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Modern trends in the training of library and information specialists

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Abstract. Global transformations necessitate a re-evaluation of training models for library and information specialists and the modernisation of educational programmes to meet new professional challenges and competencies, including entrepreneurial skills. The aim of the article is to analyse the conditions for ensuring the development of entrepreneurial competence elements among bachelor's degree students in the specialty 029 "Information, Library and Archival Affairs" at higher education institutions in Ukraine through the lens of evolutionary transformations in higher library and information science education. The research employs a systematic approach, including analysis, synthesis, generalisation, and various analytical methods. Effective professional training in the library and information field relies on adapting educational programmes to rapidly evolving professional demands. Analysis of educational programmes at four institutions shows their potential to develop entrepreneurial skills through a variety of mandatory and elective courses, fostering competencies such as creative thinking, management, communication, and teamwork. Mastery of these skills is increasingly crucial for modern library and information professionals. It has been found that the compulsory educational components as well as the elective educational components from the catalogue of elective disciplines, selected from the educational programmes to assess the development of entrepreneurial competence in future specialists, highlight the uniqueness of each programme and reflect the educational institution's overall approach to training bachelor's students in this field. It is noted that the list of compulsory and elective educational components, according to a particular educational and professional programme, demonstrates a positive tendency in understanding the current needs of the industry and social requirements in general. The research results can be used to improve the content and structure of educational programmes for training specialists in the specialty 029 "Information, Library and Archival Affairs", as well as to develop new syllabi and working programmes for educational components

Keywords: information, library, and archival field of activity; higher education; professional training; educational and professional programme; soft skills; individual educational trajectory; entrepreneurial competence

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Introduction

The information society is characterised by dynamic changes in all spheres of human life. Modern transformation processes have a significant impact on politics, science, economics, labour resources distribution, cultural processes and other aspects social life. The global restructuring of socio-economic relations imposes new requirements on the quality of specialist training, as modern youth, in order to be competitive in the labour market, must possess not only a wide range of hard skills but also well-developed soft skills.

O. Litvinova *et al.* (2020), analysing the psychological aspects of soft skills development in students, emphasise their significant importance in the professional activities of the new generation youth. L. Saunders (2019), in a nationwide survey of library and information science practitioners on the necessary knowledge, skills, and aptitudes (KSAs) for their professional activities, identifies 11 main KSAs, seven of which are soft skills recognised as critically important. These include interpersonal communication, writing, customer service, teamwork, cultural competence, interacting with diverse communities, and reflective practice grounded in diversity and inclusion. L. Saunders & S. Bajjaly (2022), focusing on the primary goal of ensuring graduate employment and their professional success, emphasised the importance of integrating soft skills into the educational process and maintaining a constant dialogue among all stakeholders in LIS educational programmes regarding the alignment of their content.

L. Bakumenko (2023), emphasising the universalisation of the librarian profession in the context of the modern dynamic realities of the information society, highlights the importance of developed soft skills (personal, communicative, organisational-managerial, cognitive-informational, entrepreneurial, civic) as a key component of a librarian's professional competence. The author notes that soft skills not only form the basis for the effective performance of professional duties but also ensure the ability to constructively respond to new challenges and successfully adapt to changes in the professional environment.

To address the significant challenges facing Ukrainian higher education institutions in preparing professionals in information, library, and archival studies, the educational process for first-level (bachelor's) students in the specialty 029 "ILAA" should focus on equipping graduates with an understanding of modern paradigmatic approaches successfully implemented in global documentary and information institutions, while also considering their relevance to the evolving needs of society and changing consumer demands.

Modern libraries and museums exemplify how information service providers adapt to contemporary challenges. They are increasingly popular as makerspaces – inclusive environments where a culture of shared values is fostered, and creativity, information, and technology exchange support users in developing, creating, and experimenting with technologies like 3D printing, robotics, and electronics. J.A. Arévalo (2019) provides a comprehensive review of the idea of makerspaces and their potential for library environments; the author details the process of creating such spaces, offers practical recommendations for their organisation and equipment, and emphasised the importance of makerspaces as innovative environments that foster educational activities, the development of inventive skills, creative initiatives, and innovative approaches.

V. Ilnytskyi (2024), considering makerspaces in the context of creating creative environments and implementing information technologies in children's libraries, emphasised that the implementation of the makerspace concept contributes to the formation of various spatial forms: environments for digital literacy, knowledge exchange and collaboration, as well as the development of creativity, interactivity, and communication, which are necessary and relevant for the younger generation.

A modern form of library utilisation is Smart Spaces, which focus on integrating innovations to optimise and enhance functional space. These spaces employ internet technologies, data analytics, automation systems, virtual reality, and interactive platforms for learning and communication, contributing to increased convenience, efficiency, and comfort for users. F. Wang (2024) emphasised the causal relationships between the transformation of traditional libraries into modern institutions of a new format and the development of digital intelligence through the concept of a comprehensive digital ecosystem meta-universe, reflecting the continuous growth of individual user needs and the implementation of innovative approaches to library services in the modern educational environment.

