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OPTIMISATION OF EDUCATIONAL PROGRAMMES THROUGH THE INTEGRATION OF LIBRARY RESOURCES

The study aims to identify ways to improve the quality and relevance of educational programmes by utilising the potential of library resources. The objective of this work is to analyse the features of optimising the development of educational programmes through the integration of library resources. The study uses a set of theoretical methods, including analysis of scientific and methodological literature, structural-functional and systemic methods, observation and comparison, as well as methods of generalisation. The relevance of the research is determined by the growing need to modernize educational content in accordance with current academic standards and professional demands. Nowadays the higher education and library are no longer viewed as only repositories of information, but as active partner in curriculum design and educational innovation. Moreover, integrating its intellectual and digital resources into program development is a vital strategic task. This work was found that the integration of library resources into the process of developing educational programmes contributes to improving access to relevant knowledge, strengthening interdisciplinary links and forming independent learning skills among students. It is also improve analytical skills, promotes evidence-based learning, and motivates students to critically evaluate information resources. The comprehensive implementation of library resources into the structure of educational programmes ensures the creation of flexible and practically oriented learning trajectories that meet modern professional requirements and labour market challenges. This approach is particularly significant in the field of higher military education, where foreign language training for cadets in non-language specialities is not only a component of the academic process, but also an important tool for their future professional activities. The prospects for using the research results are related to the development of innovative models of interaction between educational institutions and libraries, as well as the introduction of digital solutions that expand access to educational materials and promote continuous learning. Further research could focus on evaluating the effectiveness of specific digital platform of libraries and their impact on educational sphere.

Key words: educational programmes, library resources, digital technologies, academic mobility, innovations in education, educational environment.

Introduction. The modern education system is constantly undergoing transformation due to the development of technologies, radical changes in the labour market and the need to

develop competencies that meet the requirements of a globalised society. One of the key elements of an effective educational process is the high-quality development of educational programmes, which ensures the integration of various resources, an optimal combination of theoretical and practical training, and the satisfaction of the needs of students and teachers. In this context, library resources play a significant role as a source of information, knowledge, and scientific materials that contribute to improving the quality of education and the development of academic competence. The relevance of the study is determined by the need to optimise educational programmes in higher education, taking into account the integration of library resources. Modern educational institutions face problems of insufficient coordination between curricula and available information resources, which reduces the effectiveness of the educational process and limits the access of higher education students to relevant scientific information. The integration of library systems with Learning Management Systems (LMS) platforms and the use of Learning Analytics allows for the creation of personalised educational trajectories. The systems track which materials students' use, how much time they spend on different sources, which topics cause difficulties, and automatically recommend additional literature. Adaptive learning platforms integrate with library catalogues, selecting materials according to each student's STANAG 6001 level. Dashboards for teachers show resource usage statistics, which helps to optimise educational programmes based on real data.

In recent years, the problem of integrating library resources into the educational process has been studied in the works of many scholars, including O. Buyalo, A. Guralyuk, O. Zaitsev, L. Kravets, N. Ahmad, R. Croxton, S. De Groote, S. Nackerud, M. Oakleaf, J. Scoulas, S. Shimray, A. Subaveerapandiyam, K. Varnum, and others. For example, researchers O. Buyalo and O. Zaitsev analysed the possibilities of using open-source digital automated library information systems in higher military educational institutions. The analysis conducted by the scientists demonstrated the effectiveness of open-source digital automated library information systems for military educational institutions in the process of modernising education, especially in the con-

text of information challenges and wartime. A comparison of different platforms revealed that Koha is the most promising for higher military educational institutions due to its flexibility, openness, language support, local operation, and updates. O. Buialo and O. Zaitsev concluded that the implementation of Koha is a significant step towards a modern information and educational environment, optimising access to resources, increasing the effectiveness of learning, reducing costs and accelerating the integration of scientific developments into military education [Buialo, 2025].

K. Movchan and V. Vlasenko examined the role of the library hub as an innovative space for supporting the educational, creative, and cultural needs of higher education students, highlighting the functions of the hub, including providing access to the latest technologies, developing digital skills and media literacy, and creating favourable conditions for independent work by students, group projects and cultural exchange. In addition, K. Movchan and V. Vlasenko analysed the organisational aspects of the library hub's work, its impact on the integration of the student community and the promotion of their professional growth, and emphasised the prospects for the development of such library hubs as centres for critical thinking, inclusiveness and international cooperation [Movchan, 2024].

