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THE PROFESSIONAL MOTIVATION OF FUTURE SPECIALISTS IN LIBRARY, INFORMATION AND ARCHIVAL STUDIES IN THE CONTEXT OF DISTANCE LEARNING AT TECHNICAL HIGHER EDUCATION INSTITUTIONS

The article examines the challenge of developing professional motivation among future specialists in library, information, and archival studies within the distance learning environment at technical higher education institutions. The relevance of the topic is determined by the large-scale digitalization of the information and documentation sector, the transformation of traditional roles of librarians and archivists towards digital asset management and data analytics, as well as the distinctive character of the distance learning environment, which demands new approaches to students' professional socialization.

Purpose of the article – to identify effective pedagogical conditions for fostering professional motivation among future specialists in library, information, and archival studies in a distance learning context and to verify their efficacy through a pedagogical experiment.

Methods and methodology. The study employed theoretical methods (analysis, synthesis, and systematization of academic sources) alongside empirical methods (pedagogical experiment, questionnaires, and thematic content analysis of interviews and reflective texts). Statistical analysis relied on Student's t-test and Cohen's d effect size. The qualitative phase was grounded in thematic analysis following the framework of V. Braun and V. Clarke.

Scientific significance of the article lies in the conceptualization of professional motivation as a systemic, multicomponent construct encompassing cognitive, emotional-evaluative, behavioral, and reflective dimensions, as well as in the design and substantiation of a set of pedagogical conditions aimed at its purposeful development within a digital educational environment.

Results. A pedagogical experiment conducted at the National Aerospace University «Kharkiv Aviation Institute» demonstrated a substantial improvement in the level of professional motivation among students in the experimental group compared to the control group. Statistical analysis confirmed the high practical effectiveness of the developed set of pedagogical conditions. Qualitative analysis of reflective journals and interviews identified three key internal transformation mechanisms: professional visualization of the future, the cultivation of a sense of belonging to a professional community, and the development of professional self-efficacy.

Conclusions. It has been demonstrated that the integration of practice-oriented digital projects, the establishment of a virtual professional community, the use of adaptive multimedia content, and systematic reflective support through electronic journals are effective tools for enhancing students' professional motivation in a distance learning environment. Pedagogical recommendations have been formulated for technical higher education institutions regarding the modernization of instructional design of online courses to incorporate the motivational dimension.

Keywords: professional motivation, library, information, and archival studies, distance learning, technical higher education institutions, pedagogical conditions, digital educational environment, research-oriented learning.

ПРОФЕСІЙНА МОТИВАЦІЯ МАЙБУТНІХ ФАХІВЦІВ ІЗ БІБЛІОТЕЧНОЇ, ІНФОРМАЦІЙНОЇ ТА АРХІВНОЇ СПРАВИ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ У ТЕХНІЧНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

У статті досліджено проблему формування професійної мотивації майбутніх фахівців із бібліотечної, інформаційної та архівної справи в умовах дистанційного навчання у технічних закладах вищої освіти. Актуальність теми визначається масштабною цифровізацією інформаційно-документної галузі, трансформацією традиційних ролей бібліотекарів і архівістів у напрямі управління цифровими активами та аналітики даних, а також особливостями дистанційного освітнього середовища, що потребує нових підходів до професійної соціалізації студентів.

Мета статті – визначити ефективні педагогічні умови формування професійної мотивації майбутніх фахівців із бібліотечної, інформаційної та архівної справи в умовах дистанційного навчання та перевірити їх дієвість у ході педагогічного експерименту.

Методи і методологія. У дослідженні застосовано теоретичні методи (аналіз, синтез, систематизація наукових джерел) та емпіричні методи (педагогічний експеримент, анкетування, тематичний контент-аналіз інтерв'ю та рефлексивних текстів). Для статистичної обробки результатів використано t-критерій Стьюдента та показник розміру ефекту d Коена. Якісний етап дослідження спирався на тематичний аналіз за методологією В. Брауна та В. Кларк.

Наукова значимість статті полягає в концептуалізації професійної мотивації як системного багатокомпонентного конструкту (когнітивного, емоційно-оцінного, поведінкового та рефлексивного), а також у розробці й обґрунтуванні комплексу педагогічних умов, спрямованих на її цілеспрямоване формування в цифровому освітньому середовищі.

