© *Shlenova Maryna*
PhD in Philology, Associate Professor, Associate Professor at the Department of Document Studies and Ukrainian Language, National Aerospace University «Kharkiv Aviation Institute»
Kharkiv, Ukraine
email: m.shleneva@khai.edu
https://orcid.org/0000-0003-4297-6872

INSTAGRAM AS AN INNOVATIVE TOOL FOR PROFESSIONAL TRAINING IN LIBRARY, INFORMATION, AND ARCHIVAL STUDIES AT HIGHER TECHNICAL EDUCATION INSTITUTIONS

This article considers Instagram as an innovative tool for developing educational resources aimed at training future specialists in library, information, and archival studies at higher technical education institutions in the context of educational digitalization. Leveraging its functional features, such as Stories, Reels, infographics, and interactive polls, Instagram facilitates the creation of visually oriented, interactive content that fosters professional competencies, including visual literacy, media communication, critical thinking, and creativity. The platform aligns with principles of integrated, competency-based, and student-centered learning, adapting the educational process to the digital preferences of Generation Z, for whom social media is integral to daily life. The study analyzes the integration of Instagram into professional training, evaluates its impact on student motivation, digital literacy, and creativity, and provides recommendations for establishing specialized educational accounts as virtual learning environments. Particular emphasis is placed on ethical and psychosocial considerations, including digital addiction, data privacy, and the need for methodological training to ensure educators' effective use of Instagram. By supporting asynchronous learning, removing temporal and spatial barriers, and enabling gamified approaches (e.g., quizzes and quests) and digital portfolio development, Instagram is especially relevant for distance and blended learning formats. The article underscores Instagram's pedagogical value, proposing innovative learning approaches that align with the demands of the digital economy and contemporary labor market. Future research directions include developing didactic models for Instagram content tailored to library, information, and archival studies, analyzing its impact on students' professional identity and academic mobility, evaluating its effectiveness across diverse higher education institutions, and formulating methodological guidelines for educators to create ethical and secure digital learning environments.

Keywords: Instagram, educational tools, professional training, digital education, library, information, and archival studies, future specialists, gamification, higher education, technical universities

Statement of the problem and its connection with important scientific and practical tasks. In the contemporary information society, digital transformation permeates all spheres of human activity, including education, necessitating innovative tools for effective professional training of future specialists. Social networks, traditionally viewed as platforms for entertainment and communication, are evolving into robust educational ecosystems. These platforms facilitate interactive, informal, and multimodal learning, tailored to the preferences of modern users, particularly Generation Z, for whom digital environments are integral to daily life.

Among social networks, Instagram stands out as a leading platform, boasting millions of active users in Ukraine and globally. Its functional features, including short-form videos (Reels), interactive Stories, visual content, and feedback mechanisms, transcend its recreational role,

positioning Instagram as a dynamic environment for developing, testing, and implementing innovative educational tools. These tools align with contemporary digital practices, enabling the cultivation of professional competencies in an engaging, accessible, and dynamic manner.

Despite the increasing prominence of social networks in informal education, their potential for systematic professional training remains underexplored and underutilized. The absence of evidence-based methodologies for leveraging Instagram as an educational platform hinders its integration into formal learning processes.

However, the practical value of this approach is evident: incorporating Instagram into professional training can enhance student motivation, foster media literacy, stimulate creativity, and promote adaptability to the demands of the digital economy.

Investigating Instagram's potential as a tool for professional training is a pertinent endeavor with both scientific and practical implications. Scientifically, it deepens understanding of social networks' role in reshaping educational paradigms. Practically, the findings can inform innovative pedagogical approaches that align with the needs of the modern labor market and the digital generation's characteristics.

