COVID-19 posed several challenges to run the academic libraries in comparison to pre-COVID-19 period regarding these areas.

Table 2

Strategies of Libraries During COVID-19 Crisis

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. We have the partial opening of our library facilities at present.	3.13	Agree	9.5
2. We have maximized online learning resources for our clients.	3.55	Strongly Agree	3
3. We allow personal visit to our library subject to compliance with IATF, DOH health protocols.	3.13	Agree	9.5
4. There are available online library services for our clients (faculty, students, staff and guests).	3.65	Strongly Agree	1.5
5. We offer various remote services such as e-Lending, e-Learning and Document Delivery Services for our patrons.	3.35	Strongly Agree	4
6. The library has provided assistance through the Ask a Librarian chat service, where students have access to librarians' assistance in real-time through a virtual chat.	3.65	Strongly Agree	1.5
7. We have provided 24/7 access to library digital content.	3.19	Agree	7
8. We have developed an online portal for our information literacy and online resources.	3.32	Strongly Agree	5.5
9. The library provide exceptional user centred-services.	3.32	Strongly Agree	5.5
10. We have develop and implement comprehensive plan for discoverable and accessible print collections.	3.16	Agree	8
Overall Weighted Mean	3.35	Strongly Agree	

Legend: 1.00-1.74 (Strongly Disagree) 1.75-2.49 (Disagree) 2.50-3.24 (Agree) 3.25-4.00 (Strongly Agree)

Table 2 depicts the strategies of libraries during COVID-19 crisis. Among the strategies listed, the respondents had a strong agreement that during COVID-19 crisis their libraries offered various online library services for their clients as well as provided an assistance through the Ask a

Librarian chat service, where students have access to librarians' assistance in real-time through a virtual chat. It obtained a weighted mean of 3.65 and was ranked the highest. The results imply that despite the COVID-19 pandemic the libraries never stop providing resources and services to its clientele.

It is also evident that NOCEI member's libraries have maximized online learning resources for their clients during the crisis as evidenced by a mean of 3.55 or strongly agree and ranked as 3. This denotes that libraries have maximized the use of online learning resources in support to the new learning set-up of their patrons.

Respondents also strongly agreed that their libraries offer various remote services such as e-Lending, e-Learning and Document Delivery Services for their respective patrons with a mean of 3.35 and ranked as 4. Moreover, having a weighted mean of 3.32 and ranked as 5.5, respondents also strongly agreed that their respective libraries provide an exceptional user centred-services and they developed an online portal for their information literacy and online resources.

On the other hand, respondents also agreed that they provided 24/7 access to their library digital content, having a mean of 3.19 and ranked as 7, this was followed by ranked 8 having a mean of 3.16 stating that they have develop and implement comprehensive plan for discoverable and accessible print collections. Moreover, the least mean of 3.13 or agree and ranked as 9.5 indicates that their libraries have the partial opening of their library facilities at the present and they allow personal visit to their library subject to compliance with IATF, DOH health protocols.

In general, results revealed that respondents are in strong agreement on the various strategies implemented in consonance to COVID-19 crisis as evidenced by obtained overall weighted mean of 3.35. This suggests that NOCEI member's libraries utilized various strategies in enhancing and promoting the services and resources during COVID-19 crisis. The findings corroborate to the study of Ali and Gatiti (2020) noting that during COVI-19 pandemic the library provide various strategies to continue to support the informational needs of its regular users. Librarians adopted virtual library services to meet the information needs of users during the pandemic while the use of social media pages and websites as a medium of information dissemination to users were fully equipped. Mathabela (2021) posited that libraries find ways to respond to the pandemic, hence an effort on services to users were improved through various activities and strategies. These include access to the library building, access to electronic resources and other services. Libraries also provide information services to cater for online classes, which have risen to its highest as most classes were offered online. Similarly, the libraries look into ways of investing more in digital infrastructure to enable digital distribution of content to learners and also grasp social distancing and building restrictions as their new identity as the academic heart of the university objectives.

Conclusions

The COVID19 pandemic has exponentially changed the way we live and work, affecting academic libraries around the world. As the COVID-19 pandemic continues claiming lives and redefining the landscapes of society in all aspects, academic libraries should continue their mission that capitalizes among other things on digital literacy through maximized use of online platforms to serve students, scholars and researchers. Our findings showed that there was an agreement among head librarians of NOCEI member schools that there were challenges especially in transforming resources from physical to digital formats, reduced budget cuts in the current academic year and decrease in purchasing and usage of print and physical materials, suggesting the need to maximize online learning resources and services. This has resulted in various strategies employed like availability of online library services, assistance through real-time chat service,

maximized use of online learning resources and remote services like e-Lending, e-learning and document delivery services. As a whole, our findings suggest that academic libraries face various challenges that resulted in the utilization of different online and digital platforms, ensuring both safety of clients without compromising the quality of library services.

Though the sample size was limited as only head librarians represented the institutions, results of this study could guide school administrators to ensure sustainability of library services during and beyond the pandemic, highlighting various measures that would respond to the ever changing landscape of education and knowledge sharing. Academic libraries from anywhere in the world could use the findings of this study to look at their own experiences and narratives in library management, thereby improving the educational environment of higher education institutions through knowledge dissemination and creation towards a renewed and wiser society with or without the pandemic.

The following are the recommendations for the sustainability of libraries during and after of COVID-19 crisis. Academic libraries need to revamp their library policies and realign their practices to the new circumstances in order to serve users and comply with social distancing standards as a result of COVID-19. Moreover, libraries should develop Standard Operating Instructions (SOPs) for library staff and users to maintain social distancing standards during and after the COVID19 pandemic. An increase or re-prioritizing of library budgets to add electronic resources and services should be considered. In addition, libraries must invest in the procurement of new technologies, infrastructures, systems and human resource development in order to serve their users in new online environments. Continuous digitization initiatives should also be ensured in order to provide online access to contents in digital formats for quick and easy information retrieval. Academic libraries should also check their web presence. It is important to evaluate the use of library portals and redesign/update the library website. There is also a need to work towards providing one-spot access to all library resources and to try to purchase or create new systems for these purposes. Because library managers or head librarians are important key persons in resource management, they should coordinate with professors, academic units or social organizations to provide websites, videos, and web-based tutorials, among others while responding to the issues of false and spurious information which can be disseminated ubiquitously in online environments.

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ВИКЛИКИ І СТРАТЕГІЇ АКАДЕМІЧНИХ БІБЛІОТЕК ПІД ЧАС КРИЗИ COVID-19 У ШКОЛАХ-ЧЛЕНАХ NOCEI НА ФІЛІППІНАХ

Мета. Оскільки світ безперервно бореться з величезним впливом пандемії COVID-19 у всіх сферах життя, заклади вищої освіти, в т. ч. і бібліотеки, знаходяться в авангарді перебудови та переосмислення своєї діяльності, переважно переходячи на онлайн-послуги. Те, як бібліотеки по всьому світу продовжують виконувати свої завдання з надання інформаційних ресурсів, заслуговує на увагу дослідників, особливо в контексті нинішньої кризи в галузі охорони здоров'я. Це дослідження було спрямовано на визначення проблем та стратегій академічних бібліотек під час кризи COVID-19 серед шкіл-членів NOCEI, консорціуму вищих навчальних закладів у регіоні IV-A (Calabarzon), Філіппіни. **Методика.** В описовому дослідженні використовувалось онлайн-опитування, проведене 31 головним бібліотекарем із зазначеної організації. **Результати.** Результати показали, що перешкоди на шляху переходу від фізичних колекцій до цифрового формату, скорочення бюджетних асигнувань та закупівель, використання друкованих та фізичних матеріалів є головними проблемами, з якими зіткнулися, коли було досягнуто твердої згоди щодо стратегій, які використовуються, в першу чергу, для доступності різних онлайн-послуг бібліотек для користувачів та допомоги через службу чату «Запитайте бібліотекаря», де студенти мають доступ до консультацій бібліотекаря в режимі реального часу через віртуальний чат. **Висновки.** В цілому, результати вказують на необхідність для закладів вищої освіти забезпечувати стабільність бібліотечних послуг під час і після

пандемії, включаючи різні заходи, які будуть реагувати на ландшафт освіти та обмін знаннями, що постійно змінюються.

Ключові слова: академічні бібліотеки; заклади вищої освіти; описові дослідження; Філіппіни

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COMMUNITY OUTREACH AND ENGAGEMENT IN THE TIME OF COVID 19: EFFORTS & APPROACHES OF ACADEMIC LIBRARIES

Objective. This paper aims to investigate the types and scope of community engagement and outreach activities of academic libraries while the physical library spaces remain closed or operating on a limited capacity. It also looks at the tools and methods employed to implement such activities. The paper also attempts to uncover patterns or emerging themes as libraries explore innovative ideas and take new initiatives for the betterment of the community they serve. **Methods.** The study employs a website and Facebook page survey of AUN (ASEAN University Network) Inter-Library Online (AUNIL) member-libraries. The following six outreach categories will be utilized: (1) Collection-Based Outreach; (2) Instruction & Services-Based Outreach; (3) “Whole Person” Outreach; (4) Just for Fun Outreach; (5) Partnerships and Community-Focused Outreach; and (6) Multi-Pronged Themed Events and Programming. Said categories were derived from Farrell and Mastel (2016) paper entitled “Considering Outreach Assessment: Strategies, Sample Scenarios, And A Call to Action.” **Results.** Findings of the study will offer some insights on how libraries strengthen their roles in transforming societies as they provide opportunities to bring about positive change in their communities. Moreover, this paper will also challenge libraries to take a closer look at their own activities and consider how they can design creative and inspiring ways to connect with their communities. **Conclusions.** In response to the COVID-19 crisis, libraries are proactively pivoting their community engagement and outreach efforts online and are finding new ways to serve faculty, students, and partners. Libraries are committed to strengthening the resilience and recovery of the community through working collaboratively with its members and building partnerships with relevant organizations.

Keywords: academic libraries; educational activities; COVID-19; community involvement; innovation

Introduction

Libraries have been staunch partners of universities, institutions, and organizations in the advancement of the communities’ goals and aspirations. Libraries, more than ever, are being recognized as an important hub to facilitate development and transformation. As Ashraf (2018) described, libraries empower and democratize institutions to engage communities by “outreaching and [taking] up expansive roles which are confined to not only serving as information resource but much more. It is found that as a powerful social institution with [a] sizable presence, libraries have started engaging with local communities by transforming themselves as socio-cultural & capacity building hubs globally”. Such presence equates to continued innovation, strategic inclusive representations and carefully thought out programs and services.

Community outreach and engagement is at the heart of every library advocacy strategy. These activities inform and engage people about our services and programs. As defined by literature:

Community engagement is the process of working collaboratively with community members – be they library customers, residents, faculty, students or partner organizations – to address issues for the betterment of the community. (American Library Association [ALA], n.d.)

Outreach are services designed to reach patrons outside of the library – wherever they are accessing, evaluating, or manipulating information.

(Westbrook & Waldman, 1993)

Academic libraries' are suitably positioned in higher education as these institutions are mainly committed to supporting diversity through education, outreach, and advocacy. It is important then that libraries dedicate to practice "turning outward", a step-by-step process developed by The Harwood Institute for Public Innovation. The process enables libraries to immerse themselves in steps to better understand communities; participate and encourage conversations that are community-focused; being proactive to community issues; and putting community aspirations first (The Harwood Institute for Public Innovation, 2013).

Libraries are poised to amplify such efforts as librarians worldwide positively contributed to the International Federation of Library Associations and Institutions (IFLA) Global Vision (2017), an extensive site that compiles ideas of librarians. IFLA marked the importance of understanding community needs to better design our services as an opportunity for a united global action to address challenges. This then serves as an opportunity for libraries to explore and expand library outreach – engage new stakeholders, build tailor-made programs with measurable impact on peoples' lives (IFLA, n.d.).

Despite this momentum and ideas for actions in the library field, the inevitable pandemic crisis halted and crippled most of the library operations worldwide. Suspension of onsite services left students, staff, and faculty with only the available remote library support. If onsite access is still an option, services are delivered with less space as libraries now have to maintain a safe distance to comply with health protocols. Such arrangements gave rise to a more complex problem for developing countries – shift from physical to digital. Many libraries are faced with infrastructure, technology, and budget constraints to even continue operations remotely. (Chakraborty & Jana, 2021; Rafiq, Batool, Ali, & Ullah., 2021; Walsh & Rana, 2020).

Given this predicament, this study was launched to investigate the types and scope of community engagement and outreach activities of academic libraries while the physical library spaces remain closed or operating in a limited capacity. It will also uncover patterns or emerging themes as libraries explore innovative ideas and take new initiatives for the betterment of the community they serve.

Methods

The study employed a website and Facebook page survey to gather and analyze the different outreach activities conducted by the AUN (ASEAN University Network) Inter-Library Online (AUNILO) member-libraries. The list of the members was retrieved from <https://aunilo.net/member-libraries/>.

MANAGEMENT AND MARKETING AT THE UNIVERSITY LIBRARIES

Among the thirty (30) member libraries (see Table 1), 7 libraries were excluded from the study because of website or Facebook inaccessibility and 2) website and Facebook pages are not up-to-date. As a result only 23 libraries were surveyed in this study (see Table 3).

Table 1

AUNILO member-countries	
Countries	Count of Countries
Brunei Darussalam	
Cambodia	1
Indonesia	2
Laos	4
Malaysia	1
Myanmar	5
Philippines	3
Singapore	3
Thailand	3
Vietnam	5
	3
Total	30

Based on the literature review conducted, the authors gained an overview of various outreach activities and adopted the outreach categories presented by Farrell and Mastel (2016) in their paper entitled “Considering Outreach Assessment: Strategies, Sample Scenarios, And A Call to Action” as follows: (1) Collection-Based Outreach; (2) Instruction & Services-Based Outreach; (3) “Whole Person” Outreach; (4) Just for Fun Outreach; (5) Partnerships and Community-Focused Outreach; and (6) Multi-Pronged Themed Events and Programming. Said categories were derived from Farrell and Mastel (2016) paper entitled “Considering Outreach Assessment: Strategies, Sample Scenarios, And A Call to Action” (see table 2)

The investigation was conducted from May 1-31, 2021. Websites and Facebook pages of the AUNILO member-libraries were accessed and comprehensively browsed for posts related to community engagement and outreach. Only posts that from March 2020 to April 2021 were collected and imported into Excel and categorized. Aside from categorizing the outreach activities, the different platforms used for implementing the outreach and engagement activities were also noted. The data gathered were then tabulated and analyzed using basic percentages, frequencies, and rankings.

The limitation posed by this method is that it is possible that other activities are not fully presented in their website and Facebook pages and those activities were not included in the results of this study.

Table 2

Outreach categories used in this study (Farrell and Mastel (2016))	
Categories	Scope
Collection-Based Outreach	Activities in this category are those that are linked to a library's collection, or parts of a library's collection.
Instruction & Services-Based Outreach	Activities in this category focus on presentations and public guidance regarding library services and resources.
"Whole Person" Outreach	Activities in this category are primarily concerned with helping people on an individual level and helping them make personal progress in some aspect of their life.
Just For Fun Outreach	Activities in this category are those that are typically "just for fun".
Partnerships and Community-Focused Outreach	Activities in this category are primarily focused on creating partnerships and working with community groups.
Multi-Pronged Themed Events and Programming	Activities in this category take place on a large scale and usually involve numerous activities and levels of support, frequently over several days.

Results and Discussion

Despite the challenges brought about by Covid-19 pandemic, many libraries are still actively engaged in performing various outreach activities. The following AUN (ASEAN University Network) Inter-Library Online (AUNILO) member-libraries' website and Facebook pages were reviewed (see Table 3).

Table 3

AUNILO member-libraries activities

Name of Library	University	Country
1 Universiti Brunei Darussalam Library	Universiti Brunei Darussalam	Brunei Darussalam
2 University Library	RoyalUniversityof Law and Economics	Cambodia
3 Universitas Gadjah Mada Library	Universitas Gadjah Mada	Indonesia

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4 Central Library of Institut Teknologi Bandung	UPT Perpustakaan Institut Teknologi Bandung	Indonesia
5 Universitas Airlangga Library	Universitas Airlangga	Indonesia
6 Universiti Malaya Library	Universiti Malaya	Malaysia
7 Perpustakaan Hamzah Sendut	Universiti Sains Malaysia	Malaysia
8 Tun Seri Lanang Library	Universiti Kebangsaan Malaysia	Malaysia
9 Universiti Putra Malaysia Library	Universiti Putra Malaysia	Malaysia
10 Sultanah Bahiyah Library	Universiti Utara Malaysia	Malaysia
11 University of Yangon Library	University of Yangon	Myanmar
12 De La Salle University Libraries	De La Salle University	Philippines
13 University of the Philippines Library	University of the Philippines	Philippines
14 Rizal Library	Ateneo de Manila University	Philippines
15 Nanyang Technological University Library	Nanyang Technological University	Singapore
16 National University of Singapore Libraries	National University of Singapore	Singapore
17 Singapore Management University Library	Singapore Management University	Singapore
18 Burapha University Library	Burapha University	Thailand
19 Office of Academic Resources	Chulalongkorn University	Thailand
20 Mahidol University Library and Knowledge Center	Mahidol University	Thailand
21 Chiang Mai University Library	Chiang Mai University	Thailand
22 Khunying Long Athakravisunthorn Learning Resources Center	Prince of Songkla University	Thailand
23 HCM Library	Vietnam National University - HCM	Vietnam

After scouring the posts through their sites, here is the breakdown of their outreach and engagement activities. See Table 4.

Table 4

Outreach and engagement activities per category

Categories	No. of Libraries	%
Instruction & Services-Based Outreach	23	100.00%
Collection-based Outreach	21	91.30%
“Whole Person” Outreach	16	69.57%
Partnerships and Community-Focused Outreach	16	69.57%

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Just For Fun Outreach	12	52.17%
Multi-Pronged Themed Events and Programming	2	8.70%

As seen from Table 4, all member libraries are still able to deliver instruction & services-based outreach. This is positively reassuring, given the global crisis we are facing, libraries continue to deliver remote services to the community. Closely followed by collection-based outreach at 91.30%, data shows that libraries put a premium on building awareness and providing information about the resources and services that are available despite the hard condition. Interestingly, outreach and engagement activities during these times also paved the way to focus on a more holistic approach to programming – community driven and geared towards helping people achieve personal progress. Evidently, 69.57% or more than half of the libraries decided to offer such outreach programs belonging to the “whole person” and partnerships and community-focused outreach. Lastly, the least used type of outreach was under the category of multi-pronged themed events and programming. Quite understandably the lowest performed as activities in this category take place on a large scale with numerous activities and varied levels of support, frequently over several days. This type of programming poses a great challenge most specially at a time where everyone is still adapting to the new normal.

Table 5

Platforms used by libraries in the delivery of outreach activities

Platforms	No. of Libraries	%
Online Meeting Platforms	23	100.00%
Facebook	20	86.96%
Instagram	10	43.48%
YouTube	8	34.78%
TikTok	3	13.04%

*multiple responses

Such outreach and engagement activities were all performed online as seen on Table 5. Fully utilized in the delivery of outreach and engagement activities were various online meeting platforms. These include the use of Zoom, Google Meet, MS Teams among others. Among the social media platforms, Facebook (86.96%) leads as the most utilized online space through posts or even live streamed content. Tiktok at 13.04%, despite being least used in this category, is still a well received move at a time where we must reach and amplify efforts to online spaces where our patrons are.

Implementation of outreach and community engagement programs in AUNILLO member-libraries**Collection-Based Outreach**

As described above, collection based outreach are those activities that are centered in promoting the library collections and reading. In the survey, activities found in this category include books fairs, book exhibits, book reviews and book talks. This also includes read together programs and some quizzes or scavenger hunts that make use of the library collections.

Traditionally, these activities are done face-to-face and within the library premises but activities mentioned above were mostly conducted online making use of meeting platforms and various social media channels. For example, Universitas Airlangga (UNAIR) Library in Indonesia hosts its book talk program #CeritaBuku, which means “storybook” when translated in English, using Zoom and broadcasted live via Facebook. They also use Instagram live to talk to authors for this program. (Instagram is a free, online photo-sharing application and social network platform that was acquired by Facebook in 2012.) Another novel way that UNAIR does to post book recommendations is through TikTok, a popular social networking app for making and sharing short videos. Singapore Management University Library (Singapore) also uses Instagram to promote their online databases in partnership with their Library Peer Advisors (students). Burapha University Library in Thailand, on the other hand, creates podcasts for their book review and makes them available in SoundCloud.

Instruction & Services-Based Outreach

Providing instructions that promotes the services and resources of the library is essentially part of the core service of the library. Expectedly, all libraries surveyed implement this type of outreach that ranges from training and workshops, video tutorials, podcasts and even contests.

Common topics tackled include online resources, research writing and publishing, research and data analysis tools as well as information and digital literacy skills. Some sessions were conducted in partnerships with vendors or publishers but majority were facilitated by the librarians themselves. Singapore Management University offers a series of “bite-sized” library workshops on such topics usually scheduled weekly. Universiti Sains Malaysia Library conducts a program called “10-minute Research Hacks,” live streamed on Facebook and YouTube. Similarly, Nanyang Technological University (Singapore) offers advanced research support training such as using Python for basic data analysis, Tableau for data visualization and Mendeley and Zotero for reference management. They also offer trainings on digital scholarship, productivity tools, and open data sharing and scholarship

On the other hand, Chiang Mai University Library (CMUL) in Thailand has a podcast published on Youtube called “Hello Library” that allows patrons to “get to know the library” more. Also in Thailand, Chulalongkorn University Library livestreams its program series called “Chula Library Share” in YouTube and Facebook that also promotes the resources and services of the library. Libraries surveyed also provide instructions beyond the usual scope of library resources like workshops on using digital tools like Canva and Microsoft Office.

“Whole Person” Outreach

Libraries not only target meeting the information needs of its community but also concern themselves with helping people on an individual level. The survey revealed that “whole Person” outreach activities revolved around addressing physical and mental health and gender sensitivity.

As an example, University of the Philippines Diliman hosted an online conversation about women and gender; Universitas Gadjah Mada Library (Indonesia) has a project related to women

empowerment while Universiti Malaya Library (Malaysia) had a suicide prevention campaign. Further, Chiang Mai University Library (CMUL) in Thailand offers meditation and dance sessions and Burapha University Library (Thailand) offers a weekly “Fit and Firm” activity.

Just For Fun Outreach

From games and contests to arts and crafts, libraries do not run out ideas to create activities to engage the community. Around 52% of the libraries surveyed offer this type of activity. For example, Singapore Management University (Singapore) organized a DIY lanyard making contest using recyclable materials as part of their go-green initiative. Another DIY activity was held by Chiang Mai University Library (CMUL) (Thailand) on creating knitted plant holders.

Also a fun event, the #LibraryFriendsLibraryFan Burapha University (Thailand) hosts contests with raffle prizes on their Facebook page. The University of the Philippines Diliman Library created a Meme challenge on “Hapit Mode/Backlogs” as part of their eKapihan (or virtual meet up over coffee).

Partnerships and Community-Focused Outreach

Libraries have always been about collaborations and partnerships. Reaching out to the community and participating in civic activities have become an integral part of the libraries’ outreach and community engagement programs.

Libraries surveyed offer various activities under this category such as book donation programs, book drives, roadshows, virtual tours and even reading programs. Some have organized feeding programs, blood donation drives and even participated in go-green initiatives in the local community.

The Universiti Brunei Darussalam Library (Brunei Darussalam) partnered with their local medical center for a blood donation drive. The Burapha University Library held various activities that fall under partnerships and community-focused category. For example, they partnered with their local elderly club and organized an activity that promotes reading. They also joined the local volunteers to collect trash from one of their beaches in their municipality. Further, BU Library participated in local tradition and offering ceremonies, and donated books to select students in one of the schools in their province and many other similar projects.

There were a number of initiatives that promotes environmental awareness and sustainability including Chiang Mai University Library’s seed distribution and tree planting activity; Sultanah Bahiyah Library’s recycling #trashforcash project; and Universiti Malaya Library’s #UMZeroWasteCampaign.

Multi-Pronged Themed Events and Programming

Activities in this category fall under multiple themes usually spread out throughout the week. Organizing such activities require more resources and involve more extensive preparation and coordination, many libraries appear to offer less of this kind of project.

The book fair activity held by Universiti Brunei Darussalam Library qualifies in this category as they also organized training-workshops and blood donation as part of the activity. Another good example is De La Salle University Libraries’ IAmInfoSMART, an information literacy campaign held during the Library and Information Services (LIS) month, with a theme DQ Deconstructed. Part of this program were daily games, database training and outreach to public school students that are all centered around digital citizenship.

Conclusions

The global crisis faced by the world crippled industries, institutions, and organizations with libraries facing new challenges and problems head on. However, this study revealed that libraries remain resilient despite the challenges and limitations brought about by the Covid-19 pandemic. It was found out that libraries covered and were able to explore various types and scope of community engagement and outreach activities. Highly used forms of outreach are Instruction & Services Based Outreach followed by Collection-Based Outreach with increased focus on "Whole Person" and Partnership and Community-focused outreach. Least used at this time is the Multi-Pronged Themed Events and Programming. Such a feat affirms libraries' capability to adapt in whatever situation they are in.

In addition, given the limitations, libraries are innovative as they continue to deliver and find novel ways to implement initiatives. The member libraries included in this study exemplified the agility in adopting appropriate technologies that will facilitate delivery outreach activities while maintaining and maximizing the spirit of collaboration and partnerships. Likewise, continued dedication to learning and adopting new digital skills also play an essential role in bringing about new avenues to conduct community engagement and outreach.

With the increased demand on the remote delivery of services and programs, libraries are simultaneously turning their focus outward by heightened emphasis on outreach activities that revolve around the theme of "coming together" as a community – an important facet in today's society as we deal with the crisis together.

Moving forward, libraries can further expand their reach and amplify their role in the society as long as they focus on engaging the community to understand their needs and aspirations. Clear setting of objectives and sound development of strategies that leverages partnerships and collaborations can greatly assist in mobilizing resources despite the limitations experienced in this crisis.

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ПРОСВІТНИЦЬКА ДІЯЛЬНІСТЬ ТА ЗАЛУЧЕННЯ ГРОМАДИ ПІД ЧАС COVID-19: ЗУСИЛЛЯ ТА ПІДХОДИ АКАДЕМІЧНИХ БІБЛІОТЕК

Мета. Цей документ спрямований на вивчення типів і масштабів залучення громади та інформаційно-пропагандистської діяльності академічних бібліотек, коли фізичні приміщення бібліотеки залишаються закритими або працюють з обмеженими можливостями. Також розглядаються інструменти та методи, що використовуються для реалізації таких дій. У документі також робиться спроба виявити закономірності або теми, що виникають в міру того, як бібліотеки досліджують інноваційні ідеї та роблять нові ініціативи для покращення обслуговування громади, якій вони служать. **Методика.** У дослідженні використовується огляд веб-сайту та Facebook-сторінки міжбібліотечних онлайн-бібліотек AUN (Мережа університетів АСЕАН) (AUNILO). Аналізуються такі шість категорій охоплення: (1) Інформаційна діяльність на основі збору інформації; (2) Інструкція та amr; Інформаційно-пропагандистська діяльність; (3) Інформаційно-пропагандистська кампанія «Whole Person»; (4) Інформаційно-пропагандистська діяльність "Просто для розваги"; (5) Партнерство та інформаційно-пропагандистська діяльність, орієнтована на громадськість; та (6) Багатосторонні тематичні заходи та програмування. Зазначені категорії були взяті зі статті Фаррелла та Мастела (2016), під назвою «Considering Outreach Assessment: Strategies, Sample Scenarios, And A Call to Action». **Результати.** Результати дослідження дадуть певне уявлення про те, як бібліотеки посилюють свою роль у перетворенні суспільства, оскільки вони надають можливість позитивних змін у своїх громадах. Крім того, цей документ також спонукає бібліотеки уважніше придивитися до своєї діяльності та подумати про те, як вони можуть створювати творчі та надихаючі способи комунікації зі своїми користувачами. **Висновки.** У відповідь на кризу COVID-19 бібліотеки активно змінюють свою участь у суспільній та інформаційно-пропагандистській діяльності в Інтернеті та знаходять нові способи обслуговування викладачів, студентів та інших користувачів. Бібліотеки віддані зміцненню стійкості та відновленню громади шляхом спільної роботи з її членами та побудови партнерських відносин з відповідними організаціями.

Ключові слова: академічні бібліотеки; просвітницька діяльність; COVID-19; залучення громади; інновації

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PROFESSIONAL COMPETENCIES OF A LIBRARIAN OF A HIGHER EDUCATIONAL INSTITUTION

Objective. Development and implementation of the concept of professional competencies of librarians. **Methods.** In the course of the research, a complex of methods of theoretical analysis (terminological analysis; literature analysis) and synthesis was used; methods of comparison, generalization, systematization of an array of publications. **Results.** The study of the research on the development and implementation of the professional competence of librarians made it possible to identify the necessary requirements for university library specialists. The resulting practice revealed the potential of librarians during telecommuting. **Conclusions.** In modern scientific theory, the concept of human competence has a broad interpretation and a complex structural structure. In general, it is about the ability of a person to perform certain activities, perform tasks or work; the availability of an appropriate set of knowledge, skills and attitudes that enable them to act effectively in a professional field or activity. Professional competencies of librarians are necessary for the implementation of professional activities, opportunities for self-improvement throughout life.

Keywords: professional competencies; university library specialist; university library

Introduction

Informatization has changed all spheres of human activity, including the content of the work of libraries of higher educational institutions.

The activity of a university librarian is diverse, it manifests itself in the effective use of existing experience, in the ability to see options for solving the same problem and non-standard approaches to the development of new forms, means, techniques and methods of transferring information.

Methods

In the course of the research, a complex of methods of theoretical analysis (terminological analysis; literature analysis) and synthesis was used; methods of comparison, generalization, systematization of an array of publications.

Results and Discussion

The relevance of the research is determined by the contradictions arising in the process of retraining and advanced training of librarians:

- between the constantly increasing requirements for the education system, including additional vocational education, the growing level and pace of development of the information society and its ability to comply with these processes;
- between the potentialities of information resources, means for their use;
- between the need for active and constant work of librarians and the existing opportunities for the manifestation of creative activity, independence and individuality when using standard approaches and technologies.

In world educational practice, the concept of competence acts as a central, a kind of "key" concept - for competence, firstly, combines the intellectual and skills components of education; secondly, the concept of competence contains the ideology of integrating the content of education, which is formed from the result; thirdly, key competence has an integrative nature, for it incorporates a number of homogeneous or closely related skills and knowledge related to broad spheres of culture and activity.

The concept of competence/competency is not a modern invention. It appeared in the famous Webster's New World Dictionary of the English (*New Webster's Dictionary and Thesaurus*, 2003) language at the end of the 16th century, but became widespread in the 90s of the last century. The number of definitions of this concept is very large, but its limits are quite finite, if you find common elements in all definitions or classify them according to two fundamental themes that give rise to differences in the definition of competencies.

In the dictionary of foreign words, competence is defined as "possession of knowledge that allows one to judge something, express a weighty authoritative opinion" or "possession of competencies, awareness, informedness, authority" (*Slovnyk Inshomovnykh Sliv*, 2000). "Competence" is understood as "the terms of reference of any organization, institution or person; the range of issues in which this person has the authority, knowledge, experience". The concept "competent" is interpreted as "experienced, knowledgeable in a certain area, who has the right, on the basis of his knowledge or authority, to do or decide something, judge something" (*Slovnyk Inshomovnykh Sliv*, 2000).

A special contribution to the understanding of these phenomena was made by D. C. McClelland, R. Boyatzis, J. Raven, L. Spencer and S. Spencer, S. Whiddett and S. Hollyforde, D. Brittel and others.

In 1973, David C. McClelland's article "Testing for Competence Rather Than Intelligence" was published, which is considered to be the beginning of the study of competencies. According to the author, the competency-based approach should analyze the success of the employee in the process of his/her work (McClelland, 1973).

But special attention to the problem of competencies was caused by the works of R. Boyatzis, especially his monograph "Competent Manager. Model of Effective Work". It was a generalization of the results of characteristics studies directly related to the specialists work effectiveness, regardless of the characteristics of the activities of their organizations. From the point of view of R. Boyatzis, in addition to competencies, the functional requirements of the work itself, as well as the conditions of the organizational environment, should be considered the components of the efficiency of work performance (Boyatzis, 2008).

Outstanding English psychologist John Raven in his work "Competence in modern society: blew, development and implementation" defines competence as the presence of a person's characteristics and abilities that allow him to achieve personally significant goals, regardless of their nature and social environment in which these people live and work (Raven, 1984).

The author notes that the phenomenon of competence includes intellectual, emotional and volitional components that provide effective motivation and a person's ability to implement it.

Subsequently, there were many publications of both theoretical and applied nature, the purpose of which was to define these concepts and their essential characteristics. Thus, L. Spencer and S. Spencer (2005) understand under the competence "the basic quality of an individual, which has a causal relationship to effective and/or best based on performance criteria in work or other situations." They identified the following types of basic competencies: motives, psychophysiological characteristics, self-concept, knowledge, skill.

According to Steve Whiddett, Sarah Hollyforde most of the definitions are different modifications of two themes, the differences of which are only in the sources of origin. In one case, competence is understood as "the ability ... to carry out their work in accordance with the standards adopted in the organization". In the other, competence is defined as the main characteristic of a personality that allows its owner to achieve high results in activity. The same authors explain the difference between the concepts of "competence" and "competency" (Whiddett & Hollyford, 2008).

According to M. N. Bakulina (2010), it is the use of acquired knowledge in activities that determines the competence of a person: "a person is either competent, or not in relation to a certain level of digestion".

In the scientific heritage of L. I. Moroz (2007) "competence is defined as structured sets of knowledge, abilities, skills and relationships of a person, which are formed in the learning process and allow a person to determine, identify and solve problems characteristic of a certain direction of productive activity".

So, professional competence is defined as an integrated characteristic of a specialist's personality, which is understood as the presence of a complex of relations, values, knowledge, skills and abilities necessary for the successful implementation of professional activity, manifested in the ability to perceive individual professional and social needs; in ensuring social and professional self-realization in the conditions of market relations in the possibility of professional self-improvement throughout life (Moroz, 2007).

But the common basis that characterizes the point of view of various authors is that a person's knowledge is a potential, scientific and practical baggage that he/she has, but only additional factors can put them into action. This means that competence is not only the availability of knowledge and experience, but also the ability to use them in the course of exercising their powers.

The Council of Europe has identified five key professional competencies to which it attaches particular importance:

1. Political and social competences, which include the ability of an individual to take responsibility, participate in joint decision-making, regulate conflicts, situations of cognitive dissonance, participate in the functioning and improvement of democratic social institutions.

2. Multicultural competences related to life in a cross society, such as understanding ethnic and national differences, respect for each other, the ability to respect people of other cultures, languages and religions.

3. Communicative competences, which provide for effective mastery of oral and written speech, which is quite important both in professional activity and in public life.

4. Information competencies associated with the emergence of information space in the society. It is assumed that a specialist will master new information technologies, understand the subject's attitude to information and advertising, disseminating in the media (European Commission (DG EAC), 2004).

Let us consider in more detail the above competencies.

Functional competence is the ability to extract new knowledge from various sources, from the study of one's own activities in the labor sphere, namely, these are the skills of:

- independent work with various sources of information;
- analysis of the situations arising in the process of labor activity;
- formulation of professional tasks, acquisition of new knowledge necessary for their productive solution;

- study, generalization and implementation of the best practices.

Personal competence is the readiness for continuous development, actualization and realization of one's personal and professional potential. This competence is manifested in the ability to think analytically and implement an integrated approach to the performance of one's official duties.

Special attention should be paid to the culture of professional communicative behavior – an indispensable attribute of the effective image of the staff of a modern library, which manifests itself in interaction with other subjects of library activity – users, colleagues, business partners.

Communicative competence defines complex processes of interaction in the library environment, consisting in the information exchange, perception and understanding of communication by partners.

Communicative competence, which is based on a humane attitude towards a person, realizes the benevolent, tactful, attentive behavior of a librarian. This is extremely important in view of the humanitarian mission of libraries.

The problem of successful library communication is relevant for researchers of the library image and librarians. For real success, creating an integral, positive image, a communicative culture is needed, which not only affects the attractiveness of the image, but also allows you to achieve professional goals, solve professional problems.

Communicative competence is the ability and real readiness for communication, goals, spheres and communication situations, readiness for verbal interaction and mutual understanding, both interpersonal and intercultural.

Communication skills:

- to establish optimal relationships with colleagues;
- find contact, common language and the right tone with different users and in different circumstances;
- express your thoughts clearly, logically, convincingly, figuratively and in an accessible way;
- exercise emotional restraint in all situations.

Traditional forms of library communication should be further developed and improved taking into account the requirements of modern society, and this is, first of all, the creation of a positive moral and psychological climate for library staff and users.

The fundamental importance in the implementation of the idea of a single information space is played by the English-speaking competence of librarians, with the help of which it becomes possible to achieve mutual understanding and interaction between representatives of various linguistic and cultural communities.

English-speaking competence is a personal and professional characteristic of a librarian, demonstrating the level of compliance with the requirements of professional library activity in the information society, the ability and willingness to use English to solve problems of library activity.

The content of this integrated competence includes:

- readiness for multitasking with global information resources;
- readiness to organize information activities and library and information services for readers in the global information space;
- readiness to present domestic information resources in the global information space.

The lack of formation of this competence of the human resource of librarianship is a barrier in the creation of a single information space both at the national and supranational levels; difficulties arise in intercultural communication and in solving the problems posed by modern society to the libraries of the present and the future.

Digital competence is the readiness, ability and responsibility to effectively select and apply information technologies to solve production problems.

Digital competence is considered as a combination of three components: informational (the ability to work effectively with information in all its representations); computer (skills and abilities of working with modern computer devices and software); application components (the ability to use modern information and computer technology devices in working with information to solve various production problems).

The need to ensure the readiness of society for such processes as mastering key combinations of knowledge, abilities, skills, ways of thinking, attitudes, other personal qualities in the field of information-communication and digital technologies (digital competence) was presented in the order of the Cabinet of Ministers of Ukraine "On Approval of the Concept development of digital competencies and approval of an action plan for its implementation" dated March 3, 2021. (Pro skhvalennia Kontseptsii, 2021).

In the multifunctional activity of a librarian, more than in any other profession, society appreciates not only the level of education, the amount of special knowledge, skills, and abilities of specialists, but also moral qualities, which are understood as stable manifestations of moral consciousness in decision-making, behavior and self-presentation. And social competence is proof of that.

Social competence is the willingness to take responsibility, work in a team, develop a joint solution and participate in its implementation.

Ethical and culturally general competences are a priority among the key competencies of the librarian. They are an indicator and at the same time the result of the professional and personal readiness of the librarian to work, because the performance of any professional task has moral content.

Ethical competence represents and regulates the main actions that are consolidated in the skills, traditions, principles of life and professional activity, mental states, actions, deeds and qualities of a university librarian. General cultural competence is understood as the formation of the spiritual and moral qualities of a person, for whom humanism, responsiveness, honesty, kindness, and justice are most valuable.

The moral position of the librarian, based on universal human ideals and values, principles and norms of library ethics and deontology, is a set of moral relations, value orientations in social, professional and personal space.

The system of value orientations reflects a conscious choice of lifestyle and activity, attitude to life realities, determines the need-motivational sphere, having a significant influence on the success of professional activity. It is the value orientations, ideas about good and evil, about the ideal, the moral goal that constitute the axiological aspect of the librarian's moral position.

The pandemic revealed existing problems in the work of libraries:

- ✓ Technical unpreparedness of libraries of higher educational institutions to quick transition to online library services in accordance with all criteria of quality and efficiency.

- ✓ Lack of readiness of librarians to respond quickly for changes; insufficiency (or lack) of the competencies necessary to work in a digital educational environment; psychological unpreparedness (unwillingness) to learn.

Actual tasks:

- ✓ For libraries - system integration for automation of the library with the information infrastructure of the university.
- ✓ Implementation of virtual library services (electronic documents delivery, bibliographic information, exhibitions, communication means, assistance in the formation of lists of literature and the selection of sources for the development of educational programs, information support for the distance education system).

Conclusions

In the future, the role of the library staff will change, new competencies will be in demand. This is reflected in the tasks, functions and job titles: librarian, information disseminator, project manager, event organizer, information facilitator, etc.

As a consequence, the development of competencies will be an important element in the development of libraries. Whether current or future competencies are acquired through formal training or experience: the key is that libraries continue to train their staff to be prepared to meet the needs of users regardless of the type of institution.

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ПРОФЕСІЙНІ КОМПЕТЕНЦІЇ СПЕЦІАЛІСТА БІБЛІОТЕКИ ВИЩОГО НАВЧАЛЬНОГО ЗАКЛАДУ

Мета. Розробка і реалізація концепції професійних компетенцій бібліотечних працівників.
Методика. У процесі проведення дослідження використовувався комплекс методів теоретичного аналізу (термінологічний аналіз; аналіз літератури) та синтезу; методи порівняння, узагальнення, систематизації масиву публікацій. **Результати.** Вивчення досліджень про розробку і реалізацію професійних компетенцій бібліотечних фахівців дозволило виявити необхідні вимоги до бібліотекарів університетських бібліотек. Ця практика сприяла розкриттю потенціалу бібліотекарів під час роботи в дистанційному режимі. **Висновки.** У сучасній науковій теорії поняття компетентності людини має широке трактування і складну структурну будову. Загалом йдеться про здатність людини кваліфіковано здійснювати певну діяльність, виконувати завдання чи роботу; наявність відповідних компетенцій щодо знань, навичок і відносин, що дозволяють ефективно діяти у професійній галузі або працювати у різних видах діяльності. Професійні компетенції бібліотекарів потрібні для реалізації ефективної діяльності, можливості самовдосконалення протягом усього життя.

