SECTION: PEDAGOGY, PHILOLOGY AND LINGUISTICS

COMPONENTS OF THE PEDAGOGICAL SYSTEM OF FORMING STUDENTS' INFORMATION CULTURE IN A DIGITAL UNIVERSITY

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Formation of students' information culture in new generation universities is a multidimensional problem that covers cognitive, technological, and socio-cultural aspects. In the context of the digital transformation of society, digital technologies play a key role in all areas of professional and social activity, necessitating the development of digital competencies as an integral element of the educational process [1, p.809]. Students' ability to think critically, effectively manage information flows, and interact safely in the digital environment depends on the level of their information culture [2, p.1230].

The labor market, culture, education, and healthcare are undergoing significant changes as a result of the global digitalization process, which is based on the integration of digital technologies into all aspects of social life. The use of information resources and digital services helps to overcome communication barriers, expand access to knowledge and cultural heritage, and increase the effectiveness of professional activity. However, the full integration of future specialists into the digital environment requires purposeful pedagogical activity aimed at forming their information culture.

The digital transformation of higher education involves not only the technological modernization of the learning process but also the system updating of methodological approaches to the formation of students' information culture [3, p.112]. This involves the development of information literacy, critical thinking, an ethical attitude to digital content, as well as skills in safe work with information technology. Increasing the level of students' information culture is an important factor in overcoming digital inequality, ensuring their competitiveness in the labor market, and preparing them for effective work in a digital society [4, p.259].

Components of the pedagogical system of forming students' information culture in a digital university cover theoretical and methodological, content, procedural, and evaluation and result aspects. The target component involves defining the key conceptual foundations based on the philosophy of digital society, system-activity, contextual, axiological, and environmental approaches. The principles of forming students' information culture are also important, including: actualization of value and worldview aspects of education, active involvement of students in interaction in the digital environment, development of their independent activity and critical thinking.

A well-organized digital educational environment expands the possibilities of cooperation, communication, and feedback [5, p.51], which should be reflected in the content, process, and evaluation and result components of the model of students' information culture formation. The content component involves the use of educational and methodological, scientific, reference, and other materials that ensure the achievement of goals and objectives. The information culture of students is a systemic phenomenon that covers a set of competencies related to digital literacy, security of work with information resources, skills of analysis and critical reflection on digital content.

One of the innovative ways of forming students' information culture in a digital university is the implementation of a digital avatar - a personalized virtual assistant that helps students adapt to the digital learning environment, helps them master digital interaction skills, and integrates individual learning trajectories. The use of a digital avatar allows implementing a personalized approach to learning, as it can adapt content, recommend educational resources, analyze student progress, and promote self-education [6, p.53].

The development of a digital avatar integrates various educational technologies aimed at forming students' information culture. This approach involves the use of a virtual mentor to teach basic skills in digital literacy, information security, big data, and critical evaluation of information. An important element is the gamification of the educational process, which helps to increase student engagement.

It is important to note that a well-organized digital educational environment expands the possibilities of cooperation, communication, and feedback, which should be reflected in the content, process, and evaluation and result components of the model of students' information culture formation. The content component involves the use of educational and methodological, scientific, reference, and other materials that ensure the achievement of goals and objectives. The information culture of students is a systemic phenomenon that covers a set of competencies related to digital literacy, security of work with information resources, skills of analysis and critical reflection on digital content.

The procedural block provides access to the resources of the content component and includes methods, forms, and means of organizing the educational process that contribute to the effective use of the university's digital environment. It contains mechanisms for preparing students for independent work with information resources, developing learning autonomy, and teamwork skills.

The procedural block includes digital learning tools that cover various interaction formats. Among them are asynchronous e-learning tools (dashboards, blogs, forums, wiki systems, podcasts, interactive video lectures) that allow students to work independently with educational content at a time convenient for them, receiving feedback from the teacher. Synchronous communication tools include chats, video conferences, and mobile platforms for collaboration that allow students and teachers to interact in real time.

The procedural block also includes knowledge control tools, such as electronic tests, case tasks, analysis of practical situations, as well as assessment systems that allow for final control and determine the level of mastering the educational material. Separately, we consider technologies for monitoring students' activity in the digital

educational environment, which allow us to analyze the level of their involvement in the learning process, integrating algorithms for recording attendance, assessing performance, and personalized recommendations.

The evaluation and result component is a diagnostic tool for determining the level of students' information culture. It includes the following evaluation criteria: cognitive and procedural, value-motivational, reflexive and activity, personal and developmental. The levels of students' information culture formation are defined for these criteria: threshold, basic, conscious, practical, and creative levels.

The prognostic component determines the further vector of students' development in the professional sphere, clarifying the role of information culture in the performance of labor functions and adaptation to the digital labor market. It provides an insight into the prospects for applying the acquired knowledge and skills in future careers, emphasizing the importance of digital competencies for successful professional activity.

The formation of students' information culture in a digital university is a complex and multidimensional process that requires the integration of pedagogical, technological, and organizational components. The proposed structure of the pedagogical system covers target, content, procedural, evaluation and result, and prognostic components that allow for the effective development of students' information competencies. A special role in this process is played by a digital avatar, which not only provides personalized learning and an adaptive approach but also promotes the development of critical thinking skills, analysis of information flows, and digital security. The implementation of such a tool makes it possible to optimize learning activity, increase student engagement, and create an innovative educational environment that meets the challenges of the digital age.

The procedural block of the pedagogical system ensures the integration of modern digital technologies into the educational process, expanding the possibilities of synchronous and asynchronous interaction between students and teachers. The use of student activity monitoring tools, formative and summative assessment tools, as well as digital analytical platforms helps to increase the efficiency of the educational process. The evaluation and result component allows us to determine the level of formation of students' information culture, providing a differentiated approach to assessing their competencies. The results of the study can serve as a basis for further improvement of the digital educational environment, development of new learning models, and formation of effective methods of pedagogical interaction in a digital university.

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FORMATION OF AN INNOVATIVE EDUCATIONAL ENVIRONMENT FOR TRAINING SPECIALISTS IN LIBRARY, INFORMATION, AND ARCHIVAL SCIENCES IN HIGHER TECHNICAL EDUCATION INSTITUTIONS

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Modern labor market demands present new challenges for Ukraine’s higher education system, necessitating the continuous adaptation of specialist training to the realities of a rapidly evolving world. In the context of globalization, technological advancements, and profound socio-economic transformations, it is imperative to establish conditions for preparing professionals capable of meeting contemporary labor market requirements. This is particularly relevant to the training of future specialists in library, information, and archival sciences, where a critical emphasis is placed on mastering cutting-edge technologies and information management methods, ensuring effective data storage and processing, and operating efficiently within a digitalized and innovation-driven environment.

Professional training in this domain must foster not only specialized knowledge but also competencies aligned with modern professional standards. This includes the development of digital literacy, proficiency in working with big data and digital archives, expertise in knowledge management systems, and the ability to adapt to emerging