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DEVELOPMENT OF LIBRARY CASE OF THE END XIX BEGINNING XXI CENTURY

У статті розглянуто особливості становлення бібліотечної професійної освіти. Проаналізовано основні етапи становлення та розвитку бібліотечної справи, вклад у становлення бібліотечної професії провідних бібліотекознавців.

Ключові слова: бібліотека, професійна освіта, професійне навчання, бібліотечна справа.

The article deals with the features of formation of library professional education. The basic stages of formation and development of library business, contribution to the development of the library profession of leading librarians are analyzed.

Key words: library, vocational education, vocational training, library affairs.

The library is the oldest social institution, created in the aggregate of centuries of knowledge, abilities, skills, further development, changes of which depend on the development of society.

Libraries have made a great historical journey, developing and preserving the heritage of mankind, gaining experience, skills, enriching culture, education, ensuring the bonds and relationships within society, gradually becoming not just libraries, but modern social institutions that include information, information, educational components.

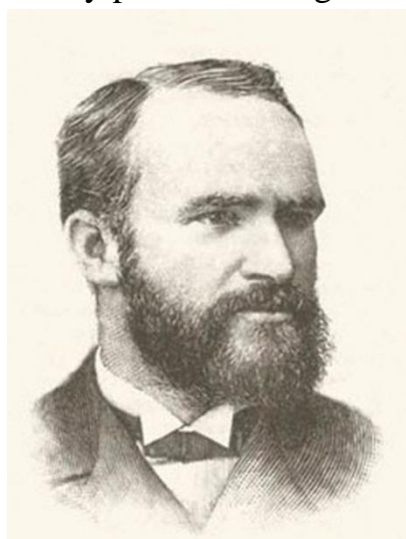
The purpose of the study is to uncover the history of becoming a professional library education.

The library profession has been known for a long time, about five thousand years ago. Libraries appeared with the Sumerian culture, when clay catalogs first appeared [1, p.67].

Domestic specialists of library affairs O. Onyshchenko, T. Vylehzhahinina, L. Dubrovina, V. Pashkova paid considerable attention to the issues of becoming a

library profession in Ukraine, paying considerable attention to improving the training of library staff. A thorough library education in the USA studied by a modern Russian researcher - librarian E. Sukiasian. In his work, he analyzes the structure and network of educational institutions in the United States where specialists in librarianship and information science are trained; training programs for librarians; peculiarities of employment in the USA and further work of graduates of library universities in the USA [2, pp. 3-31].

As a librarian, this is one of the most honorable professions in the world because its tools are a book that brings knowledge to people. The emergence of the library profession began with the time when the book became a carrier of knowledge,



the main purpose of libraries was to collect books and provide them to users. But for libraries, the library stock was increasing, the society was changing, and there was a need for the library to be staffed by the person who owns the fund, arranges it, studies user requests and creates a fund as requested. For the first time, the question of the library profession as an independent one was raised in the 18th century.

writer, bibliographer, librarian F. Ebert. The founder of library science believed that the knowledge of a librarian should be much broader. The librarian must not only keep books, create catalogs, but also have knowledge of philosophy, law, mathematics, history, and more. In the 19th century, librarians in their activities were guided by the principles suggested by the librarian F. Ebert.

The end of the nineteenth and early twentieth centuries was the beginning of the development of libraries and librarianship. American librarian and bibliographer Mevil Diui came up with something without which it is impossible to imagine a modern library: catalogs, systematic arrangement of books in a book depository, numbering that facilitates the search of literature. Diui first suggested that libraries should be accessible to people and work late so that people could come to them at the end of the working day, developed a system of publishing books, penalties for late return of books. In order to organize the books, Diui proposed a decimal classification, and subsequently a universal UDC decimal classification was created. Until 1850, there was no question of the need for library education. At the end of the nineteenth century, in response to the demands of the times, it became necessary to introduce professional library training. In 1897 Mevil Diui made an attempt to streamline and organize the system of professional training of librarians. At this time, the librarians acquired theoretical knowledge independently, and practical skills - on

the basis of powerful libraries. An educational model offered by a prominent librarian has not met the endorsement of the American Library Association. The library professional community, with the support of the American Library Association, made the decision to introduce professional library training and create library schools [3]. Mevil Diui headed the first School of Library Economic in January 1887. There were 20 students in the first year. During this period, libraries became powerful centers of adult education, and accordingly the question of appropriate classification of librarians arose. As early as 1923, the «Master's Library School» was established at the University of Chicago and the professional training of library staff underwent dramatic changes.

The initial period of development of librarianship thought in Ukraine is related to the name of the prominent librarian Khavkinova L.B. - domestic librarian of the late XIX - early XX centuries. Her scientific achievements and contribution to the development of library affairs are important. Most of her ideas have not been



implemented, but they remain relevant in our time, keeping their future prospects [4, p.10-13]. It was during the activity of Khavkinova L.B. the foundations of library science were laid. The main activity of the librarian was the object, subject, method, structure of librarianship. The scientist paid considerable attention to theoretical questions of library business. In her writings, she emphasized that the primary purpose of libraries was not only to accumulate book riches, but that this was not enough for the effective functioning of libraries. The modern library should not only satisfy the requests of users but

also become the institution that will provide quality services.

Thus, modern libraries, built on the principle of L.B Khavkinova, are powerful centers, which differ in fund, structure, method of service.

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СУТНІСТЬ ПОНЯТТЯ «ЕМПАТІЯ», ЙОГО ОСНОВНІ ХАРАКТЕРИСТИКИ

У статті розкриваються підходи до визначення природи феномена емпатії, описується структура емпатійного процесу, вивчаються особливості розвитку емпатії в дошкільному віці.

Ключові слова: емпатія, емпатійний процес, дошкільник.

The article describes the approaches to determining the nature of the empathy phenomenon, describes the structure of the empathic process, and studies the development of empathy in preschool age.

Key words: empathy, empathic process, preschooler.

Ідея гуманізації, як провідна ідея сучасної освіти, розглядається в сучасній філософії освіти та педагогіки з позиції звернення до відносин солідарності, взаємодопомоги, співучасті активного «співпереживання спільних цінностей» людьми (Ш. Амонашвілі, В. Абраменкова, А. Асмолов, Є. Бондаревська, Б. Гершунський, Є. Шиянов та ін.)

У зв'язку з цим, проблема розвитку емпатії вимагає особливої уваги по відношенню до дітей старшого дошкільного віку, так як саме в цей віковий період дитина активно вирішує завдання взаємодії з навколишнім світом, інтенсивно знаходить досвід спілкування з однолітками і дорослими. Сам процес спілкування неможливий без співпереживання і співчуття, сприяння іншому.



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