The concept of the open and resonant library, developed in 2010 by researchers from the Royal School of Library and Information Science, which proposes that a library should have four spaces: the inspiration space, the learning space, the meeting space, and the performative space, is gradually gaining popularity in Ukraine (Rasmussen *et al.*, 2022). Ukrainian libraries are adapting this experience to Ukrainian realities and consumer needs. A detailed analysis of the library model that integrates these four spaces, along with examples of successful implementations of such projects in Ukraine, is highlighted in the textbook prepared by a team of authors compiled by O. Boiarynova *et al.* (2020).

Implementing innovations in documentary and information institutions requires significant investments

and the training of qualified, creative personnel capable of performing key functions. Adapting educational programmes for bachelor's students in the 029 "ILAA" specialty to meet modern requirements is crucial. These programmes should focus on developing competencies such as generating and promoting creative ideas, project management, coordinating innovative initiatives at all stages, and analysing the impact of these innovations to identify improvements and adjust strategies. These skills are the basis of entrepreneurial competence, which was included in the list of key competences for lifelong learning in the European educational field back in 2007, when the European Commission for Education published the document "Key competences for lifelong learning – a European reference framework" (European reference…, 2007).

The aim of the article is to analyse the opportunities for developing components of entrepreneurial competence in bachelor's degree students specialising in 029 "ILAA" at higher education institutions in Ukraine, taking into account current transformational trends in the library and information sector.

The scientific novelty of the work lies in the attempt to analyse entrepreneurial competence as an important element in the training of specialists for the information, library, and archival field.

Literature review

In modern conditions in Ukraine, new conceptual possibilities and prospects for the development of institutions providing information services are emerging. This process is accompanied by a significant increase in the number of publications by Ukrainian scholars, who study various aspects of the functioning of documentary information institutions and the peculiarities of improving library and information education.

In contemporary scientific discourse, there are several studies focusing on the formation and development of digital competence among students specialising in 029 "ILAA". One such work is the article by O. Pluzhnyk (2022), which analyses aspects of developing digital competence in future specialists in documentation and information activity through the example of two educational programmes: "Professional Education (Documentation)" and "Information, Library, and Archival Affairs", offered at Hryhorii Skovoroda University in Pereyaslav. The researcher emphasises the importance of implementing a competence-based approach to education, which involves the development of information and digital competence as a critical element of professional training. The article also discusses a developed set of courses ("Analytical and Synthetic Processing of Document Information", "Electronic Governance", "Electronic Document Management", "Social and Information Security"), aimed

at shaping and enhancing digital competence in future specialists in documentation and information activity. The synergy of these components contributes to building a strong foundation for preparing professionals in line with the demands of the modern labour market.

O. Matvienko & M. Tsyvin (2021) highlight the relevance of integrating the educational programme "Web Project Management, Digital Content Design" within the specialty 029 "ILAA" at Kyiv National University of Culture and Arts. The authors highlight the importance of "digital orientation" in educational programmes, emphasising the need to train specialists in managing digital transformations within the library and archival sectors. They stress the role of "digital curation" in developing competencies in digital technologies and information resource management, advocating for the introduction of a "Digital Curation" course. Additionally, they propose creating an integrative course titled "Educational Services in Conditions of Digital Inequality", focusing on the psychological, pedagogical, methodological, and organisational aspects of digital education and consultation.

A. Humenchuk (2020), studying the current state of bachelor's training in the specialty 029 "ILAA", focuses on acquiring relevant competencies for librarians. He proposes a concept of a systematic approach to developing a set of general and professional digital competencies for bachelor's students in this specialty, and justifies a model of comprehensive (cross-platform) competency development, which is integrated into the content and teaching methods of library science educational programmes. Additionally, the scientist argues for the necessity of this approach in the context of the development of the digital economy, where the criterion for the formation of a modern librarian's digital competency system is the presence of "digital intelligence", which includes three basic components: "digital citizenship", "digital creativity", and "digital entrepreneurship". The author also emphasises the importance of developing soft skills: "In the context of the digital economy, these qualities are no less important than professional skills, as they ensure flexibility and adaptability to new challenges and the demands of digitisation, competitiveness against robotics and artificial intelligence, ongoing self-development, and the ability to learn throughout life".

T. Yaroshenko & O. Serbin (2023), analysing foreign theoretical and practical experience in the field of digital curation, particularly in the library and information sector, emphasise that one of the main concepts for the development of the specialty 029 "ILAA" in Ukraine is the implementation of interdisciplinary educational and professional programmes that meet contemporary societal demands and are relevant to the field of documentary and information activities. Researchers

note that the Ukrainian academic community often lacks readiness to integrate library science, information science, and computer science into educational programmes, limiting the development of data management skills and the use of innovative technologies in documentary and information activities. By citing examples from leading international library schools, the authors emphasise the need for new educational programmes in Ukraine and outline the necessary competencies for library specialists in a digitised society.

