

PROCEEDINGS

**OF THE 3TH INTERNATIONAL SCIENTIFIC ONLINE
CONFERENCE**

**TRENDS IN THE DEVELOPMENT OF THE UNIVERSITY SPECIALTIES IN THE
SPHERE OF LIBRARY AND INFORMATION SCIENCES WITHIN THE FRAMES OF
THE FAST DEVELOPING INFORMATION AND COMMUNICATION TECHNOLOGIES**

**May 16, 2012
Sofia**

CONTENTS

Simeon Nedkov. Introduction	5
Ulrike Schömer. Answers to new trends in information science in the academic education of information managers at University of Applied Sciences and Arts Hanover	9
Olga Borisova. The experience of Entering the Russian Library and Information Education into Bologna Process (problem view)	13
Natalia Ryzhova. Interrelation of Library Studies Practice and Library Studies Education in the Context of Bologna Reforms	17
Dmitry Gribkov. Integration of Information Resources in the Culture, Education and Institutions of Social Memory	21
Nikolay Parshikov, Elena Stepanova. Museums and Libraries in the modern Social and Cultural Environment	25
Irina Ivashova. The Integration of Libraries and Museums as Direction of Humanitarian Studies	29
Bela Leonova. Memorial Library as historical, cultural and biographical Source (Polish books in the Library of Pyotr Kireevski)	35
Anna Dedeneva, Anna Prokurina. Automation of Information and Document Activities in the Library Management& pedagogical Aspects	39
Peter Pettinga, Margriet de Vos. How to educate future proof information professionals: new developments in the LIS curriculum at Saxion University of Applied Sciences, The Netherlands	43
Elitsa Lozanova-Belcheva. Integrating E-government courses into LIS programs – Bulgarian approach	51
Elena Yanakieva. Aspects and trends in the development of the automated sytems for human resource management in Bulgaria	57
Bilyana Yavrukova. NALIS – A project for creating a Bulgarian Union catalogue	63
About the authors	69

INTRODUCTION

The Third International Scientific Online Conference “**Trends in the development of the university specialties in the sphere of library and information sciences within the frames of the fast developing information and communication technologies**” was held on 16th May 2012. All of the participants were representatives of the partner universities of the Department “Librarianship, Scientific Information and Cultural Policy” at the Faculty of Philosophy, Sofia University “St. Kliment Ohridski”. The programme included the following papers:

Ulrike Schömer, Prof. Dr. in Information Retrieval, Department of Information and Communications, Faculty of Media, Information and Design, University of Applied Sciences and Arts, Hannover, Germany

Answers to new trends in information science in the academic education of information managers at University of Applied Sciences and Arts Hanover

Olga Borisova, Dr. Sc. (pedagogics), Professor, Head of Bibliography and Information Department, Orel State Institute of Arts and Cultures, Russia

The experience of Entering the Russian Library and Information Education into Bologna Process (problem view)

Natalia Ryzhova, PhD (pedagogics), Associate Professor of Bibliography and Information Department, Orel State Institute of Arts and Culture, Russia

Interrelation of Library Studies Practice and Library Studies Education in the Context of Bologna Reforms

Dmitry Gribkov, PhD (pedagogics), Associate Professor, Informatics and Documentary Studies Department, Orel State Institute of Arts and Cultures, Russia; Morosova Natalya V. post-graduate student, Informatics and Documentary Studies Department, Orel State Institute of Arts and Cultures, Russia

Integration of Information Resources in the Culture, Education and Institutions of Social Memory

Nikolay Parshikov, Dr. Sc. (pedagogics), Professor, Rector of the Orel State Institute of Arts and Cultures, Russia; Elena Stepanova, PhD (Cultural Science), Associate Professor of the History and Museum Studies Department, Orel State Institute of Arts and Cultures, Russia

Museums and Libraries in the modern Social and Cultural Environment

Irina Ivashova, PhD (pedagogics), Professor of Bibliography and Information Department, Vice-Rector of the Orel State Institute of Arts and Cultures, Russia

The Integration of Libraries and Museums as Direction of Humanitarian Studies

Bela Leonova, Ph.D., assistant professor of history and museums, Orel State Institute of Arts and Culture (Russia, Orel)

Memorial Library as historical, cultural and biographical Source (Polish books in the Library of Pyotr Kireevski)

Anna Dedeneva, PhD (pedagogics), Professor, Head of Informatics and Documentary Studies Department, Orel State Institute of Arts and Cultures, Russia; Anna Prokurina, post-graduate student, Informatics and Documentary Studies Department, Orel State Institute of Arts and Cultures, Russia

Automation of Information and Document Activities in the Library Management& pedagogical Aspects

Michał Zając, Prof. Dr., Institute of Scientific Information & Book Studies, Warsaw University, Poland; Mikolaj Ochmanski, Dr., Institute of Scientific Information & Book Studies, Warsaw University, Poland

New model of academic education for the needs of modern, small public libraries. The Polish experience

Peter Pettinga, Dr., senior lecturer Human Information Design and Strategy, Saxion University of Applied Sciences, Deventer, The Netherlands; Margriet de Vos, Dr., senior lecturer senior lecturer Business IT and Management, Saxion University of Applied Sciences, Deventer, The Netherlands

How to educate future proof information professionals: new developments in the LIS curriculum at Saxion University of Applied Sciences, The Netherlands

Elitsa Lozanova-Belcheva, Assis. Prof. Dr., Department of Librarianship, Information Sciences and Cultural Policy, Faculty of Philosophy, Sofia University "St. Kl. Ohridski"

Integrating E-government courses into LIS programs – Bulgarian approach

Elena Yanakieva, PhD student, Department of Librarianship, Information Sciences and Cultural Policy, Faculty of Philosophy, Sofia University "St. Kl. Ohridski"

Aspects and trends in the development of the automated systems for human resource management in Bulgaria

Bilyana Yavrukova, Deputy Director of the University Library of the Sofia University "St. Kl. Ohridski", PhD student, , Department of Librarianship, Information Sciences and Cultural Policy, Faculty of Philosophy, Sofia University "St. Kl. Ohridski"

NALIS – A project for creating a Bulgarian Union catalogue

In this electronic issue we publish all of the papers except for the one of the Polish colleagues who didn't send it to us.