Ключові слова: професійні компетенції; спеціаліст бібліотеки ЗВО; бібліотека закладу вищої освіти

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LIFE HACKS FOR NON-ENGLISH-SPEAKING LIBRARIANS: FEATURES OF COMMUNICATIVE PRACTICE IN TRANSLATION

Objective. This paper aims to provide practical recommendations to the non-English-speaking staff working at academic libraries to practice the English language in order to fully utilize the potential of global indexing services such as Scopus and Web of Science. **Methods.** Comparative analysis and bibliometric analysis were employed to estimate the share of the English-language journals in the aforementioned databases to emphasize the relevance of proper knowledge of English by academic librarians given its current status as the language of global scientific communication. **Results.** The analysis results revealed that as of August 2021, 56 % of the Scopus-indexed journals were published in the English language only while most of the rest practiced a hybrid language approach allowing their authors to submit papers in two/three languages. In contrast, only 7 journals (0.016 % in the cited database) published their materials in the Ukrainian language only. This indirectly testifies to the importance for scientists in Ukraine to report their findings in English to reach a wider target audience. This assumption may underlie the fact that all the 15 Ukrainian journals newly accepted in the Scopus database (as of Aug 2021) are all hybrid, that is, the papers are published both in English and Ukrainian. **Conclusions.** It is a relevant task both for researchers in Ukraine and academic librarians at Ukrainian universities to practice their knowledge of the English language given its current status as the language of global science. A practical way to do it is to engage local professional translators (preferably with certified teaching experience) who have confirmed their knowledge of academic English to conduct sessions for librarians to train their practical skills in speaking (at international conferences) and writing (when submitting papers to relevant journals). This work provides a reference framework for such attempts.

Keywords: academic English; academic library; librarian; Ukrainian universities; Scopus-indexed journal

Introduction

Since the 1960s, English has been recognized as the language of international science (Gordin, 2015), the fact that predetermines its current dominance in global scientific activities. Around 56 % of all journals indexed in SCOPUS as of August 2021 are published in English. As noted by Nguyen and Tran (2019), the linguistic domination of English is also observed in scientific journalism worldwide, which heavily depends on English-only sources. While the use of a single international language of science facilitates the dissemination of knowledge across national and cultural boundaries, the English language often acts as a gatekeeper to scientific discourse (Tardy, 2004). This indirectly testifies to the importance for scientists in Ukraine to report their findings in English to reach a wider target audience.

This assumption may underlie the fact that all the 15 Ukrainian journals recently accepted in the Scopus database (as of Aug 2021) are all hybrid, that is, the materials are published both in English and Ukrainian.

As argued by Sarah-Claire (2016), what seems very inclusive is as long as you are a scientist with a certain level of English, you can participate in science internationally. At the same time, this means that scientists from different linguistic backgrounds have to spend much more time and energy when writing up their research papers in English. However, the cited author emphasizes that not only does it take more energy and time to write in a language that is not your native language, it also might not end up conveying exactly what you meant to convey. There is more to language than just putting words together to form cohesive sentences and phrases. When

one adds complicated scientific terminology into the mix, one ends up with scientific writing that does not express itself as authentically as it would if it were written in the scientist's native language (Sarah-Claire, 2016).

The above substantiates the need to devise a framework for librarians to practice their knowledge of the English language considering that all Ukrainian universities have gained regular access to such databases as Scopus and Web of Science. The library staff should have the skills to navigate global databases, given the fact that libraries are being transformed into information centers to provide services to both students and researchers; in order to integrate the specific research of a particular university with the world scientific community; as well as interact with colleagues around the world.

Literature analysis

There is a large body of research illustrating the importance of English for global scientific communication. According to Foyewa (2015), international awards, meetings, and activities in the field of science and technology are carried out in the English language. The author of the cited paper gives examples of the international associations, which among others, perform their activities using the English language as the medium of communication: The International Society for the Psychology of Science; The International Society for the History, Philosophy, and Society for Literature, Science and the Arts (SLSA); The International Society for Psychology of Science and Technology. More to the point, these associations recommend that cross-national and international studies should be conducted in the English language.

As stated by Elsevier (2021), with a universal language, researchers know what to expect, and how to find information. They know what language to publish in and how to search for other people's articles that support their work. Beyond published research, a universal language also helps make sure everyone has access to information in presentations, guidelines, and standards.

At the same time, it also gives millions of researchers a challenge: if they're not native English speakers, they need to learn a new language alongside their scientific studies. English-speaking countries no longer dominate science: Brazil, Russia, India, and China are the fastest-growing in terms of the number of research publications they produce, according to Elsevier's book *World of Research* (Elsevier, 2021).

However, the use of English as the universal scientific language creates distinct challenges for those who are not native speakers of English (Drubin & Kellogg, 2012). The cited authors note that for scientists whose first language is not English, writing manuscripts and grants, preparing oral presentations, and communicating directly with other scientists in English is much more challenging than it is for native speakers of English. Communicating subtle nuances, which can be done easily in one's native tongue, becomes difficult or impossible. A common complaint of non-native speakers of English is that manuscript reviewers often focus on criticizing their English, rather than looking beyond the language to evaluate the scientific results and logic of a manuscript. This makes it difficult for their manuscripts to get a fair review and, ultimately, to be accepted for publication (Drubin & Kellogg, 2012).

At the same time, nonnative speakers of English must endeavor to produce manuscripts that are clearly written. Specifically, nonnative speakers of English can write effective manuscripts, despite errors of grammar, syntax, and usage, if the manuscripts are clear, simple, logical, and concise (Drubin & Kellogg, 2012).

Many scientists from non-English-speaking countries note that the success of a scientist depends on their production of scientific papers and the impact factor of the journal in which they publish. Because most major scientific journals are published in English, success is related to

publishing in this language. But that is associated with significant difficulties as illustrated by examples from Colombia (Ramírez-Castañeda, 2020), China (McDowell, 2021), South Korea (Huttner-Koros, 2015), etc.

Specifically, McDowell (2021) recalls a story about a trainee who motivated herself to practice oral presentations, putting in extra time and effort to become more comfortable with English. Although, as the cited source states, that inevitably led her to greater fluency but there were times when she felt as though she was a burden when asking colleagues and peers for help with English writing and pronunciation.

As regards the academic librarians in Ukraine, their practical skills should help when working with specialized literature; when participating in professional conferences; contacting international organizations. A major obstacle to working in the context of the globalization of science is the insufficient level of English proficiency. This means that a huge layer of international periodicals remains out of sight of both the staff of the university libraries and those whom they are called to help.

Aims. This study aims to provide practical recommendations to the non-English-speaking staff working at academic libraries in Ukraine to practice the English language in order to fully utilize the potential of global indexing services such as Scopus and Web of Science.

Methods

Comparative analysis and bibliometric analysis were applied in this study to estimate the share of the English-language journals in the aforementioned databases to emphasize the relevance of proper knowledge of English by academic librarians given its current status as the language of global scientific communication.

41,500 Scopus-indexed journals (as of August 2021) were analyzed to identify the following: those published only in the English language account for 56 % of the total number while most of the rest applied a hybrid approach allowing the authors to submit their papers in at least two languages with English being a language of choice.

On the contrary, the Ukrainian-language-only journals, indexed by Scopus before August 2021, accounted for 0.016 % of the total number. One should note that all the 15 Ukrainian journals accepted by Scopus after Aug 2021 adopted a hybrid two-language approach by publishing all abstracts and most papers in English.

The practical skills of Ukrainian academic librarians regarding their language proficiency were estimated on the basis of several international conferences held in the city of Dnipro, Ukraine, in 2019–2020. The assessment involved 19 reports and written presentations submitted by participants of the above conferences. All the participants worked full-time at academic libraries at Ukrainian universities.

Results and Discussion

The modern librarian's English includes passive and active aspects of communication such as reading and comprehension; listening and understanding; the ability to conduct a conversation.

A librarian's active knowledge of English can be improved by the following:

1. in the classroom, with colleagues under the guidance of a teacher/translator of scientific texts (at least 1 hour per week);
2. by viewing and discussing video materials on professional topics;

3. by integrating newly acquired skills into everyday practice (when preparing slides in Microsoft PowerPoint format, when providing research recommendations to students and lecturers, when delivering lectures/presentations at conferences, when writing articles);

4. by preparing a short message about scientific interests and research areas;

5. by using the best world practices of academic English.

The guided training sessions should be organized on (at least) a weekly basis in groups of 15–20 participants (online and offline) within 3 month-long cycles (1 – speaking skills; 2 – listening skills; 3 – scientific presentation techniques).

Passive knowledge of the English language can be improved by regularly reading professional literature (for example, the Research Information magazine, which is published in the UK and is delivered free of charge to libraries IF you fill out an application in English), as well as using special dictionaries (such as "Russian-English-French terminological Dictionary of Information Theory and Practice").

Conclusions

Accepting the current status of English as the universal language of global scientific communication implies applying considerable efforts by professionals from academic communities in non-English-speaking countries not only to learn English but practice it on a regular basis in order to be able to convey ideas and report findings without any limitations.

The specific framework suggested here for academic librarians in Ukraine involves a set of practical duration-specific steps to radically improve the English language proficiency by the service staff at Ukrainian universities in order to enable them to help both students and researchers; integrate university-specific knowledge into the global scientific community; to interact with colleagues worldwide.

The proposed program is planned to be implemented in the city of Dnipro, Ukraine, in November-December 2021 at Dnipro National University of Railway Transport. The results may prove useful for teachers of English both in Ukraine and globally.

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ЛАЙФХАКИ ДЛЯ НЕАНГЛОМОВНИХ БІБЛІОТЕКАРІВ: ОСОБЛИВОСТІ КОМУНІКАТИВНОЇ ПРАКТИКИ ПЕРЕКЛАДУ

Метою даного документа є надання практичних рекомендацій співробітникам академічних бібліотек, які не розмовляють англійською, з практики володіння англійською мовою, щоб повною мірою використати потенціал глобальних служб індексування, таких як Scopus та Web of Science. **Методика.** Порівняльний аналіз та бібліометричний аналіз були використані для оцінки частки англійськомовних журналів у вищезгаданих базах даних, щоб наголосити на актуальності правильного знання англійської мови академічними бібліотекарями з урахуванням її поточного статусу як мови глобального наукового спілкування. **Результати.** Результати аналізу показали, що станом на серпень 2021 року 56% журналів, проіндексованих у Scopus, публікувалися лише англійською мовою, тоді як у більшості інших використовувався гібридний мовний підхід, що дозволяє їх авторам подавати статті двома/трьома мовами. Навпаки, лише 7 журналів (0,016% у цитованій базі даних) опублікували свої матеріали лише українською мовою. Це опосередковано свідчить про важливість для українських вчених повідомляти про свої відкриття англійською мовою для охоплення ширшої цільової аудиторії. Це припущення може лежати в основі того явища, що всі 15 українських журналів, знову прийнятих до бази даних Scopus (станом на серпень 2021 р.) є гібридними, тобто статті публікуються як англійською, так і українською мовами. **Висновки.** Практика володіння англійською мовою з огляду на її статус мови світової науки актуальна як для українських дослідників, так і для академічних бібліотекарів українських університетів. Практичний спосіб зробити це – залучити місцевих професійних перекладачів (бажано з сертифікованим досвідом викладання), які підтвердили свої знання академічної англійської мови, для проведення занять для бібліотекарів з навчання їх практичним навичкам усного мовлення (на міжнародних конференціях) та листування (при подачі робіт в відповідні журнали). Ця робота надає довідкову основу для таких спроб.

Ключові слова: академічна англійська; академічна бібліотека; бібліотекар; українські університети; журнали, що індексується в Scopus

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VACCINATION INFODEMIC AMONG CITIZENS OF MAGALLANES, CAVITE, PHILIPPINES

Objective. This survey research intends to understand how people from a fourth-class municipality of Cavite made their decision to be vaccinated in spite of false information circulating within family, friends, and neighbors.

Methods. The study employed survey research and gathered data using voluntary sampling from a pool of citizens with an appointment schedule in the vaccination site located in Magallanes, Cavite. **Results.** The pandemic saw a rise in the spread of information disorders. The proliferation of fake news and misinformation affect our lives as they disrupt relationships with family members and friends. Trust is being questioned as people believe in contrasting medical opinions. The overload of information sharing is a challenge for individuals to evaluate news sources coming from multiple platforms. As the status of inoculation in the Philippines is ongoing, citizens who want protection took time to get vaccinated. The impact of traditional and social media continues to be powerful influencers in information dissemination. As we deal with overabundance of information, librarians have an emerging role to play. **Conclusions.** Librarians are seen as partners of a local government unit in promoting citizens' well-being, providing credible sources of health information vital for an individual to help them arrive at an informed decision, and showcase advantages of vaccines as evidenced by scientific publications.

Keywords: misinformation; disinformation; infodemic; vaccination hesitancy; COVID-19; Cavite, Philippines

Introduction

The pandemic saw a rise in the spread of information disorders. In research conducted by Islam et al. (2020), misinformation may lead to attack, stigma, and discrimination against healthcare workers. They see healthcare professionals as a threat when they visit public places or community spaces, including rented apartments where owners refuse to accept tenants who work at hospitals or healthcare facilities. Some people also believed in self-treatment. They rather pick up information shared by their social media friends instead of listening to the expert advice of healthcare professionals. What's worse is when a medical practitioner is the purveyor of disinformation. This may cause more harm to the patient rather than helping them recover from infection caused by the virus.

In contrast, there are those who are passionate about truthfulness of information. The widespread proliferation of fake news affects our lives as it disrupts relationships with family members and friends. COVID-19 remains spreading, yet there are citizens left unvaccinated. There are those who refuse to get vaccinations because they listened to unverified information about vaccine effectiveness. These citizens bought the idea of applying traditional medicine practices which is not yet proven in specific instances in combating COVID-19. The objective facts and reports based on scientific results are taken lightly.

As we try not to embarrass ourselves or our loved ones, we sometimes keep our information to ourselves and just keep our lives going pretending we agree to what they believe. Those who share information (or misinformation) may have good intentions, but we should always be on the

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lookout for reliability and trustworthiness of the source (Rogers, 2021). Having a reliable source makes us more credible, eliminating bias and potentially spreading twisted facts.

Objectives of the Study.

The status of inoculation in the Philippines is ongoing, yet there are those who deny being vaccinated due to personal reasons as strengthened by their belief in conspiracy theories. Some individuals were not vaccinated since there is shortage of vaccines in some local government units (CNN Philippines, 2021). Meanwhile, citizens who want protection took time to get vaccinated.

This survey research intends to understand how people from a fourth-class municipality of Cavite made their decision to be vaccinated despite circulating information disorders, such as misinformation and disinformation. The danger with information disorders is that it influences and grows within family, friends, and neighbors, especially, in a town where everybody knows everybody. While it continues to proliferate, we do not have time to talk about it and if we do, it may result in misunderstanding among family and friends. We acknowledge that in today's social media environment, information spreads quickly in all platforms, as it can easily be remixed and redistributed. The research shares the results of vaccination hesitancy among the constituents of the Municipality of Magallanes, Cavite. It intends to provide an understanding of the citizens' possible exposure to information disorders.

Finally, the study would like to emphasize the role of librarians in this digital era. We will point out that as medical and health professionals have their own roles in producing scientific data and research on how to cure COVID-19, librarians should also be seen as community partners in saving the lives of people by acting on their mandate to provide reliable and authoritative medical and health information. The paper shares how public libraries can play a vital role in combating the spread of information disorders.

Definition of Terms.

As we deal with the content of this paper, it is better to define main terminologies that will be used all throughout the text.

Fake News: false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke (Cambridge Dictionary, 2021a).

Misinformation: misleading or inaccurate information (Greenspan & Loftus, 2021).

Disinformation: false information deliberately and often covertly spread (as by the planting of rumors) in order to influence public opinion or obscure the truth (Merriam-Webster, 2021).

Conspiracy theory: an attempt to explain harmful or tragic events as the result of the actions of a small, powerful group (Reid, 2021).

Post-truth: relating to a situation in which people are more likely to accept an argument based on their emotions and beliefs, rather than one based on facts (Cambridge Dictionary, 2021b).

Methods

The study employed survey research and gathered data using voluntary sampling from a pool of citizens with an appointment schedule in the vaccination site located in Magallanes, Cavite. Respondents answered a self-administered online questionnaire using Google forms with seven different questions translated into Filipino. The samples were all adult residents of Magallanes, Cavite.

Results and Discussions

The questionnaire consists of questions that seek to understand how they arrived at the decision to be vaccinated. Question one wants to find out their sources of information. Questions two and four give us an idea of their hesitancy and factors related to it. Questions three and five seek to understand their decision for vaccination and the factors related to it. Question six gives us an idea of their vaccine brand preference. Question seven asks them about their understanding of what will happen after being vaccinated.

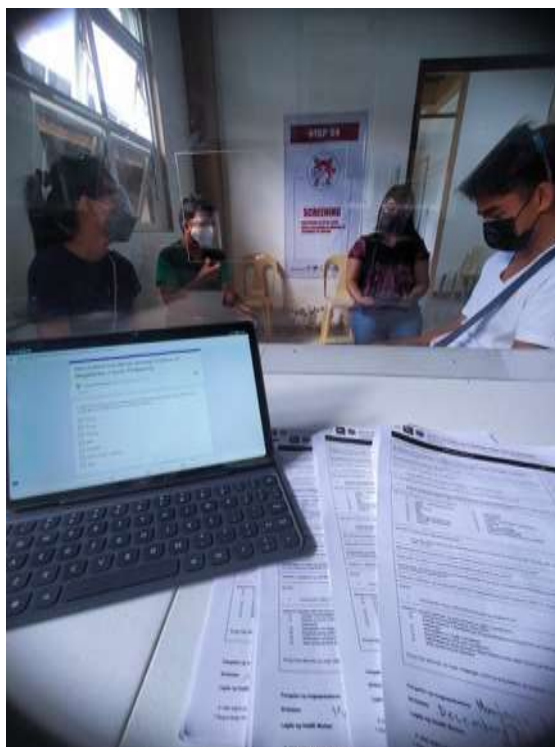


Fig. 1. Administering the survey questionnaire

Status of Vaccination Program in the Philippines Against COVID-19

At the end of September 2021, the Philippines had an active COVID-19 cases of 138, 294 (Rappler, 2021). The nation recorded total deaths of 38, 294 and a total recovery of 2.3 million patients. In a report by VOA News (2021), The Philippines received its COVID-19 vaccines only on February 28, 2021, the last Southeast Asian country to receive such supplies. The first batch was donated by Sinovac Biotech Limited, a Chinese developed vaccine. On March 1, 2021, mass vaccination started in the Philippines. After which, AstraZeneca arrived on March 4, 2021. 487,200 doses arrived from COVAX Facility led by the World Health Organization.

According to McGill COVID-19 Vaccine Tracker Team (2021), there are 10 vaccines approved in the Philippines. It includes Pfizer, Moderna, Janssen, Sputnik, Oxford AstraZeneca, and SinoVac.

The Philippines developed a vaccine deployment plan. The lead agency responsible for policymaking and guidelines is the Inter-Agency Task Force on Emerging Infectious Diseases (IATF) which ensures that equal allocation of vaccines is achieved. Below them is the interim

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National Immunization Technical Advisory Group (NITAG) of health experts that provides recommendations to IATF.

Priority groups were established to address scarcity of vaccines.

Table 1

Priority Groups

Classification Groups / Priorities	Description
A1	Workers in Frontline Health Services
A2	All Senior Citizens
A3	Persons with Comorbidities
A4	Frontline personnel in essential sectors, including uniformed personnel
A5	Indigent Population, Poor population based on National Household Targeting System for Poverty Reduction

Table 1 shows the most important priority groups that need immediate vaccines against COVID-19 in the Philippines. They are divided into five classes: workers in frontline health services including students in health and allied professions nursing aides and barangay health workers, senior citizens or those beyond 60 years old, persons with comorbidities or those with primary long-term illness such as diabetes or hypertension, uniformed personnel, and indigent population.

Status of Vaccination Program in Cavite and Municipality of Magallanes, Cavite

The municipality of Magallanes is known for their organized pandemic response. They were recognized to have one of the best practices in terms of providing immediate patient care. Their initiative on Empowered Team: Interconnected Teams focuses on strengthening their Incident Management Team. It is composed of the Swab Testing Team, Contact Tracing Team, Disinfection Team, and the Isolation and Monitoring Team, Checkpoint Team, and Information Team (PIO). This practice comes after joining a course conducted by the Jesse Robredo Institute for Leadership and Good Governance. The Rural Health Unit (RHU) of Magallanes participated in the course on Building Pandemic-Resilient Communities through Public Health Governance (Jesse Robredo Institute, 2021).

Being a 4th class municipality in the province of Cavite, Philippines does not hinder them in providing the best healthcare services. Magallanes is known for their production of rice and coffee. It consists of 16 barangays and has a population of 22, 727 (Province of Cavite, 2018).

In Magallanes, Cavite, the first dose of SinoVac was inoculated on 25 March 2021 to five A1 recipients. The inoculation was held in General Emilio Aguinaldo Memorial Hospital, Trece

Martires City, capital of Cavite. One of the first facilities in Cavite to conduct vaccination roll-out. While Magallanes still have no place to conduct their vaccination roll-out that comply with the guidelines of the Department of Health, they decide to utilize the First Filipino Saint Hospital in Naic, Cavite as their temporary vaccination site. The first session of vaccination was held last April 13, 2021, and was then transferred at Magallanes Rural Health Unit Wellness Center last May 18, 2021.

Table 2 provides a description of priority groups and the number of fully vaccinated citizens of Magallanes as of September 30, 2021.

Table 2

Number of Fully Vaccinated Citizens of Magallanes as of September 30, 2021

Classification	Description	Master list	Total Vaccinated	Total Fully Vaccinated
A1	Workers in Frontline Health Services	433	351	326 (75%)
A2	All Senior Citizens	2,274	1,383	1,341 (59%)
A3	Persons with Comorbidities	2,889	2,409	2,314 (80%)
A4	Frontline personnel in essential sectors, including uniformed personnel	3,711	2,308	1,201 (32%)
A5	Indigent Population	257	173	102 (40%)
TOTAL		9,564	6,624	69%

Rise of Misinformation

O'Neil & Jensen (2020) emphasized the effects of social media platforms, especially during the time when people were quarantined at their own homes and were looking for a way to entertain themselves. The creation, production, and consumption of information gave rise to misleading messages wherein not everyone has the capacity to critically engage with it.

Fake news and false information continue to propagate overtime. It all starts when fake social media accounts are created (Affelt, 2019). These fake accounts are confident to spread false information as they think they can't be traced. However, social media companies like Facebook detect accounts that are fraudulent.

There are various forms of fake news or misleading information. Among them are the following: purposely fabricated information, conspiracy theories, propaganda, and clickbait (Eberhart, 2019). The great concern about misinformation is the lack of credibility, trustworthiness, and deception (Cooke, 2018).

Vaccination Infodemic

Each one of us can be fooled by misleading information if we do not critically evaluate the source. There is an overabundance of information, and a lot of erroneous information is readily available online. This information often results in ambiguous forms of messages, rampantly known as fake news. At some point when critical thinking is neglected, post-truth and conspiracy theories occur, especially when one person agrees with its own bias.

The World Health Organization (2020) and its associates came up with a term called infodemic. It is the "overabundance of information, which entailed deliberate attempt to distribute wrong information."

One concrete example of infodemic is that vaccines may cause autism and other health problems (Reñosa et al., 2021). Another one is application of *tuob* or steam inhalation, which is not recommended, as there is no confirmed scientific study in this traditional practice. There continues to be a lack of trust in health authorities and a strong influence from the church and religious orders (Germani & Biller-Andorno, 2021). These examples prove that those who receive this kind of information result in vaccine hesitancy despite vaccine availability.

Misinformation in the Philippines

In a study by Chua, Curato, and Ong (2021), 51% of Filipinos define fake news as untrue information. 46% believe it is unverified information. 37% think those are manipulated photos and videos. Others described it as incomplete information, and some as biased information. Respondents, most of them living in Manila, aged 18-34, find disinformation a serious problem.

Dismissed Anti-Fake News Bills

According to Poynter's report by Funke and Flamini (2021), a bill that would hold government officials accountable for spreading false information was filed by the chair of the Senate's Committee on Public Information and Mass Media in February 2018. Senator Grace Poe filed Senate Bill No. 1680 seeking accountability of public and government officials who publish and disseminate false information without reliability and accuracy. In the House of Representatives, Congressman Lray Villafuerte, Jr. introduced the Anti-Fake News Act which seeks to address responsible journalism but is seen as a threat to freedom of expression and

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suppression of free speech against the government and government officials. None of these bills became law, and they are deemed unconstitutional.

RA 11469: Bayanihan to Heal as One Act

In response to temporary measures that would authorize the president of the Philippines to exercise emergency powers during a national health crisis, the law on COVID-19 pandemic referred to as Bayanihan to Heal as One Act or Republic Act 11469 was signed by President Duterte in March 2020. Bayanihan in Filipino means doing communal work. One of its benefits is to ensure public health workers are protected and that they will be receiving a special risk allowance. A section of the law was introduced to penalize those who will break national government policies related to COVID-19 response. One of which is section 6 (f) which states that:

Individuals or groups creating, perpetrating, or spreading false information regarding the COVID-19 crisis on social media and other platforms, such information having no valid or beneficial effect on the population, and are clearly geared to promote chaos, panic, anarchy, fear, or confusion; and those participating in cyber incidents that make use or take advantage of the current crisis situation to prey on the public through scams, phishing, fraudulent emails, or other similar acts.

While anti-fake news bills were both dismissed, RA 11469 stressed that any means of COVID-19 misinformation/disinformation is punishable by law.

Survey Results and Discussion

Table 3

Number of respondents

Date	Number of possible respondents (those who showed at the vaccination site)	Number of actual respondents	Percentage
23 Sep 2021	263	31	11.7%
28 Sep 2021	261	58	22.2%
30 Sep 2021	137	29	21.2%
21 Oct 2021	123	39	31.7%
TOTAL	784	157	20.0%

As seen in Table 3, a total of 157 respondents participated in the study. While the master list contains a total of 9,564 residents, we can't assume that everyone will appear in the vaccination site. The number of respondents is only 2% of the total vaccinated citizens of Magallanes. Based on the days when the samples were drawn, the survey team gathered at least 20% of those who appeared at the vaccination site and were willing to answer the survey questionnaire.

1. Saan ka kumukuha ng balita o impormasyon? Maaaring pumili ng higit sa isa. Where do you usually get your news/information? Check all that apply.

157 responses

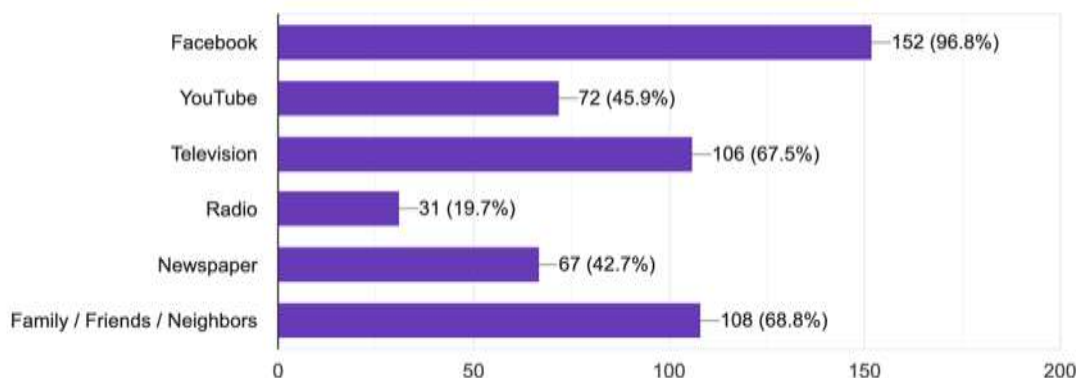


Fig. 2. Where do you get your news/information?

Almost all the respondents, 96.8% (Fig. 2), access Facebook as their primary source of news and information. We can expect that these users have mobile devices and are connected to internet services to be able to gather information from the social media giant. With a small town that is interconnected with each other, 68.8% depend on the information coming from their family, friends, and neighbors. We can interpret that there is a strong bond and influence among these people as they believe the information coming from their trusted allies. 67.5% of the respondents still watch television. This is an indication that television newscasts are still alive and are a source of reliable information. Other sources of information come from YouTube, newspapers, and radio.

2. Bago ka pumunta para magpabakuna laban sa COVID-19, nagdalawang isip ka ba bago mo ito gawin? Before you came to the vaccination site, did you think twice or more before getting vaccinated?

157 responses

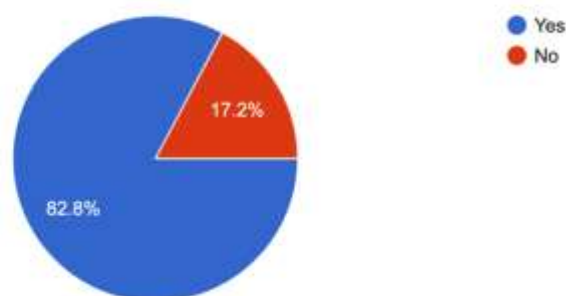


Fig. 3. Before you came to the vaccination site, did you think twice or more before getting vaccinated?

Majority of the respondents, 82.8% (Fig. 3), thought multiple times before they decided to receive the first dose of vaccine. We can infer that they are not convinced about the effectiveness of the vaccines, but their final decision is to be vaccinated due to multiple reasons presented in Figure 4.

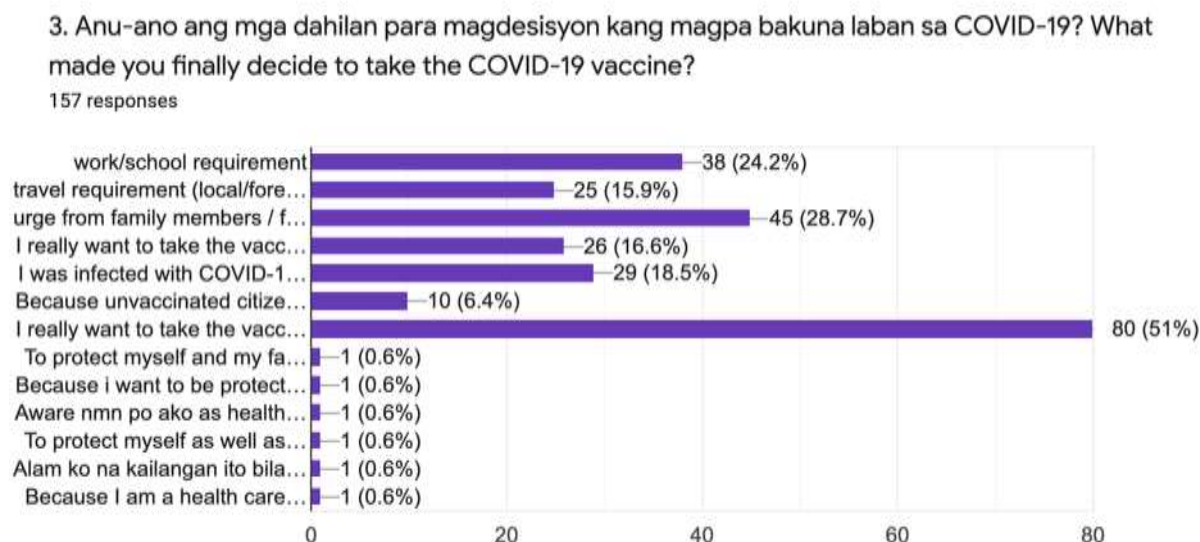


Fig. 4. What made you finally decide to take the COVID-19 vaccine?

More than half of the respondents, 51% (fig. 4), mentioned that they wanted to take the vaccines but had no time to take it, or probably they were not yet scheduled to take it as there are priority groups. 28.7% shared that they took the vaccines because their family members and friends encouraged them. Another 24.2% said that they took the vaccines because it was a work or school requirement and that they can't be allowed to enter their work/school premises if they did not receive at least one dose. Some 15.9% said that they received the vaccines because of a local and/or foreign travel requirement. Others are afraid to get the infection again, thus 18.5% waited to take the vaccine. Again, because of fear, 6.4% admitted they took the vaccine because unvaccinated citizens will not get or at least will have a difficult time receiving aid from the government.

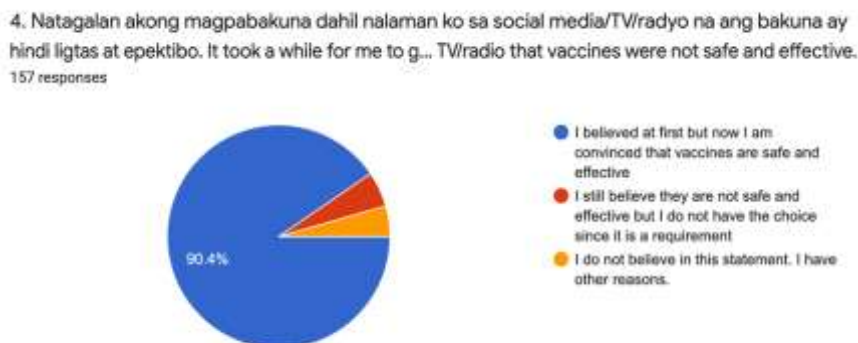


Fig. 5. It took a while for me to get vaccinated because I read/learned from social media and/or TV/radio that vaccines were not safe and effective

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Social media and traditional media like television and radio have a wide reach and influence, thus 90.4% (Fig. 5) of the respondents delayed their time to get vaccines because they received information that COVID-19 vaccines were not safe and effective.

5. Magpapabakuna ako kahit ano pang brand ng vaccine ang iturok sa akin. I took the vaccine regardless of the vaccine brand.

157 responses

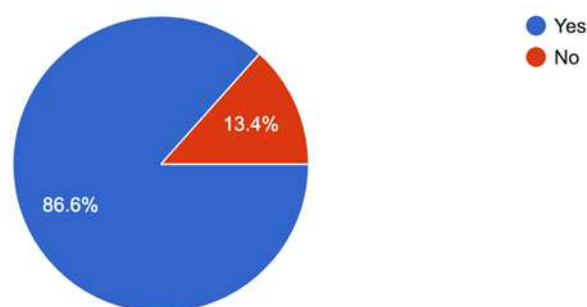


Fig. 6. I took the vaccine regardless of the vaccine brand

According to the respondents, taking any vaccine brand is not an issue. The majority of them, 86.6% (Fig. 6), will just take the shot regardless of the brand.

6. Anong brand ng bakuna ang mas gusto mo? Preferred vaccine brand.

157 responses

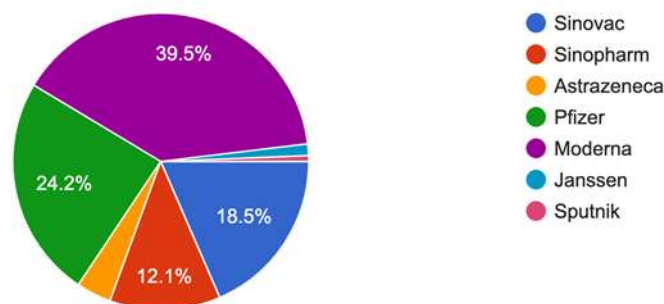


Fig. 7. Preferred vaccine brand

But, if they are given the chance to choose the brand, they would select Moderna as their top choice of vaccine brand. 39.5% (Fig. 7) believes that Moderna is the best option followed by Pfizer (24.2%), Sinovac (18.5%), and fourth is Sinopharm (12.1%).

7. Naniniwala akong hindi na ako magkaka COVID-19 kapag ako ay nabakunahan na. I believe that once I am vaccinated, I won't be infected with COVID-19.
157 responses

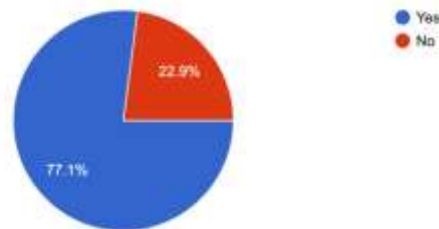


Fig. 8. I believe that once I am vaccinated, I won't be infected with COVID-19

There is a good indication after taking the vaccines. Contrary to their previous answers, 77.1% (Fig. 8) believe that once they are fully vaccinated, they won't be infected by COVID-19. Although not a guarantee that a person will be completely protected from the virus, at least there is a strong sense of the importance of being vaccinated. Yet, this is something the respondents should understand that they still must follow health protocols after being vaccinated.

Strategy to Encourage Senior Citizens to Take Vaccines

Since some senior citizens are still apprehensive about taking the vaccines, the province of Cavite launched a campaign to take the vaccines in exchange for two kilos of rice. Basic commodities like rice will entice the residents to grab the opportunity of getting a rice subsidy. Meanwhile, the local government hits two birds by encouraging the locals to take the jab at the same time helping them with what the constituents needed the most - food for the families.

Functions of Public Libraries

Since the pandemic resulted to infodemic, public libraries have a major role to play as advocates of authentic and authoritative information. In the Philippines, there is a law that supports the establishment of public libraries. Republic Act No. 7743 or the Act establishing congressional, city, and municipal libraries, and barangay reading centers throughout the country. The act enumerated the functions of public libraries including the mission of increasing the literacy rate of every citizen.

Status of Public Libraries in the Philippines

The National Library of the Philippines (NLP) assists over 1,455 public libraries throughout the Philippines in terms of training, staff development and partial book allocations (National Library of the Philippines, 2018). 50% of the established libraries are found in municipalities, while 19% are found in the cities.

Public Libraries as Partners in Combating Infodemic

According to Coward (2018), "civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference." It is the duty of public libraries to educate its community

about current events which are free from bias and false information. The library should be able to provide multiple resources for the community to arrive at an informed decision bound by truth.

As mentioned by Kranich (2012), it is the library's duty to protect the democratic ideals of society by strengthening and exercising its fundamental rights. Libraries can always be content providers and be publishers of quality information. They can provide evidence-based data and information that can verify facts, encourage, and strengthen diversity and bring people together with mutual interest to have a dialogue and conversation. By these acts, seeking for truth is the core function of the library.

Cavite Provincial Library

In the absence of a municipal library in Magallanes, the researchers reached out to the provincial library. The provincial library caters to the information needs of all citizens of Cavite including those residing from Magallanes. The Cavite Provincial Library maximized the use of social media, particularly Facebook, a very popular site in the Philippines, to reach out to their citizens and provide them with the latest authoritative medical and health information. In their own simple way of communicating to their online users, they teach and inform users by posting and sharing credible sources of information about COVID-19 and the huge benefit of being vaccinated. By doing so, they help their users to be informed and become critical thinkers.

Recommendations

As citizens continue to enjoy the advantages of technology and utilization of social media in the digital era, the researchers believe that there are better ways to ensure that we get appropriate information in knowledge sharing.

The local government unit's (LGU) primary role is to protect and safeguard its people. They should also provide effective services and programs for the benefit of everyone. In this regard, with the threats posed by infodemic and fake news, the LGU may conduct the following activities:

- a. Strengthen its public awareness campaign against false information and promoting factual content in all platforms to all sectors (governance, education, healthcare, professional industries, labor and business groups, marginalized sectors);
- b. Collaborate with information professionals, communication experts, or tap public libraries in providing training on how to critically evaluate information and how to spot fake news;
- c. Reinforce media and information literacy programs in public schools;
- d. Advocate for a responsible use of social media by highlighting existing codes of conduct, ethics, and integrity in school, work, and social life.

Conclusions

As revealed by the study, the people of Magallanes, use social media, particularly Facebook, as their primary source of news and information. It poses challenges and threats for those who are deceived by fake health information. As suggested by scholars Demuyakor, Nyatuame, and Obiri (2021) governments and stakeholders must carry out massive public education on fact checking. It will reduce the level of panic, fear, and mistrust that false information on social media has brought to the public.

The influence of family members and friends are also strong to help them decide on taking the vaccines. Hence, the same people also access the same platform that is available to all. One

way to combat fake news is for the libraries to take an active role in their communities. Libraries are here to help their users to navigate, decipher, and evaluate which information to trust and which sources are credible. As Cooke (2018) mentioned, “libraries help knowledge communities to seek, differentiate, and select quality information and apply them in our daily lives.” It is hoped that medical practitioners and library professionals collaborate with each other to counter all kinds of infodemic – misinformation, disinformation, fake news.

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ІНФОДЕМІЯ ЩОДО ВАКЦИНАЦІЇ СЕРЕД ГРОМАДЯН МАГАЛЛАНЕСУ В ПРОВІНЦІЇ КАВІТЕ, ФІЛІППІНИ

Мета. Це дослідження має на меті дізнатися, як люди з міського муніципалітету четвертого класу провінції Кавіте прийняли рішення про вакцинацію, незважаючи на дезінформацію, що поширюється, починаючи від їх кола спілкування (родина, друзі та сусіди) і закінчуючи потужним впливом традиційних медіа та соціальних мереж. **Методика.** У дослідженні використовувалися опитування та збиралися дані за допомогою добровільного відбору з групи громадян із розкладом прийомів у місці вакцинації, розташованому в Магалланесі, Кавіте. **Результати.** Пандемія стала причиною зростання поширення дезінформації. Поширення фейкових новин та інформації впливає на наше життя, оскільки порушує наші стосунки з членами сім'ї та друзями. Довіра один до одного піддається сумніву, оскільки різні люди вірять у різну інформацію, яку воничують, читають або бачать у традиційних медіа та соціальних мережах. Оскільки статус щеплення на Філіппінах змінюється повільно через багато факторів, громадянам, які хочуть захисту, знадобиться час на вакцинацію. Бібліотекарі відіграють нову роль. Так, вони можуть бути партнерами підрозділу місцевого самоврядування для покращення здоров'я громадян. Вони можуть надати джерела інформації про здоров'я, необхідної для людини, щоб допомогти їй прийняти обґрунтоване рішення. **Висновки.** Бібліотекарі можуть продемонструвати переваги вакцинації, про що свідчать наукові публікації та інформація, схвалена Всесвітньою організацією охорони здоров'я.