T. Novalska & V. Kasian (2021) emphasise the need to adapt the specialty 029 "ILAA" to technological and social changes brought about by the widespread use of internet technologies. They also substantiate the theoretical and methodological foundations for implementing educational innovations, specifically the educational and professional programme "Management of Social and Communication Networks. Internet Marketing" within the specialty 029 "ILAA". The authors highlight digital competencies as a necessary component of the professional training of specialists.

N. Bachynska (2022b) offers research on the consideration and justification of the value and relevance of interdisciplinary programmes. Providing a detailed description of the interdisciplinary programme "Online Journalism and Blogging", which covers knowledge areas from specialties 061 "Journalism" and 029 "ILAA", the author identifies and justifies the competencies required for the successful implementation of this interdisciplinary specialisation. The researcher emphasises the programme's alignment with key concepts such as "information resource", "social communications", and "information product", focusing on their interconnections and the role of digital technologies. By grounding the theoretical and methodological foundations for developing the interdisciplinary educational and professional programme "Media communications and digital production" within the specialty 029 "Information, Library, and Archival Affairs", N. Bachynska (2022a) underscores the pedagogical appropriateness of training specialists in this area. The author determines that this appropriateness is based on revealing the essence and dominant connections between key concepts such as "social and media communication", "digital media space of libraries", and "digital resources", which shape the content of the specialty 029 "ILAA" and the proposed educational and professional programme.

An analysis of Ukrainian scientific papers reveals numerous studies aimed at improving educational programmes for students in the 029 "ILAA" specialty, with a focus on developing digital competencies and introducing new components to meet modern demands. However, there is a lack of research addressing entrepreneurial competence as a key element in training specialists for the information, library, and archival fields, despite its relevance in modern context.

Materials and Methods

The achievement of the research goal was ensured based on the principle of objectivity, which involved an impartial approach to data collection and analysis according to clearly defined criteria. This approach allowed for revealing the multifaceted nature of the research object and creating a reliable and valid knowledge base for further analysis of the conditions for developing elements of entrepreneurial competence.

The research is based on a systemic approach, which involves considering educational programmes for training specialists in the library and information field as integrated systems that adapt to contemporary trends and societal demands, which define new requirements for professional competence and social skills. The methodology of the study relies on general scientific and specialised methods of cognition, which provided a comprehensive approach to data analysis and interpretation. The logical method was used to structure research questions and develop a coherent argumentation in the framework of examining current trends in the training of library and information specialists. The method of generalisation was applied to systematise the research findings and formulate conclusions. Analysis and synthesis methods were employed to study the overall structure and content of forming elements of entrepreneurial competence within educational programmes, including identifying key components, systematising data, and formulating recommendations for future research. To examine the presence of entrepreneurial competence elements in educational components, the structural method was used, which allowed for identifying the main characteristics of these elements and analysing their contextual differences within curricula and educational programmes of various higher education institutions. The comparative analysis method allowed for comparing educational programmes in terms of the presence of components of entrepreneurial competence, identifying contextual differences, and outlining major trends in required and elective educational components. The application of content analysis enabled the processing of educational programmes, curricula, and syllabi to identify elements of entrepreneurial competence and assess their alignment with current professional environment requirements and higher education standards for the specialty 029 "ILAA". Within the research framework, the situational analysis method was used to study the components of entrepreneurial competence in educational programmes through the lens of individual educational trajectories of students. This approach helped uncover the peculiarities of forming such trajectories in the

context of contemporary challenges, with an example from Vasyl Stus Donetsk National University. To analyse the conditions for developing entrepreneurial competence among bachelor's students in the specialty 029 "ILAA", four higher education institutions in Ukraine were selected: Kremenchuk Mykhailo Ostrohradsky National University, Odesa Polytechnic National University, Vasyl Stus Donetsk National University, and Kharkiv State Academy of Culture. The first three institutions offer unique educational and professional programmes for training specialists: "Information, Library and Archival Affairs", "Information Activity", and "Documentary Studies and Information Activity", respectively. Kharkiv State Academy of Culture offers two programmes: "Digital Information Management" and "Information and Documentation Activities". The empirical basis for examining the issue comprised required and elective educational components within the educational and professional programmes, each characterised by a distinct set of educational components and content, as well as different approaches to implementing students' rights to choose in the context of individual educational trajectories. An analytical review of curricula, educational component programmes, and internal documents of higher education institutions, available on their official websites, provided the necessary information to create a comprehensive picture of the research subject.