Analysis of key research and publications. The digital transformation of education, as a cornerstone of modern pedagogical evolution, is thoroughly explored in the works of domestic and international scholars, who identify key strategies for effectively integrating information and communication technologies into educational processes. Within the framework of digital didactics, defined by V. Bykov & M. Leshchenko (2016) as the science of designing educational environments using digital tools, social networks serve not only as communication platforms but also as robust educational resources. Instagram, in particular, enables the creation of personalized learning pathways, supports visually driven knowledge frameworks, and fosters critical thinking and digital literacy.

The perspectives of E. Richter et al. (2022) on digital education within internet-based platforms, such as Instagram, are highly relevant, especially given the digital immersion of Generation Z. Integrating Instagram into educational processes enhances the motivational aspects of learning

by encouraging active, creative engagement, as supported by I. Hussain et al. (2018), who underscore the role of innovative digital tools in cultivating effective learning environments. The use of visual tools, such as Stories, Reels, and IGTV, enables students in library, information, and archival studies to develop professional competencies alongside visual and informational literacy, critical for roles involving information systematization and archiving.

However, the intensive use of digital platforms necessitates critical examination due to their impact on cognitive functions and well-being. O. Yudenkova (2022) highlights concerns regarding digital addiction, notably nomophobia, while Adrian et al. (2017) note the dual nature of constant digital engagement: it facilitates socialization and communication but risks cognitive overload.

Within the e-didactics framework, M. Gomez-Ortiz et al. (2023) propose that Instagram's tools, digital stories, visual instructions, and interactive tasks establish a novel visual-discursive learning paradigm responsive to the demands of the digital era. This paradigm is particularly significant for developing students' abilities to critically interpret visual information, adapt to evolving digital landscapes, and achieve professional self-realization in media spaces.

S. Bortolazzo & R. Machado (2021) explore Instagram's potential as an educational tool, highlighting its influence on reimagining education, learning, teaching, and curriculum design. Grounded in Cultural Studies in Education and a post-structuralist perspective, the study is structured in three interconnected research movements. First, it examines Instagram's pedagogical features, emphasizing its role as a learning platform. Second, it reviews the curriculum, its evolving priorities, and transformations. Third, it investigates how Instagram fosters innovative approaches to curriculum development. The findings suggest that Instagram supports a mobile, technology-driven curriculum, promoting digitally aligned learning practices, as evidenced by expert insights.

B. Celik et al. (2023) investigate higher education students' preferences for social media platforms as educational tools, with a focus on Instagram's role in Turkey. Utilizing a pairwise comparison method, the research ranks nine

popular social media platforms, Instagram, TikTok, YouTube, WhatsApp, Facebook, Twitter, Snapchat, Telegram, and Pinterest, based on their educational utility. Data were collected from 492 higher education students in Turkey and analyzed using the Thurstone V equation. Results reveal Instagram as the top-ranked platform for educational purposes overall, followed by WhatsApp and YouTube. Gender-based preferences show variations: female students prioritize WhatsApp, Instagram, and YouTube, while male students favor Instagram, WhatsApp, and YouTube. The findings highlight Instagram's significant potential as an effective and preferred educational tool, reflecting its adaptability to the learning needs of digitally engaged students.

L. Cilliers & K. Viljoen (2023) examine Instagram's role as a marketing tool for Technical and Vocational Education and Training (TVET) colleges in South Africa. Analyzing posts from 19 TVET Instagram accounts (January 2019–June 2020) through sentiment and descriptive analysis, it finds only 57% of accounts active, making Instagram the least used platform for marketing.

Colleges use Instagram to engage followers, share updates, and promote achievements, with positive or neutral sentiments. The lack of a social media strategy leads to inconsistent use. The study recommends a strategic framework from the Department of Higher Education and Training to enhance Instagram's effectiveness for stakeholder engagement.

J. Samaniego et al. (2020) explore Instagram's role as an educational tool to enhance creativity and engagement among adolescents. Using Instagram's visual and interactive features, such as literary-themed posts, the research analyzes educational Instagram accounts to assess their impact on students and teachers. A survey evaluates the integration of devices with Instagram, measuring engagement via likes and comments to determine its effectiveness in fostering significant learning and classroom dynamics.