Результати. Педагогічний експеримент, проведений на базі Національного аерокосмічного університету «Харківський авіаційний інститут», засвідчив суттєве зростання рівня професійної мотивації студентів експериментальної групи порівняно з контрольною. Статистична обробка результатів підтвердила високу практичну ефективність розробленого комплексу педагогічних умов. Якісний аналіз рефлексивних текстів та інтерв'ю виявив три ключові внутрішні механізми трансформації: професійну візуалізацію майбутнього, формування відчуття причетності до фахової спільноти та зростання професійної самоефективності.

Висновки. Доведено, що впровадження практико-орієнтованих цифрових проєктів, створення віртуальної професійної спільноти, використання адаптивного мультимедійного контенту та системна рефлексивна підтримка через електронні щоденники є дієвими інструментами підвищення рівня професійної мотивації студентів в умовах дистанційного навчання. Сформульовано методичні рекомендації для технічних ЗВО щодо модернізації інструкційного дизайну дистанційних курсів із урахуванням мотиваційного складника.

Ключові слова: професійна мотивація, бібліотечна, інформаційна та архівна справа, дистанційне навчання, технічні заклади вищої освіти, педагогічні умови, цифрове освітнє середовище, дослідно-орієнтоване навчання.

Statement of the problem and its connection with important scientific and practical tasks. In the contemporary context of digital transformation, professional motivation among future specialists in library, information, and archival studies is particularly important. Their training at technical higher education institutions takes place amid

significant environmental and occupational shifts. The traditional roles of librarians and archivists are expanding to encompass digital data curation, information analytics, and the management of digital collections and communication processes. In these circumstances, professional motivation is crucial as it determines learning effectiveness and

readiness for practice. Unlike academic motivation, it is rooted in an awareness of the profession's social significance, professional identity formation, continuous self-development, and the acceptance of core community values. This issue becomes exceptionally relevant in distance learning, which alters faculty-student interactions, limits direct professional communication, and reduces traditional socialization. Conversely, it offers new opportunities to individualize educational pathways and develop digital competencies. In this context, professional motivation acts not merely as a psychological trait, but as a strategic resource for a specialist's successful development.

Analysis of key research and publications.

In academic discourse, the issue of motivation in the professional sphere is central to research on educational, psychological, and vocational training. Significant contributions to the development of theoretical approaches to understanding the motivational sphere of the individual have been made by A. Maslow (1954), F. Herzberg (1966), D. McGregor (1960), and E. Deci (1985). In particular, E. Deci and R. Ryan (2000) argue, within the framework of self-determination theory, that sustainable professional motivation is formed provided that the individual's basic psychological needs for autonomy, competence, and social belonging are met. According to these researchers, it is precisely these internally accepted professional values that form the basis for long-term professional development and self-actualization.

According to D. McClelland (1961), professional motivation results from the interaction between individual personality characteristics and the motivational design of the educational environment. The scholar emphasizes that the learning process must create conditions that sustain students' interest in their future professional activities by demonstrating the practical significance of knowledge, opportunities for professional growth, and the achievement of success.

Within the Ukrainian academic community, the issue of motivation in professional activity has been actively researched by N. Ivanova (2021), V. Hrynova (2007), Ye. Rezvykh & I. Bulakh (2022), O. Pinska (2009), O. A. Dikunova (2015), I. M. Krokhmal (2018), and N. Mukan et al. (2019). Globally, this domain has been further expanded by Y. Zheng et al. (2023), Z. Zhou & Y. Zhang (2023), X. Zhang et al. (2020), and

M. Shonfeld & N. Magen-Nagar (2020). Among these perspectives, M. Kupchak and A. Samilo (2020) note that students' professional motivation develops as a complex system of interrelated motives, among which self-actualization, professional self-affirmation, and personal development play a pivotal role. These researchers emphasize that internalized professional values ensure the stability of a career choice and enhance the individual's ability to overcome the challenges of professional development.

Of particular interest are the studies by O. Pinska (2009), who views professional motivation as a primary driver of students' academic success. The author demonstrates that students with a high level of professional motivation exhibit superior academic achievement, greater professional engagement, and a higher readiness to perform professional tasks independently.