A. Huralyuk researched the role of libraries as part of the information and educational space of educational institutions. The researcher found that libraries in Ukrainian higher education institutions serve as scientific, educational, cultural, educational, and informational structural units that provide access to information in the educational process, scientific research, and educational work. According to A. Huralyuk, the role of libraries needs to be rethought in our time, as they should become systemic aggregators of scientific knowledge. This means that libraries can not only accumulate information necessary for the educational process and provide it at the request of users, but also become active participants in information and analytical activities, providing educational support, data verification, presenting information in a user-friendly format, and providing expert advice on various issues [Huralyuk, 2024].

Researchers J. Scoulas et al. [Scoulas, 2025] are investigating strategies for assessing the engagement and success of students in academic libraries and emphasise the importance of a comprehensive approach to measuring academic activity, including the use of digital tools and analytics. S. De Groote et al. [De Groote, 2024] study the use of library resources by teachers to support scientific activities and increase productivity. The researchers analyse the importance of access to print and electronic resources and their impact on research and academic publications. S. Shimray et al. [Shimray, 2025] focus on the digital transformation of academic libraries, including the use of electronic resources, OPAC systems, and artificial intelligence for information retrieval. The researchers emphasise the importance of modern technologies in improving the accessibility and efficiency of library services.

Thus, contemporary scholars draw attention to the role of libraries in the development of the educational environment, in supporting learning, critical thinking, and independent work of students. However, most studies focus on individual aspects of the use of library resources, while the issue of systematic integration of resources into the structure of educational programmes remains insufficiently studied. There is a need to develop comprehensive approaches that make it possible to combine the content of academic disciplines with available information resources, ensuring the effectiveness and relevance of educational programmes. In this regard, the aim of this work is to analyse the features of optimising the development of educational programmes through the integration of library resources, which allows improving the quality of the educational process, ensuring the effective use of information materials and promoting the development of students' competencies.

Methods. To achieve this goal, the study uses a set of methods that allows for a systematic approach to optimising the development of educational programmes through the integration of library resources. In particular, an analysis of scientific and methodological literature was used to identify modern approaches to the formation of educational programmes, the role of library resources in

the educational process, and current problems of integrating information materials into academic disciplines. Using a structural-functional and systematic method, library information products and services were studied as a complex phenomenon. Observation and comparison methods were used to study the theoretical positions and views of contemporary researchers on the issues under consideration. The conclusions of this scientific work were formed using generalisation methods.

Results and Discussion. The sustainable development of a democratic civil society, respect for human rights and freedoms, the growth of the human, intellectual, social, natural, technological and financial capital of the state, and the implementation of state policy are impossible without modern libraries [Stratehii, 2016]. Today, the activities of libraries are characterised by dynamic transformations: the transition from purely material products (books, reference books, magazines, educational materials, etc.) to a combination of material and electronic information resources, the introduction of electronic services, and changes in the organisation of activities. Modern libraries serve as educational and information centres where verified and reliable information resources are concentrated. Libraries of higher education institutions occupy a special place in the library system of each country. An important trend is the Open Science movement and the use of Open Educational Resources (OER). Libraries at higher education institutions are increasingly curating open access repositories containing textbooks, teaching materials, video lectures, and research data without copyright restrictions. Platforms such as OpenStax, MERLOT, and OER Commons provide free access to high-quality educational materials. For military education, this means the ability to use case studies from the NATO School Oberammergau, Joint Knowledge Online (JKO) documents, and Defence Technical Information Center (DTIC) materials. Integrating OER into educational programmes reduces the financial burden on cadets and provides access to the most up-to-date materials in real time.

According to L. Kravets, librarianship in the digital age is characterised by the organisation of continuous access to library information resources, the most comprehensive service for

all categories of users in the electronic environment, and the transfer of communication to social networks. «The diversification of library activities has become a leading trend in the conditions of martial law in Ukraine, confirming the progressive dynamics of the library's establishment as a prominent socio-cultural centre that has undergone qualitative systemic transformations and evolution from a place of storage and accumulation of documents to a comfortable creative space where new knowledge and ideas are born and conscious citizens of an independent Ukraine are formed as full members of the large European family and the civilised world» [Kravets, 2023].