Ключові слова: неправильна інформація; дезінформація; інфодемія; вагання щодо щеплення; COVID-19; Кавіте, Філіппіни

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DOCUMENTING THE CATALOGING PRACTICES AND POLICIES AMONG SELECTED LIBRARIES IN KAZAKHSTAN

Objective. A survey was conducted among selected librarian catalogers in Kazakhstan to determine the current cataloging practices and policies being employed in their respective libraries. **Methods.** Responses suggested that cataloging is still one of the important aspects of the library work even with the emergence of electronic resources. **Results.** While many were still applying traditional standards such as MARC, AACR, LC and DDC in their descriptive cataloging and authority works, catalogers were interested in new standards such as RDA and BIBFRAME. **Conclusions.** Finally, interests in having a unified online catalog as well as more trainings on the field of cataloging and metadata librarianship in the future has also been considered by these libraries to improve the quality of their cataloging work.

Keywords: cataloging practices; Kazakhstan

Introduction

Cataloging and classifying materials are some of the technical works usually done by librarians to facilitate easy access and retrieval of library collections. Though cataloging might be an unpopular task to some librarians due to its tedious and detailed-oriented nature, a significant number of professionals still actively performed this work. Even in Kazakhstan, librarians still posit a considerable interest in this task and it is still worth investigating to understand what Kazakh catalogers are currently doing.

Most libraries in Kazakhstan based their cataloging practices on SIBID and Russian cataloging standards which needs to be updated and upgraded to reflect international changes and trends in creating bibliographic records (Bakhturina, 2016; Tukubayeva, 2018). These changes and trends also take advantage of technology as a tool to facilitate easy access and retrieval of materials. And with the emergence of online resources, the need to have an updated cataloging standards, practices and policies should also be considered.

Objectives. This study employed a descriptive approach to determine the existing cataloging practices and policies among selected libraries in Kazakhstan. Moreover, it also intends to identify the different ways on how Kazakhstani libraries are dealing with bibliographic records and metadata and how are they coping with the changing user behaviors and the emerging trends in the field of metadata librarianship. In addition, it seeks to examine the various ways on how to further improve the skills in cataloging and classification in the digital era.

REVIEW OF RELATED LITERATURE

There have been a number of studies conducted documenting cataloging practices and policies as well as how librarians embraced metadata librarianship around the world. One such study was conducted by Jin Ma (2009) assessing the current metadata practices of 68 Association of Research Libraries (ARL) member libraries using the SPEC Kit 298: Metadata. Her study revealed how libraries were embracing metadata librarianship with the evolution of digital collections and the changing user needs. Though the study has some limitations, it nonetheless provide a big picture of how the cataloging practices and policies evolved. Another study on cataloging and metadata practices, which was conducted by the Virtual Resources Association

(2017), revealed that the respondents were gradually using new standards such as RDA and Dublin Core while still using the conventional ones such as AACR, LCSH among others. They were also embracing new trends in the field such as metadata librarianship and believed that new skills were still needed on creating bibliographic descriptions of materials.

A study by Hider (2014) also documents the contemporary cataloging policy and practice among Australian libraries. In his survey of 40 Australian libraries, catalogers still find the need to create records of online resources despite a growing interest of creating and maintaining merged catalogues or bibliographic databases. In addition, even with the emergence of online resources and tools, the cataloging skills still found to be very much relevant.

A comparison of the cataloging practices in university libraries in three developing Asian countries was the main focus of the study by Muhammad Khalid, Mahmood, and Wilson (1997). In their study, they examined the various similarities and differences of cataloging practices in universities from Pakistan, Malaysia, and Saudi Arabia. This includes the various cataloging standards and tools used, forms of catalogues among others. All three countries have a majority of Muslim population speaking Arabic, and libraries in these countries housed a large amount of collections in Arabic. The study revealed that university libraries in these countries have an overall uniformity with regards to cataloging tools, which can be used as a starting point for an international library cooperative cataloging activity. In addition, the emergence of technology paved the way to creation of new access points to facilitate easy retrieval and access (Muhammad Khalid, Mahmood, & Willson, 1997).

Cataloging skill is one such unique skill that every librarian should learn. Unique as it seems, this skill also have some challenges and one such challenge is dealing with language. Joachim (2010) presented some of the challenges and difficulties that catalogers faced when describing materials on various languages. Aside from languages issues, poor bibliographic publication issues, name authority problems, problems with descriptive cataloging such as lack of chief sources of information, uniform titles, and copyright dates, inadequacy of subject headings and classification schedules, transliterations, as well as backlogs and cooperative cataloging should also be addressed (Joachim, 2010).

Cataloging Practices in the CIS Countries

Catalogers from CIS (Commonwealth of Independent States) countries also deal with some issues on describing materials. One such issue was the linguistic turmoil on describing “exotic” languages such as Serbo-Croatian (Cyrillic) and Turkic languages (Husic, 2008; Jajko, 1993). With the independence of some Central Asian states in 1990s, some CIS countries has decided to adopt officially the Roman script. However, catalogers were left with little guidance on how to describe materials in Cyrillic languages as the standards such as the Anglo-American Cataloging Rules (AACR) and USMARC were designed for English or other western languages especially with regards to authority control and title changes (Husic, 2008). In addition, the incorrect vocalization of these languages may also affect the meaning of the text, even filing of the entry, thus its retrievability (Jajko, 1993). With some fundamental changes initiated by the Library of Congress (LOC) in 2000, integrating formats such as internet sources does not require retaining information about former names, thus adopting the new language being used (Husic, 2008). Aside from language and description issues, Jajko (1993) also pointed out some identity problems about cataloger working as bibliographer especially in the Middle East to cater to these languages.

Language issues with regards to cataloging Central Asian materials was also evident in an article written by Walter (2010) where he discussed the challenges in describing some Tibetan, Mongolian, Kazakh, and other Central Asian Turkic works. Though he finds it interesting and

enjoyable describing these kind of materials, he also faced some problems such as lack of vernacular reference and bibliographical sources for assigning the creator or authority files, shelflisting and assigning cutter numbers, and the application of uniform titles for literary works, as well as lack of consistency and specificity in the subject headings in addition to the adoption of new language chosen by some countries due to the breakup of the Soviet Union (Walter, 2010).

Aside from language issues, the importance of a unified approach to standardized cataloging practices as well as determining various ways of improving bibliographic description based on current trends is also being considered by some CIS libraries. With the current trends in the cataloging policies not to mention the emergence of new technologies and the social needs of the community, there is a need to look back on the historical developments of bibliographical description to create a more unified and standardized approach (Tukubayeva, 2018). Just like other CIS libraries, Kazakh libraries should also be open to such trends by gaining more knowledge and sharing best practices with foreign colleagues in the field (Tukubayeva, 2018).

Methods

Cataloging, though might be unpopular for some librarians due to its detailed-oriented nature, is still one of the technical skills that every librarian should learn. This study employed a descriptive approach to determine the existing cataloging practices and policies among selected libraries in Kazakhstan. The respondents of the study were the heads of the cataloging department or the head of the library or its authorized representative. The survey was sent to 20 libraries of different types (e.g. school, academic, special, public). Out of 20 libraries, only 9 libraries responded to the survey. To maintain anonymity of these libraries, a simple coding system will be used.

A 21-item structured online questionnaire were sent to selected Kazakhstani libraries. The questions were adopted from the study of Hilder (2014). These questions were about their cataloging practices and policies such as the use of integrated library systems, availability of online public access catalogs (OPACs), employing and adopting standards such as MARC, RDA among others. In addition, their experiences with cataloging online resources as well as their perception on conducting cataloging-related trainings and seminars as well as the establishment of a union catalog was also explored. Aside from English, questionnaires in Russian and Kazakh languages were also sent to the respondents to ensure that they can answer the questionnaire in whatever language they are comfortable with. Graphs and percentages were used to analyze their responses.

This study, including the consent and survey form, was approved by the Nazarbayev University Institutional Research Ethics Committee (NU-IREC).

Results and Discussion

Profile of Selected Kazakhstani Libraries

Out of 20 libraries, only nine (9) libraries responded to the online survey. To maintain anonymity, a coding system was used as noted on Table 1. Among nine libraries, five of them were from academic library, two from school library and one from the public library. Seven of them were located in Nur-Sultan, the capital city of Kazakhstan while two of them were situated in Almaty, the old capital.

Table 1

Profile of Selected Kazakhstani Libraries

Library	Type of Library	Location
A	Academic	Almaty
B	Academic	Nur-Sultan
C	School	Nur-Sultan
D	School	Nur-Sultan
E	Public	Nur-Sultan
F	Academic	Nur-Sultan
G	Academic	Almaty
H	Academic	Nur-Sultan
I	Academic	Nur-Sultan

The ILS and the Library Catalog

The library catalog serves as the index to the library collection. With the advancement of technology, a shift from the traditional 3x5 catalog cards to the computerized online library catalog has been implemented for years. Having an automated or integrated library system (ILS) will be very much helpful to implement this. Table 2 below shows that almost all of libraries surveyed have their own ILS which is a proprietary one while a lone library doesn't have any. In addition, only six of these libraries have a web-based or online public access catalog (OPAC) and can be accessed through a dedicated interface.

Table 2

Profile of Selected Kazakhstani Libraries based on ILS and OPAC

Library	With ILS	ILS (X-in-house; √-commercial)	With OPAC
A	X	X	X
B	√	√	√
C	√	√	X
D	√	√	X
E	√	√	√
F	√	√	√
G	√	√	√
H	√	√	√
I	√	√	√

In addition, almost all of these libraries have their physical collections represented or searchable in their OPAC. However, only four of them have all their online collections searchable in their online catalog, three of them have only selected online collections in their catalog, one doesn't use it for their online collection, and lastly, a lone respondent doesn't have their online collection at all.

FUNDS OF LIBRARIES

Cataloging Standards

Employing various cataloging standards is very much essential for any cataloging work. These standards ensure consistency with regards to the cataloging practices, procedures, and policy being employed in the library. On employing standards, only five libraries said that their catalogue records were based on MARC standards. Four of these libraries were based on other standards such as the RUSMARC and LBC. Figure 1 shows that 50% of these libraries employ Russian Cataloging Standards such as RUSMARC while some also use the usual cataloging standards or schemes like the Library of Congress Classification Scheme (LCSH) and the Dewey Decimal Classification Scheme (DDC). In addition, seven libraries (77.78%) indicated that the source of their catalog records were mainly in-house original cataloging done by professional librarians (77.78%) and copy-cataloging done also by professional librarians (66.67%) and sometimes alongside with the library technicians (33.33%) as noted on Figure 2.

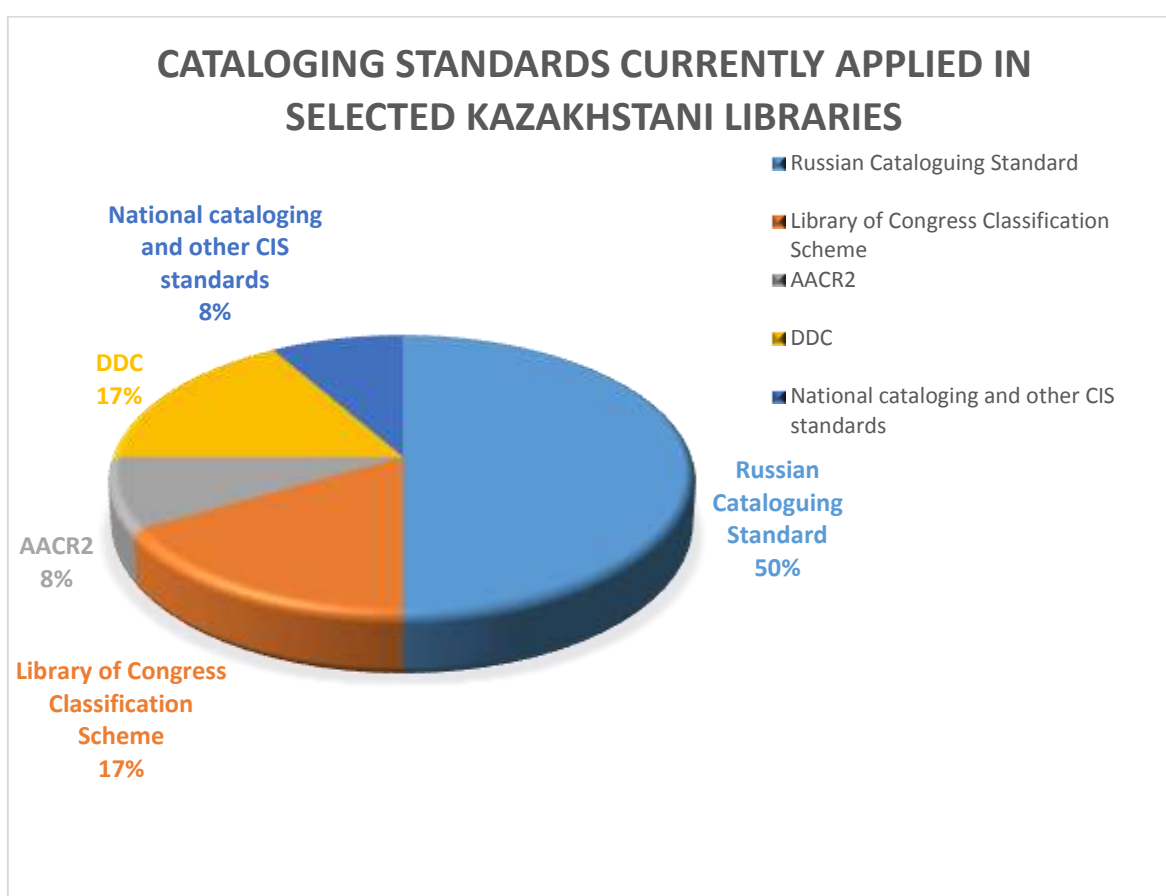


Fig. 1. Cataloging Standards in Selected Kazakhstani Libraries

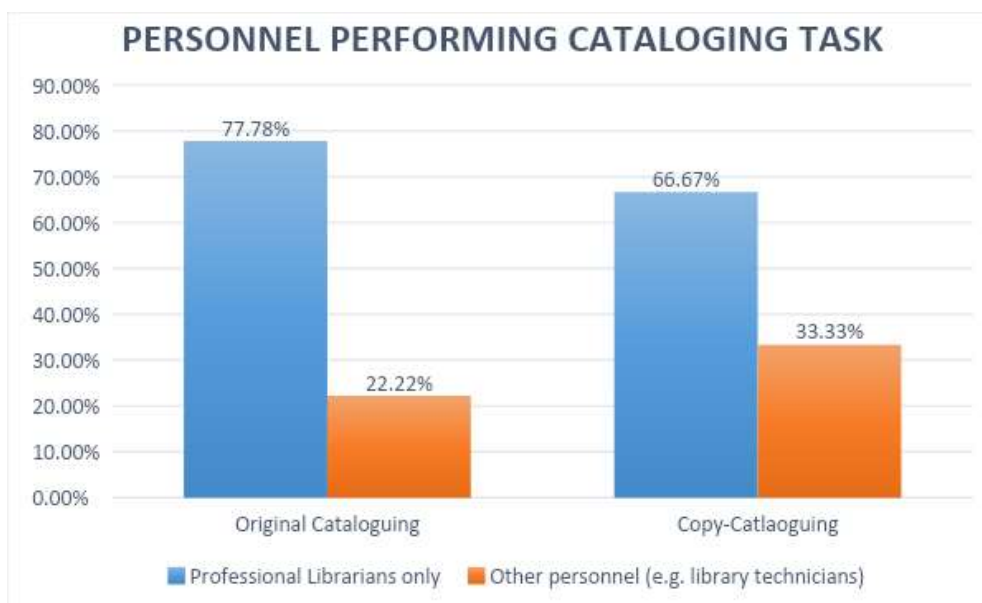


Fig. 2. Personnel Performing Cataloging Task

Authority control is also a practice in the cataloging work in these selected Kazakhstani libraries. Out of 9 libraries, 6 (66.67%) libraries said that authority control was being carried out in their respective libraries to ensure consistency on their bibliographic records. As for adoption of Resource Description and Access (RDA), only a lone respondent said that they were on the process of adopting it while two other libraries said that they plan to adopt it in the coming years. Interestingly, though RDA has been a talk of the town for a quite some time now especially in many libraries around the globe, two more libraries have no plans to adopt it while the four other libraries do not have any idea on when they will adopt RDA.

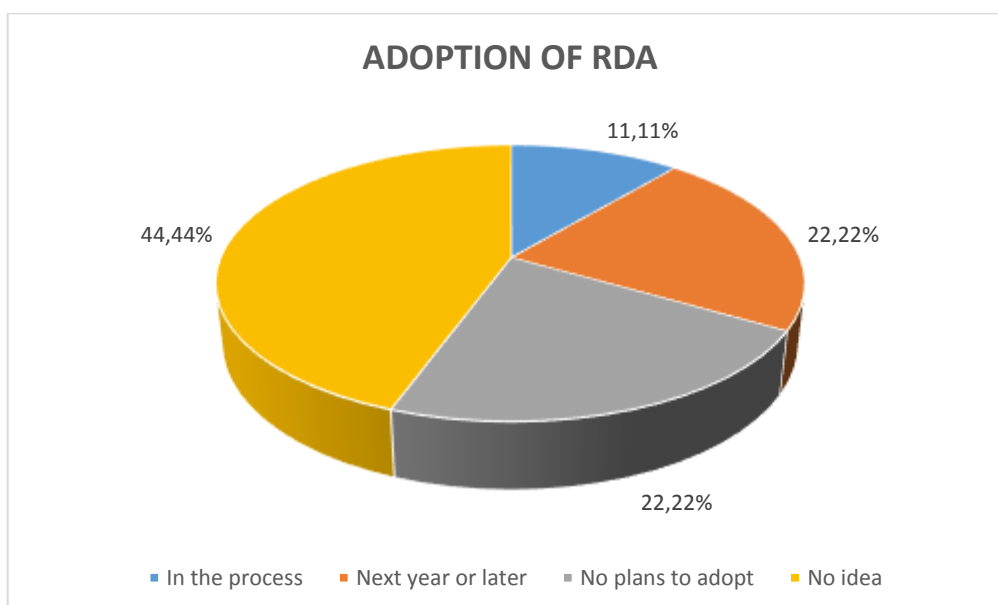


Fig. 3. Adoption of RDA

Cataloging Practices and Future Plans

For the past years, these selected Kazakhstani libraries have observed an increasing amount of cataloging work. With the introduction of technology and the emergence of various library materials and formats including electronic resources, catalogers have tried to remain relevant to the changing needs of the time. Majority of these libraries (44.44%) have started digital resource cataloging for the past five years, which includes creating or importing catalogue records.

In addition, some of the cataloging knowledge and skills that are currently practiced by selected Kazakhstani libraries were also determined. Most of these libraries (66.67%) employ MARC standards in there cataloging work. They also implement descriptive, serial, and digital resource cataloging as well as the Library of Congress Classification Scheme. Given that most libraries are now embracing a more Western approach in their cataloging work, it was interesting to know that there were few libraries that employ some CIS-related cataloging standards, such as RUSMARC, as noted on Figure 4.

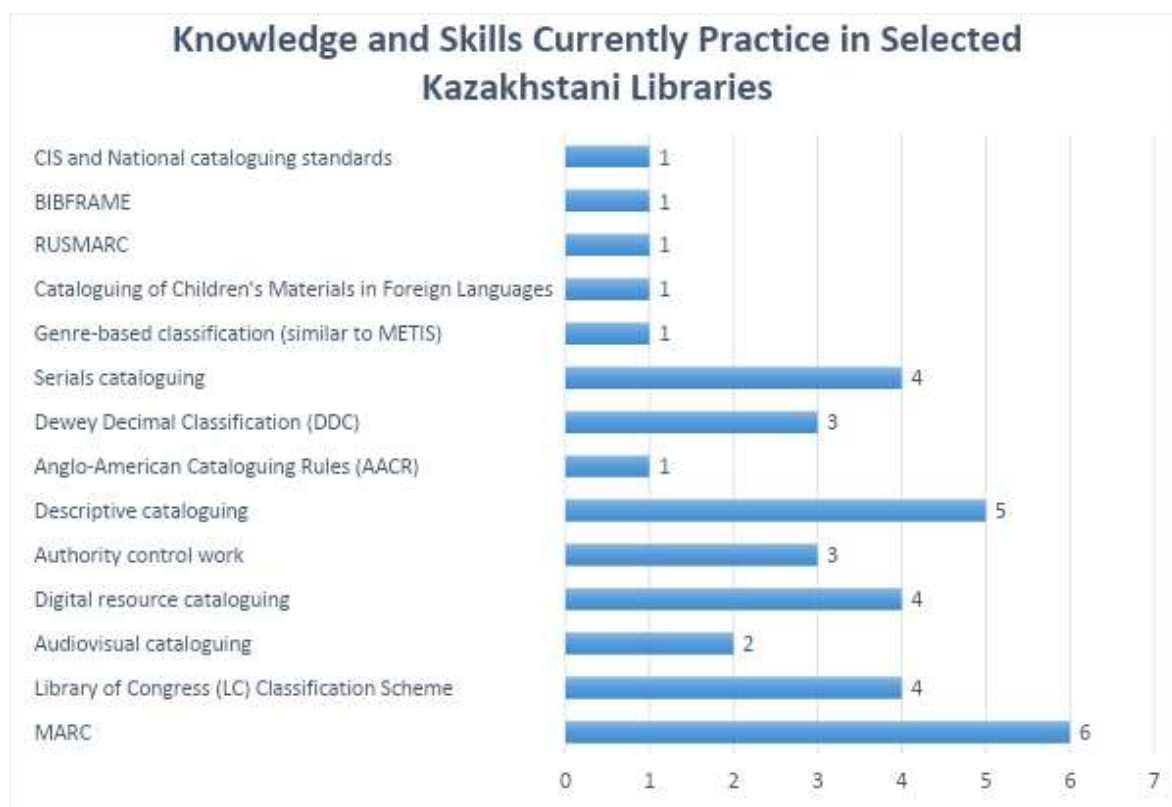


Fig. 4. Current Cataloging Practices Employed by Selected Kazakhstani Libraries

With regards to the use of language, most of these libraries use the language of the material and provide parallel titles in English, Kazakh, and/or Russian. An area in the bibliographic records also shows the language of the material. The subject assigned is also in the language of the material. However, the fields are written in English language as noted in Figure 5.

Full view	
Author	Динара Динара
Title	Ақыл қызы
Parallel title	The humming rabbit. Kazakh
Other author	Бекеш, Галия
Type of publication	Books
Language	қазақ
Physical description	Б. : суреттемелер. 25 x 25 см
Publisher	Steppe and Wind Publishing, 2011
ISBN	978997625636
Call number	PKZ.086.Ақыл 2011
Location	Children's Reading Room
Subject	Балалар әдебиеті / Children's literature
Date	Ресей/Кавказ әдебиеті/Художественная литература
URL to description	https://library.uniblib.kz/PLMSearch/PLM/ViewSearchBook?book=120933

Fig. 5. A sample catalog record

While some respondents noted that there were cataloging knowledge and skills that are currently in place in their respective libraries, they also identified some areas that need to be learned and improved by cataloging staff as presented on Figure 6. Most of these libraries noted that skills in digital resource (55.56%) and audiovisual cataloging (55.56%) need to be learned or improved by cataloging staff. Knowledge and skills on the use of Library of Congress Classification Scheme (44.44%) as well as MARC rules (44.44%) were also determined as areas for improvement. Although RDA has been in place for so many years now in majority of the libraries around the world, only three of these nine libraries noted RDA as one of the areas that they think needs to be learned or improved.



Fig. 6. Areas of Cataloging Practices to be Learned or Improved by Selected Kazakhstan Libraries

Plans for improvement of their cataloging practices and policies of these selected Kazakhstani libraries were also considered. Most of these libraries focus their plans towards acquiring a new automated library system and creating the online bibliographic records of their library collection to facilitate easy access and retrieval. This also includes consistency of the records and converting their classification scheme from DDC to LC. Digitization plans were also on their priority list as well as continuous cataloging of library materials and increasing the volume of their library collection. One library noted that its focus was on training its librarian catalogers and equipping them to be more knowledgeable on the current trends on the cataloging and classification work.

In addition to their ongoing plans, majority of these libraries (77.78%) were open to the possibility of conducting some cataloging-related trainings and workshops among Kazakhstani libraries. However, only five of them were interested in establishing a union catalog.

Conclusions

Cataloging work might be one of the least popular and appealing tasks for many librarians due to so much attention to details. With the advent of technology as well as the introduction of various cataloging standards and other guidelines to ensure consistency of the bibliographic records and the cataloging work in general, librarian catalogers find themselves struggling and challenged on how to adopt these kind of standards and make them work in the furtherance of the goals. Kazakhstani librarians also faced the same challenges not only when adopting a more Western approach to this work but also when using the native language. Despite this, Kazakhstani librarians remain open to various possibilities and opportunities to learn and improve their cataloging work.

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ДОКУМЕНТУВАННЯ ПРАКТИКИ ТА ПОЛІТИКИ КАТАЛОГІЗАЦІЇ СЕРЕД ВИБРАНИХ БІБЛІОТЕК КАЗАХСТАНУ

Мета. З метою визначення сучасної практики та політики каталогізації, що застосовуються у бібліотеках, було проведено опитування серед обраних бібліотекарів-каталогізаторів Казахстану. **Методика.** Після аналізу відповідей, можна припустити, що каталогізація все ще є одним із важливих аспектів роботи бібліотеки, навіть із появою електронних ресурсів. **Результати.** Хоча багато хто досі застосовує традиційні стандарти, такі як машиночитна каталогізація (MARC), Англо-американські правила каталогізації (AACR), набір стандартів Американської бібліотечної асоціації – Бібліотеки Конгресу (LC) та Десяткову класифікацію Дьюї (DDC), у своїх описових каталогізаціях та авторитетних роботах, каталогізаторів зацікавили нові стандарти, такі як опис та доступ до ресурсу (RDA) та BIBFRAME. **Висновки.** Ці бібліотеки також були зацікавлені в створенні єдиного онлайн-каталогу та навчанні в галузі каталогізації та метаданих для покращення якості їх роботи з каталогізацією.

Ключові слова: практики каталогізації; Казахстан

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OPEN EDUCATIONAL RESOURCES IN THE CONTEXT OF OPEN ACCESS

Objective. This exploratory literature review seeks to identify both emergent consensus areas and research gaps in recent scholarly literature on Open Educational Resources (OERs). Despite the perception of OERs as universally available, these involve persistent barriers. The presence of institutional policies, adequate incentives and support frameworks for the use and sharing of OERs as well as raising awareness about their availability is likely to be critical for their successful deployment. **Methods.** This study made use of the case study method to arrive at its conclusions. As part of this, secondary data were collected from relevant article searches conducted in Google Scholar and at the Harvard Open Access Tagging Project website. Only papers published in the last five years, e.g., in the years 2016-2021, were taken into consideration. Given that this study has applied the methodology of qualitative comparison and case study construction, this limits the validity of its conclusions to the settings from which the original primary findings were obtained or for which OER recommendations were produced. **Results.** As part of this research, 16 scholarly articles and research reports were identified as being of relevance for this study. The research questions this study has sought to answer are as follows: How OERs have developed in recent years? What was the impact of the pandemic period on OER use? What are the key barriers for OER deployment? What are the facilitating factors for OER implementation at libraries, colleges and universities? What are the effects of OERs? **Conclusions.** Recent reports indicate that the pandemic period has both increased the awareness of OERs among education institutions and provided an impetus for capacity building efforts in this domain. Yet, OER effectiveness continues to be under-researched, despite a tentative consensus in scholarly literature concerning the critical role for OER efficacy of institutional support and collaboration frameworks.

Keywords: open educational resources; OER; open access; libraries of higher education institutions; university libraries

Introduction

Despite the perception of Open Educational Resources (OERs) as universally available, these involve barriers, such as the need for the presence of compatibility with existing educational frameworks (Mishra, 2017, p. 369). In this respect, past empirical studies indicate that at the level of higher educational institutions, barriers to the adoption of OERs are likely to persist, such as due to lacking expertise on OER deployment, the copyright issues OER usage might involve and the perceived switching costs that the transition to OER-based curricular materials might involve. In contrast, the presence of clear-cut institutional policies can facilitate the utilization of OERs, as the global awareness of their advantages continues to grow. Conversely, lacking institution-level funding or support for the integration of OER materials into the existing course curricular is likely to hamper the process of their adoption (Henderson & Ostashewski, 2018).

This is particularly important for educational institutions in developing countries and emerging economies that tend to source their OERs from international sources, which can entail language barriers, insufficient legal expertise and insufficient local policy backing. Furthermore, policymaking or organizational frameworks that do not encourage the utilization of OERs can act as negative incentives for the utilization, sharing and creation of OERs (Henderson & Ostashewski, 2018). Nevertheless, especially during the COVID-19 pandemic period, distance education infrastructures, such as the Moodle platform, have witnessed high levels of international adoption, while creating preconditions for a correspondingly growing adoption of OERs for course development or curriculum building purposes. While OERs can assist colleges and universities

with the provision of flexible responses to learner needs, outdated technical infrastructures, lacking facilities and connectivity limitations can hinder their adoption by educational institutions at the global margins, such as in Global South countries (Lassoued, Alhendawi, & Bashitialshaaer, 2020, pp. 10-11).

Yet, in many cases, for internationally oriented or locally adapted coursework, the utilization of OERs is likely to significantly increase the academic quality of courses offered, open additional training or education opportunities for multiple constituencies and increase the diversity of course offerings and materials, while improving learner motivation and performance. However, the implementation of OER-related policies of programs at the level of educational institutions may also need to take into account their accessibility conditions for target populations in distance learning settings, such as for remote testing purposes and meeting local methodological requirements (Lassoued, Alhendawi, & Bashitialshaaer, 2020, p. 11). Thus, *this exploratory literature review seeks* to identify both emergent consensus areas and research gaps in recent scholarly literature on the OER-relating topics.

OERs as a Case Study

This study made use of the case study method to arrive at its conclusions, given the complex and emergent nature of OERs as a phenomenon that encompasses digital resources, utilization practices and their institutional preconditions, which prevents its direct empirical investigation (Yin, 2018). As part of this, secondary empirical data were collected from relevant articles. Thus, secondary findings' searches were conducted at the Google Scholar and at the Harvard Open Access Tagging Project websites. Only scholarly papers or research reports published in the last five years, e.g., in the years 2016-2021, were added to the representative sample of studies in this research domain.

As part of this research, 16 scholarly articles and research reports were identified as being of relevance for this study. The research questions this study has sought to answer are as follows: 1) How OERs have developed in recent years? 2) What was the impact of the pandemic period on OER use? 3) What are the key barriers for OER deployment? 4) What are the facilitating factors for OER implementation at libraries, colleges and universities? 5) What are the effects of OERs?

Given that this study has applied the methodology of qualitative comparison and case study construction (Yin, 2018), this limits the validity of its conclusions to the settings from which the original primary findings were obtained or for which OER recommendations were produced. Likewise, the reliability of the findings of this research is procedural, as its research procedures are transparent and can be replicated using similar secondary data sources. Thus, whereas this qualitative comparative research has constructed the OERs as a case study in relation to its research questions as relevant dimensions of this phenomenon, other studies can arrive at different conclusions using the same secondary data set or applying the same research procedures. This positions this research in the qualitative research paradigm.

OERs in Open Education Frameworks

While OERs inherently promote Open Access to higher education, their deployment can be taking place in both closed and open education setups. A successful deployment of OERs, such as for improved teaching and learning outcomes, will likely require flexibility in terms of curriculum development (Mishra, 2017, p. 369). At the same time, OERs may exhibit low compatibility levels vis-à-vis closed access curricular materials, which can pose barriers for their adoption and require targeted instructional strategies. Thus, for educators, the perceptions of OERs are likely closely associated with the expected efficacy of their deployment, despite their expected contribution to teaching quality and learning outcomes (Berti, 2018). In other words, in scholarly literature, the economic argument in favor of OERs, given their free-to-use status as Open Access

materials, has not been countervailed by evidence that they lead to subpar outcomes in terms of materials' quality or impact metrics (Luo, Hostetler, Freeman, & Stefaniak, 2020, p. vis-à-vis. 19).

University libraries tend to be the education institution-level providers of OER-related services, such as hosting (Thompson & Muir, 2020, p. 685). However, in many cases, OERs meet with low levels of awareness among teaching faculty, emphasis in organizational policies and institutional support. Additionally, the utilization of OERs faces barriers related to digital skills, copyright-related knowledge and human resources availability (Henderson & Ostashewski, 2018). Thus, OERs require institutional commitment, educator incentives and support staff for their success (Mishra, 2017, p. 370). Additionally, the utilization of OERs faces barriers related to digital skills, copyright-related knowledge and human resources availability (Luo, Hostetler, Freeman, & Stefaniak, 2020, p. 140). Since OERs require institutional commitment, educator incentives and staff support, the successful implementation of OERs likely also demands significant investment in terms of time, funding, and human resources. Yet, mini-grants, stipends, guidelines, checklists and awards may fail to replace the need for permanent funding that might be necessary for the ongoing development of OERs (McGowan, 2020, p. 24).

Sponsorship projects for OER development may also become dispersed between academic libraries and teaching departments or university units, which can lead to fragmentary, intermittent practices. At the same time, OER will likely be, and has already been, making part of library responses to online learning transitions under the pandemic conditions (Mehta & Wang, 2020, p. 351). Both students and instructors likely encounter multiple obstacles for successful online learning, which can be pedagogical, technical, and financial or organizational. Whereas some of these barriers can be addressed with the help of OERs, the success of the associated measures is not assured. Therefore, OERs can be one among other means for maintaining and improving education quality in online and offline settings (Lassoued, Alhendawi, & Bashitialshaaer, 2020, p. 1).

In other words, the presence of institutional policies, adequate incentives and support frameworks for the use and sharing of OERs as well as raising awareness about their availability is likely to be critical regardless of the language setting internationally (Mishra, 2017, p. 369). Moreover, apart from Open Access to OERs, for local institutions the discoverability and sustainability of OERs are likely to affect their adoption. In terms of instructional or learner outcomes, the deployment of OERs can fail to produce a significant difference (Luo, Hostetler, Freeman, & Stefaniak, 2020, p. 140). Without adequate instructional design and compatible pedagogical strategies, the implementation of OERs can be challenging or lack in effectiveness in terms of their expected positive impacts. Thus, the potential of OERs can be context dependent (McGowan, 2020, p. 24).

OERs and Educational Institutions

Recent reports indicate that the pandemic period has both increased the awareness of OERs among European education institutions and provided an impetus for capacity building efforts in this domain, even though only half of the surveyed libraries were found to have OER-supporting policies. Moreover, only in a third of cases existing or incipient national policies oriented toward OER development or deployment were indicated to be present. Despite this, between 2020 and 2021, twice as many libraries have demonstrated open education involvement, which indicates the growing role of libraries for OER deployment and the increased institutional interest in OERs (Santos-Hermosa, Proudman, & Corti, 2021, pp. 57-61).

Furthermore, empirical findings indicate that, in the pandemic period, the usage of closed-access and Open Access electronic resources has grown significantly at North American and Australian higher education institutions, while leading to growing intentions of supporting Open Access publishing, especially in Canada. This will likely include an increase in the support,

creation and use of OERs, in addition to a growth in campus-level funds dedicated to Open Access publishing, even though university libraries face multiple digitization-related priorities. In this respect, a majority (58%) of surveyed institutions have expressed intentions of concluding Open Access agreements with publishers, while increasing their investment into Open Access infrastructures and initiatives to various extents. In other words, in the medium- to long-term aftermath of the COVID-19 pandemic, around 70% of university libraries will likely seek to reallocate closed-access subscription funds toward Open Access agreements (Maron, Alperin, & Shockey, 2021, pp. 4-5).

At the same time, neither university-level Open Access policymaking nor instructional design frameworks necessarily sufficiently encompass OERs, which likely leads to their low levels of adoption. Thus, the successful deployment of OERs likely requires supporting organizational pedagogical practices, to enhance their institutional traction, as multiple previous studies indicate (Hood & Littlejohn, 2017, p. 1583). This also indicates the closeness of the issues surrounding both Open Access more generally and OERs more specifically, as their long-term implementation cannot be necessarily separated from requisite changes in institution-wide policies. Similar to Open Access, from the educational practice perspective, OERs represent not only academic resources in Open Access but also optimally involve barrier-free and empowerment-oriented practices that surround these, such as participatory course development and scholarly networks (Cronin, 2017, p. 15). Likewise, the eventual utilization of OERs can demand expertise inputs and maintenance with regard to copyright management, Open Access licensing terms, content discovery systems, long-term repository solutions and content metadata. These can promote OER sharing and use when handled optimally, but also represent sources of hindrance for instructional implementation, if found lacking (Hassall & Lewis, 2017, p. 77).

Effects of OERs

The issue of Open Educational Resources' (OERs) effectiveness continues to be under-researched. Kabugo's (2020) study illustrates this, as it employs a qualitative research framework that limits the extent to which its findings can be compared to other research outcomes, despite the wealth of empirical data, e.g., interviews, it has amassed. Furthermore, on the level of their deployment, the OERs can hardly be separated from the educational systems and contexts into which they are embedded. In other words, the technical interfaces, course designs and material selections that learners encounter can significantly moderate or mediate the resultant effectiveness of OERs. Yet, to estimate that, quantitative, multi-method, semi-experimental or experimental research designs, such as based on OER-involving interventions into existing pedagogical setups with student outcome measurements pre-intervention and post-intervention, likely need to be implemented. Qualitative, interpretative methodologies are likely to provide initial indications only concerning OER effectiveness. Besides, theoretical and methodological frameworks that both qualitative and quantitative studies deploy can significantly affect their eventual conclusions, such as placing them in the context of specific scholarly paradigms, while further limiting the comparability of empirical findings across conceptual boundaries (Kabugo, 2020, pp. 447-448).

At the same time, a tentative consensus in scholarly literature exists concerning the critical role for OER efficacy of institutional support and collaboration frameworks, since libraries and universities need to complement their financial investment into OER development or deployment with the adoption of culture of Open Access. This encompasses digital skill building, licensing training, material reuse workshops and knowledge acquisition, for organizations to be able to identify and deploy best OER practices in alignment with their specific objectives (Luo, Hostetler, Freeman, & Stefaniak, 2020, p. 20). Similarly, the presence of explicit OER policies is likely to facilitate their adoption by faculty members, the funding of incentive programs and adoption in relevant courses. Even though OERs do not involve upfront costs, due to their Open Access status,

their long-term curricular relevance and pedagogical effectiveness will likely require sustainable financial support models that can maintain their relevance for contemporary teaching and learning practices. In other words, the effective utilization of OERs has as its prerequisite the presence of digital, financial and organizational infrastructures for their storage, curation and dissemination (Machado, Sepúlveda, & Montoya, 2016, pp. 1-2).

Conclusions

As Open Access takes hold, librarians become not only content holding curators, but also custodians of knowledge, while effectively performing gate-keeping roles with regard to journal quality criteria, institutional repository management and dealing with multiple internal and external stakeholders. The concomitant disintermediation process not only facilitates direct user access to content collections, but also requires developing information literacy skills, re-intermediation processes for libraries as independent publication repositories and digital resource integration across access models (Boufarss & Harviainen, 2021, pp. 1-2). In this respect, OERs can similarly contribute to the financial sustainability of curricular development without, while having likely positive impacts on learning outcomes (Luo, Hostetler, Freeman, & Stefaniak, 2020, p. 19). This potential of OERs is also reflected in the growing amount of funding that OERs have been attracting internationally, such as in the United States, while indicating the emergent consensus among institutional funders and university or college educators that student-facing costs represent a significant barrier for the financial accessibility of higher education (McGowan, 2020, pp. 40-41). As the post-pandemic transition to online learning appears to be a long-term trend, OERs are also likely to become an important aspect of library activity not only as digital resources but also as focal points of curriculum development and educational innovation (Mehta & Wang, 2020, p. 362). Yet, the role of institutional and national policies for the OER adoption cannot be overestimated, as emerges from previous studies, given the expertise-related, financial and perception-based barriers that OERs continue to face (Mishra, 2017, pp. 377-378). Similarly, despite the awareness of and support for OERs at the level of academic libraries, their institutional deployment and adoption can remain limited, due to the absence of faculty awareness, organizational incentives and sufficient technical skills (Thompson & Muir, 2020, p. 691).

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ВІДКРИТІ ОСВІТНІ РЕСУРСИ В КОНТЕКСТІ ВІДКРИТОГО ДОСТУПУ

Мета. Цей дослідницький огляд літератури має на меті визначити як області консенсусу, що виникають, так і прогалини в дослідженні в академічній літературі останніх років про відкриті освітні ресурси (OER). Незважаючи на те, що OER вважаються загальнодоступними, вони стикаються з постійними перешкодами. Наявність інституційної політики, адекватних стимулів і структури підтримки використання та обміну OER, а також підвищення інформованості щодо їх доступності, ймовірно, буде мати вирішальне значення для їх успішного поширення. **Методика.** У цьому дослідженні, щоб зробити висновки, використовувався метод тематичного дослідження. Були зібрані вторинні дані, знайдені в результаті пошуку релевантних статей в Google Scholar і на веб-сайті Harvard Open Access Tagging Project. Враховувалися лише статті, опубліковані за останні п'ять років, наприклад, за 2016-2021 рр. З огляду на те, що в цьому дослідженні застосовано методологію якісного порівняння та побудови тематичного дослідження, це обмежує валідність його висновків умовами, з яких були отримані первинні результати або для яких були розроблені рекомендації OER. **Результати.** У рамках цього дослідження було визначено 16 наукових статей і дослідницьких звітів, які мають відношення до даного огляду. В роботі були представлені наступні питання: як розвивалися OER в останні роки? Як період пандемії вплинув на використання OER? Які основні перешкоди для розвитку OER? Які фактори сприяють впровадженню OER у бібліотеках, коледжах та університетах? Які наслідки впровадження OER? **Висновки.** Останні звіти показують, що період пандемії як підвищив обізнаність щодо OER серед освітніх установ, так і надав імпульс зусиллям із нарощування потенціалу в цій галузі. Тим не менш, ефективність OER залишається недостатньо вивченою, незважаючи на попередній консенсус в академічній літературі щодо вирішальної ролі інституційної підтримки та структури співпраці для ефективності OER.