I would like to cordially thank all of the colleagues from the partner universities who took part in the Third International Scientific Online Conference "Trends in the development of the university specialties in the sphere of library and information sciences within the frames of the fast developing information and communication technologies". I hope that in they will actively participate in all of the future events organized by the Department "Librarianship, Scientific Information and Cultural Policy" at the Faculty of Philosophy, Sofia University "St. Kliment Ohridski".

Organizer of the Conference:
Prof. Simeon Nedkov

ANSWERS TO NEW TRENDS IN INFORMATION SCIENCE IN THE ACADEMIC EDUCATION OF INFORMATION MANAGERS AT UNIVERSITY OF APPLIED SCIENCES AND ARTS HANOVER

Ulrike Schömer

Prof. Dr. in Information Retrieval, Department of Information and Communications, Faculty of Media, Information and Design, University of Applied Sciences and Arts, Hannover, Germany

Abstract

Hannover University of Applied Sciences and Arts has more than 30 years tradition of educating information specialists. As technological changes are profoundly affecting the information professions, the academic education of information specialists has not only to adapt to this process but also form it and continuously improve the techniques and the knowledge in the field of information science. Academic education has to prepare the young information professionals for their fast changing professional field and give them a profound basis of standard knowledge as well as insight and skills in new technologies in the field. The way Hannover University of Applied Sciences and Arts manages this continuous process to the success of the students is described. An overview of the two BA programs Information Management and Medical Information Management is given in the presentation.

Keywords: Curriculum, information management, LIS

Introduction

Technological changes are profoundly affecting the information professions. The emergences of entirely new areas have forced information professionals to redefine their fields of activities, to reexamine specialties and develop new areas of practice. Information professionals must merge their core knowledge and expertise in the selection, preservation, and organization of information and their knowledge for access with new technologies that quantitatively and qualitatively change their professional skills. They now face such issues as how to support distance education, how to store and deliver materials electronically to customer's desktops, how to collaborate in instruction, how to maximize and add value to information in research and development, how to organize an in-house information flow besides their classical tasks.

As the digital record is not location bound professionals concerned with the organization and transfer of information have to continue to discover new ways and new places to apply their expertise. Information professionals have enhanced their traditional role while expanding both their technological expertise and the knowledge areas to which it is applied. The need for people to filter, organize, and present information in comprehensible ways is large.

The need for professionals committed to access to in-house, to scientific or public information is crucial. In addition handling web 2.0 technologies are core technologies for information managers to fulfill their jobs in information storage and supply, in web-publishing or in search engine optimization etc. The Faculty III - Media, Information and Design of Hannover University of Applied Sciences and Arts offers 12 Bachelor programs and four master programs. The advantages of studying at Hannover University of Applied Sciences and Arts are characterized by short study times and intensive phases of practical training which creates additional understanding of the theoretical teaching offers. New high tech equipment in computer laboratories and lecture rooms support our modern training methods. Two of the BA programs are centered to

Information Management and there is one Master in Information and Knowledge Management offered. These are the interesting programs in this context.

BA Program Information Management

Information management [1] students regularly graduate after seven semesters including two placements of in sum nine months and are prepared for a wide area of occupations in the field of information management. During their studies they may focus on three subjects: interactive and audiovisual media, scientific libraries, special libraries or they choose the optional credits according to their own choice within the information management modules. We introduced modules which focus on library computer science, linked open data, semantic web, XML, social media, open access, Internet law, e-government and e-science in the current curriculum. Research is integrated in higher semester classes so that students experience first steps in techniques like data- and text mining, Web 2.0 technologies and professional usability studies with eye tracking techniques.

The innovative subjects and the classical knowledge of information management prepare our students for attractive jobs for example in information centers of large companies, in libraries, new media enterprises, banks and insurances.

BA Program Medical Information Management

Likewise a seven semester Bachelor program of Medical Information Management [2] prepares information specialists for handling medical and personal data in hospitals, in health services, in clinical research as well as in the pharmaceutical industry. Emphasis of Medical Information Management is laid on applied computer science, data base programming, web technologies, statistics and structures in health service as well as medical terminology and medical information supply. Graduates of Medical Information Management are widely sought for jobs in the pharmaceutical industry (as clinical trial managers), in the controlling department of hospitals, in tumor centers, in university clinics, in health insurance companies or in public health authorities. They enjoy also good employment prospects in software companies specialized on medical software.

Cooperation and Contacts with Professionals in the Field In both bachelor programs the publication of BA-thesis (on OA/SerWiss repository Hochschule Hannover), close contacts to alumni, excursions, conference participation and guest lectures of experts from the field as well as co-operation with professional associations and R+D projects are forms to practice knowledge transfer. Cooperation with partner Universities in offering winter and summer schools as well working together in projects with other universities or industry strengthens the contacts to innovative partners in the professional field.

Another type of cooperation with universities abroad is focused on internationalization of staff and students and enhances job chances for graduates from both the information management programs. These activities serve us as input for keeping the curricula on an innovative level and to keep up with the state of the art.

Master Programs for Information Managers

Graduates from both Information Management bachelor programs have excellent chances to continue their studies in master programs. Bachelors of Medical Information Management are accepted at other universities which offer Programs for Master of Science in Medical Computer Science or in Clinical Trial Management, in Health Management, in Biometrics or in Epidemiology.

For Bachelors of Information Management [3] we offer a five semester part time master program, which leads to a Master of Information and Knowledge Management. Other universities offer full time master programs of Information Science, of Library and Information Science, Information IT and Science etc. for our Bachelors of Information Management graduates.

In the nearby future Hannover University of Applied Sciences and Arts will also come up

with a master program in the field of Medical Information Management. The first field studies and contacts with professional societies have been initiated and the program will start in about one year.

As Universities of Applied Sciences generally have no PhD programs in Germany, we have to forward our master graduates to universities where they can perform research within PhD programs.

Our master graduates are well accepted in those programs and are very successful.