In the context of global digitalization, the effectiveness of educational processes increasingly hinges on educators' ability to adapt content to formats that resonate with students' preferences. Social media platforms, particularly Instagram, emerge as powerful tools for pedagogical interaction due to their widespread use and interactive capabilities.

M. Shlenova (2025) emphasizes the need for innovative teaching approaches that ensure adaptability and flexibility amid the evolving educational landscape. Contemporary students, immersed in mobile technologies and social media, exhibit a natural affinity for visual and interactive content. This predisposition creates significant opportunities for leveraging Instagram as a platform to deliver educational content, facilitate communication, share academic outcomes, and foster students' academic identities.

O. Maslova et al. (2023) highlight a direct correlation between the increased use of digital devices during online learning and heightened student engagement with social media. This trend underscores the potential for a pedagogical shift: rather than resisting the digital environment, educators should integrate it into the learning process.

I. Kolesnikova (2020) argues that Instagram transcends its recreational role, serving as a dynamic platform for constructing educational experiences. By fostering creativity, digital literacy, multimodal thinking, and self-expression, Instagram aligns with the developmental needs of modern learners, enhancing the educational process through its visual and interactive features.

Instagram's functionalities, including live streams, Stories, Reels, pinned posts, polls, and interactive stickers, offer significant didactic flexibility, enabling the integration of blended, asynchronous, and visually oriented learning approaches. In the context of library, information, and archival studies, where competencies in communication, content visualization, media management, and digital curation are essential, Instagram serves as a versatile tool for creating electronic exhibitions, project presentations, educational storytelling, and digital collections.

Despite its evident potential, the use of social media for educational purposes remains unsystematic and suboptimal. The lack of an integrated approach to developing content aligned with educational program objectives often undermines its effectiveness. Neglecting platform-specific features or relying on monotonous content delivery methods can diminish student engagement, as substantiated by O. Pinchuk (2022).

Formulation of the article's aims and objectives. This study aims to explore Instagram's potential as a platform for developing educational tools to foster professional competencies among future specialists in library, information, and archival studies, and to validate its didactic efficacy within digitalized education. Specific objectives include: analyzing Instagram's functionalities (Stories, Reels, infographics) for creating interactive educational materials; examining its integration into professional training; evaluating its impact on student motivation, creativity, and digital literacy; proposing guidelines for establishing educational accounts; and addressing ethical and psychosocial considerations associated with platform use.

Presentation of the main material. Developing Instagram-based educational tools for training specialists in library, information, and archival studies represents an innovative approach to integrating digital technologies into professional education. As a visually dominant platform, Instagram significantly influences students' cognitive engagement, as evidenced by V. Bykov & M. Leshchenko (2016), who highlight the benefits of visual thinking and knowledge visualization. Amid the rapid digitalization of educational environments, this approach enhances students' cognitive activity and learning motivation.

Contemporary higher education demands differentiated and personalized strategies for cultivating professional competencies, particularly in information communication and digital literacy. Students' proficiency in leveraging Instagram content correlates closely with their baseline knowledge and media literacy, necessitating educators' careful consideration of individual learning styles and tailored content differentiation.

Instagram's format facilitates the integration of microlearning, visual storytelling, infographics, short video tutorials, and thematic accounts or hashtags to structure educational content aligned with student-centered, digitally active learning paradigms. A defining characteristic of the platform is its pervasive presence in the lives of young people, fostering trust in its role as a knowledge dissemination channel and enhancing student engagement in learning beyond classroom hours.

The temporal and spatial flexibility afforded by Instagram is particularly valuable for distance learning. This approach removes time constraints, enabling students to self-regulate their engagement with educational content, a critical factor in constructing individualized learning pathways. However, N. Sachaniuk-Kavets'ka et al. (2021) note that not all students thrive in visually oriented environments, underscoring the need for adaptive instructional design to accommodate diverse learning needs.