Ключові слова: відкриті освітні ресурси; OER; відкритий доступ; бібліотеки ЗВО; університетські бібліотеки

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LIBRARY BOOK EXCHANGE: HISTORY AND CURRENT STATE

Objective. The purpose of the article is to highlight book exchange as an important source of book acquisition process in the libraries of Katerinoslav - Dnipropetrovsk. The object is libraries of different subordination as a system of collection-forming documents. **Methods.** Analytical-synthetic, system-structural, comparative and statistical methods are used during the research in accordance with the task. **Results.** The author revealed the peculiarities of book exchange process in the libraries of educational institutions, scientific societies of Katerynoslavshchyna. The exchange of publications with Kyiv, Galician and Lviv institutions is proved to be useful and important. The author retraced process of cooperation of city public libraries on local literature acquisition. Libraries and reading rooms of higher, secondary and lower agricultural educational institutions received professional publications of Katerinoslav societies free of charge. The article gives a picture of the current state of document exchange in the libraries of Dnipropetrovsk region. The constant source of library acquisition is territorial and domestic professional book exchange. **Conclusions.** Book exchange is an important component of the process of acquisition of high quality stock in Ukrainian libraries. This process was actively carried out by Katerinoslav libraries in the 19th - early 20th centuries. Throughout history the book exchange has proven to be a necessary and useful source of acquisition and high quality service in the implementation of complex reader requests. Document exchange in the 21st century in Dnipropetrovsk region is changing its format (transition to e-resources), but remains an important source in the process of creating high quality collections.

Keywords: book exchange; libraries of educational institution; societies; Katerinoslav Governorate; Dnipropetrovsk region

Introduction

Library science studies the history of libraries of different subordination in the main areas of activity: acquisition, services, information and reference work, etc. Book exchange is an important component of the process of stock acquisition, the ultimate goal of which is to meet the needs of readers. Book exchange helps to create and store complete collections of books and periodicals (valuable in content and design) for users. The research topic is due to the problematic aspects of the development of modern libraries in Ukraine, which continue the tradition, update their service using e-documents.

Methods

Analytical-synthetic, system-structural, comparative and statistical methods of scientific research are developed and used in accordance with the tasks.

Results and Discussion

In the second half of the 19th century the process of distribution of book products became more active, so the role of book exchange in processes of cooperation between libraries was growing. From 1877 to 1916, the Commission on International Exchange of Scientific and Fictional Editions operated under the Ministry of Education. Domestic book exchange during the tsar period was limited. Book exchange means free transfer of printed works from one library to another for permanent use and is an effective source of collection development by means of documents that were not distributed through the book trade network. The Ukrainian Library

Encyclopedia (ULE) provides a definition of the modern term of “book exchange” as interlibrary document exchange between libraries within the country. Its purpose is to complete the existing library collections, improve their quality and free them from unnecessary duplicate and non-core documents (National Library of Ukraine named after Yaroslav the Wise, 2021).

The role and significance of book exchange is clearly defined by the Ukrainian librarian K. I. Rubinsky: since each library is a reflection of its epoch, the study of collections allows to imagine comprehensively the realities of life at that time (Vaneev, p. 151). According to another scientist, a well-known bibliographer N. A. Rubakin, the library core (book collection) is the center of gravity of each library, due to the content of which the library must operate and meet the appropriate level of education (Rubakin, pp. 126-159).

At the end of the 19th century Katerinoslav city public library with the support of the Chairman of the Library Council G. A. Zalyubovsky had business relations with 10 libraries and received free books from six scientific societies. In 1910, Katerinoslav Library sent to the colleagues of Mariupol City Library at their request 7 titles, 396 volumes of duplicate magazines, in the public reading room of Yenakiievo station – 6 titles, 432 volumes (*Otchet Yekaterinoslavskoy Gorodskoy Obshchestvennoy Biblioteki*, 1894, pp. 14, 30).

In the early 20th century exchange of experience was an important area of professional development of library staff. Under these conditions the reports of Nikolaev, Kharkiv, Odessa, Sevastopol, Yalta societies of library science arrived to Katerinoslav city library and they contained interesting information. In addition, in 1911 the library of the Russian Academy of Sciences received duplicate copies of "Vestnik Yuga" newspaper from the city public library (*Otchet Yekaterinoslavskoy Gorodskoy Obshchestvennoy Biblioteki*, 1912, p. 5).

In the 19th century book exchange was important and necessary for Katerinoslav educational institutions. Teachers of Katerinoslav classical gymnasium sent their works to other educational institutions only after the obligatory consideration by the trustee of Odessa educational district. With the support of the gymnasium director Ya. D. Grakhov, the institution closely cooperated with the Russian Geographical Society through the exchange of local publications (1849). The classical gymnasium exchanged books with well-known educational institutions of St. Petersburg, the oldest institutions of the empire: Richelieu Lyceum and Vilnius University (1831). I. S. Afanasyev, a teacher of mathematical sciences, the inspector of the gymnasium, was the head of the library since 1819. Since 1841 he was responsible for the work of the bookshop and actively cooperated with Kharkiv University. A. I. Bartashevych, a Senior Lecturer in Latin Language at the gymnasium, made a certain contribution in this direction. His activity as a bookshop head in 1831–1841 was useful for the development of the fundamental library (Lokot, 1908, pp. 98, 134).

At the end of the 19th century with the support of the governorate zemstvo, the library of Katerinoslav First Real School received from Gnedinsky Crafts School various textbooks to a total value of about 3,000 rubles. The publications became a powerful base for the student audience during the educational process (*Otchet o Sostoyanii Yekaterinoslavskogo Realnogo Uchilishcha*, 1894, p. 25).

The activity of the library of Katerinoslav Higher Mining School was important in this direction. Since the beginning of its existence, the management of the educational institution paid special attention to the formation of high-quality and modern collections of subordinate libraries. In 1906, under the leadership of S. M. Suchkov, the Higher Mining School published more than 50 titles of textbooks and manuals, which were distributed among local libraries and other institutions. According to reports, it is known that through book exchange the school received books from official bodies and institutions: the Ministry of Finance, the Ministry of Agriculture, the Ministry of Railways and the Mining Department (Rubin, 1909, p. 74).

A system of cooperation was established with more than 20 higher educational institutions, including St. Volodymyr's University in Kyiv, Kyiv Polytechnic Institute, Kharkiv University, Novorossiysk University, Kazan University, Tomsk University, Warsaw Polytechnic Institute, etc. (1904). Due to book exchange, the institution library collection annually grew by 500 copies having the latest multidisciplinary literature, among which about 100 copies were educational literature. In 1908, the library transferred the editions of Katerinoslav Higher Mining School to other organizations and institutions by book exchange, having received 90 titles of Russian and Ukrainian periodicals in return. Book exchange of duplicate editions was carried out based on correspondence with the employees responsible for this work of other libraries or scientific societies. (*Otchet o Sostoyanii i Deystviyakh Yekaterinoslavskogo Gornogo Uchilishcha*, 1912, pp. 45-47).

In the early 20th century thanks to book exchange, Katerinoslav Prosvita Society received Ukrainian books and periodicals from E. P. Cherepovsky's Ukrainian bookshop in Kyiv. Friendly and professional relations connected "Prosvita" and Katerynodar. The libraries of the latter received Katerinoslav magazine "Dnipro Waves" ("Dniprovi Khvyli"). Significant work was carried out by the society for the distribution of its own publications on the history of the native land to Ukrainian bookshops. "Prosvita" Library Commission exchanged Ukrainian publications with Galician and Russian relevant societies and institutions. In 1917, members of "Prosvita" society in the village of Pereshchepine in Novomoskovsk district asked publishers and Ukrainian authors to send their publications and works to the library. The educational institution had its own publishing collection, copies of which were sent by members of the society to Kyiv "Prosvita". It was useful to cooperate with "Literary and Scientific Bulletin" bookshop and "Ukrainian bookshop" (*Dniprovi Khvyli*, 1913).

Opened in 1874, the Free Women's School of the Society of Guardianship of Women's Education in Katerynoslav received 9 titles of books (1878/79) from the editors of "Education and Training" magazine. Thanks to the request of the cultural and educational leader, teacher O. O. Andrievskiy, the school library received as a donation from the editors the following magazines: "Family and School", "Picturesque Review", "Nature and People", "Education and Training". Communication with the Committee for the Distribution of Useful Books was fruitful. As a result, the school library received 255 copies of books, brochures, serial editions in the early 80's of the 19th century.

The book exchange between Katerinoslav Scientific Archival Commission (1903) and Katerinoslav Scientific Society (1901) was useful. The collection of scientific literature and periodicals was formed through exchange with scientific institutions and societies. The local edition "Chronicles of Katerinoslav Scientific Archival Commission" systematically published a list of new books received by the society. Through active communication with Lviv University, the library collection of the Commission was enriched with thorough works on the history of southern and western Russia by the Ukrainian leader, Professor M. S. Hrushevsky. In 1910, members of Katerinoslav Academic Archival Commission petitioned Orenburg and Poltava Academic Archival Commissions for exchanging books. Initiative librarians V. F. Adamov, J. V. Lokot, V. V. Danilov were responsible for this activity. Katerynoslav activists facilitated the establishment of book exchange relations of the Commission, officially addressing certain scientific institutions and using personal contacts. According to the report of the Chairman of the Society A. S. Synyavsky, book exchange took place with organizations and publishing houses of Chernihiv, Kharkiv, Kyiv, and Odessa. V. O. Bidnov contributed to the restoration of library relations with colleagues. He supported acquisitions of the latest pedagogical works by historian S. V. Farfarovsky (*Letopis Yekaterinoslavskoy Uchenoy Arkhivnoy Komissii*, 1909; Kunanets, 2011).

In 1910, at one of the meetings, a report was prepared on the receipt of 13 publications valuable in content from Odessa, Kharkiv, Volyn, Chernihiv and Poltava. Correspondence was conducted with 10 archival commissions, Shevchenko Scientific Society in Lviv, and Kyiv Scientific Society. In 1911 the "History of Kharkiv University" by the Ukrainian historian and public leader D. I. Bagaliy was added to the collections of the scientific library, while the "Chronicles of Katerinoslav Scientific Archival Commission" were sent to the colleagues (*Letopis Yekaterinoslavskoy Uchenoy Arkhivnoy Komissii*, 1911, p. 270).

In Katerinoslav region of the early 20th century the Scientific and Technical Society, established in 1910 with the support of the chemist L. V. Pisarzhevsky played an important role in dissemination of technical knowledge and quality training of technical staff. The society took care of the library, which had technical literature and was available to residents. In 1913 the technical library received from colleagues 6 titles of professional journals, publications of Kiev Polytechnic Institute and Crimean technical institutions. Librarian L. L. Ivanov was responsible for the acquisition of modern periodicals.

In the late 19th - early 20th century the activity of professional societies intensified in Katerinoslav. They include the Beekeepers (1898), Gardening (1893), Hunting (1910–1917), and Agriculture (1915–1917) societies. All societies were united by the presence of a professional printed body. The Beekeepers society published their magazine "Bee", the Society of Gardening had "Vesnik", the Society of Agriculture published "Southern Economy" magazine. Publications of Katerinoslav societies were sent to zemstvo libraries of Katerinoslav Governorate and to scientific institutions of other governorates. By means of free exchange, the Society of Beekeepers sent 104 copies of its publications, having received in return 90 copies of new publications (*Otchet o Deyatelnosti Yekaterinoslavskogo Obshchestva Pchelovodov*, 1913, p. 4). One copy of "Southern Economy" magazine was sent to England (1915-1916), which indicates a high information level of the local publication. Instead, the library of the agricultural society kept reports and works of special societies in its collections. According to the decision of the society council, libraries and reading rooms of higher, secondary and lower agricultural educational establishments received the professional publications free of charge and in turn enriched the collections of Katerinoslav institution with their own periodicals (115 titles) (1915) (*Otchet o Deyatelnosti Yekaterinoslavskogo Gubernskogo Obshchestva Selskogo Khozyaystva*, 1916, pp. 21, 89-97).

Historical roots of book exchanging have a traditional continuation in the development of modern libraries in Dnipropetrovsk region. Document exchange operates in the identified main areas.

- ✓ Exchange collections are created and operate in the following libraries: Dnipropetrovsk Regional Universal Scientific Library, Scientific Library of Oles Honchar Dnipro National University (DNU).
- ✓ Domestic (official) book exchange is carried out in Oles Honchar DNU Scientific Library, Scientific and Technical Library of Dnipro National University of Railway Transport, Dniprovsk State Technical University Library, Dnipropetrovsk Regional Universal Scientific Library. Most libraries solve these problems on their own.
- ✓ The most reliable and widespread is the territorial book exchange, thanks to which a large number of libraries in the region receive individual copies and complete collections. Permanent partners are Dnipropetrovsk Regional Universal Scientific Library, Dnipro National University, Dnipropetrovsk National Historical Museum, Ukraine's first ATO Museum, South-Eastern Department of the Ukrainian Institute of National Remembrance, Ukrainian Institute for Holocaust Studies.

- ✓ A constant source of stock acquisition are donations from colleagues and publishers (specialized, medical, technical, agricultural literature etc.)
- ✓ DNU Scientific Library, Scientific and Technical Library of “Dnipro Polytechnic”, Ukrainian State University of Chemical Technology and Dnipropetrovsk Regional Universal Scientific Library have foreign partners. Cooperation continues with European countries (Poland, Germany), the United States and Canada.

Libraries of higher education institutions of Dnipropetrovsk region closely cooperate with colleagues from Taras Shevchenko National University of Kyiv, Igor Sikorsky Kyiv Polytechnic Institute, Ivan Franko National University of Lviv, Lviv Polytechnic National University, V. N. Karazin Kharkiv National University, Odesa Mechnikov National University, V. I. Vernadsky National Library of Ukraine, Kharkiv State Scientific Library named after V. G. Korolenko and regional state libraries.

Conclusions

Book exchange is an important component of the process of acquisition of quality collections in Ukrainian libraries. It was actively carried out by Yekaterinoslav libraries in the 19th - early 20th centuries. Throughout history the book exchange has proven to be a necessary and useful source of acquisition and high quality service in the implementation of complex reader requests. Having a long-standing historical basis, document exchange in the 21st century in Dnipropetrovsk region is changing its format (transition to e-resources). Despite the smaller volume and some financial problems, the book exchange remains a constant source in the process of creating multidisciplinary collections.

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БІБЛІОТЕЧНИЙ КНИГООБМІН: ІСТОРІЯ ТА СУЧАСНИЙ СТАН

Мета полягає у висвітленні книгообміну як важливого джерела процесу комплектування фондів у бібліотеках Катеринославщини – Дніпропетровщини. Об'єктом виступають бібліотеки різного підпорядкування як системи фондоутворюючих документів. **Методика.** Під час дослідження використовувались аналітико-синтетичний, системно-структурний, порівняльний та статистичний методи, які застосовувались відповідно до завдання. **Результати.** Виявлено особливості книгообмінного процесу в бібліотеках навчальних закладів, наукових товариств Катеринославщини. Доведено, що корисним і важливим був обмін виданнями з київськими, галицькими та львівськими установами. Прослідковано процес співпраці міських громадських бібліотек щодо поповнення фондів краєзнавчою літературою. Фахові видання катеринославських товариств отримували безкоштовно бібліотеки і читальні вищих, середніх та нижчих сільськогосподарських навчальних закладів. Створена картина сучасного стану документообміну у бібліотеках Дніпропетровщини. Постійним джерелом поповнення фондів є територіальний та внутрішньодержавний фаховий книгообмін. **Висновки.** Книгообмін як вагома складова процесу комплектування якісних фондів українських бібліотек активно здійснювався катеринославськими бібліотеками у XIX – початку XX ст. Протягом історії книгообмін довів, що є необхідним і корисним джерелом поповнення фондів та якісного обслуговування під час виконання складних читацьких запитів. Документообмін у XXI ст. на Дніпропетровщині змінює формат (перехід на е-ресурси), проте залишається важливим джерелом у процесах створення якісних фондів.

Ключові слова: книгообмін; бібліотеки навчальних закладів; товариства; Катеринославська губернія; Дніпропетровська область

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(Kharkiv, Ukraine), e-mail: svetlana_k75@ukr.net**INFORMATION SERVICE FOR USERS WITH SPECIAL EDUCATIONAL NEEDS**

Objective. The article is aimed at the analysis of the current problem of the higher educational institutions, namely the creation of favorable conditions for teaching students with special educational needs. **Methods.** Benchmarking – study and analysis of the experience of university libraries and other organizations. Formation of requirements for support of this category. **Result.** Creation of comprehensive assistance in learning and conditions conducive to the successful adaptation of students, their psychological rehabilitation and personal development in society. Therefore, one of the priority areas of libraries’ work is adaptation to learning, library and information services for users with special needs, providing them with free access to information, exercising their rights to receive quality services. **Conclusions.** Creating a virtual information space, ensuring physical accessibility, staff training contributes to the effective implementation of the tasks and motivating this category of users to personal adaptation and learning.

Keywords: inclusion; special educational needs; library and information services; information services; art therapy in education

Introduction

High-quality prompt servicing of this user category is an urgent task of libraries. This is confirmed by legal documents, which emphasize the equal free rights of all citizens to library and information services, both in person and remotely. These are the following laws of Ukraine: On Libraries and Librarianship (*Pro Biblioteky i Bibliotechnu Spravu*, 1995), On Information (*Pro Informatsiiu*, 1992), On Education (*Pro Osvitu*, 2017) and the Decree of the President of Ukraine on Ensuring the Barrier-Free Space in Ukraine (*Pro Zabezpechennia Stvorennia*, 2020). Every year, on October 10, World Mental Health Day is celebrated. This event is aimed to draw public attention to the existing problem. Unfortunately, according to statistics, in the last 10 years, the number of people with special needs has doubled. This social category requires special attention.

In pre-school and secondary education institutions, the issue of social adaptation of children with special educational needs (SEN) is solved by having an educator/teacher assistant who helps with learning.

Having entered the higher educational institution, the student must independently adapt to new learning conditions in a new social environment.

An inclusive approach to the organization of the educational environment includes:

- adaptation,
- socialization,
- learning,
- education of users with special educational needs.

The main areas of preparation for working with users with SEN are the formation of virtual information space, ensuring physical accessibility, staff training.

Methods

The experience of various organizations (including libraries) is used. This allowed us to formulate the requirements for servicing of readers with special educational needs. Internet technologies open up great opportunities for higher educational institutions and libraries to provide information to this category of users. The following measures are being implemented at the National Technical University “Kharkiv Polytechnic Institute”:

- Education accessibility approved in the Admission Regulations to NTU “KhPI” (*Pravyla Pryiomu*, 2021).

- Creating conditions for physical access to educational buildings and infrastructure facilities is enshrined in the Procedure for Accompanying Persons with Disabilities and Other Low-Mobility Groups at NTU “KhPI”: rules of communication and behavior (*Poriadok Suprovodu*, 2020). This document appoints the responsible persons, regulates the treatment rules of people with disabilities.

- Special programs and methods are being developed. For example: methods of teaching natural sciences to children with special needs (the method is described in the textbook “Inclusive education for hearing impaired people,” which includes adapted practical classes in physics, chemistry, mathematics, telemedicine, geography, history).

- A virtual environment has been created, which includes: NTU “KhPI” corporate communication system based on Microsoft Office 365 services, distance learning system (DLS), the presence of the student's account for educational tasks.

NTU “KhPI” is one of the recognized leaders in Ukraine in the field of implementation of e-learning technologies in the educational process. With the support of the Kharkiv Regional State Administration, technical, methodological and organizational support is provided to students with disabilities (disabled people of groups 1-2). The Center for Distance Education of NTU “KhPI” is engaged in the practical implementation of information educational technologies in the educational process and conducts research in this area.

Results and Discussion

Major fields of education:

Formation of virtual information space.

Scientific and Technical Library of NTU “KhPI” is actively involved in the formation of a virtual information space for informing and communicating. For this purpose, the corporate communication system of NTU “KhPI” based on Microsoft Office 365 services is used:

- contacts of library staff are integrated into this system and are available to any user;
- Microsoft Office 365 services, such as shared calendar to inform users about events, chats, video records, etc. have been actively used. The Teams platform is used for remote classes in information culture and for cultural and educational events.

For example, the Microsoft Office 365 e-mail service (Outlook) makes it possible to use user groups formed according to various grounds and systemize information about all students and staff of the University. Search and informing are carried out by surname; academic group number; the name of the institute/faculty, department, subdivision, etc.

Previous library developments today can be used as the elements of a virtual environment. For example, a library site can be used as part of a personal virtual user environment (Figure 1).

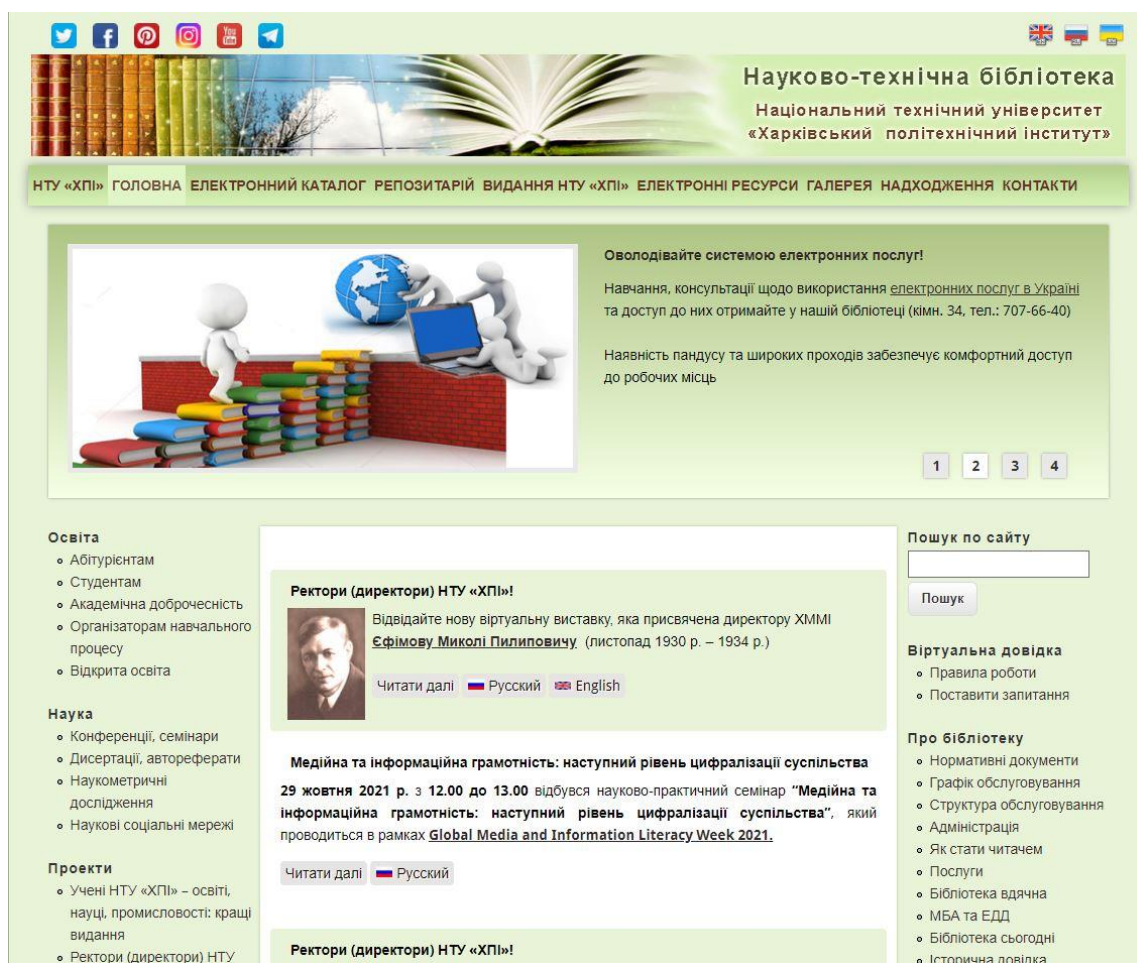


Fig. 1. Library site interface

The electronic catalog makes it possible to use bibliographic and full-text databases, provides access to the electronic library cards of the reader. The digital repository provides free access to the works of university scientists.

The Gallery section contains materials on the history of science and technology, our University, the personalities of prominent scientists, etc. These materials are used both for research purposes and expanding the overall worldview.

Reading is guided by the site sections Heart-Warming Books and Time to Read. Users are informed about the library interestingness and new acquisitions.

Ensuring physical accessibility.

The library is located in two buildings equipped according to the requirements of physical access of users with special educational needs. This makes it possible to receive services at any convenient service point in the shortest possible time. One of such points is the hall of reference books. The service area of the users is located on the ground floor, equipped with desktop computers, free Internet access (Wi-Fi) (Figure 2).

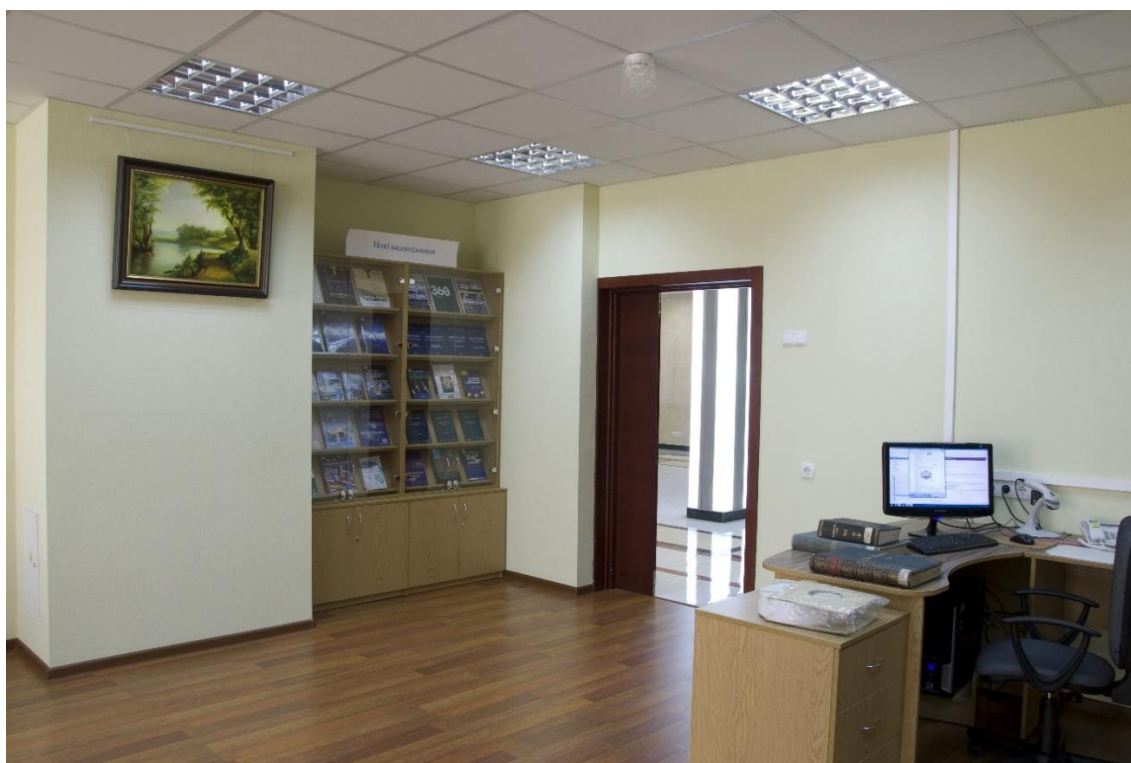


Fig. 2. Hall of reference publications

There is a leisure area for studying and recreation in the hall. Open publication viewings, interactive classes with students and other user categories are organized here. Mass events, art exhibitions and holidays are held in the free access zone. Such work contributes to the education and social adaptation of users with special educational needs (Figure 3).



Fig. 3. Leisure area in the lobby of the scientific and technical library of NTU "KhPI"

Staff training.

Staff training must meet the following criteria: Appropriate education, Inclusive competence, Readiness to work with the users with special educational needs, Use of domestic and foreign promising experience in organizing library services in this category (Novosolova, 2021a).

A team of specially trained specialists has been created in the scientific and technical library of NTU “KhPI.” These are librarians who received the second higher education in the specialty: psychologists, high school teachers. We have a crisis psychologist, a practical psychologist, art therapist (rehabilitation specialist) in the service department. The library works closely with specialists of the Department of Pedagogy, Psychology, Management of Social Systems. Questionnaires, testing, application of art therapy techniques, emotional reset trainings are conducted jointly.

Start of work.

One of the areas of surveying users with SEN is to identify their needs and opportunities. Analysis of research has shown that more attention needs to be paid to adaptation and motivation to study. To solve this problem, a decision was made to create an Emotional reset room in the Scientific and Technical Library of NTU “KhPI.” The purpose of this measure is to create a positive emotional mood, develop communication skills through information and bibliographic resources, bibliotherapy and other types of art therapy that promote skills development and adaptation in society.

The term “art therapy” defines a set of arts used in psychocorrection. The following functions of art therapy can be distinguished: diagnostic, therapeutic, humanistic. Isotherapy is one of the most developed areas of art therapy, which involves the use of pictorial tools and opportunities for personal development. Metaphorical Conceptual Maps (MCM) is a special type of art therapy based on the principles of projective methods. MCM is a set of pictures the size of a playing card or postcard depicting people, their interactions, life situations, etc. Art therapy helps users identify their needs and abilities, and we understand what information resources interest the reader. Art therapy methods allow revealing the possibilities and potential that contributes to the restoration of mental health (Kopytin & Kort, 2011).

Today, the library plans to pay more attention to users with special educational needs, students, teachers and staff. The first steps in this direction include identifying people with special needs and creating a register of potential users who need specialized services. The register should include full name of a person with special needs, full name of his/her guardians, address, telephone, age, type of disease, abilities. While planning individual library services for this category of users, the marks in the reader’s library card will help: the literature preferred, the range of the user’s interests, the activity direction (Novosolova, 2021 b).

To date, work has begun to identify the users with SEN among the students and staff of NTU “KhPI.” 5 people gave their written consent to the receipt and use of personal information (*Osnovy Zakonodavstva Ukrainy*, 1992). According to the results of questionnaires, interviews, consultations, the range of hobbies, interests and wishes is revealed. It is planned to conduct stress tests, develop individual programs to help with learning, taking into account the personal needs and abilities, organize correctional classes aimed at developing cognitive processes: memory, imagination and thinking, engage users with SEN in the social environment, correct behavioral problems.

Conclusions

The relevance of this topic is considered at the level of higher state bodies, which is reflected in the legislative framework. The library should ensure the development of quality services for people with disabilities.

It is necessary to ensure the formation of a virtual environment, physical accessibility, staff training. Due to the pandemic, the emphasis has shifted from providing a physical attendance to creating a personal virtual environment.

The measures will provide users with special educational needs with free access to any information, the realization of their rights to both general services and individual information services. Such work will help motivate these categories of users to study, social adaptation.

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ІНФОРМАЦІЙНЕ ОБСЛУГОВУВАННЯ КОРИСТУВАЧІВ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ

Мета. Аналіз актуальної проблеми ЗВО, а саме – створення сприятливих умов для навчання студентів з особливими освітніми потребами. **Методика.** Бенчмаркінг – вивчення та аналіз досвіду бібліотек університетів та інших організацій. Формування вимог до супроводу цієї категорії. **Результатом** має бути створення комплексної допомоги при навчанні та умов, що сприяють успішній адаптації студентів, їх психологічній реабілітації й особистісному становленню в соціумі. Тому, одним з пріоритетних напрямків роботи бібліотек є адаптація до навчання, бібліотечно-інформаційне обслуговування користувачів з особливими потребами, забезпечення їм вільного доступу до інформації, реалізації їх прав на отримання якісних послуг. **Висновки.** Створення віртуального інформаційного простору, забезпечення фізичної доступності, підготовка кадрів сприяють ефективній реалізації встановлених завдань і мотивації даної категорії користувачів до особистої адаптації та навчання.

Ключові слова: інклюзія; особливі освітні потреби; бібліотечно-інформаційне обслуговування; інформаційні послуги; арт-терапія в навчанні

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FIRST STEPS BEFORE THE JUMP: UKRAINIAN UNIVERSITY LIBRARIANS SURVEY ABOUT OER

Objective. The authors study: 1) the level of awareness of librarians of Ukrainian universities about Open Educational Resources (OER); 2) the ability of librarians to provide support services for the development, creation and use of OER in teaching, learning, research. **Methods.** The study was conducted by methods of analysis of professional literature, online survey (questionnaires) and analysis of the results. The questionnaires "Library of Higher Education Institution in Support of Distance Learning: Open Educational Resources" was distributed from 20.04. until 20.05.2021 among 137 directors of libraries of higher education institutions of Ukraine. Responses came from 77 libraries. The questionnaire consisted of 9 open-ended and closed-ended questions to allow researchers to get a holistic picture of the research process. **Results.** The analysis of 77 questionnaires showed that the vast majority of free HEI libraries in Ukraine have extensive experience in working with electronic educational resources. Ranking by resource type prove that 95.89% of library collections are the own generation resources (HEI authors): databases, incl. repositories. The concept of "Open Educational Resources" (OERs) is familiar and understandable to 84.42% of respondents. At the same time, 75.32% are already involved in supporting the OER. Librarians may catalog them (21.92%) or not catalog (32.88%). Among the OER types supported by librarians, educational materials (77.05%) and textbooks (55.74%) predominate. The closest partnership of librarians in OER support (except for teachers) is with the specialists of IT services (66.13%). **Conclusions.** Despite the still spontaneous, chaotic and little-studied nature of the library movement towards OER, librarians are well aware of this issue. At the same time, 96.1% of respondents want to improve their competencies in the direction of supporting open educational resources. This is very important, because it is the understanding and acceptance of OER that is crucial for a long-term vision of this movement. That is why specific aspects, such as organizational, economic, personnel and motivational, need urgent further study.

Keywords: open educational resources; OER; librarians of Ukrainian universities; survey of librarians; awareness level of librarians

Introduction

University libraries around the world face the task of keeping up with major changes and trends in the field of librarianship, computer science and higher education in general. In the context of Covid-19, which seriously undermines education and training around the world, libraries face extremely difficult challenges.

The framework for action in the field of education for the period up to 2030 was adopted by 184 UNESCO member states in 2015. On the agenda in the field of sustainable development for the period up to 2030 education is perceived as a Sustainable Development Goal Quality Education (Sustainable Development Goal 4, n. d.). In addition, in November 2019, the 40th session of the General Conference of UNESCO unanimously adopted the Recommendation on Open Educational Resources (OER) (UNESCO, 2019) which supports the creation, use and adaptation of inclusive and quality OER and promotes international cooperation in this area. The document emphasizes that OER is the common name for all teaching, learning, and research

materials that are fully open to access through a free license or public domain, which allows their free access, reuse, re-profiling, adaptation and dissemination in other ways without restrictions or with limited restrictions.

In 2018, SPARC Europe (Scholarly Publishing and Academic Resources Coalition), which is actively involved in supporting open education and OER, established a European Network of Open Education Librarians (ENOEL) (European Network of Open Education Librarians (ENOEL), n.d.). As of August 2021, ENOEL comprises 83 members from 25 European countries. Among the full members of ENOEL there is an Ambassador from Ukraine, Tetiana Kolesnykova, one of the authors of this article.

The rapid transition of educational institutions to distance and mixed education during the COVID-19 pandemic raised the question of the availability of resources for teaching and learning. The foreign educational community (teachers, students, librarians, etc.) note that this is most fully addressed through open educational resources (Kolesnykova, 2021a).

There is a clear need to manage at the institutional level the adoption of OER as a strategy to eliminate systemic inequalities, to improve access and success in universities.

Literature Review

Numerous foreign practices prove that libraries can play a significant role in the transformation of teaching and learning by implementing, promoting, identifying or maintaining OER (Ferguson, 2017). Why specifically libraries? In response, we will touch on, for example, technology. Technically, the creation of a new OER as an author's content is similar to the creation of any other educational resource, except that an unlimited open license to the material is applied. Virtually all methods between creating and setting up content are common: 1) find OER publishers at your university; 2) make your created / adapted OERs reviewable; 3) make your created / adapted OER editable; 4) make your created / adapted OER accessible (i.e., the condition for posting your own or adapted OER is their mandatory accessibility through open search engines on the Internet); 5) find administrators who will ensure the functioning of online platforms and the preservation of OER hosted there (Kolesnykova, 2021b). The help of librarians on each of the items can be quite real.

Libraries already meet institutional needs by providing funding for OER content creation and staffing, as well as expertise in areas such as copyright and licensing (Kolesnykova, 2019).

But for university libraries to continue to be actively involved in the creation, adaptation, storage and further development of open educational materials and resources, they must adapt to the needs of their faculty, staff and students.

To identify the level of such adaptation of library staff to OER, foreign universities conduct the case studies.

For example, a survey was conducted at Scottish universities (Thompson & Muir, 2019) to understand the level of knowledge, skills and abilities of librarians regarding OER. Motivation of librarians in this direction includes support for teaching and learning, as well as the development of teachers' digital skills and knowledge of copyright and open licenses. The results show that librarians place a strong emphasis on interpersonal and communication skills, as well as certain subject knowledge.

A study of copyright literacy and awareness among university librarians in Pakistan (Nawazish & Batool, 2021) shows that 74% (n = 125) of respondents understand the term "open educational resources" (as those in public domain or with an intellectual property license allowing their free use).

The results of a study among university librarians in the Philippines (Calilung, 2020) show that there are both sufficient and limited levels of awareness and practice in OER handling

and management in terms of processing and storage, organization and marketing. There is emphasized the need for constant updating of knowledge of academic librarians by training and building the capacity of services in support of OER.

Nwaohiri N. M., a researcher at the Federal University of Technology Library (Owerri, Nigeria) (Nwaohiri, 2021) shares the results of a survey of 113 librarians from 3 Nigerian universities. Some of the conclusions are as follows: academic libraries should acquire information and promotional skills, thematic guides, seminars and workshops to raise awareness about OER, librarians should play an advisory role for faculties, integrating OER into their courses, give advice to institutions, academic staff. The study recommended the academic libraries, among other things, to launch an active and persistent information campaign and advocacy to increase the use of OER to improve teaching, learning and research.

For 15 years, libraries of Ukrainian universities have been actively supporting and promoting the development of digital infrastructure in their institutions and the state in general, including the means of distance and mixed learning and the creation of electronic open content. However, library staff do not always understand the differences between the concepts of "Electronic educational resources" (including open access) and "Open educational resources".

In Ukraine, which has not yet joined the extensive practices of creating, implementing or supporting OER at the national level or at the level of individual universities, the first all-Ukrainian webinar "Open Educational Resources (OER): The Role of University Libraries" was held in September 2021 (Kolesnykova, 2021b). The event was held within the framework of the "Anti-School of University Librarians" of NGO Ukrainian Library Association. The webinar is aimed at acquainting Ukrainian librarians with global and European trends in the evolution of the OER movement, as well as with the foreign libraries' practices of working with OER. For example, one of the tricks was to identify significant differences between the already well-known electronic educational resources and the relatively new for Ukraine open educational resources – OER (Kolesnykova, 2019; Kolesnykova, 2021a). These differences include openness, distribution, use, value as well.

At the same time, the level of understanding of these concepts by librarians of Ukraine has not yet been studied. That is why the **objective** of this study is to determine the level of awareness of librarians of Ukrainian universities about Open Educational Resources (OER) and their ability to provide support services for the development, creation and use of OER in teaching, learning, research.

Methods

The Scientific and Technical Library of the Dnipro National University of Railway Transport (DNURT Library, <https://library.diit.edu.ua/>) and the Section of University Libraries of the Ukrainian Library Association conducted an online survey "Library of Higher Education Institution (HEI) in Support of Distance Learning: Open Educational Resources".

The purpose of the survey is to find out the level of awareness of the librarians of HEI of III-IV accreditation levels about open educational resources – OER and to assess their ability to provide support services for the development, creation and use of OER in learning, teaching and research.

The questionnaire consisted of 9 open-ended and closed-ended questions to allow researchers to get a holistic picture of the research process. For review, the questionnaire was provided to specialists O. Bruy (PhD, director of the KPI Library) and Marenych T.

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(PhD, director of the SumDU Library). After minor remarks, the questionnaire was corrected and published.

Google Forms with the questionnaire was available for answers from 20.04. to 20.05.2021. The link to it was sent by e-mail to 137 directors of HEI libraries of Ukraine and posted on Facebook. It was suggested to provide one answer from an institution. We received from the respondents 82 completed questionnaires. After eliminating incomplete answers, we have 77 respondents left.

Results and Discussion

Questions **I** and **II** of the questionnaire provided answers about the name of the HEI, whose part the library is, and the name of its head with e-mail. The **III** question "Does the library have its own full-text collection of electronic educational resources (EER)?" was answered by 77 respondents (Fig. 1).