Conclusion

Our graduates are well accepted in the market. They find professional jobs easily within 1 to 3 months after graduation. R&D cooperation with the software industry, with pharmaceutical industry and medical hospitals etc. are well accepted. Our BA graduates are very successful in master programs also in other universities and also in M.Sc. programs

So at this moment Information Management at University of Applied Sciences and Arts Hannover has positioned itself successfully in the professional field as well as in research and development.

Continuous adaption of the curricula in contact with the professional field is the answer to any new trends in the academic education of information managers. This has been successfully carried on since 1979 at Hochschule Hannover.

References

[1] <http://www.fakultaet3.fhhannover.de/studium/bachelor/informationsmanagement/index.html> (last visited 9.5.2012)

[2] <http://www.fakultaet3.fhhannover.de/studium/bachelor/medizinischesinformationsmanagement/index.html> (last visited 9.5.2012)

[3] <http://www.fakultaet3.fh-hannover.de/studium/masterstudiengaenge/informations-und-wissensmanagement/index.html> (last visited 9.5.2012)

THE EXPERIENCE OF ENTERING THE RUSSIAN LIBRARY AND INFORMATION EDUCATION INTO BOLOGNA PROCESS (PROBLEM VIEW)

Olga Borisova

Dr. Sc. (pedagogics), Professor, Head of Bibliography and Information Department, Orel State Institute of Arts and Cultures, Russia

Abstract

The national doctrine of Education in Russia in its purpose to train highly qualified specialists is among the priority objectives. The legislative basis for providing reform of higher education is the Federal Law № 232 "On Adjustments to Certain Acts of the Russian Federation (in terms of establishing the levels of higher education)" passed in October 27, 2007. In 2010 the Ministry of Education approved new standards for educational institutions that begin from the current 2011-2012 year. Instead of this many scholars think that our attention focuses on main describing the results of education and competency. The standard offers great opportunities for creativity in the preparation of curriculum subjects, educational and industrial practices. The duration of training is for Bachelors – 4 years, 2 years – for Masters. The Russian system of education has always differed from the European one so there is a question on the relationship between the postgraduate programs and magistracy that are inclined by the experts to comply the PhD with Russian PhD degree.

Key words: bachelor, master, new educational standards, competent approach, doctoral institution, candidate degree.

The sharp increase of social change relates to almost all spheres including education. The most important consequence of the radical change in the nature and the special paradigm of education is the transition from. The principle of "education for life" to the principle of "long-life learning" for the higher education system is the priority idea of learning throughout the life. This is very crucial because it reflects the nature of modern knowledge characterized by continuous renewal and extension.

The higher education in the actual situation is increasingly associated with advanced education designed to prepare young people for life in a rapidly changing world and solving problems that neither society, state nor the person has ever experienced.

The National Doctrine of Education in Russia in its purpose to train highly qualified specialists capable of professional development and training is among the priority objectives. The legislative basis for providing reform of higher education is the Federal Law № 232 "On Adjustments to Certain Acts of the Russian Federation (in terms of establishing the levels of higher education)" passed in October 27, 2007¹.

This law is aimed to address the structural discrepancies between demand and supply of specialists with higher professional education to the labor market. It should facilitate the efficient use of budget resources and improve the quality of higher education. The law establishes a separate educational levels of higher education and the structure of the corresponding educational standards, implementations of which are accompanied by the qualification of "Bachelor" (first level) and "Master" or "Specialist" (the second level with professional specialization). The duration of training for Bachelors is 4 years, 2 years for Master, for Specialists not less than 5 years.

The admission to basic educational training program for undergraduate and professional individuals having a general or vocational education that is determined on a competitive basis when passing the exams. The admission to basic educational program of master's training is for the competition for those who have successfully completed training in undergraduate program. Access to postgraduate courses is only available for persons having the qualification of "Master" or "Specialist".

In 2010 the Ministry of Education approved new standards for educational institutions – a two-level Bologna model (Bachelor and Master) that are now introduced in Russia in all higher educational institutions beginning from the current 2011-2012 year. The ideology of development of third-generation state educational standards of higher education is based on the new competent approach. The focus on the formation of professional competence and the creativity are the most important guidelines to improve the quality of Russian higher Library and Informational education².

The basis of most modern European models of education is the notion of core competencies that are introduced to the academic community in the early 1990s by the International Labor Organization. This concept is treated as a common ability of a person to mobilize in the course of professional activity knowledge and skills acquired.

The professional competence of the graduates is understood as the ability to realize acquired knowledge and skills in the course of professional activity, the ability to act in emergency situations. Its formation is closely connected with the development of a creative component in the structure of personality. This kind of professional and creative direction of education should ensure the active ownership of research methods, sampling, analytical and synthetic information processing skills in the purpose to generate ideas and skills to lead discussions and brainstorming. All this should be based on the variety of teaching methods with complicating conditions of challenging tasks³. The standard is not clearly and precisely regulated by the content and technology of the educational process. Is it good or bad? The new federal standard is based on a conscious move away from detailed prescription of the contents of each discipline characterized by previous educational standards.

Instead of this many scholars think that our attention focuses the results of education and students competency. Thus the standard offers great opportunities for creativity in the preparation of curriculum subjects, educational and industrial practices. However, according to the experts, the very real prospect of the destruction of a unified educational space is that the content and technology education in different institutions will vary and it will be impossible for academic mobility of students (and this is one of the key ideas of the Bologna process). The educational process is becoming more technologically complicated, but if it would be of a higher quality is a big question. The new system focuses on the needs of the market. In four years a person receives a basic education and then completes the training. This practice is (in the world more common) or looks forward what professional competencies are in demand based on employment priorities, choice and the program of magistracy when the student can choose the study program quite different from his previous.

More attention should be paid to the fact that the previous standards regulated the content of basic education programs and were direct means for monitoring the quality of education. As a new generation of standards set requirements for the structure of a basic educational program and the results of their development, as the requirements for the content of education become an integral part of basic education programs. But the situation becomes more complicated especially with the master's education programs where according to a new generation of federal standard, 70% of the content is transferred to the jurisdiction of the university. In this case the nature of the control functions ensuring the quality of education is quite different. The object of this value is:

- demand for graduates in the labor market,
- the degree of adaptation to market conditions and evaluation of career opportunities;
- willingness to change the type of professional activity to further improve the education received in higher school (Lifelong Learning)⁴.