Special consideration must be given to psychosocial factors affecting learning outcomes. O. Vlasova et al. (2015) highlight the detrimental effects of stress, social pressure, and emotional distress on cognitive performance. In this context, Instagram-based educational content can serve a psycho-emotional role, fostering a supportive and positively reinforcing environment, particularly through interactive student community engagement.

The integration of Instagram into the training of specialists in library, information, and archival studies extends beyond theoretical knowledge acquisition to the development of practical competencies. These include proficiency in managing digital resources, conducting intellectual searches, organizing and visualizing information, and engaging online audiences. By leveraging Instagram's functionalities, such as visual communication, microlearning, storytelling, and gamification, educators can systematically cultivate these skills, aligning with the demands of professional practice in a digital era.

The application of Instagram as an educational platform aligns with the concept of multimodal learning, which emphasizes delivering information through diverse perceptual channels, visual, auditory, and textual. This approach optimizes cognitive processes, heightens attention, and enhances retention. Instagram's visual focus, concise content delivery, flexible feedback mechanisms, and capabilities for creating interactive Stories, short-form Reels, and infographics make it an exemplary platform for implementing multimodal learning principles.

In training future information specialists, the cultivation of visual literacy, defined as the ability to critically interpret, create, and transform visual messages, is paramount. Utilizing Instagram as an educational tool actively engages students in content creation, fostering skills in digital

storytelling, visual editing, creative design, and an understanding of information ethics and copyright principles. This hands-on approach equips students with competencies essential for professional practice in a digital media landscape.

Developing Instagram-based educational tools involves establishing dedicated educational accounts that function as virtual classrooms. These accounts can host thematically organized content addressing core disciplinary areas, such as the history of librarianship, digital archives, classification systems, information technologies, and metadata management. Content can be delivered via carousel posts, enabling concise presentation of material enriched with examples, diagrams, and visual models. Instagram's interactive features allow posts to incorporate questions, discussion prompts, polls, or links to external resources, enhancing student engagement.

The Stories and Reels functionalities are particularly noteworthy, offering opportunities for mini-lectures, case study presentations, or showcases of real-world practices in information institutions. For instance, students might create Stories featuring brief video tours of archives or libraries, illustrating document processing, cataloging, or digitization workflows. Such tasks not only hone professional skills but also develop competencies in public presentation, aligning with contemporary expectations for information specialists.

A primary advantage of Instagram in education lies in its capacity to facilitate gamified learning, significantly enhancing student motivation. Through the Stories feature, educators can design daily quizzes, quests, or thematic marathons (e.g., "Five Days of Library Terminology") to reinforce course material. Such activities stimulate cognitive engagement, fostering rapid analysis, decision-making, and collaborative interaction within digital environments.

Equally critical is the provision of methodological support and digital training for educators employing Instagram. Crafting educational content demands proficiency in digital design tools, storytelling, visual communication principles, and pedagogically sound format selection. Consequently, there is a pressing need for methodological guidelines and professional development programs to equip educators with the skills to integrate social media effectively into teaching practices.

Ethical and legal considerations are paramount when incorporating social media into professional training. Issues such as confidentiality, personal data protection, copyright adherence for visual content, and the creation of a secure online learning environment must be addressed. These considerations should be embedded in the training of both students and educators to ensure responsible platform use.

The reflective dimension of Instagram-based learning warrants particular attention. By analyzing their posts, audience interactions, discussion contributions, and visual diaries, students develop critical self-reflection skills, enabling them to assess the impact of their content and cultivate a professional digital identity. This is especially pertinent for future librarians, archivists, and information managers, whose roles increasingly encompass media communication and cultural influence.