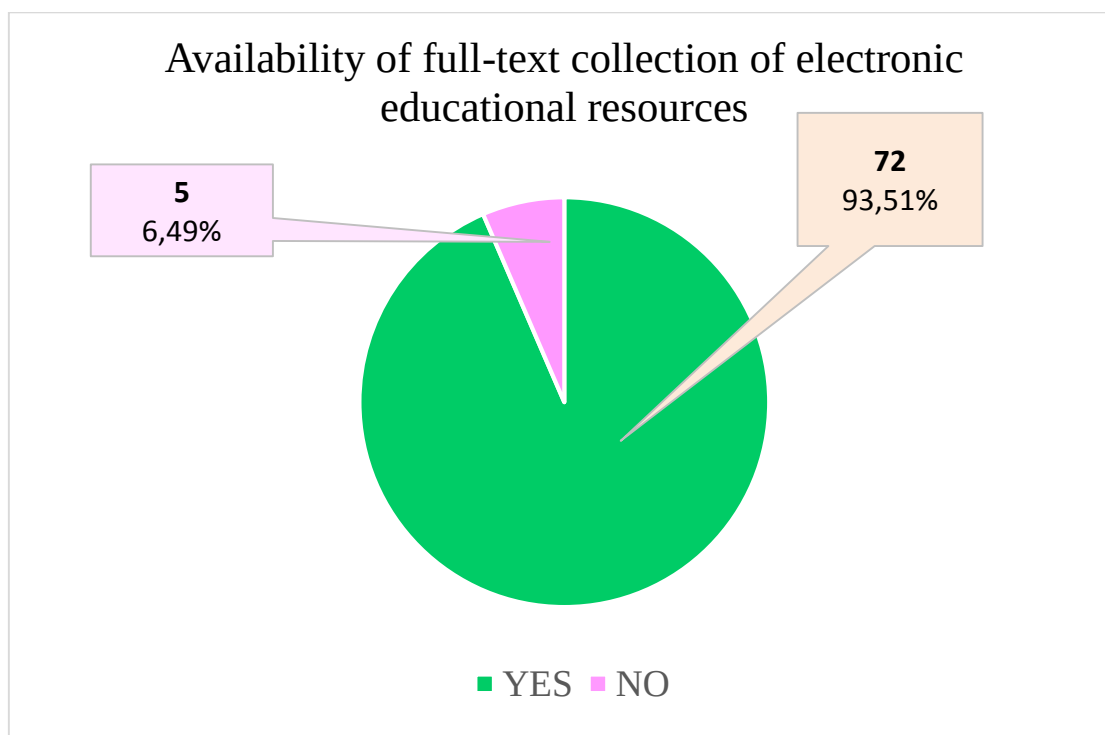


Fig.1. Availability of full-text collection of electronic educational resources

Question **IV**: "If YES, please provide an explanation". It has 3 subsections (4.1 - 4.3), the results of the answers to which are shown in Fig. 2 and in Tables 1 - 2.

4.1. "How long is the collection stored (beginning of the collection creation)".
Answers: up to 3 years ($n = 9$); 3-5 years ($n = 4$); 5-7 years ($n = 14$); 7-10 years ($n = 16$); over 10 years ($n = 29$). (see Fig. 2). Thus, ($n = 72$) answered; ($n = 5$) did not answer.

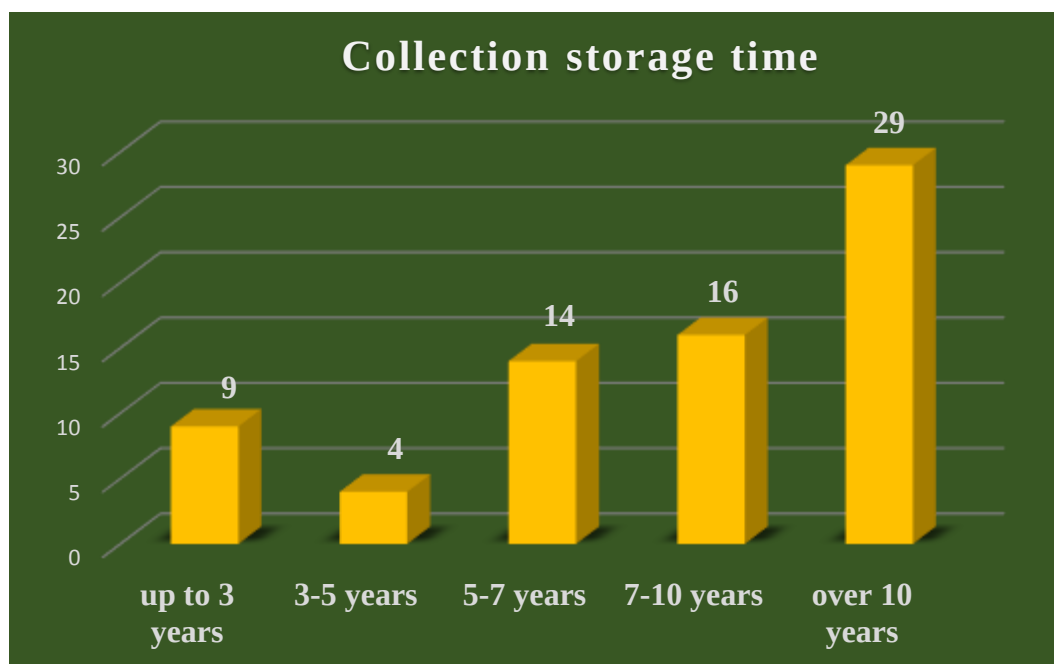


Fig. 2. Number of libraries with different OER storage periods

4.2. "The full-text EER collection presents (one or more options)". Answers: • own generation resources (authors of HEI, incl. librarians): databases, incl. repositories ($n = 70$); • commercial e-resources on external media (inventoried and cataloged) ($n = 16$); • commercial e-resources (downloaded from commercial databases with the permission and the possibility of permanent storage) - cataloged ($n = 16$); • commercial e-resources (downloaded from commercial databases with permission and the possibility of permanent storage) – uncataloged ($n = 7$); • prepaid EER (like Springer) – cataloged ($n = 11$); • prepaid EER (like Springer) – uncataloged ($n = 24$); • open educational resources (with appropriate licenses) – cataloged ($n = 16$); • open educational resources (with appropriate licenses) – uncataloged ($n = 24$). (see Table 1). Thus, ($n = 73$) answered; ($n = 4$) did not answer.

Table 1

Full-text collection of EER

No.	Types of resources	Number	%
1.	own generation resources (authors of HEI, incl. librarians): databases, incl. repositories	70	95.89%
2.	prepaid EER (like Springer), Uncataloged	24	32.88%
3.	open educational resources (with appropriate licenses), uncataloged	24	32.88%
4.	commercial e-resources on external media (inventoried and cataloged)	16	21.92%

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5.	commercial e-resources (downloaded from commercial databases with the permission and the possibility of permanent storage), cataloged	16	21.92%
6.	open educational resources (with appropriate licenses), cataloged	16	21.92%
7.	prepaid EER (like Springer), cataloged	11	15.07%
8.	commercial e-resources (downloaded from commercial databases with the permission and the possibility of permanent storage), uncataloged	7	9.59%
9.	TOTAL	73	100%

4.3. "What is the access to the own EER collection?". Answers: • internal (within the library) ($n = 3$); • internal (within the HEI network) ($n = 9$); • remote (for authorized users of the HEI community) ($n = 12$); • open ($n = 19$); • combined access ($n = 30$). (see Table 2). Thus, ($n = 73$) answered; ($n = 4$) did not answer.

Table 2

Access to the own EER collection

No.	Access	Number	%
1.	internal (within the library)	3	4.11%
2.	internal (within the HEI network)	9	12.33%
3.	remote (for authorized users of the HEI community)	12	16.44%
4.	open	19	26.03%
5.	combined access	30	41.10%
6.	TOTAL	73	100%

V question. "Management of EER (planning, search / creation, addition, analysis, cataloging, promotion of resources) in the structure of the library is carried out by employees of": • a separate department ($n = 26$); • separate sector ($n = 3$); • different departments / sectors ($n = 42$). (see Table 3). Thus, ($n = 71$) answered; ($n = 6$) did not answer

Table 3

EER management in the library structure

No.	ESD management is carried out by employees	Number	%
1.	separate sector	3	4.23%
2.	separate department	26	36.62%
3.	different departments / sectors	42	59.15%
4.	TOTAL	71	100.00%

VI question. "Are you familiar with the term OPEN EDUCATIONAL RESOURCES (OER)?" Answers: Yes ($n = 65$); No ($n = 0$); Not in full ($n = 12$). (see Fig. 3). Thus, ($n = 77$) answered. That is, this term is familiar and understandable to 84.42% of respondents.

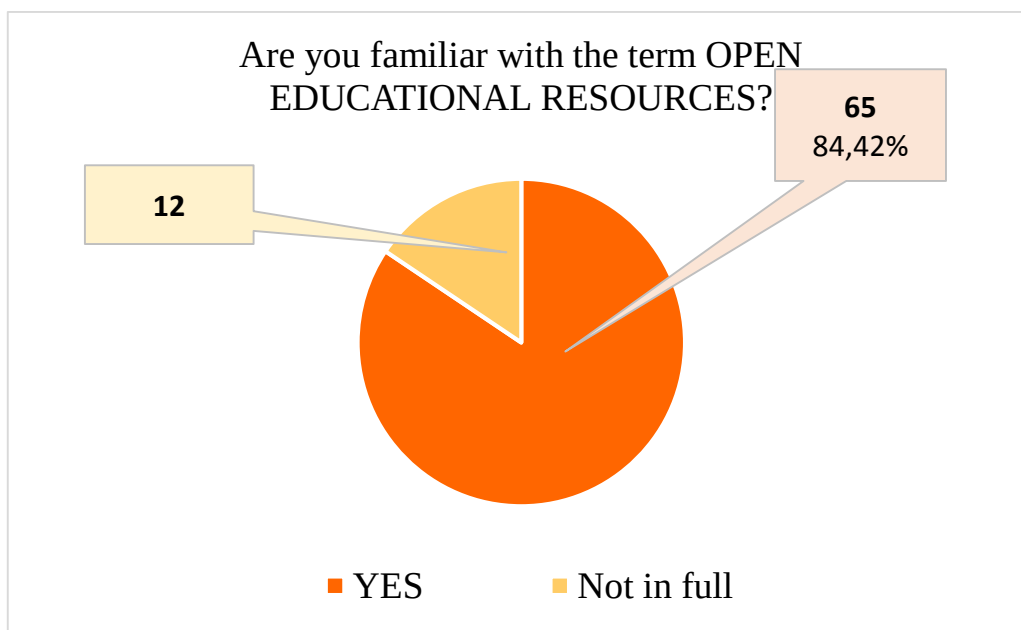


Fig. 3. Acquaintance with the term "OPEN EDUCATIONAL RESOURCES"

VII question. "Is your Library involved in supporting OER?" Answers: Yes ($n = 58$); No ($n = 16$). (see Fig. 4). Thus, ($n = 74$) answered; ($n = 3$) did not answer. That is, 75.32% of respondents say that they already participate in the support of OER.

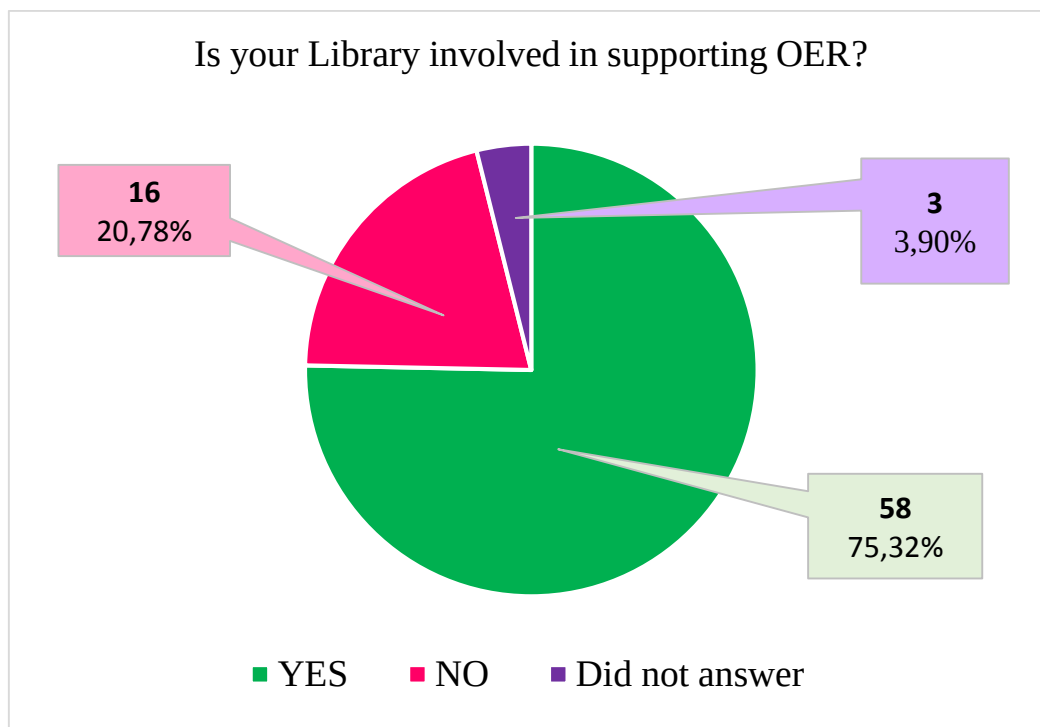


Fig. 4. Participation in support of the OER

VIII question. "If YES, please provide an explanation":

8.1. "What type of OER does your library support? (one or more options)". Answers: • full courses ($n = 7$); • training materials ($n = 47$); • modules ($n = 5$); • textbooks ($n = 34$); • open licensed training videos (often streaming video), audio materials ($n = 7$); • tests ($n = 7$); • software ($n = 3$); • any other tools, materials or methods used to support access to knowledge ($n = 26$). (see Table 4). Thus, ($n = 61$) answered; ($n = 16$) did not answer

Table 4

What type of OER does your library support?

No.	OER types	Number	%
1.	training materials	47	77.05%
2.	textbooks	34	55.74%
3.	full courses	7	11.48%
4.	open licensed training videos (often streaming video), audio materials	7	11.48%
5.	tests	7	11.48%
6.	modules	5	8.20%
7.	software	3	4.92%
8.	any other tools, materials or methods used to support access to knowledge	26	42.62%

8.2. "What services does your Library provide in support of OER? (one or more options)". Answers: • assistance to teachers in finding OER ($n = 49$); • improving the awareness of teachers and students about OER, incl. by way of creating library instructions / methodological materials and providing consulting services ($n = 41$); • assistance in the development of information literacy skills required for the use of OER ($n = 45$); • advising on copyright, fair use of OER and CC licensing ($n = 33$); • providing tools and platforms for creating open textbooks ($n = 8$); • participation in the creation and adaptation of OER (together with teachers) ($n = 13$); • use of online tools to create interactive content, including gamification (quizzes, surveys, discussions, etc.) ($n = 5$); • cataloging of OER ($n = 21$); • popularization of OER, including open textbooks ($n = 39$). (see Table 5). 66 respondents answered, 11 did not answer.

Table 5

What services does your Library provide in support of OER?

No.	Services	Number	%
1.	assistance to teachers in finding OER	49	74.24%
2.	assistance in developing the information literacy skills required for the use of OER	45	68.18%
3.	improving the awareness of teachers and students about OER, including by way of creating library instructions / methodological materials and providing consulting services	41	62.12%
4.	popularization of OER, including open textbooks	39	59.09%

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5.	advising on copyright, fair use of OER and CC licensing	33	50.0%
6.	cataloging of OER	21	31.82%
7.	participation in the creation and adaptation of OER (together with teachers)	13	19.70%
8.	providing tools and platforms for creating open textbooks	8	12.12%
9.	use of online tools to create interactive content, including gamification (quizzes, surveys, discussions, etc.)	5	7.58%

8.3. "In partnership with which HEI structure specialists (not teachers) does the library work in support of OER?" Answers: • IT services - ($n = 41$); • publishing houses ($n = 21$); • Department of Innovative Forms of Education ($n = 9$); • Education Quality Department ($n = 25$). (see Table 6). Thus, ($n = 62$) answered; ($n = 15$) did not answer.

Table 6

In partnership with which HEI structure specialists (not teachers) does the library work in support of OER

No.	Departments	Number	%
1.	IT Services	41	66.13%
2.	Education Quality Department	25	40.32%
3.	publishing houses	21	33.87%
4.	Department of Innovative Forms of Education	9	14.52%

IX question. "Do you think measures are needed to improve the skills of librarians (webinars, trainings, workshops, etc.) to support open educational resources, including providing services for the development, creation and use of OER in teaching and learning?" Answers: • YES ($n = 74$); • NO ($n = 3$). (see Fig. 5). That is, 96.1% of respondents prefer to improve further their competencies.

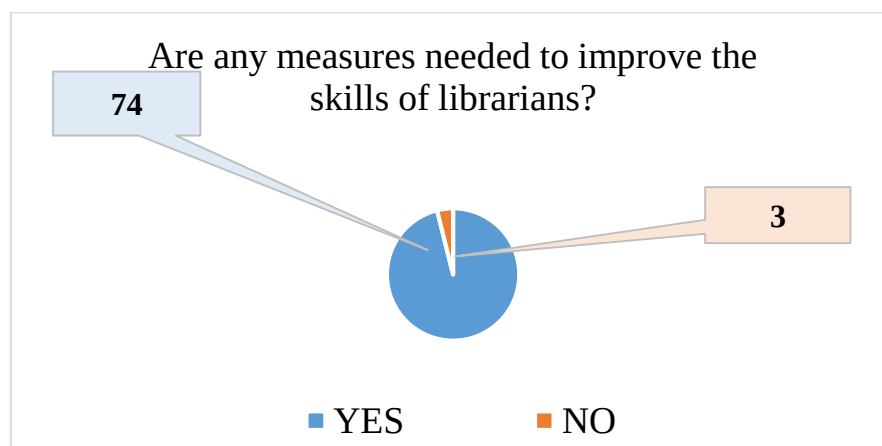


Fig. 5. Are any measures needed to improve the skills of librarians?

Conclusions

The global COVID events of 2020-2021 provided an opportunity to rethink many aspects of our lives, including the approach to higher education. The analysis of the professional literature proves that high-quality, relevant and barrier-free open educational resources – OER should be central to the student-oriented, innovative digital system of higher education in Ukraine and around the world.

University libraries of Ukraine have always been focused on capacity building of their librarians as leaders in open education. In this study, we received confirmation of this by focusing not only on the already well-known electronic educational resources, but also on the relatively new for Ukraine OPEN EDUCATIONAL RESOURCES. And between these concepts there are significant differences, for example, in terms of openness, distribution, use, value.

The obtained results indicate a growing trend of interest of Ukrainian librarians in providing information support to distance and mixed processes of teaching, learning, research. At the same time, open education and open educational resources are still relatively new concepts in libraries.

The analysis of respondents' answers proves that the vast majority of HEI libraries of Ukraine have extensive experience in working with electronic educational resources. Evidence of this is their own full-text collections of e-resources to support education, in addition, most of them were created more than 10 years ago. Ranking by types of resources prove that 95.89% in library collections are own generation resources (authors of HEI, including librarians): databases, including repositories.

Management of EER (planning, search / creation, addition, analysis, cataloging, promotion of resources) in the structure of the library is carried out mainly by employees of different departments / sectors (59.15%).

Librarians are intensively involved in new openness initiatives, including open access (n = 19) and combined access (n = 30).

The concept of Open Educational Resources is familiar and understandable to 84.42% of respondents. At the same time, 75.32% are already involved in OER support.

Librarians, working with open educational resources (with appropriate licenses), may catalog them (21.92%) or not catalog (32.88%). Among the OER types supported by librarians, educational materials (77.05%) and textbooks (55.74%) predominate.

Findings on the services provided by libraries in support of OER are interesting. Predominant are as follows: • assistance to teachers in finding OER (74.24%); • assistance in the development of information literacy skills required for the use of OER (68.18%); • improving the awareness of teachers and students about OER (62.12%); • popularization of OER (59.09%); • consulting on copyright, fair use of OER and CC licensing (50.00%).

The closest partnership of librarians in support of OER (except for teachers) is with specialists of IT services (66.13%).

96.1% of respondents demonstrate the indisputable need to improve their own competencies in the direction of supporting open educational resources.

Thus, despite the still spontaneous, chaotic and little-studied nature of the library movement towards OER, librarians are well aware of this issue. This is very important, because it is the understanding and acceptance of OER that is crucial for a long-term vision of this movement.

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The readiness of librarians to accept OER as a strategy to eliminate systemic inequality, improve access and success in Ukrainian universities is unconditional. That is why specific aspects, such as organizational, economic, personnel and motivational, need urgent further study.

This study is the first step before the great jump of Ukrainian libraries in the motivated adoption of OER as a field of activity, which will certainly be in demand by university communities.

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ПЕРШІ КРОКИ ПЕРЕД СТРИБКОМ: ОПИТУВАННЯ БІБЛІОТЕКАРІВ УКРАЇНСЬКИХ УНІВЕРСИТЕТІВ ПРО OER

Мета. Автори досліджують: 1) рівень обізнаності бібліотекарів українських університетів щодо відкритих освітніх ресурсів (OER); 2) здатність бібліотекарів надавати допоміжні послуги для розробки, створення й використання OER у навчанні, викладанні, дослідженнях. **Методика.** Дослідження проводилося методами аналізу фахової літератури, онлайн-опитування (анкетування) та аналізу отриманих результатів. Анкета "Бібліотека закладу вищої освіти в підтримці дистанційного навчання: Відкриті освітні ресурси" була розповсюджена з 20.04. до 20.05.2021 р. серед 137 директорів бібліотек закладів вищої освіти України. Відповіді надійшли від 77 бібліотек. Анкета складалася з 9 відкритих і закритих питань, щоб дозволити дослідникам отримати цілісну картину досліджуваного процесу. **Результати.** Аналіз 77 анкет показав, що переважна більшість бібліотек ЗВО України мають великий досвід роботи з електронними освітніми ресурсами. Ранжування за типами ресурсів доказують, що 95,89% в бібліотечних колекціях складають ресурси власної генерації (авторів ЗВО): бази даних, в т.ч. репозитарії. Поняття «Відкриті освітні ресурси» (OERs) є знайомим і зрозумілим 84,42% респондентів. При цьому 75,32% вже беруть участь у підтримці ВОР. Бібліотекарі можуть їх каталогізувати (21,92%) або не каталогізувати (32,88%). Серед типів ВОР, які підтримуються бібліотекарями, переважають навчальні матеріали (77,05%) і підручники (55,74%). Найбільш тісне партнерство бібліотекарів в підтримці ВОР (крім викладачів) – з фахівцями ІТ-служб (66,13%). **Висновки.** Незважаючи на досі стихійний, хаотичний і малодосліджений характер бібліотечного руху в напрямі OER, бібліотекарі є достатньо обізнаними в цьому питанні. В той же час 96,1% респондентів бажають покращення власних компетентностей в напрямі підтримки відкритих освітніх ресурсів. Це є дуже важливим, бо саме розуміння та прийняття OER має вирішальне значення для довгострокового бачення цього руху. І саме тому термінового подальшого вивчення потребують конкретні аспекти, такі як організаційні, економічні, кадрові та мотиваційні.

Ключові слова: відкриті освітні ресурси; OER; бібліотекарі університетів України; анкетування бібліотекарів; рівень обізнаності бібліотекарів

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BIBLIOMETRIC ANALYSIS OF PUBLICATIONS OF SCIENTISTS IN OPEN ACCESS JOURNALS AS A TOOL TO INCREASE THE PUBLISHING ACTIVITY OF THE UNIVERSITY

Objective. The study is aimed at increasing the publishing activity and better presentation of scientific results of Admiral Makarov National University of Shipbuilding by expanding scientific publications in open access logs. Chronological frameworks of the studied scientific articles – 2017–2021. **Methods.** In order to obtain relevant empirical data, the authors of the research analyzed publications of the Admiral Makarov National University of Shipbuilding scientists in open access logs using products and services of scientometric database Scopus. The algorithm of "step-by-step" actions in the Scopus database was considered in relation to: the determination of the most relevant topics; formation of the circles for the most cited publications; determining the representation level of publications made by the University scientists in the Scopus database on the topic of the study. **Results.** During the study, the authors showed that complete and objective evaluation in the effectiveness of scientific activity of the institution is possible only with the analysis of open resources of scientific information; the percentage of publications in the open access of Admiral Makarov National University of Shipbuilding authors-scientists is growing; in five years, the number of scientific articles of open access has increased twice; the most popular publication model is GoldAPC; there are the most cited publications in foreign editions that relate to the first and second quartile. **Conclusions.** The authors firstly conducted a bibliometric study of scientists' publications in open access journals as a tool for raising the publishing activity of the university on the basis of products and services of the Scopus scientometric database. The research materials can be used to further increase of publishing activity both for individual scientists and institutions as a whole.

Keywords: Admiral Makarov National University of Shipbuilding; scientific library; open access; publishing activity; scientometric indicators; scientometric analysis; bibliometric research; Scopus

Introduction

Bibliometric studies of scientific activity allow you to identify ways of scientific growth and promising directions, to determine the place and potential of scientific collectives, to conduct information search for non-standard and non-traditional methods of science development and innovation. The article analyzes the publication of Admiral Makarov National University of Shipbuilding (NUS) scientists in Open Access (OA) logs using Scopus scientometric database products and services. Proposals are formulated to increase publishing activity and OA journals and better presentation of scientific results of the institution of higher education (IHE) by expanding publications in OA journals.

The idea of Open Access is relevant and worried by scientists and researchers around the world today, as never. It provides a unique opportunity to use most current and important information in their studies.

Open access to scientific publications as it is defined in the Berlin Declaration (Max-Planck-Gesellschaft, 2003), improves the pace and effectiveness of research, as well as increases the authors' reputation, and therefore, the potential impact of their work. This eliminates structural and geographical barriers that impede free circulation of knowledge that contributes to enhancing cooperation, finally strengthening scientific quality and capacity.

The transition to the system of OA opens new features of access to information and improves the transfer of knowledge to society, politics and economics. This is crucial to increase both the impact of publications and the economic efficiency of the publication system. OA promotes innovations and interdisciplinary research, scientific exchange on a global scale for the benefit of not only a research community, but also the economy and society as a whole.

Plan S, which was announced on September, 2018 cOAlition S, by an international consortium of granters from 12 European countries and the Ministry of European Researchers (ERC), joined on January, 31. This initiative is aimed at consolidating efforts on the transition to such publishing models that provide full, immediate OA to the results of scientific research as soon as possible. The main objective of cOAlition S is that the results of scientific researches, that were funded or are funded at the expense of state grants, should be published in the relevant OA logs or on the relevant open access platforms, which will also be determined by cOAlition S (European Science Foundation, 2021).

Plan S has already led to a change in the OA landscape, despite the complexity that it brings. Publishing houses, separate journals that have not previously supported the OP movement, are increasingly published reviewed articles in OA. There is an explosion of experiments with business models of OA. Plan S can also help change the modern scientific management culture with the help of metrics. All of this is a harbinger of open science formation (Else, 2021).

Free access to scientific information is a guarantee of academic freedom supported by university communities from all around the world. Today there are studies proving that scientific articles presented in OA are cited much more often than articles from traditional journals, and the rating of citation grows at least twice thanks to self-archiving, which makes research much influential.

Bibliometric analysis of publications of NUS scientists in OA logs was carried out using a Scopus database as a source base in the expert evaluation of scientific activity performance.

For many years, Elsevier Company is a supplier of high-quality and professional products for the world research space. The team develops instruments that are aimed at providing actual information that can be used in scientific research, and in recent times it makes steps towards the practice of open scientific information. Elsevier realizes the possibility of fast and free access to world research on its platform. Scientists can study reviewed works with more than 4000 editions, creating a powerful system in the field of communication.

The developers of the Scopus scientometric platform created the "Open Access" indicator, which helps easily to detect OA logs. At the end of 2020, new filters were added to help more clearly understand the type of OA for the scientific publication. This increased the existing number of publications of OA in Scopus for more than 5,5 million. Today, the total number of scientific documents of OA is more than 17 million. You can filter works by selecting the type of OA of each document in the left column according to the following indicators: "All Open Access" (all documents in the OA of any type); "Gold" (published versions of documents with the Creative Commons license are available on the publisher platform. Documents are published in journals publishing only documents in OA); "Hybrid Gold" (published versions of documents with the Creative Commons license are available on the publisher platform. Documents are published in journals that provide authors to select OA); "Bronze" (published versions accepted to print records or manuscripts. The publisher decided to provide temporary or constant free access to them. Bronze status is assigned to documents published under the license of a particular publisher, distinct from the Creative Commons license (for example, under the license of the Elsevier publisher for the Open Archive initiative), or the license is absent in general); "Green" (published versions of records or manuscripts adopted for printing and are

available in the repository. Documents may also be available with the "Gold" status or in another free form on the publisher platform).

The source of documents that are in OA for Scopus is an Unpaywall database, which is guided by an Impactstory non-profit organization. This database collected open materials from more than 50,000 places of publication and repositories.

The document in Scopus can be provided by more than one OA status, since the article may be available in different types of OA (for example, "Gold" and "Green"). There is a counter of "Gold" and "Green" status of the same document. The count of duplicates is not conducted for OA documents installed by the publisher, ("Gold", "Hybrid Gold" and "Bronze" categories).

Methods

The practical part of the study is carried out using analytical instruments of the Scopus science platform including annotations and information on the citation of reviewed scientific literature, with integrated bibliometric instruments for tracking, analysis, and data visualization.

The search work in Scopus database starts with the main page at <https://www.scopus.com>. On the starting page, we go to the tab "Affiliations" and enter the name of the institution in the search timing "Admiral Makarov National University of Shipbuilding". As a result of the search, the system finds the profile of the organization Admiral Makarov National University of Shipbuilding. The specifying search selected the "Documents, affiliation only" tab. In the NUS profile in the Scopus database were indexed 574 documents on September 20, 2021. Then, we analyze selected documents using the "Open Access" tab: All Open Access – 162; Gold – 118; Hybrid Gold – 4; Bronze – 30; Green – 59. From 162 documents in All Open Access, there are 152 articles (Article), 10 conference materials (Conference Paper).

We will analyze the number of OA documents of NUS authors-scientists for five years (2017-2021). As a result of the analysis, we obtain the number of published documents for each year (Table 1).

Table 1

The number of OA documents for NUS scientists in 2017-2021

Year	Documents in the NUS profile in the Scopus DB by years, among them:					
	Total	Open Access				
		All Open Access	Gold	Hybrid gold	Bronze	Green
2021	74	32 (43%)	21 (28%)	3 (4%)	8 (11%)	5 (7%)
2020	98	45 (46%)	37 (38%)	1 (1%)	5 (5%)	14 (13%)
2019	73	28 (38%)	23 (32%)	-	5 (9%)	14 (19%)
2018	59	27 (46%)	17 (29%)	-	7 (12%)	12 (20%)
2017	58	20 (35%)	15 (26%)	-	3 (5%)	8 (14%)
Total documents in the profile for 2017-2021, among them:	362	152 (41%)	113 (31%)	4 (1%)	28 (8%)	53 (14%)

Total documents in the profile, among them:	574	162 (28%)	118 (21%)	4 (0,7%)	30 (5,2%)	59 (10%)
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Table 1 data demonstrate that the percentage of publications of NUS authors-scientists in the OA is growing rapidly. Among 162 OA documents presented in the institution's profile in the Scopus database, 152, which are 94%, have been indexed over the past five years. These 152 documents make up 41% of the total indexed publications for 2017-2021.

The GoldAPC model is the most popular (26% in 2017 and 38% in 2020) of all publications published by NUS authors-scientists, in which the authors pay for the publication of articles to provide immediate OA after publication.

Top five university scientists who have published the most OA documents for a specified period: Doctor of Economics, Professor Irtysheva I. O. (12 documents, including Gold – 10, Bronze – 2, Green – 1), Doctor of Technical Sciences, Professor Blintsov V. S. (10 documents, including Gold – 10, Green – 10), Doctor of Economics, NUS Professor Boyko E. O. (10 documents, of which Gold – 9, Bronze – 1, Green – 1), Doctor of Technical Sciences, Professor Serbin S. I. (8 documents, of which Gold – 6, Hybrid Gold – 1, Bronze – 1, Green – 1), Doctor of Technical Sciences, NUS Professor Trohymenko G. G. (7 documents, of which GOLD – 6, Bronze – 1, Green – 2).

One of the key skills in the 21st century is collaboration. Therefore, in order to provide a content interinstitutional collaboration when creating open resources, the NUS authors most often cooperate with scholars of such scientific institutions and higher educational institutions of Ukraine: National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (10), Odessa National Polytechnic University (9), Petro Mohyla Black Sea National University (8), SI "Institute of Regional Research named after M. I. Dolishniy of the NAS of Ukraine" (7), National Academy of Sciences in Ukraine (7), Mykolayiv National Agrarian University (7), Taras Shevchenko National University of Kyiv (6), Mukachevo State University (6), V. O. Sukhomlynskyi National University of Mykolaiv (6), Yuriy Fedkovych Chernivtsi National University (5), Mykolaiv Interregional Institute of Human Development of the University "Ukraine" (4), Politechnika National University – Odessa Maritime Academy (4), Ivan Franko National University of Lviv (4), Lviv Polytechnic National University (4) and others.

International cooperation is one of the ethical principles in higher education when all the participants in the educational process recognize the importance of international collaboration in education (Stadnyi, 2017). Therefore, developing cooperation with foreign partners for creating open resources, the NUS authors most often cooperate with scientists of such institutions as Gdańsk University of Technology (9), Politechnika Koszalin (4), LLC Motor-Plus (1), Politechnika Rzeszowska (1), Universität des Saarlandes (1), Tafila Technical University (1), Vilniaus Universitetas (1), Jiangsu University of Science and Technology (1), International Motor Bureau (1) and other from Poland, China, Iran, Latvia, Germany, India, Indonesia and other countries. This is confirmed by the language of publications. Publications of NUS authors in OA are published in three languages over the past 5 years. At the same time, more than 95% (148) are publications in English and 2.6% (4) in Ukrainian. The creation of large collaborations is also associated with the problem of the article's publications charge, which is a payment for articles processing (Article Processing Charge, APC), when the publisher charges payment from the authors for publishing their works in OA journals. The level of payment for publication can vary widely depending on the particular edition, so, in publishing houses that published the largest number of NUS authors' documents, the price varies in the range of \$ 300–1,000.

Over 2017-2021, the largest increase in the number of publications of NUS authors was affirmed in branches (Table 2): Business, Management and Accounting (76%), Energy (73%), Environmental Science (70%), Mathematics (55%), Social Sciences (49%), Engineering (43%), Computer Science (54), Earth and Planetary Sciences (43%), etc.

Table 2

The number of publications of NUS authors by the branches of learning

Branches of learning	Publications of NUS authors over 2017–2021	
	Total	OA (%)
Engineering	207	89 (43%)
Computer Science	149	55 (37%)
Mathematics	100	55 (55%)
Energy	86	62 (73%)
Business, Management and Accounting	84	64 (76%)
Physics and Astronomy	44	17 (39%)
Social Sciences	43	21 (49%)
Economics, Econometrics and Finance	33	10 (30%)
Decision Sciences	26	9 (35%)
Chemical Engineering	24	5 (21%)
Environmental Science	23	16 (70%)
Earth and Planetary Sciences	23	10 (43%)

We will analyze the source of documents. According to the Scopus database, the total number of editions in which documents of NUS authors were published is 67, for the period 2017–2021 there are 56 of such editions.

Table 3 presents editions-leaders, where the largest number of the university scientists OA documents was published with the definition of the publication quartile. Unfortunately, but among the publications, where our authors are most published, only two relate to the second quartile. They are Polish Maritime Research (Poland) and Eureka Physics and Engineering (Estonia). Among Ukrainian editions-leaders, the third quartile is the highest one.

Table 3

Edition-leaders, where the largest number of NUS scientists' documents was published

No	Publication Name	The number of documents	Publication Q	Jurisdiction of publication registration, publisher
1.	Eastern-European Journal of Enterprise Technologies	45	3	Ukraine, PC Technology Center
2.	Polish Maritime Research	8	2	Poland, Walterde Gruyter
3.	Technical Electrodynamics	7	3	Ukraine, National Academy of Sciences of Ukraine

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4.	Estudios De Economia Aplicada	5	4	Spain, Asociacion Internacional de Economia Aplicada
5.	Eureka Physics And Engineering	5	2–3	Estonia, Scientific Route

The indicator of cited works usually defines a leader of publications international recognition. The next step of the study is to determine the most cited articles that make up the so-called "core" of the citation report (Table 4). To do this, we proceed to the "Viewing the Citation" tab and sort selected documents by the number of citations in descending order. The dynamics of citations for 2017-2021 are presented in Figure 1.

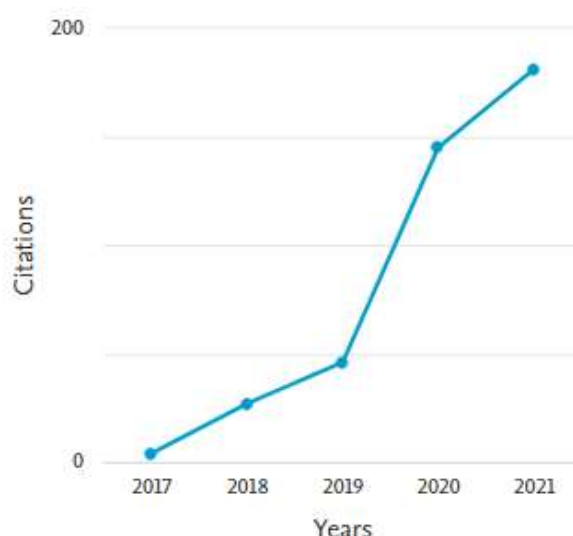


Fig. 1. Dynamics of citations for 2017-2021 according to the Scopus database

As it can be seen from Figure 1, the publication's citation during the period of 2019-2021 has significantly increased. The total number of citations selected for analysis of 153 publications is 439, 88 (58%) of them have a non-zero citation, 57 (37%) of documents have a number of citations of more than one, and three (1.3%) have the number of citations more than 20. The publication received more citations in 2021 (193), 2020 (149), 2019 (46).

TOP-5 of the most cited publications are presented in Table 4.

Table 4

Most cited publications of OA for NUS scientists according to Scopus database

Seq No.	Authors	The title of article	Publication name, publication Q	Year of publication	Total citations	The average number of citations per year
1.	Radchenko A., Radchenko M., Konovalov A., Zubarev A.	Increasing electrical power output and fuel efficiency of gas engines in integrated energy system by absorption chiller scavenge air cooling on the base of monitoring data treatment	E3S Web of Conferences -	2018	22	5
2.	Filipishyna L., Bessonova S., Venckeviciute G.	Integral assessment of developmental stability: Cases of Lithuania and Ukraine	Entrepreneurship and Sustainability Issues Q-1	2018	20	5
3.	Chernov S., Titov S., Chernova L., Gogunskii V., Chernova L., Kolesnikova K.	Algorithm for the simplification of solution to discrete optimization problems	Eastern-European Journal of Enterprise Technologies Q-3	2018	20	5
4.	Radchenko R., Radchenko A., Serbin S., Kantor S., Portnoi B.	Gas turbine unite inlet air cooling by using an excessive refrigeration capacity of absorption-ejector chiller in booster air cooler	E3S Web of Conferences -	2018	19	5
5.	Vasylytsiv T., Irtysheva I., Lupak R., Popadynets N., Shyshkova Y., Boiko Y., Ishchenko O.	Economy's innovative technological competitiveness: Decomposition, methodic of analysis and priorities of public policy	Management Science Letters Q-2	2020	18	9

In the five most cited articles, two ones published in the "E3S Web of Conferences" (France) are a series of open access publications devoted to the archive of conferences in all

areas related to the environment, energy, and land sciences. According to Scimago Journal & Country Rank, the quartile for this publication is not calculated (by CiteScore – Q4). Two journals (Entrepreneurship and Sustainability Issues (Lithuania) and Management Science Letters (Canada)) are included in the highest quartiles: Entrepreneurship and Sustainability Issues Q-1, Management Science Letters Q-2. Only one edition among five (Eastern-European Journal of Enterprise Technologies) is Ukrainian and refers to Q-3.

Results and Discussion

Content analysis of NUS scientists' publications proves a high degree of relevance of OA to enhance publishing activity and better presentation of scientific results both for individual scholars and the university as a whole. During the study, the following results were obtained: the percentage of NUS scientists' publications is expanding at a fast rate. From the 162 documents of the OA, presented in the institution's profile in the Scopus database, 152, which are 94%, were indexed in the last five years. These 152 documents are 41% of the total number of indexed publications over 2017-2021; the GoldAPC model is the most popular among all publications published in OA by the University authors-scientists (26% in 2017 and 38% in 2020; TOP-5 includes University scientists who published more OA documents for a certain period: Doctor of Economics, Professor Irtishcheva I. O., Doctor of Technical Sciences, Professor Blitsov V. S., Doctor of Economics, NUS Professor Boyko E. O., Doctor of Technical Sciences, Professor Serbin S.I., Doctor of Technical Sciences, NUS Professor Trohymenko G. G. There is a significant increase both in international cooperation and the content of the inter-institutional collaboration when creating open resources. The largest increase in the number of publications of NUS authors was affirmed in such branches as Business, Management and Accounting (76%), Energy (73%), Environmental Science (70%), Mathematics (55%), Social Sciences (49%), Engineering (43%), Computer Science (54%), Earth and Planetary Sciences (43%). The citation of publications for the period 2019-2021 increased significantly. The publications received more citations in 2021 (193), 2020 (149), 2019 (46).

Conclusions

During the study, the authors proved that complete and objective evaluation of the scientific activity efficiency of the institution is possible only with the analysis of open resources of scientific information; the percentage of publications in OA of NUS authors-scientists is expanding at a fast rate; the number of scientific articles has increased twice (45 in 2020 against 20 in 2017) for five years; the number of highly-cited publications is very small, only 1.2% of the total number of documents of OA for 2017-2021; publications of the "Top" list are not the editions of Ukraine, and the Ukrainian editions in which the authors are most often published, unfortunately, are not highly-rated; publications in most cases are the completion of a large number of co-authors, in particular foreign, which is due not only to international or inter-institutional collaboration but also with a high cost of publications.