The Russian system of education has always differed from the European one so there is a question of the relationship between the postgraduate programs and magistracy. Most experts believe that the timing of receipt of postgraduate education should be diversified depending on category of high school graduates for which 3+5 years for graduates specializing mastered the five-year program and 4+3+2 years for Masters are planned.

The most serious problem meet the Russian system of education and science integration into the Bologna process, so the experts say, lays in doctoral institution. Despite the differences in estimates of unification of academic degrees system, most experts agree that the failure of the division of powers on a doctoral and candidate degrees may prove to be disastrous for Russian science. The loss of such benefits can dramatically inhibit the growth of scientific population and prevent the creation of new schools. The opponents of unification believe that PhD rather demonstrates the ability of a qualified scientist to engage in scientific activities while a doctoral degree, as a rule, testifies of outstanding academic achievements.

The transition to a one-term system of academic degrees confronts Russian educational community to another issue: whether to admit evidence a Ph.D. is equal to the Russian doctoral or master's degree. According to the nationwide survey conducted in May 2005 by the Institute of "Public Expertise" (attended by 207 experts), the most respondents (69%) are inclined to believe that the PhD shall comply with Russian PhD degree⁵.

Conclusions

1. With the entry into the new educational standards the professors have for the first time to act as developers of new educational programs based on state standards of the third-generation. The main objective in this case is not to lose the accumulated positive level of training of graduates and use it in a new educational system, accumulating in the programs for bachelors.

2. This two-level system is suited to the needs of the market economy in which the labor market has specific requirements to the quality of the labor market. It opens up also the possibility of a harmonious convergence of learning and work, increase mobility, flexible approaches to the definition of the training time and the optimum ratio of working time to the choice of forms of education and employment. The work activity of Bachelor graduates in the study cycle return them 2-3 years later to the Master's programs, is well considered and balanced from the professional point of view that may be a standard itself.

3. According to experts the Russian system of university graduate may face some additional difficulties by integrating into the Bologna process. Any reforms wherever they occur should, to my opinion, be credible and convincing. It is to be hoped that the proposals of the Russian Ministry focused on the positive development of the Russian system of higher education are directed to improve the quality and competitiveness of the graduates in Russian universities.

References:

1. О внесении изменений в отдельные законодательные акты Российской Федерации (в части установления уровней высшего профессионального образования): ФЗ № 232 от 24 октября 2007 г. // Российская газета. – 2007. – 27 окт. – С. 7.
2. Государственные образовательные стандарты высшего профессионального образования [Электронный Ресурс]. – Режим доступа: <<http://www.edu.ru/db/portal/spe/index.htm>>
3. Борисова, О.О. Реформа образования: дань болонскому процессу или требование времени / О.О. Борисова // Роль вуза искусств и культуры в формировании и развитии культурного пространства: материалы Всероссийской (с междунар. участием) науч.-практ. конф., г. Орёл, 24-25 марта 2011 г. – Орел: Орловский государственный институт искусств и культуры, 2011. – С. 9-11.
4. Гендина, Н.И. Высшая библиотечно-информационная школа в динамично меняющемся мире: факторы повышения конкурентоспособности выпускников / Н.И. Гендина // Научно-технические библиотеки. – 2008. – №2. – С. 25-30.
5. Маресова, Н.В. Подготовка кадров высшей квалификации в России: болонский вызов / Н.В. Маресова // Высшее образование в России. – 2007. – № 5. – С. 80-83.

INTERRELATION OF LIBRARY STUDIES PRACTICE AND LIBRARY STUDIES EDUCATION IN THE CONTEXT OF BOLOGNA REFORMS

Natalia Ryzhova

PhD (pedagogics), Associate Professor of Bibliography and Information Department, Orel State Institute of Arts and Culture, Russia

Abstract

The Bologna reforms suppose the participation of three parties: higher schools – students – employers. The educational program degree is oriented on labor market as the key effectiveness indicator of higher education and quality of teaching. The labor market forms, criteria and demands from the point of view of the current practical job at more than 130 thousand libraries makes it impossible to be a professional within some years of study. It is more important that a person that has been studying at any level has an actual set of general and special competences. The other aspect of the problem is that the library and information studies are not attractive for the younger students so we see only one possible way to change the situation in close cooperation of theorists and practitioners.

Key words: Bologna process, labor market, library and information studies, lifelong learning, competences.

The Bologna reforms suppose an active participation of at least three parties: higher schools – students – employers. But the employers are on the outskirts of the process either because of the higher schools that ignore interests of the employers or the employers who do not show interest in cooperation due to the oversupply of the offers on the labor market. It can be also explained by a relevant independency of the labor and education markets as both employers and higher schools that give (job opportunities and educational services respectively) and the demand on it this or that way is put forth by the people. In the modern conditions the degree of several educational programs is oriented on labor market as the key effectiveness indicator of the higher education and teaching quality.

The aim of the state as the founder of libraries and the employer is to hire the employees who would secure the maximum of possible qualitative and quantitative indicators of the library activity. In the long run the success of the library depends on the staff, precisely their competence, experience, abilities, interests etc. People not only move forward to create something new but hamper the development as well. The hindering factor of library development is the staff that does not answer the actual demands of the library.

At the present time the interrelation of higher schools with labor market is carried out via attracting teaching educational organizations and state attestation system notable specialists-practitioners in the largest information centres in Russia. One can state that's not enough because orientation to the labor market is done through the systematic relationship of education and employers and is formed as important criteria and requirements for the graduates from the point of view of their current practical job suitability. On the other hand in the unstable conditions a specialist builds up his economic behavior firstly to fit into the labor market and secondly to bring the professional potential in accordance with the tendencies of the labor market development in the purpose to reduce employer's efforts to a common point.