Integrating Instagram into education should occur within cohesive modules that blend traditional and digital learning modalities. For instance, pairing lectures with social media activities allows students to consolidate knowledge, explore broader interpretations, and pursue independent inquiry. Moreover, Instagram can serve as a platform for curating electronic portfolios, showcasing students' academic work, projects, multimedia content, reviews, and micro-research, thereby enhancing their professional profiles.

Instagram holds significant promise as a platform for fostering international educational collaboration and intercultural communication. Collaborative projects among students from diverse countries, participation in global information flashmobs, and content creation in English or other discipline-specific languages expand opportunities for academic mobility, elevate the global visibility of library and archival studies, and promote national cultural heritage.

Conclusions. The development and integration of Instagram-based educational tools into the training of specialists in library, information, and archival studies represent an innovative and pedagogically robust approach, responsive to the demands of the digital era. By

leveraging Instagram as an educational platform, educators can implement principles of integrated, competency-based, and student-centered learning, fostering professional skills in an engaging and dynamic format. The platform's features – Stories, Reels, infographics, and interactive polls – enable the creation of visually rich content that stimulates cognitive processes, enhances student motivation, and strengthens digital literacy. Instagram facilitates the cultivation of essential competencies, including visual literacy, media communication, critical thinking, and creativity, which are indispensable for information professionals. Specialized educational accounts, gamified activities, and microlearning through short videos and carousel posts provide accessible, digitally aligned avenues for acquiring professional knowledge. Furthermore, Instagram supports asynchronous learning, overcoming temporal and spatial constraints, making it particularly suited for distance and blended learning modalities. Beyond academic benefits, Instagram fosters psycho-emotional engagement by cultivating a supportive environment through interactive exchanges and positive reinforcement. This not only boosts motivation but also shapes professional identity through digital portfolios, project showcases, and participation in international educational initiatives. However, effective implementation requires methodological training for educators, adherence to ethical standards, and strategies to mitigate risks of digital addiction, ensuring a safe and productive learning environment.

Future research directions. Future research should focus on developing didactic models for Instagram content tailored to information studies curricula, analyzing the impact of these practices on students' professional identity and academic mobility, conducting comparative studies of Instagram's efficacy across diverse higher education institutions, evaluating the long-term effects of gamified and visual learning approaches on cognitive and psycho-emotional outcomes, and formulating methodological guidelines for educators to create ethical and secure digital learning environments.

СПИСОК ЛІТЕРАТУРИ

Биков, В. Ю., Лещенко, М. П. (2016). Цифрова гуманістична педагогіка відкритої освіти. *Теорія і практика управління соціальними системами: філософія, психологія, педагогіка, соціологія*, (4), 115–130. **http://nbuv.gov.ua/UJRN/Tipuss_2016_4_13**

Биков, В. Ю., Лещенко, М. П., Тимчук Л. І. (2017). *Цифрова гуманістична педагогіка: посібник. ІТЗН НАПН України*. Київ, 181 с. **https://lib.iitta.gov.ua/id/eprint/710669**

Власова, О. І., Семиченко, В. А., Пащенко, С.Ю., Невідома, Я. Г. (2015). *Психологія вищої школи: підручник*. К. : ВПЦ «Київський університет», 405 с. **https://kmaecm.edu.ua/wp-content/uploads/2021/06/vlasovoyi-o.-i.-2015-psyhologiya-vyshhoyi-shkoly.pdf**

Колеснікова, І. В. (2020). Цифровізація освітнього процесу в закладі післядипломної педаго-гічної освіти. *Науковий часопис Національного педагогічного університету імені М. П. Драгомано-ва*. Серія 5: Педагогічні науки: реалії та перспективи, (78), 117-120. **https://doi.org/10.31392/NPU-nc.series5.2020.78.25**

Маслова, О., Юденкова, О., Гончарова, І. (2023). Гаджети як засіб інноваційного розвитку освіт-нього процесу в умовах становлення цифрової педагогіки. *Актуальні питання гуманітарних наук*, 59(2), 308-314. **https://www.aphn-journal.in.ua/archive/59_2023/part_2/46.pdf**