A. Huralyuk notes that nowadays, libraries at higher education institutions in Ukraine are open communication systems that participate in pedagogical, educational, intercultural, and inter-library exchanges, as well as exchanges with internal structures of the institution (departments, domestic services, museums, public organisations) and other public institutions (schools, publishing houses, technical colleges). The library's communication activities are aimed at creating a comfortable environment for the use of information; forming institutionalised and using non-institutionalised channels and means of interpersonal communication and knowledge exchange; developing means of internal organisational and external information links [Huraliuk, 2024].

Scientists E. Borodin and L. Papusha note that one of the main strategic directions for the development of libraries in higher education institutions in modern conditions is integration with the educational process. This integration implies that libraries should become an active component of the educational process, providing support to students and scientific and pedagogical staff of educational institutions not only in searching for the necessary information, but also in developing their information literacy skills and ability to work with large amounts of information. According to these scholars, this should be facilitated by library specialists organising consultations, master classes, and training sessions on searching for and evaluating educational and scientific sources, introducing relevant specialised academic disciplines into the educational process, etc. [Borodin, 2024].

It should be noted that an important direction for improving modern education is the optimi-

sation of educational programmes, which will ensure the improvement of the quality of the educational process and the formation of the necessary competencies of students. Library resources, including electronic databases, textbooks and scientific articles, and digital collections, are a powerful tool for supporting academic activity, promoting the development of independent thinking, information literacy and research skills.

In our opinion, the process of integrating library resources into the structure of educational programmes involves the systematic inclusion of information materials in academic disciplines, which allows students to master the material more effectively and gain a deeper understanding of the practical application of knowledge. In addition, it contributes to improving the adaptation of educational programmes to the current requirements of the labour market, as it provides an opportunity to develop competencies that meet current professional standards.

For example, today, in the context of the modern security environment and integration processes in the field of defence, foreign language training for cadets in higher military educational institutions is gaining momentum and occupies an important place in the military education system. For an officer, regardless of their specialisation, a foreign language is a tool for professional communication. Foreign language competence is one of the key components in the formation of a professional who is capable of intercultural interaction, teamwork in a multinational environment, and rapid response in combat or crisis situations. Foreign language proficiency is particularly important for cadets of higher military educational institutions, who during their training must be able to participate: joint exercises with NATO member countries; in international peacekeeping missions (UN, EU, NATO missions); serve in mixed headquarters and operational centres; process technical documentation, instructions, and memoranda in English.

In this context, English is not just a subject of study, but a professional tool for professional activity, which must take into account the specifics of each non-linguistic military specialty, correspond to the level of language competence of cadets at the time of admission, integrate professional vocabulary, situational modelling, case

studies from real operations, ensure the intensity and practical orientation of the educational process, and comply with NATO STANAG 6001 standards or other relevant language requirements. In view of this, there is a need to create methodological guidelines that would serve as a basis for the development of modern, flexible and practically oriented educational programmes in foreign languages specifically for cadets of non-language specialities at the bachelor's level. The methodological guidelines for the development of the educational programme are as follows: principles: communicativeness, integration of language and professional competences, professional orientation; taking into account the level of training of cadets and learning objectives; role of NATO standards (STANAG 6001) in shaping educational content; application of the CLIL (Content and Language Integrated Learning) approach, i.e. integration of language learning and professional knowledge. The use of Content and Language Integrated Learning (CLIL) in combination with library resources, where foreign language learning is integrated with professional disciplines, is particularly promising. Library digital collections (authentic texts, NATO technical documentation, multimedia) allow the creation of an immersive environment for the development of foreign language competence in accordance with STANAG 6001.

We believe that the integration of library resources into the process of developing educational programmes will ensure that the above methodological guidelines are taken into account and will open up wide opportunities for the creation of more flexible, practice-oriented and competitive educational programmes. An important example of this is foreign language training in higher military educational institutions, which today is not only an element of general educational training, but also a tool for developing the professional competencies of cadets. Thanks to the systematic use of electronic library resources, databases of international organisations, and access to authentic texts (statutes, technical documentation, instructions, scientific publications), future officers have the opportunity to immerse themselves in a professional foreign language environment that is as close as possible to the conditions of their future service.