One of the factors complicating interconnection of the factors is an understudy of the labor market segment that is connected with application of library activity. The labor market is now a special field of market relations where one makes transactions on purchase and sale of the labor

force. Russian library system includes one hundred thirty thousands libraries located all over the country which are of responsibility of ministries, branches, bodies of the state and municipal authority of different levels, enterprises, organizations and establishments¹.

The Russian labor market includes mainly three categories of persons that are figuratively called:

- a) 'blue collars' (factory workers, doing physical work);
- b) 'grey collars' (ordinary employees of subsidiary service);
- c) 'white collars' (employees of mental work).

The profession of a librarian historically belongs to such category that sufficiently grew in the second half of the 20th century due to the establishment of an information society in most developed countries. Scientific and technical revolution has to build up employees of a new type. First of all one must refuse single sided development, narrow specialization in the hope to broaden his/her qualification. That is why an overall scientific preparation took hold and on its basis it is easier to master narrow specializations and professions. It is obvious just this approach will let find a compromise between followers of the universal and differential library information education. It is reflected also in the provision of the Bologna declaration that introduces the multi-level education.

At the present time the society's development cannot form a person for the professional activity for all his life within five years of study because of the extremely fast knowledge outdated – competence half-decay comes less than after five years to support professional knowledge at the level of modern needs when a specialist must devote at least four or six hours a week for studying the last achievements in the field of study. More important is not the number of years of study but the set of general and special competences that are actually needed.

The transfer to the long life learning where the general bachelor education is combined with master programs or additional study can be one of the solutions of this problem. Every level has to prepare not only for the labor market but the continuation studies at the next level. Then a break between bachelor and master studies gives a chance to gain an experience, define professional preferences and takes a thoughtful decision about carrying on further education for master degree and means that our profession will be more protected from random people coming.

There is also a high demand to move to higher library education. According to typical job instructions the head of the library must have higher education and work experience in the specialization for at least five years, the department manager must have higher education and three years work experience. The chief librarian higher education and work experience are defined by a precise library (from three up to five years) which are not a must only for ordinary employees to have higher education that can be college education together with three years work experience as a librarian or bibliographer².

Demand on higher library education proves that it should be the same at the multifunctional nature of library activity. No doubt a librarian who lends books out and the head of the library must have another level of education. One makes the opinion of the library judging by the librarian lending books out, so this librarian makes the specific image of the whole library.

The other aspect of the problem is that library and information studies are not attractive for the young people. The indicator for it is the tendency for aging library staff. It is not a secret that the competition at entering library faculties is not tense. It is partly because of '*demographic winter*' but of a low prestige of the profession as well. The students who do not intend to work at libraries will build up their educational tracks respectively (they choose subjects, topics for semester papers etc.), without intention for positions at libraries. So sometimes the flexibility of educational programs may low the quality of education.

All that took place with a reduction of the number of libraries for the last twenty years mainly with closing of scientific, labor and village libraries. These two factors logically follow each other: libraries are closing the enrollment to the library faculties is reducing. In fact it indicates the danger of escalation of the crisis library studies and library practice. But we hope to change the situation in the next years in close national and international cooperation of theorists and practitioners.

References:

1. Министерство культуры Российской Федерации [Электронный ресурс]. – Режим доступа: <http://mkrf.ru>
2. Российское образование [Электронный ресурс]: Федеральный образовательный портал. – Режим доступа: <http://www.edu.ru>

INTEGRATION OF INFORMATION RESOURCES IN THE CULTURE, EDUCATION AND INSTITUTIONS OF SOCIAL MEMORY

Dmitry Gribkov

PhD (pedagogy), Associate Professor, Informatics and Documentary Studies Department, Orel State Institute of Arts and Cultures, Russia;

Morosova Natalya V.

post-graduate student, Informatics and Documentary Studies Department, Orel State Institute of Arts and Cultures, Russia

Abstract

The publication investigates the main tendencies of integration of social institutes of memory (archives, libraries, museums etc.). The main directions of integration of diverse information resources of these establishments and electronic cataloging on the basis of system of metadata the Dublin kernel are considered. The comparative analysis of elements of the description of information resources of the main social institutes of memory is carried out.

Key words: information resources, integration, electronic catalogues, social institutes of memory, archive, library, museum.

The modern trend to join up the different institutions of the same kind, but of different levels and department affiliation, with various approach to the registration and processing of data - in a common information distributive system. It applies equally to libraries, archives and museums (social institutions of the memory). They are because fulfill the common functions: informative, memorial and communicational. Besides them they often work with the identical information sources: manuscript sections in museums and libraries, scientific-reference libraries in museums and archives, books and other documents that are exhibited in museums, libraries are founded the book's museums.

In this connection many libraries, archives and museums make efforts to the preservation of national and regional culture memorials by means of the participation in various culture programs like "Memory of the Region". The main purpose of such programs is the preservation of the regional book's heritage as a part of the culture heritage and the ensuring of the free access to it on the basis of the electronic technologies. Together with the libraries, archives and museums other culture and educational regional institutions take part in such programs, i.e. universities, associations for the culture memorial protection etc.

A number of regions are worked on the projects common regional computer-based culture net for the free access to the regional information resources that are deposited in libraries, archives, museums and other institutions.

The distinct trend in the development of the library's, museum's and archives' cause is the informative local lore interaction. The common character of the fulfilling functions gives the chance to integrate the electronic local lore production for the broadening of the user's access to the relevant information and to rise its efficiency. The consolidated electronic production is called as integrated.

The integrated electronic information resources of the culture-educational sphere are united in the electronic production as a common information system. This system is organized on a voluntary basis for the permanent information exchange. The purposes for it are the complete satisfaction of the user's needs and the optimal utilization of the information resources.

This common information system may consist of some objects:

1. libraries,
2. archives,
3. museums,
4. libraries and archives,
5. libraries and museums,
6. archives and museums,
7. libraries, archives, museums, culture and educational institutions [2].

When establishing some integrated database (DB) the institutions that take part in a common information system practically unify their DB or electronic catalogues in a common way. Working with the DB your enquiry is sent simultaneously about all the DB of the institutions; then it will represent as the accumulated result of the retrieval. The possibility to make retrieval simultaneously via DB without duplicating in each of the DB reduces considerably the user's time.

