

## ABSTRACT

Education content modernization in the 21st century faces a challenging task: the transformation of the powerful body of knowledge into the personal gain and tools of each person. As the world of “information explosion” actualizes the problem of relationships formation between personality and knowledge, there is a need to master the skills and ability to solve difficult problems, demonstrate critical attitude to the circumstances, comparing alternative views and making thoughtful decisions. Therefore, the main task of education is to prepare young people for the present, to form the necessary competences, which can be provided by the integration of educational material. Integration makes it possible to resolve basic educational contradictions – differences between the vastness of knowledge and limited human resources.

Nowadays, the role of educational process in the formation of competitive future specialists in Information, Library and Archival Studies in higher education institutions is constantly increasing. Professional education in the context of resolving these contradictions provides for a qualitative updating of the system of training of future specialists in Information, Library and Archival Studies. The above mentioned requires specific tasks, in particular the formation of the content and essence of continuous Information, Library and Archival Studies in accordance with the requirements of the globalized world; opportunities of information technology training tools; projecting of the information technology training impact on the outlook component of the educational process participants; ways of integrating learning information technologies with classical techniques and methods; creation of appropriate learning conditions. The topicality of the research is due to the peculiarities of the modern socio-economic development of the country, which raises the requirements for specialists in Information, Library and Archival Studies and provides for the need to update the content of their professional training in accordance with world standards.

An important role in professional training is played by a professional subject’s teacher, who is in charge of the quality of preparedness of the future specialist in Information, Library and Archival Studies.

At the present stage there is a number of contradictions between: the need to use an integrative approach in the professional training of specialists in Information, Library and Archival Studies and the lack of development of this problem in pedagogical theory and practice; the need of society and the state for specialists in Information, Library and Archival Studies, capable of creative solution of professional problems and a combination of different subject knowledge and skills in the curricula; modern requirements for the pedagogical competence of professional subjects teachers and the lack of appropriate methods of forming their integral pedagogical competence.

In the scientific and pedagogical literature, a number of works of scientists are devoted to the problem of reforming the professional training of specialists in Information, Library and Archival Studies (Artyuhova (2016), Bilavych (2018a, 2018b), Biryukova & Yakubovska (2016), Haysynyuk (2003), Dubova (2010), Zahumenna & Tymoshenko (2016), Kyselyova (2012), Kuhtyak (2018a, 2018b), Matviyenko & Tsyvin (2016), Mukan, Blavt, Myskiv & Kuhtyak (2019), Mukan, Myskiv & Kuhtyak (2019), Salata (2017), Senchenko (2016), Slobodyanyk & Boryak (2006), Solyanyk (2017), Stepko & Skachenko (2017), Filipova (2009), Chachko (2003) and others).

The significant place is occupied by the researches focused on the analysis of specifics of professional training of teachers, in particular teachers of higher education institutions (Aleksyuk (1993), Astahova (2008), Valezhanina (2014), Voznyuk & Dubasenyuk (2010), Hromyko (2000), Zyazyun (2003), Kotuh (2017), Krayevskiy & Hutorskoy (2008), Kuzmina (1990), Kulyutkin & Mushtavinskaya (2002), Machynska (2016), Mitina (2001), Mukan, Yaremko, Kozlovskiy, Ortynskiy & Isayeva (2019), Ostapenko (2005), Podlasyi (2002), Sushentseva (2012), Tarasenko (2006), Hapilova (2006) and others).

Thorough study is dedicated to the general scientific approaches to the professional training of a modern specialist, in particular the competence approach (Bibik (2004), Drach (2011), Elkonin (2002), Zablotska (2008), Mukan, Istomina, Yaremko & Myskiv (2019), Plya-setska (2017), Petruk (2008), Selevko (2004), Tozyuk (2017), Shopina (2009) and others); the integrative approach (Bilyk (2006), Bondarenko,

Klochko & Kyrylashchuk (2016), Bubryak (2014), Vashchuk (2013), Holubova (2014), Honcharenko & Kozlovska (1997), Dolnikova (2016a), Ivanchenko (2011), Klyuchkovska (2006), Kozlovskyi (2017, 2018), Korchevskyi (2014), Kostyuchenko (2008), Krasyyuk & Sylchenko (2013), Machynska (2017), Onkovych, Boychenko & Demyanenko (2012), Potapenko & Ivanova (2016), Sydorenko & Shchetyna (2002), Sobko (2006), Styrkina (2001), Tokaryev (2014), Yavoruk (2000) and others); the meta-subject approach (Hreshylova (2014), Levchuk (2007), Pozdnyakova (2010), Stetsenko & Korneva (2013), Tymoshchuk (2016), Hramtsova (2016), Hutorskoy (2012) and others).

At the same time, the practice of modern education does not fully meet the needs of updating and integrating the content of professional training of future specialists in Information, Library and Archival Studies. The issues of forming a number of their professional competences, in particular the integral pedagogical competence of a professional subjects teacher, remain unresolved, which led to the choice of the topic of the our research.

The substantiated theoretical theses, materials (model of integral pedagogical competence formation of a professional subjects teacher within Information, Library and Archival Studies, methodical recommendations for integration of professional pedagogical competences in the context of meta-subject approach; procedural aspect integrations) can be used in the process of professional training of specialists in Information, Library and Archival Studies. Research results, publications, substantiated terminology and database can be used by local scholars to carry out pedagogical research.

The prospects of further pedagogical researches are defined.

**Key words:** teacher; integrative approach; integration; meta-subject; pedagogical competence; pedagogical conditions; future specialists training; specialist in Information, Library and Archival Studies; professional competence.