Key aspects of professional motivation within the context of distance learning are discussed in the works of M. Shonfeld & N. Magen-Nagar (2020). These researchers argue that the effectiveness of distance education depends largely on the extent to which the educational environment fosters professional interest, supports professional interaction, and cultivates a sense of belonging to a professional community. Furthermore, they emphasize that professional motivation does not arise spontaneously but is instead cultivated through the student's constant interaction with educational content, faculty, and other participants in the educational process.

Research by M. Firat et al. (2018) found that professionally motivated students adapt more easily to the distance learning format, demonstrate higher levels of self-regulation, and are less likely to drop out than students whose career choices were less deliberate. The authors attribute this to the fact that professional motivation acts as an internal regulator of educational activity, thereby ensuring long-term engagement in the learning process.

In the context of training future specialists in library, information, and archival studies, O. Dikunova (2015) emphasizes that the modern librarian or archivist has transitioned into an information resource manager, a facilitator of digital communications, an organizer of access to knowledge, and an active participant in shaping the digital culture of society. An understanding of these

evolved functions is a powerful factor in boosting students' professional motivation, as it transforms their perception of their future profession from a routine administrative role into a strategically important and socially significant endeavor.

According to I. Onyshchenko (2016) argues that professional motivation is an integral indicator of an individual's readiness for professional development and continuous learning. The researcher emphasizes that a modern professional must continually update their knowledge, critically reflect on their professional experience, and adapt to rapid changes in the work environment. These principles are particularly important for the training of future information sector professionals, as they operate in a field where the pace of technological and information resource updates is exceptionally high.

In M. Shlenova's (2024) research, the professional training of information and documentation specialists is examined through the lens of developing an individual's information culture. The researcher emphasizes that a modern information specialist must not only possess professional competencies but also be deeply aware of the social mission of their work: ensuring access to information, preserving cultural heritage, and supporting society's information security. It is precisely this awareness of the profession's intrinsic social significance that becomes a primary source of students' professional motivation.

The issue of professional identity formation within the context of distance learning is of particular interest. As noted by T. Shkoda et al. (2021), the professional identity of a future specialist is cultivated through the gradual adoption of the professional community's values, norms, and behavioral models. We share this perspective, but note that traditionally, this process took place during direct interaction between students and faculty, practicing professionals, and library and archive staff. The distance-learning format, however, alters the nature of such interaction, potentially creating additional difficulties for students' professional socialization.

This is precisely why an increasing number of researchers are calling for the creation of virtual professional communities that allow students to feel part of the professional environment. In the research by Kipichenko, Sofi, and Fedorenko [X], professional

communities of practice are viewed as an important mechanism for professional learning, within which not only knowledge is transferred but professional identity is also formed. For students of the «Library, Information and Archival Studies» program, such communities may include professional forums, digital library associations, international archival networks, online conferences, and thematic platforms for professional communication.

An awareness of career development prospects significantly influences the formation of professional motivation. In V. Starosta's (2021) research, professional motivation is directly linked to professional self-determination and an individual's ability to envisage their own future within the profession. When students are aware of opportunities for career growth, professional fulfillment, and social recognition, their professional motivation increases significantly.

In this context, the studies by X. Zhang et al. (2020) on the use of open educational practices in higher education institutions warrant attention. These authors argue that involving students in real-world professional projects fosters the development of professional interest and cultivates a sense of the significance of their future professional activities. Practices involving the creation of open digital resources, electronic collections, and information services that have public importance have proven particularly effective.

Despite this significant body of research, the issue of professional motivation among future specialists in library, information, and archival Studies within the context of distance learning at technical higher education institutions remains underexplored. Most academic works focus either on general issues of student motivation or on the technological aspects of distance learning. Consequently, the specific nature of fostering professional motivation among students in information and documentation studies within a digital educational environment requires a separate, comprehensive study.

Presentation of the main material. The professional motivation of future specialists in library, information, and archival Studies within a distance learning environment is shaped by a combination of psychological, pedagogical, and technological factors. In today's digitalized educational environment, students enrolled in the «Library, Information and Archival Studies»

degree program must not only acquire professional knowledge and skills but also develop an internal acceptance of professional values, recognize the social significance of their future work, and demonstrate readiness for continuous professional self-development. Consequently, we conceptualize professional motivation as a systemic component of professional training that shapes the sustainability of the educational trajectory, academic engagement, and readiness for integration into the professional community.

