



INSTITUTIONAL LIBRARY OF VOCATIONAL EDUCATION AS A SUBJECT OF EDUCATIONAL ENVIRONMENT DESIGN

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Abstract

The research's relevance is driven by the need to develop libraries of vocational education institutions as subjects of educational environment design.

Objective: To substantiate the role of the vocational education institution's library in the design of the educational environment.

Methods: Analysis of scientific sources and practical experience of vocational education institutions' libraries to substantiate their role in educational environment design.

Results: The essence of the environmental approach is substantiated, the concept of "personal-development environment of a vocational education institution" is defined, the design skills of library staff are characterized, their role and functions in the modern educational process are determined, websites of vocational education institutions' libraries are analyzed, the specifics of the V. O. Sukhomlynskyi State Scientific-Pedagogical Library of Ukraine's activity in providing scientific-methodological support for the development of subjectivity of educational libraries in educational environment design are highlighted.

Conclusions: The application of the environmental approach in modern vocational education implies indirect management of the educational process, with a primary focus on the proactivity of the student, his self-education, self-upbringing, and professional self-development; the design of a personal-development environment in a vocational education institution involves interaction among scientists, methodologists, educators, library staff, and students, and aims to effect positive changes both in the educational process and in the experience of the subjects of interaction; based on the analysis of research, the components of the modern personal-development environment of a vocational education institution are identified (subject, axiological, sociocultural, informational, organizational-activity, material-technical, virtual); libraries of vocational education institutions realize their subjectivity in the design of the educational environment, which involves changing the role and functions of their employees, who act as information intermediaries for students and teachers, master innovative pedagogical technologies, efficiently use computer and telecommunication technologies, navigate in the virtual space; the positive experience of libraries in designing educational environments of vocational education institutions is linked with the quality of functioning of their pages, blogs, websites, correlating with the systematic presentation of information about significant events, news, work regulations, communications, projects, content of recommended literature by profession, and providing feedback with users; important for the development of subjectivity of educational libraries, particularly those of vocational education institutions, is their scientific-methodological support by scientific institutions, in particular, the V. O. Sukhomlynskyi State Scientific-Pedagogical Library of Ukraine consistently carries out such activities as a coordination, scientific-methodological center of the network of educational libraries of the Ministry of Education and Science of Ukraine and the National Academy of Pedagogical Sciences of Ukraine.

Keywords: *environmental approach, educational environment, design, subject, vocational education institution library.*

Introduction. The development of a democratic civil society, the enhancement of its culture, education, and upbringing, as well as the formation of national identity among citizens, are

linked to the efficiency of library activities as fundamental elements of Ukraine's cultural, scientific, educational, and informational infrastructure. At the educational institution level, their libraries are a crucial component of the modern educational environment, providing effective library-information services to participants of the educational process, ensuring free access to high-quality electronic educational resources, and assisting educators in the comprehensive development of students with a deeply conscious civic stance and a system of scientific knowledge in line with the interests of the Ukrainian state.

The concept for implementing state policy in the field of professional (vocational-technical) education "Modern Professional (Vocational-Technical) Education" for the period up to 2027 (2019) envisages modernization of the educational environment to ensure innovation, accessibility, transparency, flexibility, and openness of the educational process. In this context, professional education institutions (hereinafter referred to as PEIs) should have modern libraries as resource centers and experimental platforms for students and educators, providing free access to high-quality electronic educational resources. This vision of the role of the professional education institution's library is consonant with the "New Ukrainian School" Concept (2016), which should be considered not only in terms of providing general education preparation in PEIs but also from the standpoint of fulfilling the mission of education in shaping the Personality, Patriot, Innovator.

Sources. The improvement of scientific-information activities of educational libraries was explored by L. Berezyvska, N. Varaksina, T. Dobko, O. Matviychuk, S. Kravchenko, I. Lobanovska, L. Ponomarenko, L. Samchuk, I. Khemchyan, O. Yatsenko, and others. Various aspects of the informatization of pedagogical systems have been dedicated to the works of V. Bykov, M. Zhaldak, T. Koval, M. Soldatenko, O. Spirin, M. Shyshkina, and others. The main provisions and features of implementing the environmental approach in education were substantiated by M. Bratko, L. Karpova, G. Polyakova, V. Strelnikov, N. Fominikh, and others. The environmental approach in professional education was reflected in the works of Ye. Bondarevska, D. Gomenyuk, G. Romanova, I. Shchendryk, O. Yaroshynska, and others. The theories and practices of designing the informational-educational environment of PEIs were dedicated to the works of M. Pryhodi, O.

Humeny, A. Gurzhiy, A. Kononenko, L. Lipska, and others. V. Parzhnysky and O. Savchenko, while researching the activities of PEI libraries in the informational-communicative space, noted the lack of corresponding analysis in the scientific literature and highlighted the focus of researchers on libraries of higher education institutions.