Nowadays a number of various projects for the creating of the distributed information systems and integrated information resources are realized. In the present time the practice of the integrated information resources exists in general between the institutions of the same kind (A; B; C). There are for example integrated (summarized) local lore electronic catalogues (summarized local lore electronic catalogue of the Chernozemye¹ - www.bgunb.ru), **КОРБИС** (Twer and Co) – <http://corbis.twerlib.ru> – and a number of other projects, as well the corporative museum's DB. Usually there are the subjects of DB or on the other hand DB can combine some aspects of the museum's articles or corporative museum servers ("Museums of the Omsk Priartyshye" – <http://museum.omskelecom.ru>). In the present time there are no corporative local lore DB of archives in the home information environment. It is however obviously that they would spreading by time, especially as the archive reference books, of subject's and the document kind. The museums can arrange in the practice the creation of the corporative archive sites.

There are however the examples of the heterogeneous institutions (D; E; F; G), for example the electronic library of the Yaroslavl region as well the electronic encyclopaedia of the Sankt-Petersburg and Leningrad region, the Nord-Western regional resource centre of the Russian Association of the electronic libraries and the Resource Centre of the RAN Siberia department.

By the creation of the integrated DB the unification of the electronic catalogues occurs they have great volumes, dissimilar framework of data, various conditions of the maintenance, management and policy of the access to the information sources and services.

Nowadays the home electronic catalogues were developed so that instead of the increasing of the resource basis it is necessary to provide the effectiveness of the retrieval in the information arrays. Besides the providing of the physical access to the information the problems of the intellectual access acquires the greater actuality, i.e. the possibility to discover, to evaluate, to select the necessary documents in the resource totality.

As a basis of the integration of the electronic catalogues we can use the metadata systems. Metadata are the formalistic description of the information resource that is used for the identification and categorizing of the information resource by the work with the great totalities of the information resource [1, p. 139]. Nowadays exists already a great amount of different formats, standards and languages of the metadata, i.e. the Dublin Core, the language XML, the meta-language RDF, the various realizations of the Z39.50 Protocol.

The Dublin Core is the universal data system that is defined by the compactness, the ability to adapt to the specific kind of the information resource and the orientation to the user. It consists of two levels: the simple, including 15 elements, and the competent, including 18 elements and group and qualifiers; the last specify the semantics of elements due to rise the usefulness of the resource retrieval. The semantics of the Dublin Core is created by the international group of the professionals in the library matter, computer knowledge, text coding, museum matter and other adjacent groups; they are used for the professional description of the meta-resources including the

¹ Chernozemye – Black Tar Region in the Central Russia.

specific information about the description subject. This allows for the experts of the various fields to create and to develop their own sets of elements that affect the resource specificity; the core of this description is however the Dublin Core that is understanding by all.

The comparing analysis of the description elements of the information resources in a library, archive, museum and of the set of the principal description elements of the information resources by means of the Dublin Core metadata system is adduced in the Table 1.

Table 1. INFORMATION RESOURCES DESCRIPTION ELEMENTS OF THE SOCIAL INSTITUTIONS OF THE MEMORY

Resource description (element set)				
	Metadata system Dublin Core	Library	Archive	Museum
1	Title (name of resource)		title	title of article
2	Creator (person, institution or service responsible for the resource compilation)	heading and information of the responsibility	title of institution Authors	authors
3	Contributor (participants by the resource collection except earlier indicated <i>Creator</i>)		compiler	
4	Subject (topic in the resource content)	subject headings, key words	subject headings	subject headings, key words
5	Description (description of the resource matter in a free form)	annotation	structure and content	brief description
6	Publisher (person, institution or service ensuring the access to resource)	information about copies	name of the institution (shareholder)	location (name of the museum or department)
7	Date (date of creating or access assignment to resource)	notes of date-line	Date of material creating	Site of creating, date
8	Type (genre, category or other characteristics of subject nature)	information of the edition	description level	comments
9	Language (resource language)		force language	comments
10	Format (nature of resource assignment)	field of physical description	physical description, reproduction method	material and technique
11	Identifier (precise reference to resource)	field of standard number and access conditions	reference code	inventory number, classification issue
12	Source (reference to the source from which the product was reproducing)		reference means	comments
13	Relation (combined reference to resource)	Index, code		Index, code
14	Coverage (field of space, time etc., where resource	field of imprint	date of keeping of the description unit,	culture period

	content exists		bibliographic history	
15	Rights (rights of intellectual product)	field of heading and responsibility information	access conditions and use	comments

The analysis has shown that the element set of the Dublin Core Metadata includes the basic elements from the resource description which are used in libraries, archives and museums; this set is sufficient for the identification, retrieval and assignment of the necessary information for the users. So the use of metadata simplifies the integrating of various resources, provides the metadata exchange automation, their processing and conversion and raising of the retrieval precision and effectiveness.

References:

1. Фокеев, В. А. Библиографическая наука и практика: Терминологический словарь / В. А. Фокеев. – СПб.: Профессия, 2008. – 272 с.
2. Шаталова, Н.В. Краеведческая электронная продукция библиотек, архивов и музеев [Текст]: практ. рук. / Н. В. Шаталова ; Тамб. гос. ун-т им. Г. Р. Державина. – Тамбов.: Першина, 2005. – 95 с.: ил.

MUSEUMS AND LIBRARIES IN THE MODERN SOCIAL AND CULTURAL ENVIRONMENT

Nikolay Parshikov

Dr. Sc. (pedagogics), Professor, Rector of the Orel State Institute of Arts and Cultures, Russia

Elena Stepanova

PhD (Cultural Science), Associate Professor of the History and Museum Studies Department, Orel State Institute of Arts and Cultures, Russia

Abstract

The results of the contrastive analysis of museum and library world as social and cultural institutions are presented in the article. The authors analyze the new forms of interaction with the audience in a fundamentally changed information environment, communication possibilities and new level of the importance of education for a modern man. The authors examine into the new requirements for a modern museum and library and point out optimal approaches in museum and library teaching and technology organization of educational process.