Пінчук, О. П. (2022). *Цифрові технології як основа інновацій в сучасній освіті. Інформаційно-ре-сурсне забезпечення освітнього процесу в умовах диджиталізації суспільства*: зб. матеріалів 2-ої Міжнар. наук.-практ. конф., 10 листоп. 2022 р. Київ. Наук.-метод. центр ВФПО, 5–8. **https://lib.iitta.gov.ua/733385/**

Сачанюк-Кавецька, Н. В., Маятіна, Н. В., Новак, О. М. (2021). Цифрова педагогіка у контексті підвищення якості освітніх послуг. *Науковий часопис Національного педагогічного універси-тету імені М. П. Драгоманова*. Серія 5: Педагогічні науки: реалії та перспективи, 80(2), 131-135. **https://doi.org/10.31392/NPU-nc.series5.2021.80.2.27**

Юденкова, О. П. (2022). Формування інформаційно-цифрової компетентності у здобувачів освіти в контексті діджиталізації професійної освіти. *Інформаційно-ресурсне забезпечення освітнього процесу в умовах диджиталізації суспільства*: тези доп. Міжнар. наук.-практ. конф. (Київ, 10 листопада 2022 р.). Київ, 585–588. **https://surli.cc/qzazpb**

Adrian, F. W., Kristen D., Ayeet G. & Maarten W. B. (2017). *Brain drain: the mere presence of one's own smartphone reduces available cognitive capacity*. JACR, 2(2). 140–154. **https://www.journals.uchicago.edu/doi/pdfplus/10.1086/691462**

Bortolazzo, S. & Machado, R. (2021). *An analysis of instagram and its interfaces with the curricular issues. Comunicacoes*, 28(2), 43-56. **https://doi.org/10.15600/2238-121X/comunicacoes.v28n2p43-56**

Celik, B., Uzunboylu, H., & Demirbas-Celik, N. (2023). Higher education students' social media platform preferences for educational purposes. *RED-Revista de Educacion a Distancia*, 23(72). **https://doi.org/10.6018/red.491551**

Cilliers, L. & Viljoen, K. (2023). Insights into Instagram use by technical and vocational education and training colleges. *South african journal of information management*, 25(1). **https://doi.org/10.4102/sajim.v25i1.1685**

Gomez-Ortiz, M. J., Dominguez, R.E., & Bobkina, J. (2023). Instagram as a learning tool to improve technical vocabulary for sports science students. *Journal of Hospitality, Leisure, Sport and Tourism Education*, (32). **https://doi.org/10.1016/j.jhlste.2022.100416**

Hussain, I., Cakir, O., & Candeger, U. (2018). Social media as a learning technology for university students. *International Journal of Instruction*, 11(2), 281–296. **https://doi.org/10.12973/iji.2018.11219a**

Richter, E., Carpenter, J. P., Meyer, A., & Richter, D. (2022). Instagram as a platform for teacher collaboration and digital social support. *Computers and Education*, (190). **https://doi.org/10.1016/j.compedu.2022.104624**

Samaniego, J., Rivera, A.C., Vásconez, S., Viteri, C., Espinoza, L., Dominguez, K. (2020). Instagram, does it generate learning in the classroom? *14TH international technology, education and development conference* (INTED2020), 6424-6431

Shlenova, M. (2025). Innovative teaching methods for future specialists in library, information, and archival studies. *Молодь і ринок*, 3(325), 121-127. **https://doi.org/10.24919/2308-4634.2025.326148**

REFERENCES

Adrian, F. W., Kristen D., Ayeet G. & Maarten W. B. (2017). Brain drain: the mere presence of one's own smartphone reduces available cognitive capacity. JACR, 2(2). 140–154. https://www.journals.uchicago.edu/doi/pdfplus/10.1086/691462 [in English]