Purpose of the article: to substantiate the role of the library of a professional education institution in designing the educational environment.

Methods: the article conducts an analysis of scientific sources and practical experience of the activities of libraries of professional education institutions to justify their role in designing the educational environment.

Results and discussion. The main provisions of the environmental approach were formulated thanks to scientific explorations in such fields of knowledge as sociology, philosophy of education, psychology, and pedagogy. The summarization of scientific publications by G. Polyakova (2018) allowed identifying the main aspects of considering the environmental approach, among which are the theory and technology of mediated management of personality formation and development; a separate independent methodology for scientific-pedagogical research and pedagogical activity; tools for researching personality development and its factors, solving pedagogical tasks; a system of actions with the environment, aimed at transforming it into a means of diagnostics, designing, and producing a pedagogical result; the strategy of designing educational systems, enabling the realization of the personally developmental potential of educational environments and ensuring the subjective participation of students in the educational process; pedagogical innovation as a product of mastering the environment by educators.

Thus, the environmental approach as a system of contemporary scientific interdisciplinary views on pedagogical reality implies mediated management of the educational process, with a primary focus on the proactivity of the student, his self-learning, self-education, and professional self-development.

In the contemporary scientific-pedagogical thesaurus, the concept of "educational environment" is not yet definitively defined. As established by S. Smolyuk (2017), the essence of the environment in modern scientific literature is interpreted through the definitions of concepts like "educational environment," "social environment," "creative

educational environment," "creative educational and upbringing environment," "upbringing environment," "ethno-upbringing environment," "cultural-educational environment," "developmental educational environment," "ethno-informational environment," "informational learning environment," "informational-educational environment," "computer-oriented learning environment," "acmeological environment," "ecologically-oriented environment," and others.

As noted by O. Yehorova (2022), the educational environment represents a multidimensional, individualized, holistic system that self-organizes and is designed to create conditions conducive to the professional development of education seekers, as well as ensuring their self-actualization and personal growth. We resonate with the researcher's vision regarding the image of the future specialist in the dynamics of their development at the epicenter of the projected educational environment of a higher education institution, which we believe is also relevant for vocational education institutions.

We also support the view of O. Yaroshynska (2011), who emphasizes that "the application of information and telecommunications technologies, by themselves, do not lead to a significant increase in the effectiveness of the educational process and professional training of specialists," and considers it appropriate to create such an educational environment in vocational training that would facilitate processes of humanizing education, enhancing its innovativeness, creativity, integrativeness, and creating conditions most conducive to the professional self-development of the individual.

Therefore, we operate with the concept of "personal-development environment of a vocational education institution" (Romanova, 2016), which in the contemporary discourse we define as a combination of external and internal conditions, objective and subjective factors of the educational process, that facilitate the satisfaction of individual needs, assimilation of social values by the person, ensuring the quality of professional training, and positively influencing the process of formation, development, and self-realization of future specialists.

The design of such an environment presupposes the interaction of scientists, methodologists, educators, library staff, and education seekers, with the results being positive changes in both the educational process and the

experience of the interacting subjects. Analysis of the research by M. Bratko (2015), N. Kovalevska and A. Pasichnychenko (2016), O. Sakalyuk and N. Chernenko (2020), S. Smolyuk (2017), M. Smulson (2012), O. Yaroshynska (2011), and others allows us to identify such components of the modern personal-development environment of a vocational education institution: the subjective - all subjects of the educational process of the vocational education institution; axiological - mission, vision, strategy, values, traditions, ceremonies, rituals, symbolism, corporate culture of the VET; sociocultural - culture, experience, relations, the person's place in the group, their inclusion in other groups, types of interaction, orientation to social order, cultural potential and needs of the region; informational - normative documents regulating educational activities and interaction of educational process subjects, educational standards and programs implemented in the VET; organizational-activity - forms, methods, ways and technologies of activities, management structures; material-technical - infrastructure, auditorium fund, computer equipment, library resources, household conditions, design and equipment of premises; virtual - electronic network, online tools, social networks, multimedia systems.

A crucial task of social project design involves the holistic development of individuals within the cultural space, encompassing specific cultural content such as communication forms, spiritual values, culture's semiotics and semantics, significant events, and symbols. As a collective entity, the library of a vocational education institution exercises its subjectivity in the design of the educational environment. Given that project activity is organized, it should be undertaken by professionals equipped with the necessary knowledge and training. Among the key project skills identified are: identifying problems and correlating specific materials to them; articulating problems in concrete tasks; proposing hypotheses and conducting mental experiments; clearly seeing multiple possible solutions and choosing the most effective through thought; and breaking down the solution into steps in an optimal sequence. In the professional development of library staff, there's a shift in focus from "professional activity" to "professional individuality," with the activity itself being viewed as a realm for realizing creative potential.