The specific features of distance learning within technical higher education institutions significantly alter the mechanisms underlying the development of professional motivation. On the one hand, the digital environment offers flexibility, access to global information resources, opportunities for personalized learning, and opportunities to cultivate digital competencies. On the other hand, direct professional communication is attenuated, the influence of the university's academic culture is diminished, and students' professional socialization becomes more complex. In such conditions, motivational support cannot be random or situational; rather, it must be integrated into the very architecture of the educational process.

Theoretical analysis allows us to define professional motivation as a multicomponent construct comprising cognitive, emotional-evaluative, behavioral, and reflective components. The cognitive component reflects the student's knowledge of the profession, its core content, and career prospects; the emotional-evaluative component encompasses their attitude toward the profession, intrinsic interest, and perceived significance of professional activity; the behavioral component denotes their readiness to actively participate in professionally oriented activities; and the reflective component signifies their capacity to assess their own professional development and dynamically adjust their educational trajectory. Effective distance learning should support the simultaneous development of all these components.

To test the effectiveness of the pedagogical conditions designed to foster professional motivation, a phased pedagogical experiment was conducted at the National Aerospace University «Kharkiv Aviation Institute». The study involved 84 students enrolled in the «Library, Information and Archival Studies» degree program, who are

studying remotely consequent to the full-scale invasion of Ukraine by Russia. The sample was divided into a control group (42 participants) and an experimental group (42 participants). The groups were statistically comparable with respect to gender, baseline academic performance, and initial indicators of professional motivation.

During the first stage of the experiment, participants' initial levels of professional motivation were assessed. To this end, a modified professional motivation questionnaire was employed, utilizing scales designed to measure intrinsic motivation, professional identity, self-development orientation, and professional value orientation. Each indicator was assessed on a 5-point scale, where 1 indicated a low level of the trait, and 5 indicated a high level. The generalized professional motivation index (PMI) was calculated using the formula:

$$PMI = (IM + PI + SD + PVO) / 4$$

where IM is intrinsic motivation, PI is professional identity, SD is self-development orientation, and PVO is professional value orientation.

The results of the initial assessment showed that the average professional motivation index was 2.91 in the control group and 2.94 in the experimental group. The difference between the groups was statistically insignificant ($t = 0.27$; $p > 0.05$), thereby confirming their equivalence at the start of the study. The lowest scores were observed on the scales of professional identity and professional value orientation, indicating that students' understanding of the profession's social mission and their place within the professional community was underdeveloped.

The second stage of the experiment lasted one semester and involved implementing a set of pedagogical measures within the experimental group's learning process. The control group studied under the traditional distance-learning model, without any specially designed motivational interventions. The set of pedagogical conditions encompassed:

1. The integration of professionally oriented digital projects into academic disciplines;
2. The creation of a virtual professional community for students;
3. The use of adaptive content and individualized learning pathways;
4. Systematic reflective support for students'

professional development.

Under the first condition, students in the experimental group carried out digital projects that closely simulated real professional activities, such as creating electronic collections, local history digital archives, thematic bibliographic resources, informational and analytical reviews, and models of electronic cataloging. Each project addressed the needs of an actual client, in this instance, the department and the university library. This approach to organizing coursework enabled students to see the social significance of their own activities' outcomes and to feel actively engaged in professional practice.

The second condition involved creating a virtual professional community on Microsoft Teams. Within this community, online discussions with industry practitioners, mini-conferences, analyses of professional case studies, peer reviews of projects, and informal professional networking took place. Particular attention was paid to fostering a sense of belonging to the professional community, as this factor, according to E. Deci and R. Ryan's (2000) self-determination theory, is one of the fundamental elements for sustained motivation.

The third condition was implemented through the adaptive design of the learning content. Students were given the opportunity to choose the subject matter of certain tasks, the pace of completion for individual modules, and the format for presenting their results (e.g., text, presentation, video, or digital resource). To support diverse cognitive styles, multimedia materials, interactive simulations, and micro-courses were employed.

The fourth condition involved introducing reflective support. Each student kept an electronic professional diary to record their achievements, difficulties, professional interests, and development plans. Once a month, individual online consultations were conducted with the group tutor to facilitate reflection on professional progress.