Results and Discussion

The scholarly discourse on the need to reform the education system for training specialists in the library and information field began at the turn of the 20th and 21st centuries. During this period, Ukrainian scientific journals started to feature both translated articles by foreign authors, such as U. Kraus-Liaikhert (2008), and publications by Ukrainian scholars, including V. Ilhanayeva (1993) and V. Babych (2005). One of the first to advocate a fundamental reform of the library education system, rather than just gradual or cosmetic changes, was O.V. Ilhanayeva (1993). She emphasised that socio-information and socio-communicative approaches should form the basis of students' fundamental training, while also highlighting the importance of maintaining an optimal balance between foundational and applied preparation. T. Novalska (2015), in examining the key milestones in the development of higher library education in Ukraine, analyses contemporary concepts by Ukrainian researchers concerning the improvement of library and information education.

There are many researchers who devote their work to the study of certain aspects of the formation of students' general and special competences in the process of their professional training. The scientific article by V. Soshynska (2017), for example, is devoted to the study of the formation of communication competences in students of this specialty. The training of the first (bachelor's) level students in the specialty 029 "ILAA" is carried out in accordance with the "Standard of higher education of Ukraine for specialty 029 "ILAA" for the first (bachelor's) level of higher education" (Order of the Ministry of Education…, 2018). The standards define a list of general and special (professional, disciplinary) competences of graduates, as well as formulate learning outcomes.

The analysis of the competencies defined by the "Standard…" allowed for the identification of specific (professional, subject-specific) competencies that reflect the development of certain entrepreneurial skills and abilities in students within the field of information, library, and archival activities. The analysis of the learning outcomes enabled the identification of those outcomes associated with the formation of key components of entrepreneurial competence in students at the bachelor's level in the specialty 029 "ILAA", which are necessary for professional activity (Order of the Ministry of Education…, 2018) (Fig. 1). The analysis has shown that the vast majority of the learning outcomes in the standard relate to the main specific aspects of the development of entrepreneurial competence that will be used in future professional practice. It should be noted that the necessary components of entrepreneurial competence were developed with the involvement of European official institutions, which enshrined their conclusions in the relevant documents. Thus, in 2016, the European Research Center presented the European Framework of Entrepreneurial Competence for Citizens, known as EntreComp, developed by experts from the European Training Foundation as a guiding document for standardising curricula at all levels of education and employment to describe qualifications. EntreComp points out the significant influence of the learning environment on the development of the three main areas of entrepreneurial competence defined in the framework. Each of them includes five groups of competences. Taken together, these groups (15) constitute the main aspects of entrepreneurship as a key competence (Fig. 2) and include a comprehensive list of 442 learning outcomes (descriptors) (Bacigalupo *et al.*, 2016).