Key words: museum, library, social and cultural institutions, information environment, technical impact

The culture of XX – beginning of XXI is the result of complex and contradictory phenomena, the changing views on the theory and practice. In that time the new artistic and philosophical trends of expression, breakthroughs in physics, mathematics, natural sciences, humanities, space and the earth exploration were done. A significant breakthrough was taken in the field of new technologies, which includes Internet, mobile telephony, television and cinema. All of these innovative processes changed the consciousness of society that allows to reconstruct important relationships between people and social institutions.

In this connection great opportunities have been opened up for museums and libraries to create a particular cultural area with the help of satellite TV, the created market of cultural programs, Internet and mass media. There is also an opportunity to disseminate information on the museums and libraries to considerable distances, to unite around people of different ethnic groups in a purpose to create different fundamental forms of museum and library work (museum and library online-conferences, electronic publishing, virtual libraries and exposition etc.). Museum and library space acquires the features of the "global village" (defined by H. M. McLuhan) [1, p. 490-493], where one-dimensional or linear thought is not possible. The technical impact on the museum and library consciousness leads to the boundaries expansion of social and cultural institutions themselves while free information exchange and their communication possibilities. Museums and libraries are converted into special communication systems with non-verbal communication between the visitor, museum, library employee and the book-object world.

In the sphere of cultural communication throughout the XX century have been involved a large number of people. Numerous public events (talk shows, pop and chanson music, entertainment film industry, comics, tabloids), occult practices, mass hypnosis was addressed to them. They all came to the fore and pushed other traditional forms of communication (e.g. reading). On the one hand the mentioned above events were based on the marketing, management, psychology, sociology, etc., on the other – appealed to the most primitive reactions, base instincts and human impulses. At the turn of XX–XXI cc. cultural space completely transformed into a mass one with the values and life styles of all population segments. However the clearly seen elements of elitism and cultural elite (a group of people living in the same society

and asserting their own behavior, attitudes, values – from the classic, conservative, avant-garde to the Museum and Library) are stated. They perceive reality through artistic expression and philosophical observation, unconventional rules of behavior. But in the 1990s videos and Internet production brought the deeds of the elite to a more or less the mass media. In this way the principles of spiritual elitism and masterpiece creation of chosen individuals (displayed in special sacred places - museums and libraries) were sharply reduced.

Today a number of modern scholars who try to predict the future of social and cultural institutions, as a fundamental one, define the problem of these institutions in the society (e.g. the place of the museum and its demand in the future). There are several ways to associate the both institutions into the national keeper of history and historical memory and consequently into the institution which combines public (mass) consciousness, the goal of which is to draw attention to a wider population (including potential visitors). Another way is the reforming of the museum into a cultural center which uses its space for various events (for a rent) and sets aside its direct mission. Finally the change of the museum into a purely elitist institution for the small circle of well-educated and well-off individuals brings to the certain trends of such museums have already been practiced not only in European but also in Russian museums. The representatives of the Scientific Institute of Cultural Studies (Moscow) express a rather pessimistic forecast: the rating fall of the museum departments which are not profitable, the present attitude to museums only as storages of the treasures and finally the purpose for which the society has created a museum [2, p.13]. Numerous examples of this museum reality can be found in a variety of publications.

Respect for the museums and libraries should be brought up gradually, so the principles used in this process may be productive. Due to this approach ignorant people become educated. The experience can be both collective and individual: it is predictable and is based on the ability of the human brain respond to certain stimuli. Our ancestors passing the initiation in the temple from one image to another closed their eyes. When the bandage was removed before the icon, the choir of the saint was indelibly imprinted in the memory. The same result in a change of perception can be achieved in a museum or library. However for museums and libraries this initiation should continue throughout the life. These social and cultural institutions influence the audience in a just certain order. The children gradually learn about life of the planet, starting with dinosaurs followed by marine mammals and other forms of life completed by different nations. They pick up information from parents, librarians, and teachers. Bright paleontological, zoological, biological expositions, book publishing re-inforce the impression. When children grow up, they turn to the technical knowledge and museums of science. Only a small number while moving along the way comes to the literature about art and art museums. The knowledge of the museum and library world has the same consistent and task-oriented character. A special place in this process is given to people with disabilities. In many countries the specialized libraries, reading rooms, exhibition have been opened that provide additional audio and visual or tactile means, indexes, user-friendly approaches to catalogues, bookshelves or exhibits. The example is the Museum for the Blind in Greece. Although the problem of the access to cultural heritage for the disabled people is rather far to its full resolution.

It's no secret that the majority of today's visitors to local museums and libraries are pupils and students. They have the opportunity to focus on the psychological, social, and cultural components of the process, "the museum (library), the visitor (user)", on the programs and projects that allow to young audience not passive-contemplatively view but create their own associations, actions and interests in new information world. The museum and the library can not only be limited to those concepts, approaches, forms which have been formed by the end of the twentieth century. New images, ideas, concepts, insights in the public consciousness can not be ignored in the work of museums as social and cultural institutions. The museum and library in the XXI c. becomes a place where visitors can correlate their knowledge of educational institutions with an independently existing reality of them expressed in books, original expositions of the museum or library collections. They should be open and able to develop in a fundamentally changed information environment, communication possibilities and new level of the importance of education for a modern man. In other words a museum and a library should not be an academic, static institution, which through the world of objects and documents records reality, but rather a place where it is possible to achieve new goals, both scientific and moral. The educational tendency of them is

achieved by optimal approaches in museum and library teaching and technology organization of educational process.

It is important therefore for librarians and museum professionals to have clear views on the educational disciplines and their relevance for different age groups from pre-school young people to students. With regard to the educational process the principle of technological provision should be used in museum and library. It includes the following main components – interdisciplinary approach, the hierarchy of subjects, stage-by-stage training, particular educational programs and communication forms.

The cultural institutions can change their professional orientation programs, in agreement with the requirements of the audience. The modern requirements for a modern museum and library include, above all, a high level of information, openness to everything new in the profile science, culture, general and special research, direct communication with the teaching vs. learning process.