Exploring the activities of libraries in vocational (vocational-technical) education institutions within the information-communication

space, Parzhnytsky and Savenko (2022) highlight that a key task for each library is to adopt a new format of information support for students, changing the role and functions of librarians in the information-educational environment as information intermediaries for both students and teachers. This involves mastering innovative pedagogical technologies, effectively using computer and telecommunication technologies, and navigating the virtual space. Hence, the involvement of library staff in the contemporary educational process is as significant as that of educators. However, the researchers note that these libraries need to more actively promote their activities, as they currently lack widespread support and popularity. This includes consistently maintaining blogs, managing social media pages, enhancing library brand recognition, engaging media, and leveraging the potential of virtual exhibitions. Their study found that the activities of vocational education libraries in Ukraine (based on three regions) received low evaluations during the period of remote (blended) learning caused by the COVID-19 pandemic, underscoring the need for targeted work with library staff through conferences and seminars.

An analysis of vocational education institutions' websites reveals the heterogeneity in the representation of their libraries: some institutions have both "Library" and "E-Library" pages, some only one or the other (with the activities of the e-library sometimes included on the "Library" page), and unfortunately, some lack a separate library page altogether.

A positive example is the website of Kyiv Professional College of Art Design (2023), which features a Calendar of significant and commemorative dates, recommended literature by profession, general information about the library, usage rules, reader tips, and library news.

The website of the State Educational Institution "Mukachevo Center for Vocational-Technical Education" (2023) deserves attention for its presentation of the activities of the library and e-library. The "Library" page includes the library's regulations, work plan, usage rules, and news, as well as information about the Library Council, a public body for collective management and control over the library's activities. The Council contributes to broadening and deepening students' knowledge, assists in forming their worldview, actively participates in their socio-political, labor, and aesthetic education, and coordinates closely with

masters of industrial training, class supervisors, and clubs for artistic and technical creativity. The Library Council aids the library in book dissemination, literature promotion among readers, organizing mass events with readers, discussing themes for collection development and ordering, selecting outdated literature for removal, and taking measures to strengthen the library's material-technical base and improve its operations.

Experience in organizing feedback from library users is presented on the electronic library page of the Romny VET School website [<http://bibliotekavpu.ucoz.com/index/0-3>]. A total of 981 respondents participated in the survey using a five-point scale. Ratings of "excellent" were given by 64.4%, "good" – 17.1%, "not bad" – 5.9%, "poor" – 1.7%, and "terrible" – 10.8% of users.

In the context of targeted work with library staff in vocational education institutions, it should be noted that the State Scientific and Pedagogical Library of Ukraine named after V.O. Sukhomlynsky provides scientific and methodological support for the development of subjectivity of educational libraries in the design of educational environments. The theoretical and methodological foundations of this issue have become the subject of scientific research "Educational Libraries as a Subject of Designing the Educational Environment in the Context of Digitalization" (2023-2025; Grant No. 0123U100477; scientific supervisor – L.O. Ponomarenko, Ph.D. in Social Communications, Head of the Department of Scientific and Educational Information Resources of the State Scientific and Pedagogical Library of Ukraine named after V.O. Sukhomlynsky). In particular, based on the results of the initial stage of the study, through scientific-bibliographic analysis and analytical-synthetic processing of publications on the role of libraries in the digital era of education and science, and examining the experience of educational branch libraries in Ukraine in creating appropriate information resources and services, their role and functions in the digitized educational environment were clarified in terms of providing access to information, supporting learning and research, developing information literacy, stimulating innovation and creativity, uniting the community, and collaborating with users around certain topics or projects.

On the web portal of the State Scientific and Pedagogical Library on the page "To the Library Specialist," the section "Libraries in the Realities of War" (<http://dnppb.gov.ua/ua/biblioteky-v-realityakh>-

[viyny/](#)) has been created due to the military aggression of the Russian Federation against Ukraine. This section contains useful resources, including a Map with 388 spaces abroad where Ukrainian books are located, a review-presentation "The Information Front of Educational Libraries," an animated video "The History of Ukraine in 15 Minutes," and the book "Prohibit Rashism," which explores the origins of Russian messianism and expansionism leading to direct military aggression against Ukraine. Educational library staff are provided with consultative assistance in organizing work during wartime, forming information in new realities, and other relevant issues of library work.

Employees of the V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine systematically carry out activities with the participation of library staff from vocational education institutions. In particular, in 2023, vocational education librarians participated in the methodological seminar "Ways of Improving Professional Competencies of Librarians in Contemporary Conditions" (April 26, 2023, online format [<https://dnpb.gov.ua/ua/?events=34670>]), and the scientific-methodological seminar-workshop "Information Resources of Special Libraries of Scientific Institutions of the National Academy of Pedagogical Sciences of Ukraine in War Conditions" (June 21, 2023, Kyiv, blended format).