Within the framework of the national legal and regulatory base in the field of higher education and on the basis of information available on the websites of Ukrainian higher education institutions, in particular, educational and professional programmes for the training of first (bachelor's) educational level in the specialty 029 "ILAA", as well as the list of elective disciplines, an analysis of the opportunities for students of this specialty to develop entrepreneurial competence within the selected educational and professional programmes was conducted. In Table 1, a list of educational components offered to students within the educational programmes implemented at specific higher education institutions for the specialty 029 "ILAA" is presented.
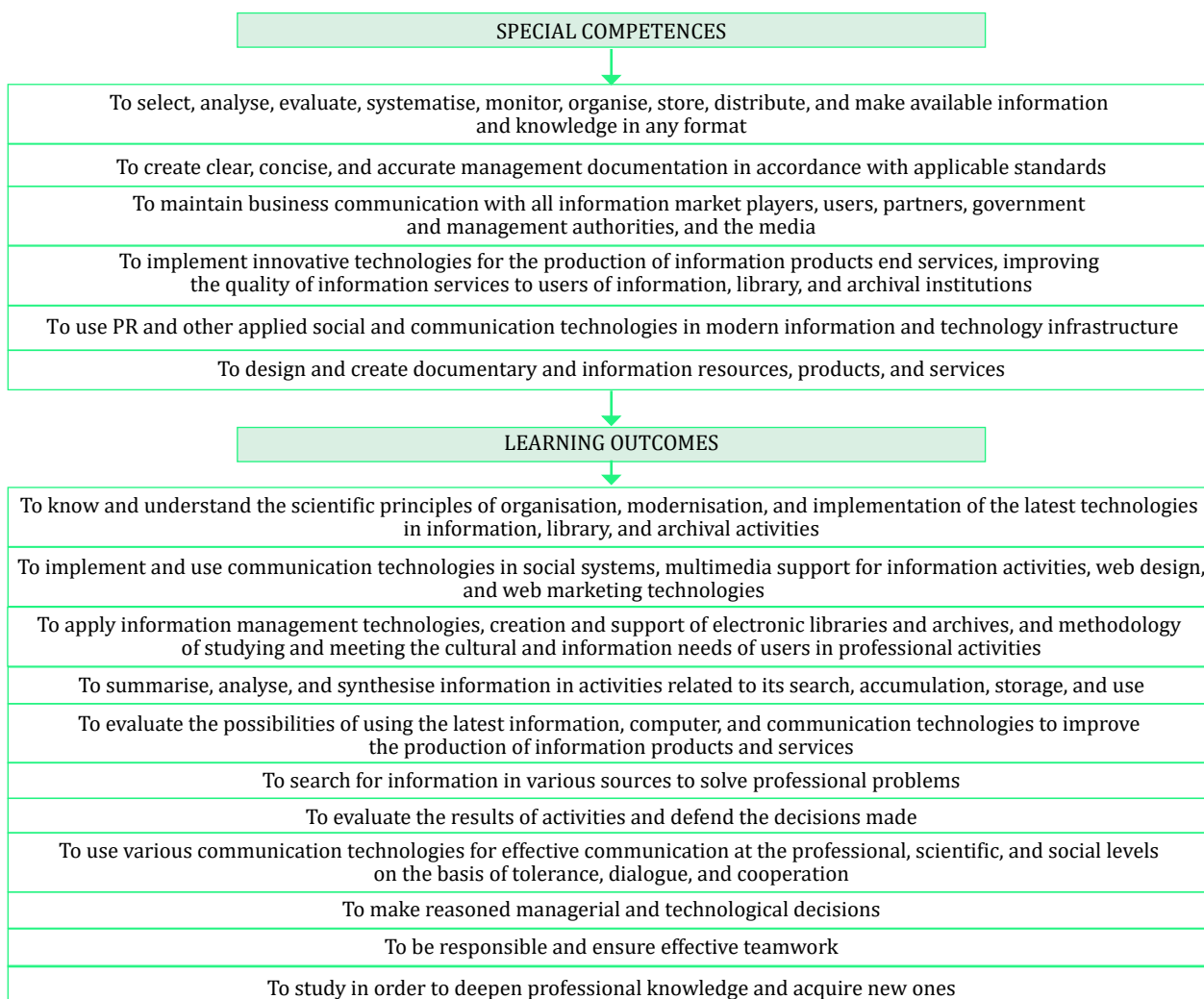
SPECIAL COMPETENCES
To select, analyse, evaluate, systematise, monitor, organise, store, distribute, and make available information and knowledge in any format
To create clear, concise, and accurate management documentation in accordance with applicable standards
To maintain business communication with all information market players, users, partners, government and management authorities, and the media
To implement innovative technologies for the production of information products end services, improving the quality of information services to users of information, library, and archival institutions
To use PR and other applied social and communication technologies in modern information and technology infrastructure
To design and create documentary and information resources, products, and services

LEARNING OUTCOMES
To know and understand the scientific principles of organisation, modernisation, and implementation of the latest technologies in information, library, and archival activities
To implement and use communication technologies in social systems, multimedia support for information activities, web design, and web marketing technologies
To apply information management technologies, creation and support of electronic libraries and archives, and methodology of studying and meeting the cultural and information needs of users in professional activities
To summarise, analyse, and synthesise information in activities related to its search, accumulation, storage, and use
To evaluate the possibilities of using the latest information, computer, and communication technologies to improve the production of information products and services
To search for information in various sources to solve professional problems
To evaluate the results of activities and defend the decisions made
To use various communication technologies for effective communication at the professional, scientific, and social levels on the basis of tolerance, dialogue, and cooperation
To make reasoned managerial and technological decisions
To be responsible and ensure effective teamwork
To study in order to deepen professional knowledge and acquire new ones

Figure 1. Special competencies and learning outcomes according to the
"Standard of higher education of Ukraine for specialty 029 "Information, Library and Archival Affairs"
for the first (bachelor) level of higher education", selected list
Source: compiled from data Order of the Ministry of Education ... (2018)

Areas	Competences
1. Ideas and opportunities	1.1 Spotting opportunities 1.2 Creativity 1.3. Vision 1.4 Valuing ideas 1.5 Ethical and sustainable thinking
2. Resources	2.1 Self-awareness and self-efficacy 2.2 Motivation and perseverance 2.3 Mobilising resources 2.4 Financial and economic literacy 2.5. Mobilising others
3. Into action	3.1 Taking the initiative 3.2 Planning and management 3.3 Coping with uncertainty, ambiguity and risk 3.4 Working with others 3.5. Learning through experience

Figure 2. Components of entrepreneurial competence (according to EntreComp)
Source: compiled from data M. Bacigalupo et al. (2016)

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Table 1. Teaching educational components to students of the specialty 029 "ILAA", selected list