In order to increase publishing activity, we propose to intensify activity in the following areas: a permanent expansion of publications range in international highly-rated scientific reviewed editions of OA, which are included in the scientometric databases; promoting the inclusion of University's own scientific publications at Scopus database and Web of Science; creation of international and inter-institutional collaborations; material and immaterial stimulation of authors for publishing in highly-rated publications of OA, which are indexed in the scientometric databases; placing their works in specialized archives and OA repositories;

creation and updating of author's profiles in scientific social networks. However, special attention should be paid to the quality of scientific publications (novelty, practical significance of research, English language in publications).

Research materials can be used to further increase of publishing activity both for individual scientists and the institution as a whole, because open access as a new model of distribution of scientific information, very actively affects this process.

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БІБЛІОМЕТРИЧНИЙ АНАЛІЗ ПУБЛІКАЦІЙ НАУКОВЦІВ У ЖУРНАЛАХ ВІДКРИТОГО ДОСТУПУ ЯК ІНСТРУМЕНТ ПІДВИЩЕННЯ ПУБЛІКАЦІЙНОЇ АКТИВНОСТІ ВИШУ

Мета. Дослідження спрямовано на підвищення публікаційної активності та кращого представлення наукових результатів Національного університету кораблебудування імені адмірала Макарова шляхом збільшення наукових публікацій у журналах відкритого доступу. Хронологічні рамки досліджуваних наукових статей – 2017-2021 рр. **Методика.** З метою отримання релевантних емпіричних даних авторами дослідження проведений аналіз публікацій вчених НУК ім. адм. Макарова у журналах відкритого доступу з використанням продуктів і сервісів наукометричної БД Scopus. Розглянуто алгоритм «покрокових» дій у базі даних Scopus щодо: визначення найбільш актуальних тем; формування кола найбільш цитованих публікацій; визначення рівня представництва в базі даних Scopus публікацій вчених університету за темою дослідження. **Результати.** Під час дослідження авторами доведено, що повне та об'єктивне оцінювання ефективності наукової діяльності установи можливе тільки з урахуванням аналізу відкритих ресурсів наукової інформації; доля публікацій у відкритому доступі авторів-науковців НУК ім. адм. Макарова зростає: за п'ять років кількість наукових статей відкритого доступу зросла у два рази; найбільш популярною моделлю публікацій є GoldAPC; найбільш цитовані публікації у зарубіжних виданнях, які відносяться до першого і другого квартилю. **Висновки.** Наукова новизна. Авторами вперше було проведено бібліометричне дослідження публікацій науковців у журналах відкритого доступу як інструменту підвищення публікаційної активності вишу на основі продуктів і сервісів наукометричної БД Scopus. Практична значимість. Матеріали дослідження можуть бути використані для подальшого підвищення публікаційної активності як окремих вчених, так і установи в цілому.

Ключові слова: Національний університет кораблебудування імені адмірала Макарова; Наукова бібліотека; відкритий доступ; публікаційна активність; наукометричні показники; наукометричний аналіз; бібліометричне дослідження; Scopus

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CITATION DATABASES: THE ROLE OF THE ACADEMIC LIBRARIAN

Objective. Indicators of citation databases are widely used as a tool for evaluating academic productivity and decision-making in science and technology. Academic libraries organize services to work with such resources.

Methods. Based on the analysis and description of the work of the Information Monitoring Service, the role and type of support that academic libraries can provide in the process of their use are considered. **Results.** The portfolio of services for the use of citation databases provided by the employees of the Service consists of administration and organization of access, consulting, and information work, monitoring and analysis of publishing activity, organizing information, information support of journal's editorial boards. **Conclusions.** Such services of academic libraries are diverse and require the development of theoretical and methodological basis for their quality implementation, continuous training of staff, their more active involvement in research processes.

Keywords: citation databases; library of higher education institution; library and information services; scientific communication

Introduction

The development of digital resources, which allowed a faster and more convenient exchange of large amounts of information, led to the development of tools and methods of scientific communication. Citation databases (hereinafter CDB) of scientific literature have confidently occupied their own niche in the tools of scientific communication, performing several complementary functions: search for scientific content, partners and funding sources for future research, dissemination of information on research results and their evaluation, creating profiles of authors and institutions, etc. In Ukraine, the use of information about publication activity from the databases, in particular commercial international CDB on the Web of Science platform and CDB Scopus, is governed by many regulations, for evaluating the effectiveness of institutions scientific activities, and for licensing educational activities, and for awarding academic titles, etc.

Since the end of 2017, the Ministry of Education and Science of Ukraine has been organizing the connection of higher education institutions and research institutions to international scientific databases at the expense of the state budget (Ministry of Education and Science of Ukraine, 2017). Employees of institutions that use this opportunity have access to the Web of Science and Scopus, both from institutional local networks and remotely.

Important features of the work of a higher education institution librarian are, on the one hand, a good knowledge of the organization of digital tools for scientific communication, in particular CDB, and on the other hand – knowledge of the research work of their institutions. Therefore, it is obvious that in Ukrainian higher education institutions it is in libraries separate departments are created that work with the CDB, which are used as a tool for assessing scientific productivity and decision-making in the field of science and technology at these institutions.

Academic libraries form an appropriate portfolio of information and library services based on the needs of users, which include students, scientific and pedagogical staff, the institution administration, and the functions that CDB can provide. It is important to note that this is not just the transformation of old services in accordance with changes in communication tools, but the creation and capability of completely new services.

Analysis of recent research and publications shows a high level of attention to the use of the new information technologies in the process of evaluating the results of publication activity.

Their prominent role in the significant renewal of higher education institutions scientific libraries services to support science substantiates T. Kolesnykova (2017). V. Horovyi and S. Horova (2021) emphasize that the introduction of electronic information technologies has not only led to the renewal of library and information services for research, but also requires academic librarians to improve their professional level. N. Hrytsenko, O. Kliushnikova and O. Sandul (2021) investigate the processes of creating and updating scientific author profiles in the CDB, the moderation of which they rely on academic libraries as aggregators of biobibliographic and abstract resources. The paper of S. Nazarovets (2021) is devoted to the analysis of the peculiarities of the use of the CDB in the process of evaluation of scientific activity in Ukraine, which examines the main databases that are the most popular today for the search for scientific information, as well as the emergence of their alternatives in the global information space. O. Mryglod and S. Nazarovets (2019) conduct an in-depth analysis of indicators based on the CDB used in Ukrainian regulations governing the process of evaluating scientific activity.

Academic librarians of Ukrainian higher education institutions actively share at conferences and in scientific publications their own experience of mastering in their institutions new services related to work with the CDB: for example, in the Library of the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Bilous, 2018), the Scientific Library of Kharkiv Petro Vasylenko National Technical University of Agriculture (Nikolayenko & Rybalchenko, 2019), the Scientific Library of Uzhhorod National University (Smirnova, 2020) and in others. In part, the services related to the CDB have also been described earlier in the paper on the preconditions for the establishment, main functions, and prospects of development of the Information Monitoring Service (M. Nazarovets, 2016, 2020). However, during six years of working experience with CDB, these services have changed, expanded, and improved over time, based on user requests and the work of Ukrainian and foreign colleagues.

Therefore, the purpose of this paper is to identify and describe the main roles and types of support for scientific activities of the institution that academic libraries can provide in the process of using CDB on the experience of the Information Monitoring Service created in the Maksymovych Scientific Library of the Taras Shevchenko National University of Kyiv (hereinafter University).

Methods

The main data for the paper were obtained by the method of analysis and description of types of support for scientific activities of the institution based on 6 years (2015-2021) of CDB practical experience of the Information Monitoring Service of Maksymovych Scientific Library of the Taras Shevchenko National University of Kyiv.

Results and Discussion

The Information Monitoring Service (hereinafter SIM) was established in 2015 on the basis of the Maksymovych Scientific Library (hereinafter SL) in order to monitor the effectiveness of the presentation of scientific achievements of representatives of the Taras Shevchenko National University of Kyiv in the global information space and their comprehensive information support. Conventionally, SIM services can be divided into 3 main groups: monitoring of the University's positions in the authoritative rankings of higher education institutions of the world, information support of researchers and information support of the editorial boards of University journals. A significant amount of library and information services provided by SIM are implemented through the functionality of the most popular international CDB, such as Google Scholar (Google LLC), Scopus (Elsevier), Web of Science Core Collection (Clarivate) etc. Also, alternative possibilities

are considered, from Dimensions (Digital Science), Open Ukrainian Citation Index (State Scientific and Technical Library of Ukraine) and other.

The portfolio of services to use the capabilities of the CDB provided by academic librarians, SIM staff, consists of administration and organization of access, consulting and information work, monitoring and analysis of publishing activity, organizing information, information support of journal's editorial boards.

First, SIM staff play the role of CDB **administrators**, performing a range of services, including the organization of providing access to the database to the University representatives. Until 2017, prepaid access to the Scopus was provided directly through the organization of the University agreements with Elsevier, to the databases on the Web of Science platform – through the organization of the University agreements within the e-VERUM consortium with Thomson Reuters, and later – Clarivate Analytics. Since 2017, SIM has been organizing access for the University to these CDB through the state centralized procurement by the State Scientific and Technical Library of Ukraine at the request of the Ministry of Education and Science of Ukraine. In different periods of time SIM also organized test accesses to the Scopus, Web of Science Core Collection, Dimensions. In quarantine conditions with restrictions on the University attendance by students since March 2020, the relevance and demand for the service of remote access to the Scopus, which is implemented within the administrative work of SIM with this CDB, has significantly increased.

After gaining access, the SIM informs the University representatives about the availability of prepaid or test access to the CDB. In addition, University representatives are informed about the availability of CDB, to which they have open access (for example, Google Scholar). Information is provided through mailings to the e-mail boxes of the University departments, on the official website and page of the SL on Facebook.

An important work within the implementation of the administrative function is the collection of usage statistics for the formation of reports on the use of prepaid or test access to the CDB in the University to form an understanding of their demand and decide on the need for further subscription.

Also, upon individual requests, SIM provides information support to users in the process of creating their own accounts in the CDB to get the opportunity to use additional functionality and remote access to the Scopus and Web of Science.

The next type of services provided by SIM includes activities of **consulting and information work**. For the University representatives to know about the functional capabilities of the CDB and to use them as efficiently and correctly as possible, SIM organizes trainings on working with the databases (conducted by both official trainers – representatives of resources, and librarians – SIM staff), these include mass events, events for selected specialized user groups and individual consultations on request. From March 2020, trainings are conducted mainly with the remote tools of communication, videos and presentations for such trainings are posted on the website of the SL (among them «Scopus and Web of Science journal search tools», «Author profile in Scopus – search, correction», «Google Scholar – Advantages and Disadvantages» and other).

In addition to trainings, SIM staff prepares step-by-step illustrated manuals on working with CDB, which are also freely available in electronic format to all users on the SL site («Google Scholar for scientists», «Author profile in Scopus», «Search for journals in the Web of Science» etc.).

In the complex of the SIM consulting and information services on work with CDB it is necessary to allocate separately work on the help in search of the scientific periodicals indexed in Scopus and Web of Science Core Collection for publication by the University representatives of results of own research. At the beginning of SIM's activity, at the request of representatives of

separate departments (faculties, specialties), librarians prepared lists of journals in Scopus and/or Web of Science Core Collection, by certain subject areas, with a review of scientometrics indicators of the journals, links to the official websites of the publishers, etc. However, it was later decided to abandon this practice, as it is very resource-intensive with unproven efficiency and relatively rapid loss of information relevance. In the future, the emphasis is on teaching users how to find journals according to their needs and specific research topics, avoiding the use of poor-quality sources for publication.

An important component of SIM's portfolio of CDB services is the **monitoring and analysis of publication activity** of University representatives in Scopus and Web of Science Core Collection, the results of which (the total number of publications of the institution, h-index of the institution, the most cited publications, distribution of publications by subject areas, distribution of publications by countries the authors of which researchers from the University were jointly published with, the number of publications of the institution for the reporting period, their distribution by University departments, number of publications by departments per employee, etc.) form the basis of current and administration annual reports on scientific and technical work of the University.

The beginning of indexation of new publications authored by scientists who have indicated their affiliation to the University in the Scopus and Web of Science Core Collection is monitored monthly. Heads and employees of the University departments are regularly informed about the results of monitoring, which allows them to track the dynamics of publication activity for further administrative decisions. Every month information is singled out about the top 3 publications among the list of new publications indexed in these CDB (separately for each of the resources), that appeared in the world periodicals with the highest CiteScore and Impact Factor. In addition to internal University information, messages with links to these texts are published on the official SL page on the social network Facebook, thus increasing their visibility, expanding the readership and recognition of the results of their authors.

In 2020, a service was introduced to search by SIM staff and further verify by the SL director the availability of publications of reviewers, opponents, and chairs of specialized scientific councils for awarding the degree of Doctor of Philosophy in journals indexed in Scopus and/or Web of Science Core Collection.

To compile correct reports on the publication activity of the University, it is important that the CDB stores the most complete and correct data. It is also important in the context of using this data to evaluate universities in compiling world rankings of higher education institutions (QS World University Rankings, Times Higher Education World University Rankings). Therefore, SIM is also working on **organizing the information in the university profiles** in the Scopus and Web of Science Core Collection (searching and adding publications that are missing for various reasons). To improve the University's position in Webometrics Ranking of World Universities, SIM monitors the content of the University's profile in the Google Scholar, informing University representatives about the importance of correctly filling in their author profiles in this CDB.

For the most correct identification of the authors' affiliation to the institution, SIM conducts systematic information work on the use of the full official name of the University (*Taras Shevchenko National University of Kyiv*) by its representatives when they publish the results of their own research activities. Also, consulting and information work is carried out on the use of the University representatives in the publication of their own author identifiers ORCID for error-free recognition of them by CDB algorithms and the formation of their author profiles.

Publications and author profiles in Scopus and the Web of Science Core Collection are also searched at the individual request of the University representatives if data on these publications and authors have been indexed with errors and therefore have not been identified during ongoing

monitoring. SIM is also looking for reasons why the publication was not indexed. And, if necessary, SIM provides assistance to the University representatives in requesting CDB technical support to organize information about their publication activity in these databases.

A separate area of work in the portfolio of services is the **information support of the editorial boards** of the University scientific periodicals on the best publishing practices, in particular to facilitate their presentation in authoritative international CDB. With information mailings and during personal meetings, SIM inform members of editorial boards of availability of appropriate CDB, its requirements and procedures for journal indexing. At the request of the University administration, SIM regularly monitors the readiness of journals for indexing in Scopus and Web of Science Core Collection in accordance with their minimum requirements (without analyzing the quality of the content, which can only be done by a specialist in the subject area of the journal). The administration of the University, its departments, and representatives of the editorial boards of journals receive the results of the analysis with the substantiation and information on possible ways to improve the indicators.

Since 2016, SIM has been registering Digital Object Identifier – DOI (with the support of The Initiative for Open Citations) for the University journals (for September 2021 – for 54 journals), which contributes to their sustainable identification on the WWW and compliance with MES of Ukraine requirements for «B» category journals. SIM uses the functionality of the citation database Open Ukrainian Citation Index to monitor the correctness and completeness of metadata transmitted about publications during the registration of DOI, as well as to track the citation of the University journals.

Conclusions

The experience of working with CDB in academic libraries is not new. Libraries try to cover the widest range of services that can be provided with the functionality of these databases. For 6 years, SIM has been constantly working on updating the portfolio of these services to support the requests of the University representatives most effectively. The experience of SIM shows that the high demand, relevance for evaluation and decision-making in science and technology, and a wide range of services related to the opportunities provided by the CDB in academic libraries requires the development of a theoretical and methodological basis for their quality implementation, continuous training of library staff, their more active involvement in research processes taking place in institutions.

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БАЗИ ДАНИХ ЦИТУВАНЬ: РОЛЬ АКАДЕМІЧНОГО БІБЛІОТЕКАРЯ

Мета. Показники баз даних цитувань активно використовуються як інструмент оцінювання наукової продуктивності й прийняття рішень у сфері науки та техніки. В академічних бібліотеках організовуються сервіси по роботі з такими ресурсами. **Методика.** На основі аналізу та опису роботи Служби інформаційного моніторингу розглянуто роль та тип підтримки, яку академічні бібліотеки можуть надавати у процесі їх використання. **Результати.** Портфель послуг з використання можливостей баз даних цитувань, що надаються співробітниками Служби, складається з: адміністрування та організації доступу, консультативно-інформаційної роботи, моніторингу та аналізу публікаційної активності, упорядкування інформації, інформаційної підтримки редакцій наукових видань. **Висновки.** Такі послуги академічних бібліотек є різноманітними та потребують розробки теоретико-методичного підґрунтя для їх якісної реалізації, постійного навчання персоналу, їх більш активного включення у дослідницькі процеси.

Ключові слова: бази даних цитувань; бібліотека закладу вищої освіти; бібліотечно-інформаційні послуги; наукова комунікація

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WORK IN GROUP OR PERSONAL MAINTENANCE OF CORPORATE SOCIAL MEDIA

Objective. Social media have become one of the main technologies for promoting the university library. The purpose of the work is to characterize the main stages of organizing work in social media for librarians (SMM specialists and a working group) of the Scientific Library of the Belarusian National Technical University (BNTU). **Methods.** Statistical analysis tools made it possible to study in detail the corporate networks of the BNTU Library. A comparative analysis of the experience of maintaining BNTU accounts in social media by an SMM specialist and a working group of employees from various library departments was carried out. **Results.** The advantages and risks in the work of the group are summarized. The following areas highlighted: Team building; Communication and work organization; Creativity and creative power; Overcoming the challenges of group work; Content formation techniques; Potential. **Conclusions.** Working in a group produces creative and interesting content in large volumes. The experience of managing the process of forming a content policy in 2020 proves that the process has become more flexible and independent of the personality of an SMM specialist.

Keywords: social media; corporate networks of the university library; SMM specialist and working groups

Introduction

Working with information consumers is at the center of every library's activity. To expand the audience of users, library specialists strive to find effective means, forms and methods (Minasyan, 2019, Yap, 2020). Social media have become one of the main technologies for promoting the library. Representation in various social media is an effective channel for broadcasting information, a platform for various flash mobs and marathons, a source of direct communication and a messenger (Nechushkina, 2020).

The corporate networks of the Scientific Library of the Belarusian National Technical University (BNTU) originate from 2009, when accounts on Facebook, Twitter, VK were created, and later the list of our presence expanded.

Statistical analysis tools make it possible to study the audience in detail and choose an effective tactics for promoting library services. The result depends on the ability to correctly analyze and communicate with various groups of subscribers. University libraries are aimed at the student audience, accompany the educational and scientific process. It is important to choose an acceptable communication style and speak the same language.

The administration of our profiles and the content preparation was carried out by a specialist who led only the SMM direction. This approach is the most common. The character and personal style of an SSM specialist significantly affects the results of promotion on social networks. In connection with personnel changes in our library, this direction was led by various employees.

In 2020, work with the profiles of the BNTU Scientific Library in social media was organized in a fundamentally new format. A group of representatives from various departments was organized, who took the content preparation depending on the specifics of their work or interests.

The purpose of the work is to characterize the main stages in organizing work in social media for librarians (SMM specialists and a working group) of the Scientific Library of the Belarusian National Technical University (BNTU).

Methods

Using statistical analysis tools, the work of the corporate networks of the BNTU library was studied in detail: Facebook (<https://www.facebook.com/bntulibrary>), Twitter (<https://twitter.com/biblioteka>), VK (<https://vk.com/bntulibrary>), Instagram (<https://www.instagram.com/bntulibrary/>), Telegram (<https://t.me/scomlab>), Youtube (<https://www.youtube.com/user/BNTUlibrary>).

Then the author of the article, based on the data obtained and personal work experience in the group, carried out a comparative analysis of the main organizational factors affecting the successful maintenance of BNTU accounts in social media. At the same time, it was taken into account that the accounts were maintained either by an individual SMM specialist, or by a working group of employees from various departments of the library.

Comparative characteristics of indicators during the analysis of data on maintaining corporate social media personally and in a group was aimed at classifying them according to the following positions:

- Working time and frequency of headings preparation;
- Generation of ideas;
- Involvement;
- Burnout;
- Continuity;
- Competition;
- Upgrading.

Results

Consideration and analysis of the librarians' activities (SMM specialists and the working group) in corporate social media made it possible to summarize the advantages and risks of work, to characterize the main stages in its organization of group work.

Team building

The group consisted mainly of young employees who actively maintained their profiles and were well versed in the trends of a particular network. Young specialists of the library successfully establish contact with university students, take into account the trends when choosing content and a way of communication. The core of the group was made up of 10 people. Participation in the group is voluntary.

Communication and work organization

A platform for discussing the effectiveness of posts and the results of advertising campaigns is the Roundtable on Social Media, which takes place every month during the academic year. This is a basic activity that provides a guideline for the next month. The following questions are brought up for discussion:

- content plan, which is adjusted on the site;
- a calendar of memorable dates to prepare the material;
- proposals to use new approaches, analysis of interesting cases and posts;
- experience exchange in various programs and applications (for example, drawing up infographics, video processing).

In addition to the formal part of the discussion, it is important to maintain personal contact and communicate. Really bright creative ideas were born during face-to-face meetings and discussions. We use the Telegram group as a messenger.

Creativity and creative power

At the stage of group formation and assignment of headings to the participants, everyone could offer their own idea and present the first trial posts. It was very important to give the opportunity to express oneself. Many took advantage of this opportunity, and we received the first author's headings – #ancient game, #bureau of inventions, #something familiar, etc. (#древняяидичь, #бюроизобретений, #чтотознакомое). Among the group members there were those who take great photographs, possess the skills of working in various photo and video editors. Our task is to expand the professional capabilities of employees, involve them in work, diversify their functionality and teach new practices. As a result we have a mix that more accurately reflects us as a library and collective.

Our experience of working in a group throughout the year and analysis of the results of promotion allow us to make a positive conclusion about the effectiveness of this approach in terms of management and content management. In the comparative table, according to most indicators, personal management of corporate accounts is inferior to work in a group (in the table, indicators are highlighted in gray).

Table 1

Maintaining corporate social media personally and in a group

Indicator	Personal maintenance of corporate accounts	Work in group
Management		
Work organization	<u>Individually</u> , personal content preparation plan, content plan	Periodic meetings with the group, content plan, presence of a manager, deadline control
Working time and frequency of headings preparation	Full time, meeting deadline	<u>Combining responsibilities and the risk of disrupting deadlines</u>
Generation of ideas	<u>Individually</u>	Active discussion, creative space, brainstorming
Involvement	<u>Individually</u> , independent search for inspiration	A platform for self-expression
Burnout	<u>Individually</u>	Collective support, the ability to pause and reformat content

Continuity	<u>Difficult</u>	Involvement/exit of participants on the current basis
Competition	External, third party organizations	External and internal; incentive to develop within the team
Upgrading	<u>Individually</u>	Peer learning, experience transfer
Feed formation		
Variety of content, number of headings (representation)	<u>Individually</u> , depends on the qualifications of the specialist	Variety of formats – photo, video content; the amount of content is maximum and is limited by the number of participants; specialization of participants, division of labor
Style and design of publications	<u>Individually</u> , uniform style	Unified style, discussion of options and approaches
Author's approach	<u>Individually</u>	Various author's headings
Competitor analysis	<u>Assigned to one person</u>	All participants collect interesting ideas and analyze competitors

Overcoming the challenges of group work

It is important to maintain interest in group work, develop creativity and stimulate initiative. Effective teamwork is based on management, the desire to inspire and support participants by one's own example. The main employment in departments is not in favor of participating in a group on social media, therefore, it is necessary to correctly calculate your strength and establish an objective frequency of headings preparation.

Content formation techniques

1. Video content

To attract attention, posts and stories are often accompanied by video content and animation, which has a positive effect on the views and coverage statistics. For the author's heading of personal conversations about the profession #you're not like a librarian (#тынепохожанабиблиотекаря) the video format was chosen. Preparing a video is a rather laborious and lengthy process, and this is justified. It is important to attract attention, to stop the subscriber's gaze while watching the feed.

2. Design trends

Our users include the students – the most creative, dynamic and demanding audience. We need to correspond and follow the trends, look modern and understandable. It is important to note that the content is primary, the material quality cannot be compensated for by visual effects alone.

3. Events, participation in projects

The work of creative team is not limited to social media. The group discusses issues of advertising support for the Scientific Library clubs – Cinema Club BNTU and Board Games Club "451," bookcrossing, environmental projects and our participation in them.

4. Interaction with the university and its departments

Content sharing is an important source of promotion. Based on agreements, we have access to subscribers to the accounts of BNTU, the Youth Union and other departments. Such interaction is effective and we use various opportunities to convey information.

5. Mentions

Publications with mentions of persons, faculties, to which the material is related, become more visible and popular. Many of the accounts mentioned share our posts and influence coverage.

Potential

The work in the group allowed restructuring the work in social media throughout the year, to introduce new ideas and author's headings. The potential of this practice has not been exhausted and requires more detailed study and analysis.

Conclusions

As the results of our research show, according to most indicators, personal maintaining of corporate accounts is inferior to work in a group.

The experience of managing the process of forming a content policy when working in a group becomes more flexible and independent of the personality of an SMM specialist.

Working in a group allows producing creative and interesting content in large volumes, everything that can visually interest the user.

We choose different approaches to achieve "the main task of a modern librarian – to be a guide in the information and literary space" (Sorokina, 2021). Successful presentation on social media has a positive effect on the library's image, forms loyalty and ultimately leads to us in the library space.

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РОБОТА У ГРУПІ АБО ПЕРСОНАЛЬНЕ ВЕДЕННЯ КОРПОРАТИВНИХ СОЦІАЛЬНИХ МЕРЕЖ

Мета. Соціальні мережі стали однією з основних технологій просування бібліотеки ВНЗ. Мета роботи – охарактеризувати основні етапи в організації роботи у соціальних мережах бібліотекарів (SMM-фахівців та робочої групи) Наукової бібліотеки Білоруського національного технічного університету (БНТУ). **Методика.** Інструменти статистичного аналізу дали змогу детально вивчити корпоративні мережі бібліотеки БНТУ. Проведено порівняльний аналіз досвіду ведення акаунтів БНТУ у соціальних мережах SMM-фахівцем та робочою групою співробітників з різних підрозділів бібліотеки. **Результати.** Узагальнено переваги та ризики у роботі групи. Виділено напрями: Формування команди; Комунікації та організація роботи; Креатив та творчий потенціал; Подолання викликів групової роботи; Прийоми формування контенту; Потенціал. **Висновки.** Робота у групі дозволяє виробляти креативний та цікавий контент у великих обсягах. Досвід управління процесом формування контент-політики у 2020 р. доводить, що процес став більш гнучким та незалежним від особи SMM-фахівця.

Ключові слова: соціальні мережі; корпоративні мережі університетської бібліотеки; SMM-фахівець та робочі групи

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**INTERNET RESOURCES FOR QUALIFICATION UPGRADE,
SCIENTIFIC, EDUCATIONAL AND PROFESSIONAL ACTIVITIES**

Objective. The article aims to familiarize with online resources, useful to librarians, scientists, teachers, and students. **Methods.** Overview of online resources for distance learning, qualification upgrade, scientific, educational and professional activities. **Results.** The description and characteristics of Internet resources for scientific, educational and professional activities is given. **Conclusions.** Distance learning is an important component of continuous professional development, a convenient modern format of professional improvement. The advantage of distance learning is the opportunity to learn at a convenient time and in any place. The use of modern Internet tools (including author identifiers) in your activities opens up new opportunities.

Keywords: internet resources; online resources; qualification upgrade; distance learning; distance learning courses

Introduction

The first attempt of distance learning is a course of shorthand by Isaac Pitman that was conducted by mail in England in the 1840s (Wikipedia, 2021). The advent of the Internet has given a new impetus to the development of distance education. “The physical ‘brick and mortar’ classroom is starting to lose its monopoly as the place of learning” (Nguyen, 2015, p. 309). Academic libraries have become increasingly active in integrating their electronic resources into educational programs of distance education (Owusu-Ansah, Rodrigues, & Walt, 2019), and open access promotes the democratization of knowledge, providing qualitative education in different part of the world (Costa & Santa Anna, 2019).

But in 2020 the world had to face the unexpected ordeal – the COVID-19 pandemic. The universities and academic libraries have to pass a test of readiness to provide their services in the remote mode. The survey conducted by E. Çimen, G. Gürdal, S. Çuhadar, and T. A. Çanak among the Turkish libraries revealed the problem. 61.9% of respondents indicated insufficient user training. Another 25% indicated a lack of qualifications and staff experience (Çimen, Gürdal, Çuhadar, & Çanak, 2020). Ukrainian librarians have faced similar problems (Kolesnykova, 2020a). It is the internet resources that can help overcome these obstacles.

Methods

The world and Ukrainian Internet resources of free access and their use by the staff of the Scientific and Technical Library of Dnipro National University of Railway Transport named after Academician V. Lazaryan for professional activity and qualification upgrade are considered.

Results and Discussion

There are many platforms, courses, etc. for self-development, increasing professional competencies.

edX Portal (<https://www.edx.org/>) provides access to 2964 courses and 287 programs created in 140 leading institutions in the world, such as Harvard, Stanford, Princeton, Peking universities, Microsoft, Massachusetts Institute of Technology and others. (Fig. 1).



Fig. 1. **EdX** Home page

The courses cover a wide range of topics (arts and culture, business and management, communication, computer science, humanities, etc.) and will be useful for librarians, scientists, teachers and students. For example, among the programs offered, Public Library Management program with a professional certificate by the University of Michigan or a course on Library Advocacy are of interest to librarians.

Google offers a variety of training programs for self-improvement, distance work and qualification upgrade at Digital Workshop (<https://learndigital.withgoogle.com/digitalworkshop-ua/courses>), where you can learn the rules of business writing (e-mail, notes, presentations or report), the art of public speech, etc. **Google Calendar** free digital tools (<http://calendar.google.com/>) allow planning your personal and collaborative activities with colleagues, and **Google Keep** (<http://keep.google.com/>) makes it possible to save notes, lists, etc. and share lists with colleagues. **Google Alerts** (<https://www.google.com/alerts>) allows creating various queries and adjust settings, once set up, this tool will send you email notifications as soon as Google finds new query results. **Google Docs** service (<https://docs.google.com/>) is an opportunity to create, share, and comment on documents in Google Drive. When creating

documents, bibliographies, etc. it is better to provide short links. **Cutt.ly** is one of the web URL shortener services. Other functions include saving the history of shortenings, generating a QR code, own characters in an abbreviated link, detailed statistics. **Google Forms** (https://www.google.com/intl/en_en/forms/about/) allows managing event registrations, create a survey forms, and provide summary charts and graphs.

There are many useful videos for scholars, students and librarians on the popular **YouTube** video hosting service. It is stated in the scientific literature that YouTube is becoming a means of scientific communication about science and medicine (Allgaier, 2018). The resource also includes language courses, computer literacy videos, online webinars on Web of Science (<https://www.youtube.com/user/WOKtrainingsRussian>) and more.

In the process of research activity, scientists create a personal scientific image. Services such as **ORCID** (<https://orcid.org/orcid-search/search>) and **Publons** (<https://publons.com/about/home/>) make it possible to identify authors at the international level and track publications, citation rates, etc. In the ORCID researcher profile you can add information about yourself (place of study, work, research interests) and your publications. Publons allows tracking not only the list of publications and citation rates, but also reviewing and editing journals.

You can listen to free webinars on the use of the Scopus database after registration on the website of **BrightTALK** media company (<https://www.brighttalk.com/>): “Preparing for Scopus reporting” (<https://cutt.ly/aznrFIg>); “Correction of author and institution profiles in Scopus” (<https://cutt.ly/Yznr5th>); “Admin tool and Scopus usage statistics” (<https://cutt.ly/Qzns3wT>) (in Ukrainian), etc.

In Ukraine, there are also many resources to improve one’s professional level and gain new competencies. Among them, for example, the first distance platform of civic education from **VUM** (Open University of Maidan) – <https://vumonline.ua/> (Fig. 2), which expands opportunities for self-education.

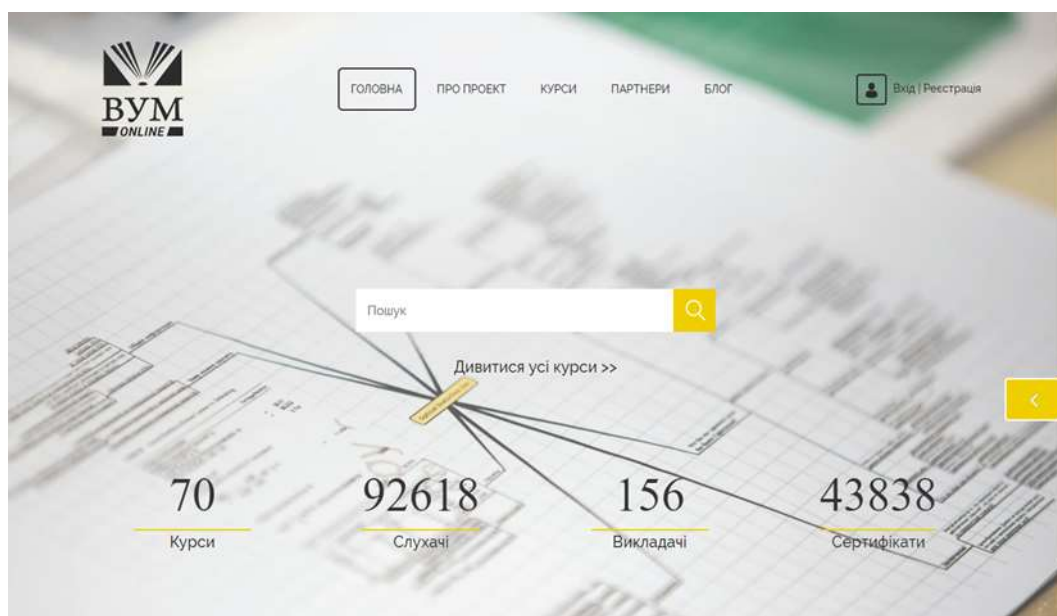


Fig. 2. VUM home page

For scholars, students and librarians, the following courses will be useful: **Digital security and online communication** (on effective and safe communication on social networks, etc.);

Academic integrity at the university (how to avoid plagiarism and how to create a virtuous environment in an educational institution); **Library – an open public space** (recommendations about the library rooms, new services and forms of customer service).

Prometheus (<https://prometheus.org.ua/>) is a Ukrainian public project of mass open online courses from leading teachers, universities and organizations of the world in various fields, which include issues of academic integrity (<https://cutt.ly/oQntNdL>), scientific communication, specialized search engines and databases, scientometrics and bibliometrics, etc.

Unicheck Ukraine online plagiarism check service provides services and conducts online webinars dedicated to improving the education quality (<https://unicheck.com/uk-ua/plagiarism-detection-solution>).

Another free educational resource is online digital literacy platform “Diia. Digital education” – <https://osvita.diia.gov.ua>. The skills acquired in these courses will be needed for work and study, professional and personal development. There is a video for both beginners and those who already have digital literacy skills.

In November 2020, the Ministry of Digital Transformation of Ukraine launched **Digigram** (<https://osvita.diia.gov.ua/digigram>) – a general-national test on digital literacy. Having answered 90 questions, you can get a certificate with the specified general level of digital literacy and a transcript for each competence (Fundamentals of computer literacy; Information and media literacy. Ability to work with data; Creation of digital content, etc.).

Kharkiv Regional Branch of the Ukrainian Library Association, V. G. Korolenko Kharkiv State Scientific Library regularly conducts **distance learning courses “Library in the digital environment,”** where you can get acquainted with new services and forms of work of the modern library (<http://moodle.d-academy.com.ua/course/index.php?categoryid=4>).

For qualification upgrade and self-development, it will be useful to participate in Internet conferences, seminars on librarianship of the Ukrainian Library Association (<https://ula.org.ua/konferentsii-seminary-treninhy>). The Section of University Libraries of the Ukrainian Library Association (ULA) in 2021 launched the Anti-School of University Librarians “From research. For research. About research.” These are monthly online meetings to share library experiences on information support for users, especially during distance work or study. The first meetings in the online format showed how necessary it was to exchange experience between different libraries, what issues are of the greatest interest to the community. The last classes are devoted to the creation and improvement of e-archives (repositories) of works by university scientists. In the spring of 2021, the *Section of ULA Public Library Workers and the Ministry of Digital Transformation of Ukraine* organized an online marathon “Digital Literacy of People and Communities” to discuss digital education and increase media literacy.

Using the following free access resources, each librarian can get acquainted with the achievements of colleagues, as well as share their own experiences:

E-LIS (<http://eprints.rclis.org/>) – is an international open access repository for academic articles in the field of library and information sciences. At present, there are about 22.5 thousand documents. It is constantly replenished with works of librarians from all over the world.

On the portal of the Vernadsky National Library of Ukraine in the section “Scientific Periodicals of Ukraine” (<https://cutt.ly/ZQkQhSu>) you can find professional issues of such journals as “Library Bulletin,” “Bulletin of the Book Chamber,” “Library Science. Record Studies. Informology,” “Information Technologies and Learning Tools” and many other interesting and relevant literature in electronic form.

ScienceDirect (<https://www.sciencedirect.com/>) – one of the largest online collections of published research. The collection of Elsevier Dutch publisher contains almost 12 million content elements of more than 3500 journals and more than 34000 e-books, reference books, scientific

collections. Scopus database was created in 2002 on the basis of ScienceDirect. Much of the collection is in the public domain.

DOAJ (Directory of Open Access Journals) (<https://doaj.org/>) – an online directory that indexes and provides access to high-quality peer-reviewed open access journals. The catalog indexes 5260387 articles from 15122 publications. Among them, at least 174 journals on library topics in different languages.

Google Scholar (<https://scholar.google.com/>) – the most popular search engine for scientific publications (articles, theses, books, abstracts, reports, etc.), which is of interest to users. Different categories of authors (scientists, universities, publishers, etc.) can create their own page with the ability to edit it, which provides information about research areas and interests, a list of their publications, see citation statistics, h-index. Publications are added automatically and manually.

To promote distance learning and online professional growth and self-education courses, libraries provide information about them on their websites. Information about such resources or online seminars is constantly published on **DNURT library website** (Fig. 3) in the News section (<https://library.diit.edu.ua/uk/>) and on the library's Facebook page (<https://www.facebook.com/diitlib>).

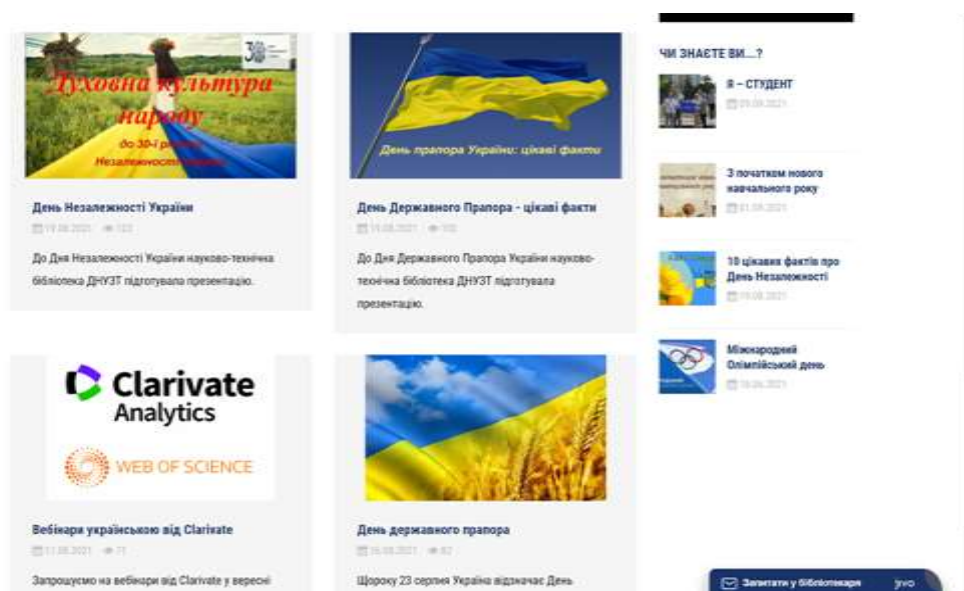


Fig. 3. Website of DNURT Library (News)

Library staff regularly study at various courses, webinars and participate in international meetings, Internet conferences, receive certificates of various courses offered on the Internet (Clarivate, BrightTALK, Elsevier). The employees also participate in various international conferences of the library and information community of Ukraine, Kazakhstan, Belarus, Latvia and others. Over the past ten years, library staff has published more than one hundred and fifty abstracts, articles in professional world and Ukrainian journals, conference proceedings and web conferences.

The DNURT library also creates and offers its educational resources. On the library's website (<https://library.diit.edu.ua/uk/page/video-uroki>) and on the YouTube channel (Fig. 4) you can find video tutorials how to register a scientist's profile in various scientometric systems, how to choose a journal to publish research results and how to submit an article to an open access

journal, how to search for scientific articles on the websites of electronic journals and repositories, how to edit and combine the author's profiles in the Scopus database, how to confirm the authorship of the scientist's publications list in the Web of Science system (<https://library.diit.edu.ua/uk/page/video-uroki>) (<https://www.youtube.com/user/diitlibrary>).