Optimising educational programmes through the use of library resources involves several key aspects. First of all, it is the creation of structured plans in which library resources act as an integrated tool to support each training module. In addition, it is important to develop the independent work skills of students, which involves the regular use of electronic and printed sources for research and preparation of assignments. Furthermore, the integration of library resources helps to strengthen interaction between teachers and students, as it allows for the organisation of joint projects, scientific seminars and discussion platforms using up-to-date information.

When using library resources to develop foreign language educational programmes for cadets of non-linguistic specialities at the bachelor's level, teachers should remember that a modern educational programme should be based on the following methodological principles: communicativeness – a focus on real speech communication. Cadets must learn to interact effectively in professional situations, i.e. give commands, convey information, report on circumstances, etc.; professional focus – the content of training should correspond to the military specialisation of cadets. For example, for signalmen – radio communication vocabulary, for sappers – demining terms, for medics – first aid vocabulary; integration of language and professional competences – language should not be considered in isolation, but as a tool for professional activity. In this sense, language becomes part of professional training, not just an academic discipline.

In addition, it should be borne in mind that the curriculum should be based on the initial level of knowledge of cadets (from A1 to B2), determined through an entrance test, have clearly defined goals, such as achieving STANAG 6001 Level 2 in reading and listening, contain differentiated tasks for both basic and more advanced cadets, and ensure a gradual increase in the complexity of the language material. Only by adhering to these principles and conditions will the optimisation of educational programmes through the integration of library resources increase the effectiveness of the educational process and contribute to the formation of new competencies in students, the development of critical thinking and information culture, and ensure that

education meets contemporary socio-economic and technological challenges. In general, in our opinion, the implementation of such approaches is an integral part of modernising the education system and increasing its competitiveness at the national and international levels.

International experience shows that integrating library resources into military education systems is highly effective. At the United States Military Academy (West Point), the library actively uses Research by Subject Guides – curated thematic collections of information resources adapted to specific military specialties and integrated with educational programme modules. The Royal Military Academy Sandhurst (UK) has implemented a Digital Learning Environment, within which library materials are organically integrated into virtual combat simulations, facilitating in-depth learning of practical skills. The École Militaire (France) uses the Just-in-Time Learning concept, whereby cadets receive push notifications with relevant scientific articles and sources immediately before tactical training sessions, providing up-to-date information support. The Bundeswehr Universities (Germany) have implemented the Embedded Librarians project, in which librarians are directly involved in the educational process, providing real-time information support during classes and training sessions.

It should be noted that the National Academy of Land Forces named after Hetman Petro Sahaidachny pays special attention to optimising educational programmes through the systematic integration of library resources into the educational process. The Academy's library is an important information and analytical centre that provides access to professional, scientific, and educational literature on military, humanitarian, and technical disciplines. The library aims to achieve a high level of library service, expand its user audience, and find new forms of interaction with users. The library provides information about the composition of library collections through the traditional reference and search system of the library and the electronic catalogue; literature for long-term use on subscription; publications for temporary use in the library reading room; access to full-text resources (books, textbooks, teaching aids, etc.); consulting assistance in searching for and selecting information sources; teaching

the basics of library and bibliographic literacy, etc. (Natsionalna akademiia sukhoputnykh viisk imeni hetmana Petra Sahaidachnoho). Teachers actively use electronic resources, full-text databases, and specialised publications to develop educational programmes, which allows them to update the content of educational programmes in line with modern security and defence requirements. Cooperation between teachers and library specialists contributes to the selection of relevant sources for disciplines and the formation of cadets' information competence, while the integration of library resources into educational modules supports the research activities of students and the development of critical thinking. As a result, the quality of educational programmes, their practical orientation and compliance with military education standards are improved. In the age of information wars and mass disinformation, not only information literacy but also information hygiene—the ability to distinguish reliable sources from fakes, propaganda, and manipulation becomes critically important. Libraries at military educational institutions should integrate modules on information verification, critical analysis of sources, deepfake recognition, and countering enemy cognitive operations into their educational programmes. Tools such as the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose), the SIFT method (Stop, Investigate, Find, Trace) and lateral reading are becoming mandatory competencies for future officers who will operate in a hybrid war environment.