Higher education institution	Educational and professional programme	Educational component	Type of EC/ number of ECTS credits
Kharkiv State Academy of Culture	Information and Documentation Activities	Social communications	compulsory/4
		Information and analytical management	elective/5.5
		Information support of entrepreneurial activity	elective/5.5
		Communication strategies of the institution	elective/4.5
		Project management systems	elective/4
	Digital Information Management	Content management	compulsory/4
		Management in document and information structures	compulsory/6
		Library and information production	compulsory/7
		Information marketing	compulsory/4
		PR in libraries	elective/4
		Imageology	elective/4
		Branding of libraries	elective/4
		Marketing activities of documentary and information institutions	elective/4
		Advertising activities of documentary and information institutions	elective/4
		Merchandising	elective/4
		Fundamentals of economic analysis	elective/4
		Library blogging	elective/4
		"Smart Library"	elective/4
		Market of information products and services	elective/4
Kremenchuk Mykhailo Ostrohradsky National University	Information, Library and Archival Affairs	Marketing of information products and services	compulsory/6
		Organising the activities of information institutions and information and documentary services	compulsory/5
		PR in the information sphere	compulsory/5
		Fundamentals of imageology and image-making	elective/5
		Corporate culture of information and analytical institutions	elective/5
		Brand management in information activities	elective/5
		HR management	elective/5
		Organising the activities of cultural institutions	elective/5
		Exhibition activity arrangement	elective/5
		Excursion activity arrangement	elective/5
		Exhibition activities of information centres	elective/5
Odesa Polytechnic National University	Information Activity	Marketing of information products and services	compulsory/4.5
		Fundamentals of PR	compulsory/4.5
		Theory and practice of advertising	compulsory/3
		Imageology	elective/1.5
		Conflictology	elective/1.5
		Leadership and career development	elective/1.5
		Economic studies	elective/3
		Economic fundamentals of business administration	elective/3
		Information business	elective/3
		Management of information, bibliographic and archival affairs	elective/4.5
		Fundamentals of market economy	elective/3
		Creative technologies in advertising and PR	elective/4.5

Source: compiled from data Official website of Kremenchuk Mykhailo Ostrohradsky National University (2024), Official website of Odesa Polytechnic National University (2024), Official website of Kharkiv State Academy of Culture (2024)

The selection of these educational components is made to demonstrate the potential of the educational programme in providing students with opportunities to develop key competencies, including entrepreneurial skills. For instance, at Kharkiv State Academy of Culture, within the educational programme "Digital Information Management", a significantly broader range of such courses is offered compared to the "Information and Documentation Activities" programme, considering its unique specificity and objectives.

The selected list of educational components includes both mandatory courses integrated into the curricula and elective courses offered to students for pursuing individual educational trajectories (Chymak *et al.*, 2021; Fedorenko *et al.*, 2021; Buinytska *et al.*, 2024). The sample shows that the majority of educational components that allow students to develop certain elements of entrepreneurial competence are represented by elective courses, with this percentage being approximately the same across programmes. Specifically: in the "Information Activity" programme – 84%, in "Information, Library and Archival Affairs" – 73%, in "Digital Information Management" – 72%, and in "Information and Documentation Activities" – 80%. This indicates a significant emphasis on supporting an individual educational trajectory. The volume of these educational components mainly constitutes 4-5 ECTS credits.

It worth consider the peculiarity of acquiring elements of entrepreneurial competence at Vasyl Stus Donetsk National University during the implementation of the educational programme "Information and Documentation Activities". The university has its own methodology of individual trajectory of the student (Fedorenko *et al.*, 2021). In the 1st year of study, in the 1st semester, students choose the disciplines (1 worldview and 1 practice-oriented) that they will study in the 2nd semester. In the 2nd semester, students choose one of three individual trajectories, which ends in the 7th semester, as follows: the first trajectory is a minor programme; the second trajectory is a certificate programme; the third trajectory is elective courses (Official website of Vasyl Stus…, 2024).

The minor programme provides 50 ECTS credits (10 academic disciplines of 5 ECTS credits each). This is a block of interrelated disciplines that are studied sequentially from the 3rd to the 7th semester of training. A student may choose the minor programme in order to obtain additional qualifications in other fields and/or specialties. The results of this programme are recorded in the graduate's educational document. Among 19 different minor programmes, the most effective in developing entrepreneurial competence are the following: "Own Business", "Finance for Business", "Project Management", "People and Business Management", and "Marketing for Business". It is worth taking closer look at the minor programme "Own Business" (Official website of Vasyl Stus…, 2024). The minor programme "Own Business" is a block of interrelated disciplines that are beyond the basic qualifications of a higher education student and provide for the acquisition of additional qualifications. This programme is aimed at developing the competences necessary to start and run a business. It is divided into 9 academic modules (disciplines) and ends with a final project (Table 2).