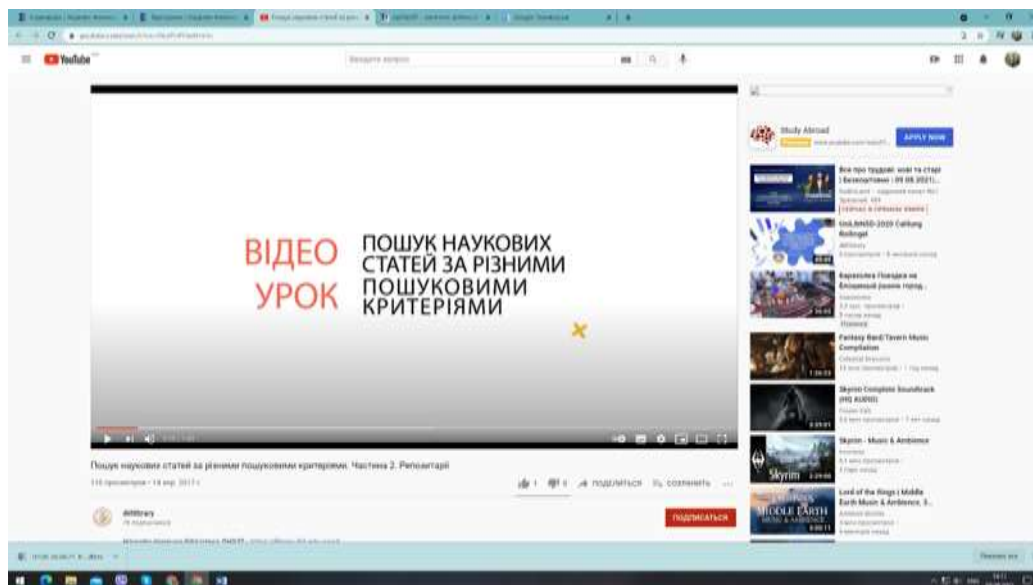


Fig. 4. Video tutorials on YouTube

For teachers, researchers, PhD students of the university the Scientific and Technical Library organizes trainings, seminars and webinars for successful scientific activity (“Information resources and services for scientists and librarians,” “Modern scientific communication. Resources and opportunities Web of Science,” “Scientific brand of the university and scientist,” “Working with the university repository. Self-archiving”, and others.). In the period of remote work during the quarantine, the library held an online-presentation “Academic integrity as the basis of university education” for library staff and a webinar “How to organize remote work of the university library staff under conditions of uncertainty?” (Kolesnykova, 2020a, 2020b).

In the conditions of pandemic and remote work, the library employees have mastered new forms of work for the organization of joint activities and communication. The capabilities of the Google Docs cloud office suite have been widely used. The main advantage of the program is that it allows access to the entered data from any computer connected to the Internet. For example, the library departments provided weekly reports on the work done. Each employee of the department, the director of the library and her deputy had access to this document. Video chats and meetings of colleagues on online platforms Zoom, Google Hangouts, Google Meet, Microsoft Teams, etc. were created to discuss working issues. This made it possible to choose a convenient option for the library team using home computers, laptops and mobile devices for communication (Savelieva, Savina, & Romanko, 2020). To post the missing works of scientists in the repository, some documents were stored in the Cloud, which made it possible to do this from home computers. Google Analytics analyzes the statistics of the audience of the library site and other library resources, provides data for the annual report. With the help of the Notification, information about the works of DNURT scientists, which are indexed by scientometric databases Scopus and Web of Science, is sent to the e-mail of the Scientific and Technical Library. Researcher ORCID and Publons, indicators of various databases (Scopus, Web of Science, Google Scholar, Index

Copernicus, etc.) allow you to track the results of academic activity of an individual scientist and the university. This data is used to supplement and update the local database of the university "Publication profile of university science," when preparing a report on the scientific activities of the scientist or the university department and the eADNURT repository.

During the preparation and organization of seminars, the annual international conference "University Library at a New Stage of Social Communications Development" the Google Forms tool was used to create a participant registration form and questionnaire by topic. There is also a possibility to manage event registrations, create programs and conference pages, etc.

The direction of work on ensuring the quality of educational activities at the university is relevant. The library participates in organizing events to create a virtuous environment for DNURT university community, improves its skills through the webinars on the **Unicheck Ukraine** online plagiarism check service ("How to use the similarity report from Unicheck," etc.). For the first time, about 350 qualification graduation theses were checked, and plagiarism reports were provided (Shytikova & Bondarenko, 2020). This service also checks the articles of scientists provided for publication in the university periodicals.

The use of acquired skills provides an opportunity to improve your professional competencies, provide a variety of quality services to library users for their scientific and educational work.

Conclusions

Distance learning is an important component of continuous professional development, a convenient modern format of professional development. There are many courses on the Internet, different in subject, language and duration, which will deepen your knowledge and improve your skills (Yunakovska & Matveyeva, 2020). The peculiarities of work and study in hybrid formats gave impetus to the study and use of digital services in scientific, educational and professional activities of librarians. The use of modern Internet tools (including author's identifiers) in the work opens new, wider opportunities, allows tracking, verifying and demonstrating the activities of any community, including libraries of the higher educational institutions. This is a great opportunity to learn something new, share your experience and be interesting and necessary for the users. ORCID is a digital identifier solving the problem of identifying authors at the international level. Publons is a tool for tracking publications, citations, reviews, and journal editing.

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ІНТЕРНЕТ-РЕСУРСИ ДЛЯ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ, НАУКОВОЇ, НАВЧАЛЬНОЇ ТА ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Мета. Стаття має на меті ознайомити з онлайн-ресурсами, які будуть корисними бібліотекарям, науковцям, викладачам, студентам. **Методика.** Огляд онлайн-ресурсів для дистанційного навчання, підвищення кваліфікації, наукової, навчальної та професійної діяльності. **Результати.** Надано опис та характеристика інтернет-ресурсів для наукової, навчальної та професійної діяльності. **Висновки.** Дистанційне

навчання – важлива складова безперервного професійного розвитку, зручний сучасний формат професійного вдосконалення. Переваги дистанційної форми навчання – це можливість навчатись у зручний для себе час та будь-якому місці. Застосування в своїй діяльності сучасних інтернет-інструментів (в т. ч. ідентифікаторів авторів) відкриває нові можливості.

Ключові слова: інтернет-ресурси; онлайн-ресурси; підвищення кваліфікації; дистанційне навчання; дистанційні курси

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LEADERSHIP IN THE STUDENT COLLECTIVE

Objective. The aim of the article is to study the phenomenon of leadership in the student collective. **Methods.** During the research and to achieve its goal, theoretical research methods were used, including analysis and synthesis, generalization, explanation. **Results.** As a result, the problems of formation of leadership qualities in students of higher education institutions are analyzed, the development history of the leadership problem, the versatility of the concept are considered. Interpretations of the leadership phenomenon existing in domestic and foreign literature are presented. The phenomenon of the leadership role differentiation in a group is analyzed, the role of libraries in the formation of students' leadership competence is highlighted. **Conclusion.** The conclusion indicates that for the effective formation of students' leadership qualities it is necessary to study their psychological characteristics and that libraries play a significant role in the process of formation of students' leadership qualities.

Keywords: leader; leadership; leadership qualities; student environment; role differentiation

Introduction

In modern conditions of development and renewal of all spheres of public life in Ukraine, the teachers of higher education institutions face the problem of optimal organization of the educational process aimed at training professionals motivated by a continuous process of active cognitive activity. The library, in particular, occupies a prominent place in this process. A graduate of a higher education institution must have not only professional knowledge, skills, and abilities, but also certain leadership qualities, which will allow successful realization of the creative potential in practice because society needs leaders who can unite people to achieve the goal, and create favorable conditions for further development. For the implementation of the above concept, all departments of educational institutions are directed. Thus, in particular, the implementation of the educational function has always been an integral part of the libraries. On the other hand, the functioning of educational institutions, the implementation of educational programs is impossible without reliance on libraries and their information resources.

The student environment is the most favorable for the manifestation of leadership qualities not only of those students, who have them from school but also of those who have not previously shown such activity. In the struggle for leadership, the student group provides everyone with equal starting opportunities.

A student who effectively combines learning and social activities is more likely to become a team leader or its informal leader, a person who can influence the psychological atmosphere. The experience gained during the student years will be useful to the specialist in the process of performing professional tasks, management functions of various state or public organizations.

The goal of the paper is to explore leadership in the student group.

Methods

During the study, a number of theoretical research methods, including analysis and synthesis of scientific literature on selected issues, generalization of the obtained data and their explanation were used. The selected research methods allowed achieving the goal set at the beginning and get the expected results.

Analysis of literary and scientific sources. Some aspects of the problem of leader and leadership have been explored as early as in the century before. M. Drahomanov, Yu. Yanovskyi, R. Kyrchiv, N. Markevych, D. Antonovych, K. Volynskyi, V. Leontovych, M. Popovych, V. Shevchuk, O. Pritsak, V. Smolii, P. Sokhan, A. Finko, etc. considered the problems of development of student public associations in Ukraine of the 19-th century. N. Levytska in her work “Students of Ukraine in the late nineteenth – early twentieth century” studied the development peculiarities of the student movement, considered its role and place in the socio-political life of Ukrainian society of this period.

The study of the leadership phenomenon was manifested in the works of H. M. Andrieieva, R. L. Krychevskyi, L. I. Umanskyi, O. V. Evtikhova, S. R. Kovi, E. Berne, P. Baender, Y. Hellman, J. C. Maxwell, F. O. Khesselbain, D. Goleman, A. Meneghetti and other scientists.

The phenomenon of the university library, its organizational structure, the role in the formation of a modern young student leader, the reform of the higher education system have already become the subject of scientific attention of many researchers. This issue is considered in the works of T. V. Komarovska, H. Iu. Kudriashova, V. M. Markova, S. P. Halaktionova, E. A. Livadonova, V. H. Dryhailo.

Results and Discussion

According to F. Fiedler (1994), leadership is the behavior of an individual involved in the management of group actions, and leadership behavior is a specific action of the leader in the process of managing and coordinating the work of members of the group. The point of view is that the leader should have an advanced program of actions, according to which he/she with the group move towards the intended goal. He/she is forward-looking, has attractive plans and knowledge of how to implement them (Skalicky et al, 2020).

Ukrainian scientists H. M. Andrieieva (2003), R. L. Krychevskyi (1987), B. D. Paryhin (2013), etc. interpret leadership as a psychological phenomenon that occurs spontaneously and exists in the system of informal human relations (Krasnoshchok, 2021). Leadership is based on the process of interpersonal influence that occurs between the most active and influential members of a small group (leader) and less active, well-known members of the group (followers). The leader initiates group actions, directs the group to solve the tasks set before it. The consequences of influence in leadership are reflected in the change of views, behavior, individual personality traits, attitudes, motivation of group members.

As the study of psychological and pedagogical literature has shown, the issues of leadership acquired the status of a scientific and practical problem in the first half of the 20th century and remain relevant to this day.

Leader and leadership were considered as a product not only of specific social conditions, situations, relationships, but also a set of bio-psychic qualities that ensure a person's ability to power, leadership. There were distinguished 4 groups of leadership qualities: physiological; psychological or emotional; mental, or intellectual; personal, and business (Moroz, 2020).

Supporters of the leadership concept of behavior (Lewin, Lippitt, & White, 1939) identified three leadership styles: authoritarian, democratic, passive. Further interest in leadership is caused by the development of team concepts B. Paryhin (2013), A. Petrovskyi (1980), L. Umanskyi (1994), R. Krychevskyi (1987). A significant amount of work related to the problem of the relationship between leadership and management has arisen (Krasnoshchok, 2021).

B. Paryhin (2013) gave the following definition of a leader: “A leader is a member of a group who spontaneously plays the role of an informal head in a certain, specific, quite significant situation, to ensure the organization of joint collective activities of people for the fastest and most successful achievement of the goal.” It remains relevant (Moroz, 2020).

A leader is a person for whom all other members of the group recognize the right to take the most responsible decisions, to determine the direction and nature of the activities of the whole group (Hellman, 2014). The effective functioning of a group depends on the relationship between the formal and informal leader or leaders. Knowing about the real interpersonal relationships in the group, the teacher has the opportunity to direct them in the right vector. The leader is called to help in the educational process.

Leadership is a process of internal social organization and management of communication, the activities of members of a small group, carried out in spontaneously formed small groups. Each micro group usually has a leader. Depending on the direction of a particular activity of the micro group, there may be several leaders (initiator of parties, organizer of life, a fitness guide, movie buff, etc.).

It is worth noting that most researchers believe that the main psychological characteristics of a leader in the student collective are:

- interest in achieving the group goal;
- self-confidence;
- energy;
- social activity;
- initiative;
- emotional stability;
- mental abilities;
- organizational skills;
- friendliness;
- emotional attractiveness;
- empathy (Skirka, 2017).

The leader in the student group must be able to make decisions and avoid unfavorable situations or, conversely, to create a favorable set of circumstances. He/she has the greatest psychological impact on the group as a whole and its individual members, when he/she acts as a coordinator, organizer of group affairs. To regulate relations in the group as a whole, the leader must be objective, friendly. He/she does not support competition between individual students or informal groups that may be formed in the group; takes into account the characteristics of each student; he/she is fair (Skirka, 2017).

Researcher R. M. Stogdill (1950) believes that every leader should have a list of important qualities, in particular, he identifies the following groups of qualities:

- personal qualities – adaptability, self-confidence, authority, desire for success;
- physical qualities – active, energetic, healthy, strong;
- abilities – contact, ease of communication, tact, diplomacy;
- intellectual qualities – the mind, the ability to make the right decisions, intuition, creativity (Hellman, 2014).

One of the most popular interpretations of leadership is related to the assumption that leadership is one of the aspects of the process of role differentiation in the group, which serves as a function of the dynamic interaction of personal qualities and the social system. The study of the role differentiation of leadership was first made by researchers R. Bales and F. Slater (1957) in the process of working with small groups. During the experiment, the behavioral reactions of the subjects were recorded by observers using the scheme of interaction analysis developed by R. Bales, which can focus on 12 types of behavioral reactions of the individual in the group. The selected 12 types of behavioral reactions were divided into two groups: emotional (positive and negative emotional reactions from the group interaction) and aimed at solving the problem

(making their suggestions for solving the problem or activating other participants to find a solution, picking up the participant's idea and its detailed development, etc.).

The researchers were able to find in an experiment with small laboratory groups the presence of two fundamental leadership roles in the group: a business or instrumental leader and an expressive or emotional leader, which was called role differentiation of leadership. Scientists have proven, that the distinguished roles of leaders are related to various aspects of group functioning. The role of a business or instrumental leader is aimed at solving the tasks facing the group, and the role of an emotional or expressive leader is aimed at strengthening intra-group integration (Skalicky et al, 2020).

R. Bales, F. Slater (1957) explained their phenomenon of role differentiation of leadership as follows: group members make an unequal contribution to the group task, the subject, the most proactive in this activity, is an instrumental leader; other members of the group, realizing the fact of inequality of contribution to group activities, begin to perceive the instrumental leader as a source of tension that causes them frustration. To solve the emotional problems of the participants, the group nominates another leader – emotional or expressive, whose task is to create a favorable psychological climate of intra-group interaction (Han, Lee, Beyerlein, & Kolb, 2018).

In the experiments of R. L. Krychevskyi (1987), conducted in natural conditions, with natural groups, it was found that the role differentiation of leadership is observed in a high level of motivation of group activities, that is in conditions of high legitimacy. These experiments did not record any antagonism between instrumental leaders and other members of the group, moreover, instrumental leaders had high marks and according to the indicators of emotional leadership, there were cases when both leadership roles were realized by one person (Savytska, Iotova, & Madzhar, 2020).

L. Carter's (1951) experiments showed that in addition to the two fundamental leadership roles, other leadership roles arise in different situations of group life, depending on the group's solution of any specific tasks. However, L. Carter (1951) during the experiment did not give a specific name to leadership roles. This was done by L. I. Umanskyi (1994), who described the following leadership roles: leader-organizer (integrates the group), leader-initiator (initiates group activities), leader-generator of emotional mood (analog of the role of expressive leader), erudite leader (specialist in solving intellectual problems), leader of emotional attraction (analogous to the "sociometric star"), leader-master, craftsman (performs any activity well) (Skirka, 2017).

Researchers K. Backman and P. Secord (1964) expressed the idea that the change in the role differentiation of leadership is directly dependent on the success of the group in solving the problem. If group members do not enjoy the process of working on the task, there is a high probability that the group has a role differentiation of leadership (Skalicky et al, 2020).

The modern mission of the university library in the formation of leadership competence involves the transition from the issuance of books for temporary use to the organization of access to the necessary information resources and as a consequence the development of the necessary analytical leadership skills.

Conclusions

To form students' leadership qualities, the teacher needs to know the socio-psychological features of leadership.

The instrumental leader organizes the group to solve the educational and professional task set before it, the emotional leader of the student team will take care of creating a favorable psychological climate in the group, to strengthen intra-group integration. Knowledge of identification and reference qualities in leadership allows the teacher to most fully present the

internal conditions of the process of interpersonal influence in the student group and, consequently, to provide a more effective educational impact on students.

Categories of information culture of the future leader can be considered the ability to formulate their need for information, effectively search for the necessary sources in the whole set of information resources, process and create qualitatively new information, select and evaluate it, as well as information communication and computer literacy, and this is where the role of the library is paramount.

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CHANGING ROLES: FROM INFORMATION PROVIDERS TO EDUCATORS

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ЛІДЕРСТВО У СТУДЕНТСЬКОМУ КОЛЕКТИВІ

Метою статті є дослідження феномену лідерства у студентському колективі. **Методика.** Під час здійснення дослідження та для досягнення поставленої мети використовувалися теоретичні методи дослідження, зокрема аналіз і синтез, узагальнення, пояснення. **Результати.** Проаналізовано проблеми формування лідерських якостей студентів закладів вищої освіти, розглянуто історію розвитку проблеми лідерства, багатогранність поняття. Представлені трактування феномена лідерства, існуючі у вітчизняній і зарубіжній літературі. Аналізується феномен ролі диференціації лідерства в групі, висвітлюється роль бібліотек у формуванні лідерської компетентності студентів. **Висновки.** Вказується, що для ефективного формування у студентів лідерських якостей потрібно вивчати їх психологічні особливості й зазначається, що бібліотеки відіграють значущу роль у процесі формування лідерських якостей у студентів.

Ключові слова: лідер; лідерство; лідерські якості; студентське середовище; ролі диференціація

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SCIENTIFIC AND EDUCATIONAL ACTIVITY OF LIBRARIES AS A CRITERION OF LIBRARY REFORM

Objective. The article examines the legislation of Ukraine in the framework of library reform. It is noted that in the presence of all changes and additions, the wording of the Law of Ukraine "On Libraries and Library Affairs" of 2021 regulates the activities of mostly public libraries. The peculiarities of the activity of libraries of higher educational institutions (HEI) are not reflected in the law. **Methods.** The methodological basis of the study were: general methods of thinking; general scientific and interdisciplinary methods. We can also distinguish: analysis and synthesis, abstraction, formalization and dialectical, as a general scientific method of cognition. **Results.** An example of a legal conflict regarding the legitimacy to use the status of a research and educational worker by the director of a University library is analyzed in detail. The study proves that libraries of higher education institutions are not obliged to conduct research and educational activities. However, in the absence of scientific lectures, workshops, and research, the library is reduced to the level of a subdivision of the HEI, whose activities are aimed only at providing information on scientific and educational activities of teachers and students. **Conclusions.** On the example of the Scientific Library of Ivan Franko National University of Lviv, known in Ukraine and abroad for its scientific lectures, art projects, research and explorations, the relevance and importance of conducting scientific and educational activities by Scientific Libraries of the HEI is shown.

Keywords: library legislation; scientific and educational activity; scientific and educational worker, Scientific Library of Ivan Franko National University of Lviv

Introduction

At present, the current legislation of Ukraine, in particular the standards stipulating the staffing plan formation of libraries of the higher education institutions, meet the requirements of the 70s of the last century. In 2012, the latest amendments were made to the Order of the Ministry of Education and Science, Youth and Sports of Ukraine No. 1058, dated 27.09.2012 "On Approval of the Staffing Standards and Structure for Libraries of Higher Educational Institutions of III-IV Accreditation Levels". According to this Order, a modern powerful university library conducting scientific activities cannot afford to properly organize certain types of work and offer decent wages either to librarians who are paid from the 8th category of the Unified Tariff System, or to IT sector representatives who are paid at the 6th level of the above mentioned category. As for scientific restoration, libraries can count on only one specialist with a minimum salary according to the requirements of the order.

In April 2020, at a meeting of the Committee on Humanitarian and Information Policy, people's deputies considered a bill amending the Law "On Libraries and Library Affairs" No. 5002 (*Pro Vnesennia Zmin*, 2021). In addition, the project was submitted for public discussion, which took place on May 20, 2020 in the format of an online conference. The event was attended by representatives of local governments, libraries at various levels, including the Scientific Library of Ivan Franko National University of Lviv, the public sector, publishers and users of library services. As a result of the public discussion, the Ministry received more than 90 letters with suggestions and comments, which were processed by the working group.

Amendments to the Law of Ukraine "On Libraries and Library Affairs" were conditioned by the need to provide a legislative basis for the further development of the library business in accordance with modern requirements.

The current Law of Ukraine "On Libraries and Library Affairs" was adopted in 1995, and its new version – in 2000. Some of the provisions of the Law are outdated, purely declarative and impossible to be implemented and enforced.

The wording of the Law of 2021 (Explanatory Note to the Draft Law of Ukraine "On Amendments to the Law of Ukraine "On Libraries and Library Affairs" (2021)) expanded and updated the conceptual and terminological apparatus, added a number of new terms and clarified the existing ones (for example, there are added the following terms such as “electronic database”, “electronic document”, “book memo”, etc.); proposed the modern classification of libraries by forms of ownership and value, by public purpose; defined and assigned the library functions: specified the tasks and functions of national and state libraries in accordance with international standards, as well as the norms for special libraries; brought the norms on creation, reorganization and liquidation of libraries in line with the legislation on legal entities; introduced the concept of a library supervisory board as an advisory collegial body, whose main task is to promote the library development, etc.

Unfortunately, it can be stated that in the presence of all changes and additions, the Law of Ukraine "On Libraries and Library Affairs" regulates the activities of mostly public libraries. Peculiarities of the activity of special libraries, in particular libraries of higher education institutions (HEIs), are not reflected in the law.

The activity of libraries of higher education institutions is aimed at fulfilling the main task – promoting the proper information support of educational, upbringing and research processes of higher education.

Methods

The methodological basis of the study were the following groups of methods: general methods of thinking; general and interdisciplinary scientific methods. Along with other general methods of thinking used in the study, we can distinguish: analysis and synthesis (facilitating the separation, analysis and synthesis of legislation governing the basic rights and responsibilities of research and teaching staff), abstraction (emphasis on the forms implementation of legal bases of scientific and educational activity in the library sphere) and formalization (assistance in formalization of recommendations developed in the work on preservation of the status of the Scientific Library of HEI in general and the position of director in particular, in the form of specific proposals for amendments to certain provisions of the Law of Ukraine "On Higher Education" (2017) and other legislative acts).

The dialectical method was used among the general scientific methods of cognition, which helped to distinguish the relationship between the activities of the university library and its status.

Results and Discussion

For the last few years, the Scientific Library of Ivan Franko National University of Lviv, as the Zonal Methodological Center of the HEI Libraries of the Western Region of Ukraine, has been monitoring the priority areas of university libraries. Libraries of higher education institutions created information bases for the organization of educational and research processes, provided fast and convenient access to world scientific and educational resources, as well as created their own electronic resources. Organically combining the use of documentary and electronic information resources, they were full-fledged participants in the academic and research processes at their universities, in particular: modernized library and information services; introduced effective forms of user service, including remote one; supported the principles of academic integrity; cooperated

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with structural subdivisions of universities, providing resources and services to support educational and research programs, as well as cooperated with scientific institutions and libraries of Ukraine and the world.

In recent years, the reporting documentation of university libraries, articles, conference reports say a lot about the introduction of innovative ideas and new technologies that modern users need. Who is essentially a modern user? What technologies are new to him/her? From the library reports, we can see that sometimes the purchase of several computers for the library is perceived as the introduction of new technologies in the activities of the institution.

Now, a modern user is mostly a young person who, from the first days of his life, has more than just an ordinary computer. This is a person who grew up with a smartphone. For him or her, computer technology is a normal part of life. That is why the priority of libraries should be to ensure that technical progress is not considered by libraries as some abstract and distant future.

Quarantine proved that the organization of a modern library system should be based not only on the automation of a particular library. The main goal should be to create a single all-Ukrainian information space and strengthen the integration into the global library information space. Besides, to provide the possibility of quality remote service – from user registration (with simultaneous authorization), consultation, to electronic order. To achieve this goal it is necessary to solve a number of tasks: firstly, improving library and bibliographic information and publication of texts in electronic form; secondly, providing Internet access to bibliographic information and full-text databases; thirdly, providing electronic means of searching and servicing requests for information resources of the library (Karashchuk, 2016).

2020 was remembered not only for the beginning of quarantine. According to the Law of Ukraine "On Higher Education" (2017), the planned accreditation of educational master programs were conducted in higher education institutions. Universities also went through annual financial inspections by the authorities. Some university libraries have lost their scientific status.

The Scientific Library of Ivan Franko National University of Lviv, due to the fact that it is the Zonal Methodological Center of HEI Libraries of the Western Region of Ukraine, acted as a consultant, trying to provide all possible assistance to colleagues from other universities that awaited quite unpleasant "surprises" as a result of inspections. In particular, several university libraries received instructions from the Financial Inspectorate stating that the director of the library illegally used the a scientific and educational staff status. As expected, colleagues considered this conclusion of the Financial Inspectorate unfounded, in their defense referred to the Law of Ukraine on "Higher Education", Article 33, paragraph 3, which defines: "The main structural units of higher education institutions (except for colleges that do not provide bachelor's degree training) are faculties, departments, library". And Article 55 "Main positions of academic, research and educational staff of higher education institutions and the appointment procedure", where paragraph 5 states that the position of the library director belongs to the category of research and educational staff.

It would seem that the instructions of the financial inspection can be considered unfounded, which is confirmed by the Law of Ukraine "On Higher Education" (2017), directors of university libraries are and should remain scientific and educational staff. However, as the Financial Inspectorate rightly points out, a scientific and educational professional must have a range of responsibilities and powers that correspond to scientific and educational activities.

The activity of the HEI library, which is aimed only at providing information to teachers and students, cannot be attributed to scientific and educational activities. And the activity of the library of the higher education institution in general is aimed at providing information to teachers and students.

According to the Model Regulations on the Library of a Higher Educational Institution of III-IV Accreditation Levels: "Library is a structural subdivision of a higher educational institution of III-IV accreditation levels, which provides literature and information to the educational and scientific process of a higher educational institution and operates on the basis of the Library Regulations approved by the head of the higher educational institution." (Ministry of Education and Science of Ukraine, 2004).

Since the library of a higher education institution is not an independent legal entity, but only its structural unit, therefore, according to lawyers, the library as a structural unit of the institution can be managed not even by the director, but by the head of the library.

Thus, as a result of research on the recognition of the position of the university library director as scientific and educational, we obtained the following result: it is not so much about the recognition of the director position as scientific and educational, but about the legitimacy of the term "director"!

The Handbook of Qualification Characteristics of Employees' Professions in the section "Libraries, Centralized Library Systems" does not indicate among the tasks and responsibilities of the library director the performance of his/her educational work in a higher education institution, which is integral and basic for scientific and educational staff (Ministry of Education and Science of Ukraine, 2000).

In addition, librarians receive all surcharges and benefits in accordance with the law on librarianship, not on higher education. The regulated mode of work of librarians also does not coincide with the mode of work of scientific and pedagogical workers. The duties of librarians do not include the performance of scientific and educational work in a particular discipline within the framework of the higher education institutions, which is mandatory for scientific and pedagogical workers.

The Law of Ukraine "On Higher Education (2017), Part 3, Article 55 states: "The full list of positions of scientific-educational and academic staff of higher education institutions is established by the Cabinet of Ministers of Ukraine".

List of positions of scientific-educational and academic staff is established by the Resolution of the Cabinet of Ministers of Ukraine (2000) No. 963 of 14.06.2000, which indicates the positions of scientific and educational staff. The above-mentioned List (Resolution of the Cabinet of Ministers of Ukraine "On Approval of the List of Positions of Scientific-Educational and Academic Staff", 2000) is used to address issues related to the implementation of Article 57 of the Law of Ukraine "On Education" to determine persons entitled to seniority pay, recuperation pay during annual vacation, and Article 6 of the Law of Ukraine "On Holidays" (2021) to determine the duration of the main annual leave.

The section IV of the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for Granting Annual Basic Vacation for up to 56 Calendar Days to Managers of Educational Institutions, Educational (Pedagogical) Units (Subdivisions) of Other Institutions, Pedagogical, Scientific and Educational Workers and Researchers" No. 346 of April 14, 1997, contains a list of positions of pedagogical, scientific and educational and academic workers. It does not include the position of a library director (Cabinet of Ministers of Ukraine, 1997).

The study showed that in practice there is a situation when according to one list the position is scientific and educational, and according to another it is not, that it leads to misunderstandings due to the ambiguity of its application.

Thus, there is a rather unpleasant situation, which arose on the one hand, due to the imperfection of the legislation, where there is both the Law and the Resolution, which eliminates this law. On the other hand, the Resolution could be disregarded if the library carried out scientific and educational activities.

Our research allows us to conclude that libraries of higher education institutions are not obliged to conduct scientific and educational activities. No Order recognizes this type of activity as mandatory, but in the absence of scientific lectures, workshops, active educational work and scientific activities, the library is reduced to the level of a freelance unit, whose activities are aimed only at providing information on scientific and educational activities for teachers and students. Changing the status of the position of the university library director will lead to the removal of all other management positions in the department and revision of the staff list in the direction of reducing the number of departments and employees of the library.

Conclusions

During 2020-2021, we thoroughly monitored and analyzed the situation with the availability of scientific and educational rates in the HEI libraries. This was due to the peculiarities of the Scientific Library of Ivan Franko National University of Lviv, which is a platform for scientific and socio-educational activities that stimulate public interest in the University and its scientific and educational process. The scientific library is well known for its scientific lectures, art projects, career guidance activities and research activities. Scientific lectures of the Scientific Library are attended by students and scientists of the HEI of Ukraine and abroad. There are 3 scientific researches taking place simultaneously, one of which is funded by the state budget. Scientific activity is annually confirmed by the defense of scientific reports. F. P. Maksymenko Department for Manuscripts, Old Prints and Rarities of Scientific Library has the status of a national heritage. Therefore, the scientific activity of the employees of the unit is confirmed by the ministerial annual reports. As a methodical center of the Lviv zonal methodical association of libraries of higher education institutions, the Scientific Library of Ivan Franko National University of Lviv organizes and conducts scientific internships for employees of libraries of all forms and departments of Ukraine and abroad.

In 2021, a proposal to introduce additional scientific and scientific-pedagogical rates in the staff list of the Scientific Library of Lviv University was submitted to the Ministry of Education.

While some ministerial offices are considering the submission, others are preparing a document stating that Article 55 of the Law of Ukraine "On Higher Education" (2017) needs to be amended regarding the main positions of scientific and educational staff. The Ministry of Education and Science of Ukraine proposes to remove the positions of directors of HEI libraries from the list of main positions of scientific and educational staff. However, we know from a recent speech by the chairman of the Ukrainian Library Association, that this bill has not yet been registered for consideration by the Verkhovna Rada of Ukraine. If this happens, both people and hundreds of unique collections will be endangered. In particular, the Department for Manuscripts, Old Prints and Rarities of our library, which houses manuscripts of the early 13th century. From a library that conducts scientific activities, we can become custodians of funds, librarians who provide only information services. After all, by law, university library staff is support staff.

In the information society, education is constantly evolving, and to guarantee the prospect of acquiring new knowledge to all who seek it is only possible with the help of information resources and scientific activities of book collections. That is why the scientific and educational function of libraries acquires special importance.

Note that in every situation you should remain optimistic and make the most of any opportunities to achieve a positive result. Therefore, the situation with uncertainty about the scientific and educational activities in scientific libraries should be monitored, to unite the efforts of all HEI libraries, which carry out powerful scientific activity. After all, if the Ministry of Education receives substantiated proposals for legislative regulation of scientific and scientific-

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educational activities of academic libraries not from one or two institutions, but from all powerful university libraries, we have a chance to get an adequate and positive response from the authorities.

In turn, the Scientific Libraries of the HEI must continue to conduct scientific and scientific-educational activities, actively work on the implementation of promising projects, which will help university libraries to always be successful and needed by our users.

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НАУКОВО-ОСВІТНЯ ДІЯЛЬНІСТЬ БІБЛІОТЕК ЯК КРИТЕРІЙ БІБЛІОТЕЧНОЇ РЕФОРМИ

Мета. У статті досліджено законодавство України в рамках бібліотечної реформи. Відзначено, що при наявності усіх змін та доповнень, редакція Закону України "Про бібліотеки і бібліотечну справу" 2021 р. упорядковує діяльність здебільшого публічних бібліотек. Особливості діяльності бібліотек закладів вищої освіти у законі не відображені. **Методика.** Методологічну основу дослідження склали: загальні методи мислення; загальнонаукові методи та міждисциплінарні. Також можна виділити: аналіз та синтез, абстрагування, формалізації та діалектичний, як загальнонауковий метод пізнання. **Результати.** Докладно проаналізовано приклад правової колізії щодо правомірності використання директором бібліотеки ЗВО статусу науково-педагогічного працівника. Проведене дослідження доводить: бібліотеки закладів вищої освіти не зобов'язані проводити науково-педагогічну діяльність. Проте за відсутності наукових лекторіїв,

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практикумів, та наукових досліджень бібліотека зводиться до рівня підрозділу ЗВО, діяльність якого спрямована тільки на інформаційне забезпечення наукової і освітньої діяльності викладачів та студентів.

Висновки. На прикладі Наукової бібліотеки ЛНУ імені Івана Франка, відомої в Україні та за межами держави своїми науковими лекторіями, мистецькими проєктами, науковими дослідженнями і розвідками, показано актуальність та важливість ведення науково-освітньої діяльності Науковими бібліотеками ЗВО.

Keywords: бібліотечне законодавство; науково-педагогічна діяльність; науково-педагогічний працівник, Наукова бібліотека ЛНУ імені Івана Франка

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PREDICTION OF THE FUTURE: NEW ROLES OF THE UNIVERSITY LIBRARIAN

Objective. The article analyzes the new roles of librarians - facilitator, tutor, moderator, presents their introduction into the activities of the university library, reveals the impact of innovations on the effectiveness of the library and the university. **Methods.** The study was conducted by reviewing publications related to clarifying the new roles of librarians in the practice of modern university libraries, summarizing the experience of the Scientific Library of Kharkiv Petro Vasylenko National Technical University of Agriculture (SL KhNTUA) to introduce new activities. **Results.** During the study, the authors determined that the SL KhNTUA' introduction of the innovative forms in terms of new roles of librarians (facilitator, tutor, moderator) contributes to the development and diversification of library services, increase in the role of SL as an active partner of the university in research, teaching and educational work; emphasizes and strengthens the role of the library in raising the ranking of the university. **Conclusions.** *The originality of the work* is to expand ideas about the new roles of librarians in the activities of the university library, which is an important factor in assessing the effectiveness of its management. *Practical value.* The obtained results are used to improve the management of human resources of university libraries.

Keywords: library; library facilitator; librarian tutor; moderation in the library; human resources management

Introduction

The development of a new digital society in the field of science and education requires new information support, which should be provided to the library in the activities of universities. Other functions related to publishing processes, digital and licensing resources, creation of digital content of own generation, presence of social media, etc. are added to traditional library activity. All this encourages librarians to master new roles that were previously uncharacteristic of them. Librarians are gradually losing their primary responsibilities of traditional reference work and collection management, while new functions related to research support, data management, bibliometrics, digital initiatives, scientific communication and user experience are increasingly becoming a part of the university librarian's activities.

Information-analytical monitoring and bibliometric analysis for many libraries is gradually becoming one of the main areas of work (Kostyrko & Korolova, 2020), and due to the introduction of the Library Publishing model, the influence and importance of the academic library as the main subject of scientific publications, formation of higher education institutions brand and the growth of the authority of Ukrainian science in general increase (Kolesnykova & Matveyeva, 2019).

In our opinion, today librarians should combine the competencies of a librarian-teacher, librarian-curator, tutor, facilitator, coach, moderator, which will ensure the effective use of the benefits of information technology, resources and services. This aspect of the librarian's activity in the information and educational trajectory of higher education institutions at the present stage is not considered properly by researchers of library work. The aim is to analyze the activity of a

modern librarian of a higher education institution as an agent of change and to trace how in the conditions of digitalization such new functions and roles of librarians as library tutoring, moderation, facilitation are adapted to the needs of users on the example of the work of the Scientific Library of Kharkiv Petro Vasylenko National Technical University of Agriculture (SL KhNTUA).

Results and Discussion

The transformation of the national education system has created the preconditions for the establishment of a new State Biotechnology University (SBTU) in Kharkiv to meet the needs of the labor market in relevant specialists and improve the competitiveness of obtaining quality higher education. As an institution of higher education, SBTU already has historical origins, names and places, because its creation is based on long-term achievements of four Kharkiv institutions of higher education – Kharkiv Petro Vasylenko National Technical University of Agriculture, Kharkiv National Agrarian University named after V.V. Dokuchaiev, Kharkiv State Zooveterinary Academy and Kharkiv State University of Food Technology and Trade and their libraries.

The peculiarity of the Scientific Library (SL) of SBTU as a new structural unit of the newly created regional university is that it not only combines documentary and electronic resources of book collections of four universities, but also has a chance to secure a leading position among libraries of higher education through the best practices of a work of each of the libraries that are part of the current SL.

It is currently proposed to review the practical experience of the SL of KhNTUA on human resources management in the global trend of digitalization of society, to clarify the new roles of librarians as navigators and consultants in the digital educational environment. Accordingly, the functional view of the role of management in the management system of a modern library is changing. The successful operation of libraries in the face of external and internal challenges is a competitive, complementary team in which the leader must combine such management styles as producer of results, administrator, entrepreneur and integrator (Nikolaenko, 2019, 2020). Such management styles, in our opinion, will help library managers to create a complementary team, in which each of the management styles must be complemented by five main functions of the manager: decision-making, implementation, team building, personnel management, change management, and behavior and communication. New challenges in society require flexibility from library managers at all levels, as well as from librarians who already combine the skills of librarian-teacher, librarian-curator, tutor, facilitator, coach, moderator. In the era of digital technology, new roles of librarians can consciously keep up with the times, ensure the development of their personal functions (activity, sociability, dynamism, efficiency, tolerance, competence, creativity) encourage self-improvement and self-organization. Recently, the functions of librarian, moderator, librarian-facilitator became popular in the National Library of KhNTUA, which was emphasized during the II Scientific-Practical Conference "Library and Information Environment as a Driver of Change and Innovation in Education", dedicated to the 90th anniversary of the book collection.

Library tutoring in the library service of KhNTUA has found its proper place in the process of self-education of users. Unlike the traditional "informing" and "information literacy education" that has always been and remains an important function of the library, tutoring has become a reliable mentoring tool in helping users adapt to the information world. Library tutoring is the responsibility and personal contribution of the librarian to the development of the users, to their success, and, hence, to the success of the university. Practice proves that no matter

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how independent the user is, there are situations in which a person needs support from a certain specialist. Currently, such support is needed by scientific and pedagogical staff of universities of different age categories. Among them are young people with a high level of computer literacy, and older people who are not well aware of new information technologies. These categories of users need support from librarians-tutors, because many new concepts recently entered the life of each of them. They include databases of scientific information, scientometrics, bibliometrics, citation index, Hirsch index, impact factor, journal quartile, bibliographic managers (EndNote, Mendeley), publication styles (MLA, APA, Harvard, etc.), References, identifiers and various author profiles, etc.

Performing professional tasks as a librarian tutor, the library specialists ensure the implementation of three functions: consultant (information and information support), mentor (providing advice, establishing an algorithm of actions), facilitator (establishing and maintaining information links and interaction between participants in the educational process, adaptation of users to new forms of scientific communication (Rybalchenko, 2020).

Thanks to the persistence and responsible attitude to the innovative changes of the library staff, we have positive results of the evaluation of the library in this direction among the scientific and pedagogical staff and the administration. According to the faculty and management of the university, this approach to user needs has had positive results and to some extent affected the performance of the university, in particular, in such rankings as Scopus Rating of Ukrainian universities and International ranking of universities in the Webometrics World Ranking Web of Universities). Thus, according to the ranking of Ukrainian universities according to Scopus, the university got 118th place in 2018, 72 – in 2021. According to the indicators of work in the International ranking of world universities Ranking Web of Universities (Webometrics) had in 2018 –107, 2021– 76th place. In addition, according to the results of the survey "On the quality of structural units of the university", which took place in the second semester of 2020/2021 year in KhNTUA, SL took 2nd place among 21 subsections of the institution.

Undoubtedly, this is entirely the merit of the scientific and pedagogical workers themselves, who publish the results of their scientific activity, choosing for publication the best scientific periodicals included in the DB Scopus and WoS.

But the library, carrying out analytical support of scientific and publishing activities of the university, systematically conducts painstaking tutoring with users as an individual educational practice, where, communicating individually, he/she explains the importance of scientometric indicators, h-index, opportunities to increase publication activity and citations increase, searches for scientific publications to publish research results, obtains analytical reports, and monitors the profile of the scientist and the university. By tracking the profiles of scientists in Google Scholar in order to display them in the information-analytical system "Bibliometrics of Ukrainian Science", librarian tutors not only provide advisory and practical assistance in creating profiles of scientists in this database (DB), but also improve user skills in editing and ensuring the completeness and accuracy of the reflection of scientific achievements. The work contributed to the improvement of TRANSPARENCY (or OPENNESS) in the Webometrics ranking and provided the overall best position of the university in it.