In the third stage of the experiment (the control phase), the indicators of professional motivation were measured again. The results revealed significant changes in the experimental group. The average professional motivation index rose from 2.94 to 4.12 points, whereas in the control group it rose only from 2.91 to 3.18 points. The absolute increase was 1.18 and 0.27 points, respectively.

To test the statistical significance of these

changes, Student's t-test for independent samples was applied. The calculation was performed using the formula:

$$t = (M_1 - M_2) / \sqrt{((S_1^2/n_1) + (S_2^2/n_2))}$$

where M_1 and M_2 are the mean values of the PMI in the groups after the experiment; S_1 and S_2 are the respective standard deviations; and n_1 and n_2 are the group sizes.

The calculations yielded $t = 6,84$, $p < 0,001$, indicating a high level of statistical significance in the differences between the groups following completion of the formative stage.

Further analysis of the individual components of motivation revealed that the greatest increase in the experimental group occurred on the professional identity (+1.34 points) and professional value orientation (+1.27 points) scales. This confirms the effectiveness of interventions that involve students in professionally meaningful activities and integrate them into the professional community.

To assess the practical significance of these results, Cohen's d effect size was calculated using the formula:

$$d = (M_1 - M_2) / SD_{pooled}$$

where SD_{pooled} is the pooled standard deviation. The obtained value of $d=1.21$ indicates a large effect size according to Cohen's criteria. Thus, the proposed set of pedagogical conditions exerts not only a statistically significant but also a practically significant impact on students' professional motivation.

With the aim of conducting an in-depth study of the mechanisms underlying the formation of professional motivation among students enrolled in the «Library, Information and Archival Affairs» degree program and clarifying the reasons for the identified quantitative changes, we conducted a qualitative phase of the research. The need for this approach was driven by the fact that statistical indicators show positive dynamics but do not fully explain the internal processes among students during the formative experiment. Consequently, upon completion of the main phase of the study, a qualitative analysis of participants' reflective diaries and semi-structured interviews was conducted with members of the experimental group.

During the first stage of the qualitative research, empirical data were collected. Over the course of one semester, each participant in the experimental group kept an electronic reflective journal on the

Mentor platform. Entries were made biweekly and included answers to open-ended questions, such as: «What professional knowledge have I gained during this period?», «What difficulties did I encounter while completing these tasks?», «How can the experience gained be applied to my future professional activities?», «What professional competencies have I successfully developed?», and «How has my attitude toward my future profession changed?». As a result, 312 individual reflective entries were obtained, yielding a corpus of over 120,000 words.

The second stage involved conducting final semi-structured interviews. Thirty-two students from the experimental group were selected for participation based on the principle of maximizing sample variability. This subgroup comprised students with diverse levels of academic achievement, from different years of study, and with varying initial indicators of professional motivation. Each interview lasted between 35 and 50 minutes. In total, approximately 22 hours of audio material were recorded and subsequently transcribed and prepared for content analysis.

In the third stage, the initial coding of the textual data was conducted using the thematic analysis framework proposed by V. Braun and V. Clarke (2021). Initially, the research team independently analyzed 20% of the text corpus to compile an initial code list. As a result, 47 initial categories were identified, which included «awareness of career prospects,» «interest in digital archives,» «practical relevance of learning,» «sense of professional community,» «confidence in one's own competencies,» «professional self-determination,» «understanding of the profession's social mission,» and «independence in learning.»

To verify the coding's reliability, Cohen's kappa coefficient was calculated. The result was $\kappa = 0,84$, indicating a high level of agreement among the researchers and confirming the validity of the coding procedure.

In the fourth stage, the initial codes were grouped into broader thematic categories. As a result of the content analysis, five main thematic clusters were identified: professional identity, professional self-assessment, professional prospects, professional engagement, and professional reflection.

Further analysis involved quantifying the frequency of occurrence for each thematic category.

It was found that 78.1% of the reflective entries by students in the experimental group contained statements about the practical significance of their future profession. By comparison, at the start of the experiment, such statements appeared in only 31.4% of the texts, representing a substantial increase of 46.7 percentage points.

The «career prospects» category was recorded in 74.3% of the final entries, compared to 28.6% at the baseline stage. This indicates a significant increase in students' awareness of career development opportunities after completing the formative phase.