Table 2. Academic modules (disciplines) of the minor programme "Own Business"
(Vasyl Stus Donetsk National University, 2023-2024 academic year)

Title of the module (discipline)	Number of ECTS credits	Semester of study
Organising and managing one's own business	5	3
Business psychology	5	3
Startup lab	5	4
Taxation and pricing	5	4
Fundraising and grant writing	5	5
Family business management	5	5
Fundamentals of marketing on the Internet	5	6
Digital entrepreneurship	5	6
Business architecture	5	7
The final project	5	7

Source: compiled from data Official website of Vasyl Stus Donetsk National University (2024)

In the description of the minor programme "Own Business" for bachelor's degree students of the 2022 intake (3-7 semesters), the main competencies that students are expected to acquire, as well as the learning outcomes, are presented (Official website of Vasyl Stus Donetsk National University, 2024) (Fig. 3).
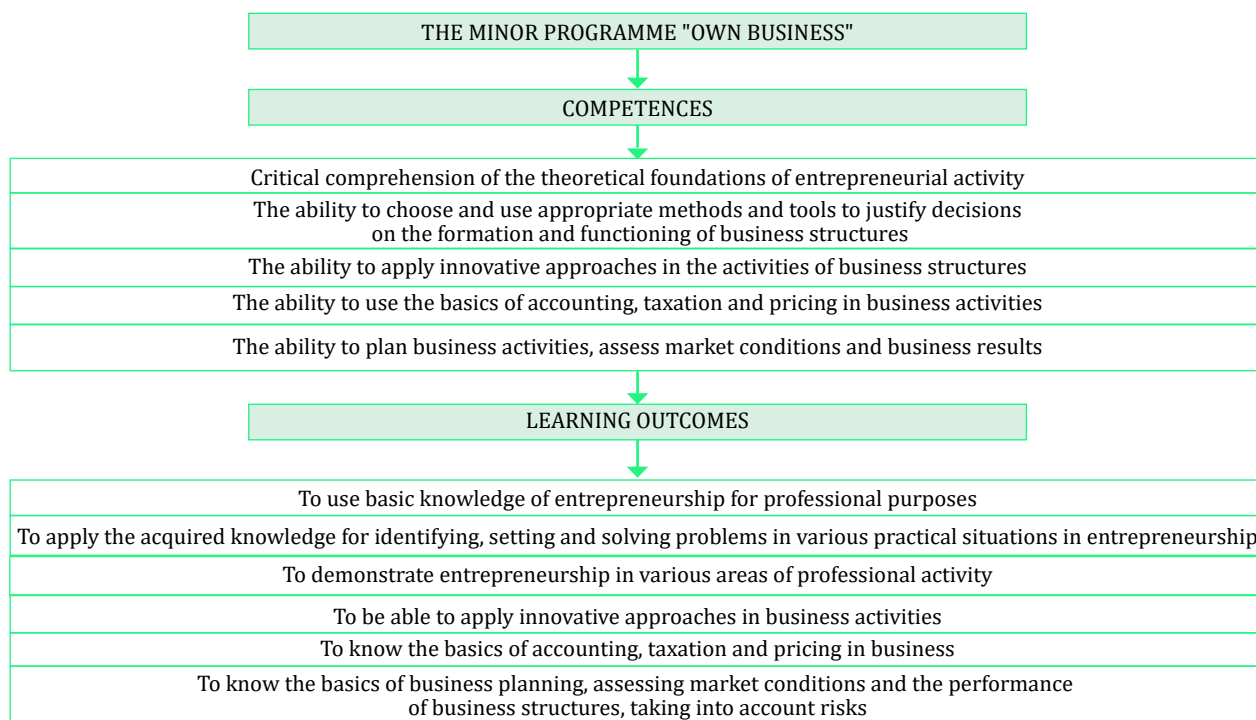
Figure 3. The core competencies and learning outcomes
of the minor programme "Own Business" at Vasyl Stus Donetsk National University
Source: compiled from data Official website of Vasyl Stus Donetsk National University (2024)

The Certificate Educational Programme (CEP) is a specialised practice-oriented educational programme of interdisciplinary and intersectoral content aimed at acquiring additional knowledge, soft skills and abilities, and universal competences; it is studied over 3-7 semesters. It consists of 50 ECTS credits, 30 of which include six academic disciplines, each of them has 5 ECTS credits, and 20 credits include 4 educational components of the student's choice (elective disciplines, alternative practices and coursework). Among others, entrepreneurial competence is formed by the following CEPs: "Small Business Organising", "Internet Business", "Business Technologies in the Experience Economy", "Leadership and Team Building", and "Family

Business" (Official website of Vasyl Stus…, 2024). The elective courses represented by the third trajectory are divided into worldview and practice-oriented. Each of them has 5 ECTS credits. The third trajectory has 50 ECTS credits, 30 of which include elective courses and 20 credits include 4 educational components (elective disciplines, alternative practices and coursework, if these educational components are not compulsory and are required by the standard of higher education), which are defined in the curriculum of the certain educational programme (Official website of Vasyl Stus…, 2024). Table 3 presents those educational components that contribute to the development of entrepreneurial competence.