Conclusions. Thus, the study allows us to conclude that optimising educational programmes by integrating library resources is an important step towards modernising Ukraine's higher education system in line with the current challenges of a globalised society, digitalisation and dynamic changes in the labour market. The results of the study showed that a modern university library is not only a repository of knowledge, a concentration of ideas and a source of opinions, but also an information and educational centre. Libraries are no longer just repositories of printed sources and are increasingly transforming into multifunctional information and educational centres capable of providing students with high-quality scientific materials, electronic databases, reference resources

and tools for developing information literacy. The systematic integration of library resources into the structure of educational programmes makes it possible to develop flexible and practice-oriented learning pathways that meet modern professional standards and labour market needs. This process is particularly relevant in the context of higher military education, where foreign language training for cadets in non-language specialities is not only an element of academic training but also a key tool for professional activity. In this case, the use of library resources creates conditions for the systematic introduction of authentic materials, NATO standards (STANAG 6001), the CLIL approach, as well as for the development of intercultural communication and practical competencies necessary for service in an international environment. Therefore, the integration of library resources into the process of developing educational

programmes ensures a qualitatively new level of the educational process, increases its effectiveness, and contributes to the development of critical thinking, information culture, and professional competencies of students. It is an integral part of the modernisation of the educational system, making it more flexible, competitive and adapted to contemporary socio-economic and security challenges at both the national and international levels. The prospects for using the results of this study lie in the development of models for integrating library resources for the development of educational programmes in various disciplines and at various levels. In the future, the results of the study may become the basis for the development of new methods for forming educational programmes, where the library will act not as an auxiliary but as an integral element of the educational environment.

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ОПТИМІЗАЦІЯ РОЗРОБЛЕННЯ ОСВІТНІХ ПРОГРАМ НА ОСНОВІ ІНТЕГРАЦІЇ БІБЛІОТЕЧНИХ РЕСУРСІВ

Мета статті – визначити шляхи підвищення якості та актуальності освітніх програм шляхом використання бібліотечних ресурсів. Завданням даної роботи є аналіз особливостей оптимізації розробки освітніх програм шляхом інтеграції бібліотечних ресурсів. У дослідженні використовується комплекс теоретичних методів, включаючи аналіз науково-методичної літератури, структурно-функціональні та системні методи, спостереження та порівняння, а також методи узагальнення. Актуальність дослідження визначається зростаючою потребою в модернізації освітнього контенту відповідно до сучасних академічних стандартів та професійних вимог. Сьогодні вища освіта та бібліотека більше не розглядаються лише як сховища інформації, а як активні партнери у розробці навчальних програм та освітніх інновацій. Більше того, інтеграція інтелектуальних та цифрових ресурсів бібліотеки у розробку програм є важливим стратегічним завданням. У цій роботі було встановлено, що інтеграція бібліотечних ресурсів у процес розробки освітніх програм сприяє покращенню доступу до відповідних знань, зміцненню міждисциплінарних зв'язків та формуванню навичок самостійного навчання у студентів. Вона також покращує аналітичні навички, сприяє навчанню на основі фактичних даних та мотивує студентів критично оцінювати інформаційні ресурси. Комплексне впровадження бібліотечних ресурсів у структуру освітніх програм забезпечує створення гнучких і практично орієнтованих траєкторій навчання, що відповідають сучасним професійним вимогам і викликам ринку праці. Такий підхід є особливо важливим у сфері вищої військової освіти, де вивчення іноземних мов курсантами нелінгвістичних спеціальностей є не тільки складовою навчального процесу, але й важливим інструментом для їхньої майбутньої професійної діяльності. Перспективи використання результатів дослідження пов'язані з розробкою інноваційних моделей взаємодії між навчальними закладами та бібліотеками, а також впровадженням цифрових рішень, що розширюють доступ до навчальних матеріалів та сприяють безперервному навчанню. Подальші дослідження можуть бути спрямовані на оцінку ефективності конкретних цифрових платформ бібліотек та їх впливу на освітню сферу.

Ключові слова: освітні програми, бібліотечні ресурси, цифрові технології, академічна мобільність, інновації в освіті, освітнє середовище.

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