Bortolazzo, S. & Machado, R. (2021). An analysis of instagram and its interfaces with the curricular issues. Comunicacoes, 28(2), 43-56. https://doi.org/10.15600/2238-121X/comunicacoes.v28n2p43-56 [in English]

Bykov, V., Leshchenko, M. (2016). Tsyfrova humanistychna pedahohika vidkrytoi osvity [Digital humanistic pedagogy of open education summary]. Teoriia i praktyka upravlinnia sotsialnymy systemamy: filosofiia, psykholohiia, pedahohika, sotsiolohiia, (4), 115–130. http://nbuv.gov.ua/UJRN/Tipuss_2016_4_13 [in Ukrainian]

Bykov, V., Leshchenko, M., Tymchuk, L. I. (2017). Tsyfrova humanistychna pedahohika: posibnyk. ITZN NAES of Ukraine [Digital humanistic pedagogy: a handbook. ITZN NAPN Ukraine]. Kyiv, 181 p. https://lib.iitta.gov.ua/id/eprint/710669 [in Ukrainian]

Celik, B., Uzunboylu, H., & Demirbas-Celik, N. (2023). Higher education students' social media platform preferences for educational purposes. RED-Revista de Educacion a Distancia, 23(72). https://doi.org/10.6018/red.491551 [in English]

Cilliers, L. & Viljoen, K. (2023). Insights into Instagram use by technical and vocational education and training colleges. South african journal of information management, 25(1). https://doi.org/10.4102/sajim.v25i1.1685 [in English]

Gomez-Ortiz, M. J., Dominguez, R.E., & Bobkina, J. (2023). Instagram as a learning tool to improve technical vocabulary for sports science students. Journal of Hospitality, Leisure, Sport and Tourism Education, (32).

https://doi.org/10.1016/j.jhlste.2022.100416 [in English]

Hussain, I., Cakir, O., & Candeger, U. (2018). Social media as a learning technology for university students. International Journal of Instruction, 11(2), 281–296. https://doi.org/10.12973/iji.2018.11219a [in English]

Kolesnikova, I. V. (2020). Digitalization of the educational process in the institution of postgraduate pedagogical education. Naukovyi chasopys national pedagogical dragomanov university. Series 5. Pedagogical sciences: realias and perspectives, (78), 117-120. https://doi.org/10.31392/NPU-nc.series5.2020.78.25 [in Ukrainian]

Maslova, O. Yudenkova, O. Honcharova, I. (2023). Gadgets as a means of innovative development of the educational process in the conditions of establishing digital pedagogy. Aktualni pytannia humanitarnykh nauk. 59(2), 308-314. https://www.aphn-journal.in.ua/archive/59_2023/part_2/46.pdf [in Ukrainian]

Pinchuk, O. P. (2022). Tsyfrovi tekhnolohii yak osnova innovatsii v suchasnii osviti [Digital technologies as the basis for innovation in modern education]. Informatsiino-resursne zabezpechennia osvitnoho protsesu v umovakh dydzhytalizatsii suspilstva: zb. materialiv 2 Mizhnar. nauk.-prakt. konf., 10 lystop. Kyiv, Nauk.-metod. tsentr VFPO, 5–8. https://lib.iitta.gov.ua/733385/ [in Ukrainian]

Richter, E., Carpenter, J. P., Meyer, A., & Richter, D. (2022). Instagram as a platform for teacher collaboration and digital social support. Computers and Education, (190). https://doi.org/10.1016/j.compedu.2022.104624 [in English]

Sachaniuk-Kavets'ka, N. V., Maiatina, N. V., Novak, O. M. (2021). Digital pedagogy in the context of improving the quality of educational services. Naukovyi chasopys National Pedagogical Dragomanov University. Series 5. Pedagogical sciences: realias and perspectives, 80(2), 131-135. https://doi.org/10.31392/NPU-nc.series5.2021.80.2.27 [in Ukrainian]