Conclusions. Thus, the application of an environmental approach in modern vocational education implies indirect management of the educational process with a primary focus on the proactivity of the learner, their self-education, self-cultivation, and professional self-development. Designing a personal development environment in a

vocational education institution involves interaction among scientists, methodologists, educators, library staff, and learners, aiming to effect positive changes in both the educational process and the experience of the interaction subjects. Based on research analysis, components of the modern personal development environment in vocational education institutions have been identified: subject, axiological, sociocultural, informational, organizational-activity, material-technical, and virtual. Libraries of vocational education institutions realize their subjectivity in designing educational environments, which entails changing the role and functions of their staff, who act as information intermediaries for students and teachers, master innovative pedagogical technologies, efficiently use computer and telecommunication technologies, and navigate virtual spaces. The positive experience of libraries in designing educational environments for vocational education institutions is associated with the quality of functioning of their pages, blogs, websites, which correlates with the systematic presentation of information about significant events, news, work regulations, communications, projects, recommended literature for professions, and feedback from users. Important for the development of subjectivity in educational libraries, particularly those in vocational education institutions, is scientific-methodological support by scientific institutions, specifically the systematic activity carried out by the State Scientific and Pedagogical Library of Ukraine named after V. O. Sukhomlynsky as a coordination, scientific-methodological center of the network of educational libraries of the Ministry of Education and Science of Ukraine and the National Academy of Pedagogical Sciences of Ukraine.

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БІБЛІОТЕКА ЗАКЛАДУ ПРОФЕСІЙНОЇ ОСВІТИ ЯК СУБ'ЄКТ ПРОЄКТУВАННЯ ОСВІТНЬОГО СЕРЕДОВИЩА

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Реферат:

Актуальність дослідження зумовлена потребою розвитку бібліотек закладів професійної освіти як суб'єктів проєктування освітнього середовища.

Мета: обґрунтувати роль бібліотеки закладу професійної освіти у проєктуванні освітнього середовища.

Методи: аналіз наукових джерел і практичного досвіду діяльності бібліотек закладів професійної освіти – для обґрунтування їх ролі у проєктуванні освітнього середовища.

Результати: обґрунтовано суть середовищного підходу, надано визначення поняття «особистісно-розвивальне середовище закладу професійної освіти», охарактеризовано проєктувальні вміння працівників бібліотек, визначено їх роль і функції у сучасному освітньому процесі, проаналізовано сайти бібліотек закладів професійної освіти, висвітлено специфіку діяльності Державної науково-педагогічної бібліотеки України імені В.О. Сухомлинського у здійсненні науково-методичного супроводу розвитку суб'єктності освітянських бібліотек у проєктуванні освітніх середовищ.

Висновки: застосування середовищного підходу у сучасній професійній освіті передбачає опосередковане управління освітнім процесом з основним акцентом на проактивність здобувача освіти, його самонавчання, самовиховання і професійний саморозвиток; проєктування особистісно-розвивального середовища закладу професійної освіти передбачає взаємодію науковців, методистів, педагогів, працівників бібліотек і здобувачів освіти, а результатами мають стати позитивні зміни як в освітньому процесі, так і в досвіді суб'єктів взаємодії; на основі аналізу досліджень визначено компоненти сучасного особистісно-розвивального середовища закладу професійної освіти (суб'єктний, аксіологічний, соціокультурний, інформаційний, організаційно-діяльнісний, матеріально-технічний, віртуальний); бібліотеки закладів професійної освіти реалізують свою суб'єктність у проєктуванні освітнього середовища, що передбачає зміну ролі і функцій її працівників, які виступають інформаційними посередниками для учнів і педагогів, опановують інноваційні педагогічні технології, ефективно використовують комп'ютерні та телекомунікаційні технології, орієнтуються у віртуальному просторі; позитивний досвід діяльності бібліотек у проєктуванні освітніх середовищ ЗПО пов'язаний з якістю функціонування їх сторінок, блогів, сайтів, що корелює з системністю представлення інформації про значущі події, новини, регламент роботи, комунікації, проєкти, наповненням рекомендованою літературою за професіями, забезпеченням зворотного зв'язку з користувачами; важливим для розвитку суб'єктності освітянських бібліотек, зокрема закладів професійної освіти, є їх науково-методичний супровід науковими установами, зокрема системно таку діяльність здійснює Державна науково-педагогічна бібліотека України імені В.О. Сухомлинського як координаційний, науково-методичний центр мережі освітянських бібліотек МОН України та НАПН України.

Ключові слова: середовищний підхід, освітнє середовище, проєктування, суб'єкт, бібліотека закладу професійної освіти.

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