At the fifth stage, a comparative analysis of interviews with students exhibiting high and moderate levels of professional motivation was conducted. It was found that the most characteristic features of students with high levels of motivation were frequent references to their professional future, a pronounced focus on self-development, a positive perception of digital tools for professional activity, and a readiness for continuous learning. On average, students with high levels of motivation articulated statements related to professional self-determination 2.4 times more frequently than students with moderate levels of motivation.

The analysis of the interviews revealed three primary mechanisms driving these positive transformations. The first mechanism relates to the professional visualization of the future. The participants began to envisage their respective professional careers more clearly, which subsequently enhanced their engagement with their studies. The second mechanism pertains to cultivating a sense of belonging to the professional community through active participation in digital projects and professional discussions. The third mechanism is linked to the development of professional self-efficacy, in which the successful completion of practice-oriented tasks fosters confidence in one's ability to operate effectively in one's chosen profession.

The qualitative analysis not only confirmed the findings of the quantitative phase of the study but also established causal links between the pedagogical conditions designed to foster professional motivation and subsequent shifts in students' professional mindset. The results obtained served as the basis for developing pedagogical recommendations to strengthen the professional focus of distance learning for future specialists in

library, information, and archival affairs.

The findings are consistent with the conclusions of M. Shonfeld & N. Magen-Nagar (2020) regarding the importance of online collaboration in developing students' intrinsic motivation and professional engagement. Our study complements these findings by demonstrating that a specifically designed, professionally oriented digital environment can significantly enhance students' professional motivation in information and documentation studies.

Based on the results of the experiment, several pedagogical recommendations were formulated for technical higher education institutions that train future specialists in library, information, and archival studies:

1. Distance learning courses should include professionally relevant digital projects characterized by real social or institutional demand. Assignments whose outcomes extend beyond formal assessment and can be used by libraries, archives, or civil society organizations significantly enhance the professional value of the learning experience in students' eyes.

2. Virtual professional communities should be established to facilitate regular interaction among students, faculty, industry practitioners, and peers. Such communities serve as a means of professional socialization, thereby compensating for the limitations of distance learning.

3. Elements of adaptability and autonomy should be incorporated into the learning process by providing opportunities to choose assignment topics, formats for presenting results, and individual pathways for mastering the material. A sense of control over one's own learning constitutes a key factor in developing sustained motivation.

4. It is advisable to implement systematic reflective support for students' professional development through the use of electronic journals, portfolios, individual consultations, and self-assessment protocols. Reflection enables students to become aware of their own professional progress and to link their academic achievements to their future professional activities.

5. The learning content should reflect the contemporary paradigm of the profession. It is important to focus not only on the traditional roles of librarians or archivists but also on the emerging roles of an information specialist in a digital society, such as data management, digital humanities, information analytics, and ensuring open access to knowledge and the digital memory of society.

Overall, the experiment demonstrates that the professional motivation of future specialists in library, information, and archival affairs within a distance learning environment can be purposefully fostered, provided a motivating digital learning environment is created. Such an environment should synergistically combine professional practicality, social interaction, learner autonomy, and reflective support for professional development.

Conclusions. This study provides a comprehensive analysis of professional motivation among future specialists in library, information, and archival affairs within the context of distance learning at a technical higher education institution, thereby establishing its decisive role in professional development. The results obtained confirm that, amid the digital transformation of education, professional motivation ceases to be merely a psychological factor contributing to academic success; rather, it emerges as a strategic resource for shaping a competitive professional capable of operating effectively in the contemporary information society.

Thus, the professional motivation of future specialists in library, information, and archival affairs within the context of distance learning is a complex, integrative construct. It is shaped by targeted pedagogical interventions and serves as a necessary condition for successful professional training. The results of this study confirm the need for further research into improving pedagogical technologies to enhance motivation, developing new models of professional socialization for students in a digital educational environment, and studying the impact of emerging information technologies on the professional development of future specialists in the information and documentation sector.

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Конфлікт інтересів / Conflict of Interest

Автор заявляє про відсутність конфлікту інтересів щодо цього дослідження, включаючи фінансові, особисті, авторські чи будь-які інші, які могли б вплинути на дослідження, а також на результати, представлені в цій статті.

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