The introduction of a new role of librarian in the information and educational space of the university in the Scientific Library of KhNTUA, related to the use of moderator functions, contributed to the creation of high-quality electronic information content of higher education institutions. In the SL of KhNTUA the functions of moderator were introduced in two areas of work: monitoring the filling of the electronic archive "Open Archive KhNTUA" and participation in the organization of publishing activities of departments. When working with documents for publication in the repository, the librarian-moderator checks the compliance of the

posted content to the selected collection, the correctness of fields and subfields in accordance with the adopted instructions and compliance of the attached bibliographic record in accordance with SBTU GOST 7.1: 2006 "System of standards for information, library and publishing cases. Bibliographic record. Bibliographic description. General requirements and rules of compilation".

The main aspects of the work of the library moderator of educational and educational-methodical content is participation in the preparation of the "Plan of publishing activities of the university departments for the academic year" for sound decision-making on the issues of book supply of primary disciplines, providing access to e-versions of scientific, educational and educational-methodical publications through the electronic catalog of the SL. In addition, for the design and preparation of printed university products the library has prepared and issued guidelines for teachers "General requirements for the design of scientific, educational and teaching publications, 2019", developed on the basis of legislation of Ukraine on publishing, regulations of the Ministry of Education and Science of Ukraine, state standards of Ukraine, other normative documents (Martynenko & Bocharova, 2020).

A strong impetus to positive changes in the renewal of meaningful library communication with users was provided by the introduction of pedagogical facilitation in the practice of the SL. As a process, it is the facilitation and at the same time strengthening the productivity of education and training, the development of participants in the pedagogical process due to their communication style and personality traits of the teacher and student. This is the recognition of the student as the main figure of the whole educational process. The main tasks of facilitation provide an understanding that the professional qualities of librarians are gaining new meaning, the range of tasks they are involved in, is expanding. In our opinion, the activities in the library environment that take place using facilitation methods are aimed at meeting the information and knowledge needs of all categories of users and all participants have the opportunity to discuss problems, provide recommendations, show emotions, and learn together. Facilitation methods can work as a separate form of group work, and they can also be part of an event. SL staff conducts practical "Electronic resources of the Scientific Library: search and use" with elements of the classic "Brainstorming", one of the most common methods of facilitation, which helps to formulate as many ideas as possible on a given question in a very limited period of time. Brainstorming, as a method, involves everyone in the discussion, reveals new, unusual ideas, creates many options, stimulates synergies in the group, prevents premature evaluation of ideas. Discussions, debates, reading conferences, round tables and other dialogue forms of cultural and educational work now require facilitation – special actions that encourage students to be not passive listeners, but the most active participants. In facilitation, the focus shifts to the group, the main thing is the group, participants, and those who work, their thoughts, ideas, not the opinion of a librarian! To conduct an hour of communication "Space of Tolerance – Space of Coexistence", the method of "round methodology" was chosen, which is valuable because it unites a group of people. Dialogue forms of cultural and educational work, the living word of the librarian give a powerful impetus to the development of all areas of the reader's personality, personal development and creative potential of the librarian. During the event, thanks to the method of facilitation "Round Method", the actions of librarians brought the Scientific Library closer to students, coincided with the desire of participants to receive information and communicate in an unusual for them emotionally rich, lively, dynamic form. In the practice of the National Library, there is experience in implementing the elements of "World cafe" – a method for developing ideas and activating cognitive activity in the process of discussing the selected topic. The main idea of the "World Café" is to make sure that participants know the solution to the problem better than they think. Only in the course of trusting style of communication and cooperation, new knowledge can be discovered. Facilitation is used in

relation to offline communication, but the current state of pedagogical science and facilitation methods effectively adapt it to the online environment. The game is an interesting and promising type of activity, which is provided by one of the facilitation methods used by the library staff with the university department to create a webquest "Ukrainian (Cossack) Baroque". Leading librarian of the SL Perevoznik T.I. and Professor of Culture, Sports and Tourism Department Grabar N.G., creating this webquest to develop problems in the discipline "History of Ukrainian Culture", used the game elements, a great tool for research and study of this topic. The webquest "Ukrainian (Cossack) Baroque" was tested in classes on the history of Ukrainian culture and received positive feedback from both students and teachers of the department (Bezdolna, 2020).

Employees of the SL KhNTUA actively use community management to create a community loyal to the library: we find and unite active users around the library to jointly solve existing problems, make users full participants in the educational process.

To create a community in the library: the target audience is studied, university staff, faculty, scientists and students; a loyal core is formed, opinion leaders are identified, through which active users are involved, communication and cooperation with institutes and departments is maintained. Currently, we can talk about the library department community with the Department of Culture, Sports and Tourism of the Educational and Scientific Institute of Business and Management. The web-quest "Ukrainian Cossack Baroque" created jointly in 2019 has been successfully tested and used in the educational process. In the nearest future we plan to join the community of the UNESCO Department "Philosophy of Human Communication" and socio-humanitarian disciplines to develop an interactive poster "Literary Kharkiv: tourist diversity" and work with the Department of Marketing and Media Communications to present publications within the project "Library of Marketing Specialist" in online format. The scientific library can offer departments assistance in mastering online services, trainings on creating web quests, virtual tours, interactive posters, etc. (Perevoznik, 2020).

Conclusions

Nothing stands still, everything changes, this is the law of life and those who look only to the past or only to the present will undoubtedly miss the future (John Fitzgerald Kennedy).

Against the background of general civilizational changes, the Scientific Library of KhNTUA as an information and cultural-educational institution has undergone a significant transformation, and it is constantly changing to be irreplaceable. Librarians rethink their roles, guided by the transition from the printed past to the future on the Internet, review their products and services, refocusing on their customers. Based on the main functions of the library and taking into account the requirements of the time, the library of the institution provides access to information for educational, scientific, cultural needs in any format, and in any way, using pedagogical methods, expands the range of information and management technologies, tries to demonstrate its importance to the largest possible audience and open access not only to available resources, but also to orient the user in the many information flows of today, combining traditional functions of identification, search and evaluation of information with more conceptual concepts of requesting, analyzing and using information. Information skills are now closely connected with technological and pedagogical skills and are naturally combined in the work with the competencies of librarian-teacher, librarian-curator, tutor, facilitator, coach, moderator, which provides effective use of the benefits of information technology, resources, services. Possession of such skills is important in our opinion, not only for working with library clients, but also in the library staff.

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ПЕРЕДБАЧЕННЯ МАЙБУТНЬОГО: НОВІ РОЛІ УНІВЕРСИТЕТСЬКОГО БІБЛІОТЕКАРЯ

Мета. В статті проаналізовано нові ролі бібліотекарів – фасилітатор, тьютор, модератор,

CHANGING ROLES: FROM INFORMATION PROVIDERS TO EDUCATORS

представлено їх запровадження у діяльність університетської бібліотеки, виявлено вплив нововведень на результативність діяльності бібліотеки і університету. **Методика:** дослідження проводилось шляхом огляду публікацій, пов'язаних із з'ясуванням нових ролей бібліотекарів в практиці роботи сучасних університетських бібліотек, узагальнення досвіду Наукової бібліотеки Харківського національного технічного університету сільського господарства імені Петра Василенка (НБ ХНТУСГ) по запровадженню в роботу нових видів діяльності. **Результати.** Під час дослідження авторами визначено, що впровадження НБ ХНТУСГ у діяльність інноваційних форм у вигляді нових ролей бібліотекарів (фасилітатор, тьютор, модератор) сприяє розвитку та урізноманітненню бібліотечного сервісу, зростанню ролі НБ як активного партнера університету у дослідженнях, навчанні і виховній роботі; підкреслює та зміцнює роль бібліотеки у підвищенні рейтингових показників університету. **Висновки.** *Наукова новизна* полягає в розширенні уявлень про нові ролі бібліотекарів в діяльності університетської бібліотеки, що є важливим чинником для оцінювання результативності її управлінської діяльності. *Практична значимість.* Отримані результати використовуються для удосконалення управління кадровим потенціалом університетських бібліотек.

Ключові слова: бібліотека; бібліотечний фасилітатор; бібліотьютор; модераторство в бібліотеці; управління кадровим потенціалом

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LIBRARY COMMUNICATION IN THE SOCIO-CULTURAL SPACE OF MODERN SOCIETY

Objective. To represent library communication in the socio-cultural space of modern society. **Methods.** The methodology of the article was based on a set of general and special methods of scientific knowledge. **Results.** We substantiated the essence and content of the term "library communication" as a pre-planned activity in the socio-cultural space of modern society. There are presented the structural content elements of library communication; goal, objective, essence, driving mechanism, purpose, implementation, basic tools, main communication product, indifferent components, sources, environment and specifics of functioning, levels and result. We established that library practice today is constantly enriched with new phenomena and concepts to denote them, for which library science as a science should formulate appropriate terms, provide theoretical and methodological justification. **Conclusions.** It is argued that in the context of the theory of social communications, the institutionalization of the term "library communication" as a separate type of professional communication and the driving force of the transformation of the library business is relevant.

Keywords: library; library communication; information society

Introduction

The information and communication activity of the library as a unique social institution, whose mission is realized through the transfer of culturally significant and science-intensive information, in the conditions of accelerated scientific-technical and technological progress undergoes significant transformations. These changes are expressed in the mutual optimization of the internal structure and external relations of the library, which is embodied in new products and services for the successful development and maintenance of competitive advantages in the market based on optimal algorithms. Transformation of the postulates of the past and interpretation of modern theories of communication in the context of the information and library sphere is an important task of today's library science as a science of library genesis and evolution. "According to the new paradigm in library science, the modern library is part of the system of social communications of society, which is formed by institutions that are associated with any means of recording and processing documents, information and knowledge and contribute to social consciousness and social intelligence" (authors' transl.) (Davydova, 2013).

It is worth emphasizing the presence of significant scientific achievements in relation to the communication essence of the library, its communicative practices and functions. In the scientific discourse we have not found a separate study of the essential characteristics of library communication (hereinafter LC), its structural elements. In general, the work of librarians is concentrated around the content and directions of communication (information and communication) activities of libraries. "Terminological issues regarding the qualification of library science, as a rule, remain out of the attention of scholars" (authors' transl.) (Shvetsova-Vodka, 2019b).

Methods

The methodology of the article was based on a set of general and special methods of scientific knowledge. The structural-functional method is used to identify the content elements of library communication. The dialectical method presents the progress of the library as a socio-communicative system of the information society. The use of the methodology of terminological analysis (Pshenichna & Shishkina, 2004) whose object is not the object itself, but deliberately processed information about it, including properties, features of the object and the subject field of its operation, allowed to propose a definition of the term “library communication”. In general, the term “library communication” in the discipline-specific terminology that serves scientific theory has reasonable prospects. The application of methods of analysis and synthesis made it possible to identify the main current trends in the development of library communication.

Analysis of recent research. A significant contribution to the study of the coevolution of science and scientific communication of libraries was made by G. Shemayeva (2008, 2009, 2015). Exploring the theoretical and methodological foundations of the communicative function of the library for the organization of its system-integration interaction with open science, V. Kopaneva (2017) presented the expansion of the communicative activity of the scientific library for it to ensure, along with preservation and free distribution, full cycle of new knowledge, at all stages of the research process. T. Granchak (2012) analyzed the participation of libraries and their information-analytical structures in the processes of political communication, outlining the priority areas for the development of libraries in the system of political communication. The main trends in the development of library communication models (hereinafter LCM) of domestic higher education institutions in terms of informatization and their integration into a single communication space of the information society are identified by T. Kolesnikova (2013). LCM of higher education institutions are considered as a set of purposeful processes of exchange of basic means of communication (documents, information, knowledge) in appropriate forms, transmitted through communication channels, reproduced in the relevant traffic flow patterns and determined by certain communication links within the existing communication environments. Important in the context of the chosen topic is the scientific work of I. O. Davydova (2014) on the study of library as a communication system and the specifics of its communication processes. We agree with the author that communication is not just an integral part of various areas of library activities, but “its structural affiliation is determined as the most important component of the subsystem, ensuring its integrity and development” (authors' transl.) (Davydova, 2014). The conceptual meaning and etymological nature of the interdisciplinary term “communication” are covered by G. Onufrienko and A. Chernevych (2010). G. Shvetsova-Vodka (2019a, 2019b) generalized modern ideas about sciences that study communication (communication science, communicative studies, noocommunicology), and described the differences between the terminological elements derived from «communication», in particular «book communication» (“a type of social information communication in which the means of transmitting information in society is a book” (authors' transl.)). Thus, from the standpoint of the latest, updated theoretical and methodological research, we define library communication in the socio-cultural space of modern society.

Results and Discussion

In the context of global digitalization, fundamental for the progress of the library as a socio-communicative system of the information society and a full-fledged subject of the national

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humanitarian space is the development of library communication, which has not yet acquired a systemically controlled character in the domestic library-information sphere, despite the diversification (the Neo-Latin diversificatio - change, diversity; from diversus - different and facere - to do) of library production.

The ambiguity of the word “communication” (Latin communicatio – unity, transmission, connection) is embodied in such concepts as 1) the way of communication (air); 2) form of communication (telephone); 3) the act of communication, information notification. That is, we treat communication as an information exchange. “The processes of globalization and informatization, in which the amount of human knowledge is at least doubled every year, stimulate multi-parameter and fundamental linguistic research of such a multidimensional phenomenon as communication – a process of active and accelerated information exchange. The term «communication» is the basis for the creation of a number of derivative heterogeneous term units according to different models” (authors' transl.) (Onufrienko & Chernevych, 2010), one of which is “library communication”. Given the fair maxim of G. Onufrienko and A. Chernevych (2010) that “the conceptual essence [of the term “communication”] is determined by professional discourse”, we consider it appropriate in the library-information sphere to use the term “library communication” in the context of innovative ideas of digitalization and requirements of the knowledge society. The proposed word-forming model corresponds to the laws of the Ukrainian language, and the language practice testifies to the birth of a somewhat different lexical meaning in it.

The successful development of the library, the constitutive feature of which is the adaptive (Latin adapto – adjust) nature and its socio-communicative purpose, is advanced by the progress of library communication, as a conceptual basis of its activities, where interactive information exchange processes are decisive. “The communicative nature of libraries is enhanced in the information society, in the future – the knowledge society” (authors' transl.) (Davydova, 2014).

Library communication is a set of pre-planned actions of information and communication activities of the library, the structural content elements of which are as follows:

- ✓ The major *goal* of LC is to strengthen the position of the library in society;
- ✓ The main *objective* of LC is expressed in improving the image of the library in society;
- ✓ The *essence* of LC is to ensure the system and integrity of information and communication activities of the library;
- ✓ The driving *mechanism* of the LC is the establishment of communication links of the library through the development, distribution and use of library products (library-information resources, services, etc.) in the process of information and communication activities;
- ✓ The *purpose* of LC is multifactorial coverage of socio-cultural reality through constant monitoring for the humanization of the consolidated scientific-educational-cultural space;
- ✓ LC *implementation* takes place through direct involvement in the social sphere;
- ✓ The basic *tools* of LC: new models of interaction with potential users, the optimal combination of traditional and modern forms of PR-activities to promote books and reading (book trailer), types of popularization of the library in the community (flash mob) or professional community (scientific conference);
- ✓ The *main communication product* of LC is information focused on information-communication needs of a certain category of users;

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- ✓ The *indifferent components* (English component – part) LC – subject (librarian / library), object (librarian of another library, user, resident (community)), means of communication (including social networks);
- ✓ LC *sources* include a conglomeration of intellectual (key professional competencies of employees involved in library communication), information (services, products), intangible assets (organizational memory, corporate culture, etc.) and material resources (for example, library collection, historical and cultural property where it is located) of a library;
- ✓ LC *environment*: traditional (offline) and up-to-date (online);
- ✓ The *specifics of LC functioning* is a conceptual factor of optimization and modernization of library practice;
- ✓ LC *levels*: internal library and external library;
- ✓ LC *result* is an effective economic development of society and enrichment with new knowledge based on intellectual and spiritual development of a socially adapted citizen with high moral values.

The resourcefulness of library communication, taking into account the integrative nature of the library and the features of new communication channels, is manifested in obtaining the planned desired result, established traditions and proven methods and forms. Library communication, targeted at long-term focus, is a fundamental factor in the functioning of an effective library-information sphere.

“In the context of organizational and structural transformations, when libraries master the electronic space and function in a distributed information environment as network structures, the importance of intra-library and inter-library communications, the responsibility of working groups and multifunctional project teams that carry out innovative activities is increasing” (authors' transl.) (Davydova, 2014).

Conclusions

Today, library practice is constantly enriched with new phenomena and concepts to denote them, for which library science as a science should formulate appropriate terms, provide theoretical and methodological justification. In the context of the theory of social communications, the institutionalization of the concept of “library communication” as a separate type of professional communication and the driving force of the transformation of the library business is relevant. We consider promising the further scientific research to analyze and clarify, taking into account the current circumstances, library communication as a subsystem of a holistic communication system, which is constantly undergoing both internal system changes and external factor influences.

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БІБЛІОТЕЧНА КОМУНІКАЦІЯ В СОЦІОКУЛЬТУРНОМУ ПРОСТОРИ СУЧАСНОГО СУСПІЛЬСТВА

Мета. Репрезентувати бібліотечну комунікацію в соціокультурному просторі сучасного суспільства. **Методика.** Методологія статті базувалася на сукупності загальних та спеціальних методів наукового пізнання. **Результати.** Обґрунтовано сутність і зміст терміна «бібліотечна комунікація» як заздалегідь спланованої діяльності в соціокультурному просторі сучасного суспільства. Представлено структурні контентні елементи бібліотечної комунікації: мета, ціль, сутність, рушійний механізм, призначення, реалізація, базові інструменти, основний комунікаційний продукт, індиферентні компоненти, джерела, середовище та специфіка функціонування, рівні та результат. Встановлено, що бібліотечна практика сьогодні невпинно збагачується новими явищами та поняттями на їх позначення, яким бібліотекознавство як

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наука повинна сформулювати відповідні терміни, надати теоретико-методологічне обґрунтування.
Висновки. Аргументовано, що у контексті теорії соціальних комунікацій актуальним є інституціалізація терміна «бібліотечна комунікація» як окремого виду професійного спілкування та рушійної сили трансформації бібліотечної справи.

Ключові слова: бібліотека; бібліотечна комунікація; інформаційне суспільство

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ON THE FULL-FLEDGED MISSION STATEMENT OF THE UNIVERSITY SCIENTIFIC LIBRARY

The mission statement of an organization compiled in accordance with the definition of the term “mission” of the dictionary of the ISO 9000 quality management systems standard cannot be recognized as an effective management tool, since the ISO requirements for this document are too generic and vague. The **objectives** of this work were to clarify the functions of the mission statement of the university library as a management document, to develop a definition of the mission statement, consisting mainly of a list of its functions, and to develop a full-fledged mission statement of the Scientific Library of the Belarusian National Technical University based on the developed functional definition. Accordingly, the **methods** of work were the retrieval and interpretation of relevant scientific literature and the synthesis of data obtained from it for the development of new documents, viz. the definition of the mission statement and the mission statement of our library based on it. As a **result**, the intended functional definition of a university library mission statement as a full-fledged effective management document has been given and the mission statement of the Scientific Library of the Belarusian National Technical University has been crafted. The aspects of improving the efficiency of the library after the adoption of the new mission statement **are briefly discussed**.

Keywords: mission statement; functions; definition; efficiency; university library

Introduction

The mission statements that are compiled guided only by the definition of the term “mission” of the dictionary of the ISO 9000 quality management systems standard cannot be recognized as an effective management tool since the ISO requirements for this document are too generic and vague. For example, the dictionary definition of a mission does not require distinguishing an organization from a number of single-profile ones, does not aim at forming interest in an organization among its customers, does not assume that the mission statement would stimulate and consolidate employees. Meanwhile, all these signs are characteristic for some mission statements of the US and UK organizations. At the same time, following the definition of the mission in accordance with ISO only, it is possible to draw up a formally correct statement, which, however, will say actually very little about the organization.

If a librarian, being in search of fresh ideas about effective wordings of library mission statements, consult some of the Russian-language library literature, he (she) will be in a need, first of all, for a strict distinction between two fundamentally different meanings in which the term “mission” is used in it. Thus, the Librarian’s Handbook (*Spravochnik bibliotekarya*, 2010) describes the library mission as an important management document (p. 349–351), but at the same time states that “there is a broad and narrow understanding of the mission” (p. 429). At the same time, “in a broad sense, the mission is the purpose, the meaning of the library’s existence, the expression of its values, beliefs and principles” (Stolyarov, 2010, p. 10), while “in a narrow sense, the mission manifests itself as a sufficiently substantial and detailed statement about what each particular library exists for. This wording reflects both the belonging of the library to the category

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of library institutions, and its uniqueness, difference from all others” (*Spravochnik bibliotekarya*, 2010, p. 429). It is clear that we are interested in the mission (mission statement) as in an effective management document “that directs the organization” and is able to “inspire employee”, that inspires “an image of the organization’s character”, thereby setting “a tone, through which actions are guided” (Kadhium, Betteg, Sharma, & Nalliah, 2021, p. 1)... in other words, we are interested in the “library mission” in the narrow meaning of this term.

It is clear that in order to develop a full-fledged mission statement, it is necessary to use both empirically accumulated corresponding world experience (to a certain extent presented in the mission statements collection compiled by J. M. Graham & W. C. Havlik), and the results of theoretical studies of the functions of this document. At the turn of the twentieth and twenty-first centuries, one of the co-authors was already dealing with the issue of highlighting the functions of mission statements. Based mainly on the mentioned book by J. M. Graham & W. C. Havlik (1994), on the few examples of mission statements of organizations in the USA and UK known to him, and on the first library mission statement in Belarus, developed in 1994 by the late V.A. Golubev (State Institution "I. S. Lupinovich Belarus Agricultural Library" of the National Academy of Sciences of Belarus, 2021), he twice tried to present his idea of the functions of this document (Lazarev, 2000, 2001). When combining the lists of functions given in these two papers, the following functional definition is obtained:

“Mission statement <1> *distinguishes* the organization from other organizations of its type; <2> indicates the *principal product or service area*; <3> describes *geographic parameters* of organization (e.g., Marseilles, France, European Union, Europe, etc.); <4> embodies the *strategic decision-making philosophy* (in particular: <4.1> by featuring the statement of *purpose*; <4.2> by describing the *strategic objectives, intent and business direction* for the organization; <4.3> by describing the organization’s *work in the context of achieving these goals*; <5> reveals the *image of the organization that its managers seek to project*, reflects the *expectations of the public*; <6> reflects the organization’s *self-concept*, understanding of its influence on the external environment and the influence of the environment on the organization; <7> embodies the primary *client needs* that the organization will attempt to satisfy; <8> demonstrates that the organization’s *top priority is the client* and reflects the *concern for quality* of the organization’s activity; <9> *stimulates the effective and creative work of the staff*, consolidates the efforts of the staff members (in particular: <9.1> by indicating the organization’s *ability to satisfy the principal desires of employees* and stockholders over the long term; <9.2> by *featuring a most important role of the staff*; <9.3> by the use of such wording and/or style that *make the staff proud* of the organization, that inspires the wish to work more effectively for the sake of its strategic aims; <10> reflects the other *values, priorities* and *fundamental beliefs* of the organization; <11> describes the *technology* that is used in the organization’s work; <12> idealizes the organization just as much as idealization helps to avoid disappointment (and not vice versa); at the same time, it does not intersect the border of truthfulness”.

Methods

It is clear that one of the methods of this work was the analysis of relevant publications (not limited to the problems of exactly the university library, or any library, or the university as a whole), with special attention to the functions of the mission statement and ways of their implementation. Based on the analysis performed, we supplemented and clarified the functions of the full-fledged mission statement of the university library and crafted on their basis the “Mission of the Scientific Library of the Belarusian National Technical University”.

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Results and Discussion

1. Due to the limitations on the volume of the article it is just not possible to present and discuss here all the significant results of the analysis of literature and materials (mainly concerning the wordings of the mission statement functions and examples of their implementation). Therefore, we will touch on only some most important points.

- I. Efe & O. Ozer (2015) note that in the process of forming the university's mission statement, it is important to include data on cultural traditions, historical context, and economic conditions in it. This recommendation is presumably true for university libraries (and scientific libraries in general). N. V. Zbarovskaya (2003, p. 134) also points out the need to take into account the history of the library when developing its mission statement. The corresponding data are helpful for distinguishing the organization from other organizations of its type.

- R. N. Shamgunov (2011) proposes that the question "What are we *not* doing and will not do?" ought to be one of the key questions to be answered by the developer of the mission statement. The answer to it is extremely useful, because it makes it possible to make the wording of the above-mentioned functions 4.2, 4.3 and 6 (and, possibly, not only these functions) clearer.

- The wording "The mission is based on such characteristics of the company that are its strengths and can make the company be successful in the market" (Powerbranding, n.d.) is close, as it seems to us, to the formulations of functions 5 and 12 mentioned in the Introduction. The fact is that fulfilling the cited requirement helps to better reveal the image that the library managers seek to project (function 5); and, as for function 12, its wording can be clarified taking into account the cited requirement as follows: "idealizes the organization exactly as much as idealization helps to avoid disappointment (and not vice versa); at the same time, the border of truthfulness is not intersected and no exaggerations take place, but there is just a strong emphasis on the strengths of those activity and product, that favorably distinguish the organization from the activities and product of competitors".

- From other wordings given in the anonymous article "*Sovremennyi podkhod...*" (Powerbranding, n.d.), we note the following: "The mission <...> is a platform for setting strategic goals; it sets the general vector of business development and makes it possible to set priorities correctly". These wordings are close to the wordings of functions 4.1, 4.2 and 7 as presented in the Introduction.

- An indication that the mission statement "promotes unity within the library or library community", that it promotes "the creation of corporate spirit" (Zbarovskaya, 2003, p. 133) is close to function 9 of the working functional definition presented in the Introduction; moreover, this wording is so good (at least in relation to such an institution as a library) that it seems appropriate to include it verbatim in our new definition (see subparagraph 9.4 presented in subchapter 2 of the Results and Discussion).

- In the book by G. Y. Kudryashova (2004), a number of functions of the library mission are given, of which we consider the following to be noteworthy: "the mission guarantees that contradictory goals will not be pursued, instills confidence that the university library's activities are based on clear joint goals" (Kudryashova, 2004, p. 91). We believe that the indication of the clarity of goals and their consistency with the goals of the university is part of the disclosure of the philosophy of the organization—less straightforward than by "formulating the goals of the organization" (Lazarev, 2000, p. 10). In our opinion, excessively straightforward wording of goals can cause not optimism, but skepticism; balance is important here... At the same time, in relation to the university library, it may be very important to indicate that the goals of the library and the university itself are to a certain extent joint... By the way, in this context, even the most general

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declarations about the role of the mission may be important when developing the mission statement of the university library. Thus, when looking at such an imaginative and inspiring formulation as “Mission is the lens to which the organization views the relationship between students, educators, other stakeholders, and academia as well as the local and global communities” (Keefe, 2020, p. 1), from the perspective of a librarian, it shows an incentive to identify the role of the university library in the development of mutually beneficial relations between these “parties” and “communities” to improve the research and educational activities of the university.

- Also, in order to develop the mission statement of our library, we found it useful to take into account such a function of the library mission statement as being the basis for setting library goals, ensuring consistency of the set of goals, helping to develop a library development strategy, “setting the direction and permissible limits of the library's functioning” (Zbarovskaya, 2003, p. 133).

- The idea of the orientation of the organization's mission statement to the future seemed also very important to us (Parshukova, 2002). At the same time, the cited author points out, in particular, that when creating a mission statement, “a reference to the future is necessary, but the main attention should be paid to the present”. It would seem that in good mission statements this demand is immanently met even without its formulation. Especially, in such organizations as a university or a scientific library. Nevertheless, we really believe that perhaps the wording of the library mission statement would have aroused more confidence among readers when indicating in it the library's readiness for the challenges of the future. The main thing is not to fall into populism, not to slip into the formulation of primitive or obviously impossible slogans, excessively general attitudes... but soberly formulate a *feasible* direction for future activities.

- Going far beyond the analysis of the functions of mission statements, we note that the performance of at least the first two functions of the mission statement (according to the Introduction) requires an *accurate selection of words*. An interesting and rather curious example that illustrates this idea is the paper by M. F. Firmin & K. M. Gilson (2009) which analyzed the mission statements of 107 organizations of the Coalition of Christian Colleges and Universities¹, but only 68% of them used the word “Christian” in the mission statements, 43% of the organizations mentioned Christ, 31% used the word “faith”, 27% used church-related concepts such as *kingdom*, only 26% – “God”, 23% – “Bible”... However, the word “education” – the most frequent component of the analyzed mission statements – was used only by 70% of them; and in general, it is quite difficult for us to understand how can mission statements devoid of these words at all somehow identify these organizations and describe their activities.

Also, a good illustration of how much accurate word selection means for the successful crafting a mission statement is the work by J. D. Cortés-Sánchez (2017), in which, as a result of analyses of mission statements of 149 European, 88 North American, 73 Asian, 9 South American, 4 African universities and 26 universities of Oceania, it was found, in particular, that the mission statements clearly do not use enough terms related to education; moreover, the word “education” is adequately represented only in the formulations of Asian universities (Cortés-Sánchez, 2017, p. 32); “collaboration” is usually only briefly mentioned in mission statements, despite its effective role in research and training (*Ibid*).

2. Taking into account the literature data, we come to the following updated and reconsidered working definition of the “ideal” mission (in relation to the university library), consisting, with the exception of the last phrase, from the set of its functions:

¹ About this coalition it can be read at <https://www.cccu.org/membership/#heading-membership-categories-2>

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“Mission statement <1> *distinguishes* the library from other libraries of its type; <2> indicates its *principal product or service area with a delimiting indication of what the library does not and will not do* (Shamgunov, 2011); <3> describes *geographic parameters* of the library (e.g., Marseilles, France, European Union, Europe, etc.); <4> embodies the *strategic decision-making philosophy* (in particular: <4.1> by featuring the ***transparently clear and consistent statement of purpose in the context of the university's goals*** (Kudryashova, 2004; Zbarovskaya, 2003); <4.2> by ***clear and consistent*** (Kudryashova, 2004) describing the *strategic objectives, intent and business direction* for the library; <4.3> by describing the organization's *work in the context of achieving these goals*; <5> ***briefly highlights the cultural traditions and historical context of the library and the university*** (Efe & Ozer, 2015), ***provided that these data increase its attractiveness—as well as the attractive characteristics of the university as the “habitat” of the library (if any)*** (Zbarovskaya, 2003); <6> reveals the *image of the library that its managers seek to project, reflects the expectations of the public*; <7> reflects the library's *self-concept, understanding of its influence on the external environment and the influence of the environment on it*; <8> embodies the *primary user needs* that the library will attempt to satisfy, ***showing how the library will make user's life better*** (Powerbranding, n.d.) ***and how it can prepare him (her) for the challenges of the future*** (Parshukova, 2002); <9> demonstrates that the organization's *top priority is the client* and reflects the *concern for quality* of the organization's activity; <10> stimulates the *effective and creative work of the staff*, consolidates the efforts of the staff members (in particular: <10.1> by indicating the organization's *ability to satisfy the principal desires of employees and stockholders over the long term*; <10.2> by *featuring a most important role of the staff*; <10.3> by the use of such wording and/or style that *make the staff proud* of the organization, that inspires the wish to work more effectively for the sake of its strategic aims, ***<10.4> by dictating the norms of behavior for employees and the formation of corporate culture*** (Zbarovskaya, 2003; Powerbranding, n.d.); <11> reflects the *other values, priorities and fundamental beliefs* of the organization; <12> describes the *technology* that is used in the organization's work; <13> idealizes the organization just as much as idealization helps to avoid disappointment (and not vice versa); at the same time, it does not intersect the border of truthfulness, ***and idealization is achieved just by a strong emphasis on the strengths of the activity and product which favorably distinguish the library from the activities and product of competitors*** (Modern approach..., s.a.), ***but not by actual exaggerations.***

When crafting the mission statement, it is critical to accurately select the necessary vocabulary (Firmin & Gilson, 2009; Cortés-Sánchez, 2017) ***that reflects the specifics of the organization's professional activities and products, regional aspects of its activities, and consumer needs***”.

New wordings in this definition (in comparison with the formulations given in the Introduction) are highlighted in bold italics indicating the source of their borrowing cited in this article or the source that inspired the formulation of the idea.

We believe that this definition, if adjusted in an appropriate way, can be applied to the wording of the mission of almost any organization. We would also like to note that, like the definitions given in the papers by V. S. Lazarev (2000, 2001), this definition is proposed not as a “Procrustean bed”, but rather as an ideal to strive for.

3. Based on the above working functional definition, a fundamentally new wording of the mission of the Scientific Library of the Belarusian National Technical University has been crafted. Not all the requirements of this definition were included in it, and some of them had to be deliberately avoided, because, e.g., due the absence of financial independence of the library, it cannot guarantee the fulfillment of a number of the corresponding obligations and aspirations.

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According to the new wording of the mission of the Scientific Library of the Belarusian National Technical University (BNTU), our library, “is a Belarusian university library, which is characterized by its breadth, expressed in the diversity of the stock’s coverage of engineering and technical disciplines (*but not only these ones*); in providing transnational access to information on these disciplines (*but not only these ones*); in servicing BNTU employees and students of all specialties (*but not only those working and studying at BNTU*); in presenting a variety of library and information services. Assistance and training services are provided not only to readers, but also to authors. The daring and qualified staff of the library valued by the library management strives to improve the qualifications of users directly or indirectly, to promote the papers of researchers in such scholarly publications that are visible to the whole world, and also, on the basis of the principles of open science to popularize the published papers and books by authors from BNTU and the results obtained by them. We also contribute to arousing students’ interest in scientific work, helping them “to open the door to science”. The promotion of the book and culture in general, the education of the user is also the subject of our concern, our essential value.

At the same time, the Library welcomes the cooperation of both specialists and groups within the library itself (maintaining faith in the value and uniqueness of each individual employee), and interlibrary, interinstitutional cooperation.

We strive to ensure high-quality and effective access of users to information that will contribute to educational, research, professional activities, cultural and ideological education of students and university staff. We strive to be ready for the challenges of the future and to foster such readiness among our users”².

Considering this text, it can be noted that not all the above-formulated requirements are met literally, that individual elements of the mission statements often correspond not to one highlighted function, but to several ones at once. All this should not be surprising: it is known that classifications are always poorer than the systems they reflect, that “the letter kills, but the Spirit gives life” (2 Cor., 3:6) or, if you like, that “*grau <...> ist alle Theorie*”, as formulated by Goethe...³

Can we talk about the beneficial effects of the new mission statement? Within the three years after the approval of the new mission, the library made a great progress in the development of the repository, the promotion of scientific papers of the University employees in journals indexed by scientometric databases, in the development of profiles of researchers facilitating promoting transparency of their work, etc. Apparently, a certain incentive for this progress was the new “Mission of the BNTU Scientific Library”, which, “meeting” the reader at the entrance to the library, simultaneously” could have led him (her) to an idea to seek “help and training services”. Who knows... of course, it is impossible to single out the exact share of the mission statement’s contribution to this library progress. Or maybe we just don’t need to single it out? After all, success factors are complex.

In any case, we believe that the “adventures” of the full-fledged mission statement of the BNTU Scientific Library have only just begun

² Since our University has such strong non-purely engineering faculties as the Faculty of Marketing, Management and Entrepreneurship and the Faculty of Management and Humanitarian Technologies, our library has the corresponding strong thematic fragments of its stock and the services provided to specialists and students of these faculties. Also, in addition to library and information services, the BNTU Scientific Library provides educational, advertising, etc. services. These and similar circumstances give rise to the formulation “*but not only*”, indicating that, in addition to the specified activity, another one is being performed—not the main one, but meaningfully closely related to the main one. In order to preserve the harmony of the reflection of the key characteristics of the library, the description of such activities is intentionally not specified.

³ https://www.gutzitiert.de/zitat_autor_johann_wolfgang_von_goethe_thema_denken_zitat_6033.html

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At the end of the article, the authors would like to quote a phrase that greatly inspired us both to write the paper and to write the principally new mission of our library: "...mission provides the basis for a culture that will guide future executive action" (Pearce II, 1982, p. 15).

Conclusions

So, since we cannot recognize the mission statement of an organization crafted in accordance with the definition of the term "mission" of the dictionary of the ISO 9000 quality management systems standard as an effective management tool, we have clarified the list of functions that, as their analysis of the literature shows, are performed by a full-fledged mission statement of the university scientific library. With the use of the updated list of functions, a working functional definition of the mission statement of such a library has been developed. Guided by the latter, we have crafted a new wording of the mission of the Scientific Library of the Belarusian National Technical University that forms the attractive image of the library in the eyes of its users, encourages them to apply for services in editing their profiles, choosing journals for submitting papers and others aimed at increasing the visibility of their work, promotes consolidation of the library staff... etc. We believe that the contribution to the progress of our library in recent years has also been made by the existence of its new mission statement, by the fact that *it is being read*.

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ПРО ПОВНОЦІННУ МІСІЮ НАУКОВОЇ БІБЛІОТЕКИ УНІВЕРСИТЕТУ

Формулювання місії (mission statement) організації, складені лише відповідно до визначення терміну «місія» у словнику стандарту систем менеджменту якості ISO 9000, не можуть бути визнані ефективним інструментом управління, оскільки вимоги ISO до цього документа є загальними. **Завдання** цієї роботи: уточнення функцій формулювання місії (mission statement) університетської бібліотеки як управлінського документа; розробка визначення формулювання місії, що складається переважно з переліку її функцій; та розробка повноцінного формулювання місії (mission statement) Наукової бібліотеки Білоруського національного технічного університету на основі розробленого функціонального визначення mission statement. Відповідно, **методами** роботи були пошук та інтерпретація відповідної наукової літератури та синтез отриманих з неї даних для розробки нових документів (визначення mission statement, самої mission statement) на їх основі. В **результаті** створено визначення mission statement як повноцінного ефективного управлінського документа та розроблено mission statement нашої університетської бібліотеки. Коротко **обговорюються** аспекти підвищення ефективності роботи бібліотеки після ухвалення нової mission statement.

Ключові слова: mission statement; функції; визначення; ефективність; університетська бібліотека

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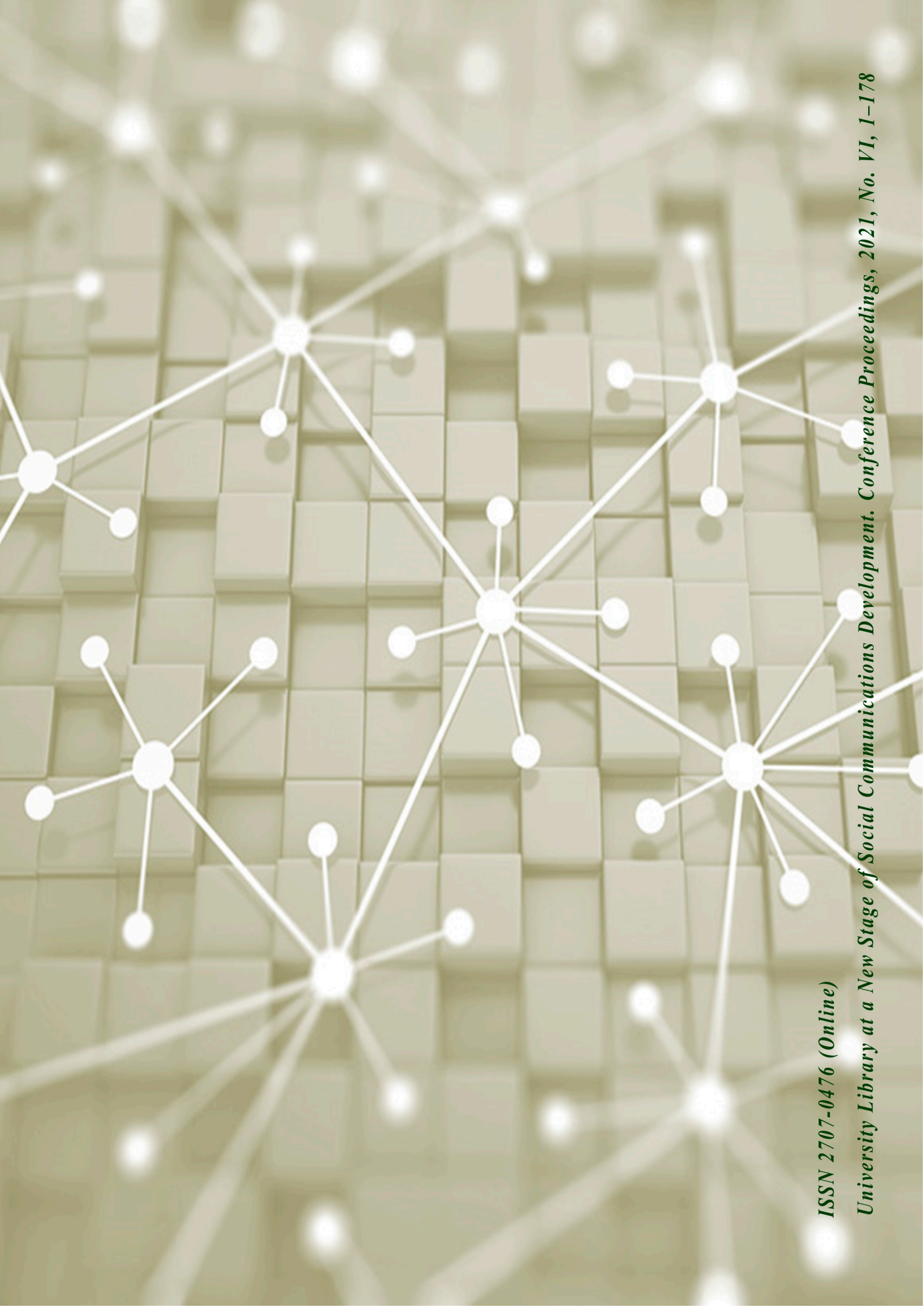
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