Table 3. Elective educational components, selected list
(Vasyl Stus Donetsk National University, 2023-2024 academic year)

Type of educational component	
Elective, worldview	**Elective, practice-oriented**
Creative business	Cryptoeconomics
Influence business	Recruiting: recruitment technologies
Professional and corporate ethics	Finance in the digital space
Economic security	Mastery of business communication and public speaking
Fundamentals of family business	Internet business
Fundamentals of leadership	Soft skills training
Business communications	Team building training
Fundamentals of conflictology	Time management

Type of educational component	
Elective, worldview	**Elective, practice-oriented**
Self-management	Compliance of fallout for individual entrepreneurs
Personal finance	Psychology of advertising communications
Fundamentals of international business	

Source: compiled from data Official website of Vasyl Stus Donetsk National University (2024)

Thus, the analysis of the content of compulsory and elective educational components, their scope, the content of working programmes, and the mechanisms for selection in the context of individual educational trajectories has revealed the potential of the educational and professional programmes for fostering entrepreneurial competence among undergraduate students in the specialty 029 "ILAA".

Conclusions
The evolutionary transformations and patterns in the development of higher library and information education put forward requirements for a modern specialist in the field of documentary information activities. It must have a wide range of competences. Accordingly, the main mission of higher education institutions is to optimise educational programmes and adapt them to modern requirements and demands. This implies the inclusion of such components or their content elements in educational programmes that contribute to the development of entrepreneurial competence. This approach allows students not only to acquire traditional professional skills that have been established in practice, but also to master new ones aimed at developing entrepreneurial initiative and innovation.

The compulsory educational components selected from the educational and professional programmes, as well as the elective educational components from the catalogue of elective disciplines for the analysis of the possibilities of ensuring the development of entrepreneurial competence in future specialists in information, library and archival affairs, generally demonstrate the uniqueness of each of the educational and professional programmes and reflect the general concept of the educational institution for the training of bachelors in this specialty.

Thus, the analysis of the conditions for ensuring the development of elements of entrepreneurial competence in bachelor's level students majoring in 029 "ILAA" – based on a selected list of compulsory and elective educational components in accordance with specific educational and professional programmes – demonstrates a positive alignment with the current needs of the industry and general social requirements.

The prospects for further research involve analysing teaching methods aimed at developing entrepreneurial competence in educational programmes for specialists in the library and information field, evaluating their effectiveness in the context of current trends and professional environment requirements, and developing new methodological solutions in accordance with the needs of professional practice.

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Conflict of interest
None.

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Сучасні тенденції підготовки фахівців бібліотечно-інформаційної діяльності

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Анотація. Глобальні трансформації вимагають переосмислення моделей підготовки фахівців бібліотечної та інформаційної справи та модернізації освітніх програм, щоб відповідати новим професійним викликам та компетенціям, включаючи підприємницькі навички. Метою статті є аналіз умов забезпечення розвитку елементів підприємницької компетентності серед студентів бакалаврату за спеціальністю 029 «Інформаційна, бібліотечна та архівна справа» у закладах вищої освіти України крізь призму еволюційних трансформацій у вищій бібліотечній та інформаційній освіті. У дослідженні використано системний підхід, включаючи аналіз, синтез, узагальнення та різні аналітичні методи. Ефективна професійна підготовка у сфері бібліотечної та інформаційної справи ґрунтується на адаптації освітніх програм до швидко змінюваних професійних вимог. Аналіз освітніх програм у чотирьох закладах вищої освіти показав їх потенціал для розвитку підприємницьких навичок через різноманітні обов'язкові та вибіркові курси, сприяючи формуванню таких компетенцій, як креативне мислення, менеджмент, комунікація та командна робота. Оволодіння цими навичками стає все більш важливим для сучасних фахівців бібліотечної та інформаційної сфери. Виявлено, що обов'язкові навчальні компоненти, а також вибіркові навчальні компоненти з каталогу вибіркових дисциплін, обраних з освітніх програм для оцінки розвитку підприємницької компетентності у майбутніх фахівців, підкреслюють унікальність кожної програми та відображають загальний підхід навчального закладу до підготовки студентів-бакалаврів у цій галузі. Зазначено, що перелік обов'язкових та вибіркових навчальних компонентів відповідно до конкретної освітньо-професійної програми демонструє позитивну тенденцію у розумінні сучасних потреб галузі та соціальних вимог загалом. Результати дослідження можуть бути використані для вдосконалення змісту та структури освітніх програм підготовки фахівців за спеціальністю 029 «Інформаційна, бібліотечна та архівна справа», а також для розробки нових навчальних планів та робочих програм для освітніх компонентів

Ключові слова: інформаційна, бібліотечна та архівна сфера діяльності; вища освіта; професійна підготовка; освітньо-професійна програма; soft skills; індивідуальна освітня траєкторія; підприємницька компетентність