Samaniego, J., Rivera, A.C., Vásconez, S., Viteri, C., Espinoza, L., Dominguez, K. (2020). Instagram, does it generate learning in the classroom? 14TH international technology, education and development conference (INTED2020), 6424-6431 [in English]

Shlenova, M. (2025). Innovative teaching methods for future specialists in library, information, and archival studies. Molod i rynok, 3(325), 121-127. https://doi.org/10.24919/2308-4634.2025.326148 [in English]

Vlasova, O. I., Semychenko, V. A., Pashchenko, S.Iu., & Nevidoma, Ya. H. (2015). Psykholohiia vyshchoi shkoly: pidruchnyk [Psychology of higher education: textbook]. Kyiv, «Kyivskyi universytet», 405 p. https://kmaecm.edu.ua/wp-content/uploads/2021/06/vlasovoyi-o.-i.-2015-psyhologiya-vyshhoyi-shkoly.pdf [in Ukrainian]

© *Шленьова Марина*
кандидатка філологічних наук, доцентка, доцентка кафедри документознавства та української мови, Національний аерокосмічний університет «Харківський авіаційний інститут»
Харків, Україна
email: m.shleneva@khai.edu
https://orcid.org/0000-0003-4297-6872

INSTAGRAM ЯК ІННОВАЦІЙНИЙ ІНСТРУМЕНТ ДЛЯ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ З БІБЛІОТЕЧНОЇ, ІНФОРМАЦІЙНОЇ ТА АРХІВНОЇ СПРАВИ У ЗАКЛАДАХ ВИЩОЇ ТЕХНІЧНОЇ ОСВІТИ

У статті розглядається Instagram як інноваційний інструмент для розробки освітніх ресурсів з метою підготовки майбутніх фахівців з бібліотечної, інформаційної та архівної справи у закладах вищої технічної освіти у контексті цифровізації освіти. Використовуючи свої функціональні можливості, такі як Stories, Reels, інфографіка та інтерактивні опитування, Instagram сприяє створенню візуально орієнтованого інтерактивного контенту, що сприяє розвитку професійних компетентностей, включаючи візуальну грамотність, медіакомунікацію, критичне мислення та креативність.

Платформа відповідає принципам інтегрованого, компетентнісного та орієнтованого на студента навчання, адаптуючи освітній процес до цифрових уподобань покоління Z, для якого соціальні медіа є невід'ємною частиною повсякденного життя. У дослідженні аналізується інтеграція Instagram у професійну підготовку, оцінюється його вплив на мотивацію студентів, цифрову грамотність та креативність, а також надаються рекомендації щодо створення спеціалізованих освітніх акаунтів як віртуальних навчальних середовищ.

Особлива увага приділяється етичним та психосоціальним аспектам, включаючи цифрову залежність, конфіденційність даних та необхідність методологічної підготовки для забезпечення ефективного використання Instagram викладачами. Завдяки підтримці асинхронного навчання, усуненню часових і просторових бар'єрів, а також можливості використання ігрових підходів (наприклад, вікторин і квестів) та розробки цифрових портфоліо, Instagram є особливо актуальним для дистанційних і змішаних форматів навчання.

У статті підкреслюється педагогічна цінність Instagram, пропонуються інноваційні підходи до навчання, що відповідають вимогам цифрової економіки та сучасного ринку праці. Майбутні напрямки досліджень включають розробку дидактичних моделей для контенту Instagram, адаптованого до бібліотечних, інформаційних та архівних досліджень, аналіз його впливу на професійну ідентичність та академічну мобільність студентів, оцінку його ефективності в різних закладах вищої освіти та формулювання методологічних рекомендацій для викладачів щодо створення етичних та безпечних цифрових навчальних середовищ.

Ключові слова: Instagram, освітні інструменти, професійна підготовка, цифрова освіта, бібліотечна, інформаційна та архівна справа, майбутні фахівці, гейміфікація, вища освіта, технічні університети