The changes in the system of education (the widespread introduction in Russia of the pre-profiled education) are an important stimulus for rethinking forms and methods in educational activity. However the younger generation need help to navigate through the complex flow of professional information. So the social and cultural institutions play not the last role, as they are the resource of additional education to meet individual learning needs and interests.

In the new paradigm of Russian educational system, museums and libraries, as a scientific and educational system can claim to be a center of not only culture but also of science, public education, that allow to consolidate existing relationships with various educational institutions, to create a unified scientific educational system, which subjects will be linked by the unity of educational policies and activities. Especially it may be true for those regions or some territorial entities where there is an obvious vacuum and limited information for the younger generation. The unified system of "Museum-Library-School-College-University" (under the cluster approach) should be focused on the educational needs of youth, the implementation of multi-level educational programs, phasing of their implementation in educational institutions of various types, libraries and museums. Such joint training of museum and library projects are most promising and appropriate forms of the present stage of intellectual and spiritual enrichment and logistical capacity of the education. Projects such as the integration element of the education sector could be one of the factors for promoting educational and cultural area.

The Russian museums and libraries are looking for new forms of interaction with the audience. Nowadays it is not enough to use only the traditional set of thematic lectures, tours and parties, delivery of documents. New ideas, technologies, techniques and knowledge should be worked out. Museums and libraries help to find them, to integrate into the modern socio-cultural space. The consequence of this is the increasing role of the educational function and the growing number of visitors. Many professionals (scientists, artists, actors etc.) are involved in this process to implement educational programs. They reveal to the young people both traditional themes and new challenges. Interactive technologies, game technologies, information and thematic elements introduced in the reference and bibliographic systems, static display become additional elements. On the contrary an educational program on the basis of cultural institutions should not duplicate the school curriculum or simply serve as an illustration to the school courses. It should work in a wider range, given the targeting, regionalism, interactivity, informality, modernity. Employees who previously studied the basic curriculum in schools, colleges, universities together with teachers should help to combine the museum and library issues in their teaching system.

The professionalism of museum and library specialists is equally important in positioning of museum and library in the modern society, in the solution of related problems, in preservation of the world's documentary heritage. There is a definite system of training of personnel both in the Western countries and in Russia. It's no secret that the key to the success of staff in museums and libraries is that they have a wide range of knowledge and humanitarian sense. The Russian Higher schools provide specialized theoretical knowledge in culture, philosophy, history, literature, cultural studies, museum and library science as well as practical skills to meet the interests of visitors and users. A great attention is paid to students' research efforts that reflect the achievements of modern culture, the museum and library practice. The student research teams are very popular among libraries, government, numerous public museums etc.

In the modern world, museums and libraries have occupied a leading position as social and cultural institutions and the mass institutions covering all segments of population, focusing on the preservation of documentary information, cultural memory and monuments for future generations. Through its own book and subject world museums and libraries have an opportunity to make available to the general public the historical experience, reasons, results, effects of incredible changes experienced over a huge period of time, many of which changed the vector of European and national history and science, anticipated the new economic and political situation in the world.

References:

1. Лычковская О.Р. Экранная культура и визуальные коммуникативные практики в контексте современной социологии // Наследие в эпоху социокультурных трансформаций: Материалы междунар. конф./ Министерство культуры РФ, Рос. ин-т культурологии; редкол.: Э.А. Шулепова и др. – М.: Академический Проект; Альма Матер, 2010. – С. 490-496.
2. Музеи, архивы и библиотеки в современном информационном обществе: сб. науч. статей, докладов и тезисов V Международных музейных чтений «Современные проблемы музееведения» (12-13 мая 2011 г.). – Вып. 4 / Гл. ред. Н.А. Паршиков. – Орел: Орл. гос. ин-т искусств и культуры, 2011. – 640 с.
3. Ольшевская Г.К. Музей в современных условиях: некоторые актуальные проблемы развития // Музей в современном обществе. Поиски новых решений: по материалам конф. музейных работников, состоявшихся в гг. Москве и Екатеринбурге в 1998 г. – М., 1999. – С. 13-21.
4. Столяров Ю.Н. Документный ресурс: уч. пос. – М.: Либерия-Бибинформ, 2009. – С. 73-134.
5. Юренева Т.Ю. Музей в мировой культуре. – М.: Русское слово – РС, 2003. – 536с.

THE INTEGRATION OF LIBRARIES AND MUSEUMS AS DIRECTION OF HUMANITARIAN STUDIES

Irina Ivashova

PhD (pedagogics), Professor of Bibliography and Information Department, Vice-Rector of the Orel State Institute of Arts and Cultures, Russia

Abstract

The author considers the process of the integration of libraries and museums as a direction of humanitarian studies in higher education institutions. The interaction problem is represented as a subject of the relevant sciences and practice. In the paper it is noted, that in contemporary society museums and libraries are becoming active participants in cultural, national and political processes. The cultural environment of the region, its preservation and development are examined in detail.

Key words: scientific activity of a higher education institution, scientific projects, cultural educational environment, integration of libraries and museums, regional document resources, library and museum education.

In the conditions of the Information Society, the social institutions are experiencing significant transformations. The cooperation with universities of culture contributes much to their integration and development in various directions. There exist many interaction factors: formation of united information and intellectual space, joint research and development projects, training of professionals, the interaction via the formation, preservation and use of electronic resources. In the process of integration institutes of arts and culture act in two priority directions: as a unifying element and as a participant in this process with new innovative features. Therefore, there is a necessity of cooperation between all institutions of cultural infrastructure of the region while maintaining the individuality of each one.

In the recent years strong connections of regional institute of arts and culture, libraries and museums have been developed. They allow implementing joint scientific projects that affect the cultural and educational environment of the region, its preservation and development.

The museum and library activities in the contemporary conditions have acquired a larger social and cultural importance; the role of libraries and museums in the complex processes of social adaptation is highly increased. They are becoming centers of education, communication, creative innovation. Libraries and museums are the very institutions that are able to provide easy access to cultural heritage, promote the formation of informational culture of the citizens.

Contemporary social and cultural situation encourages Russian libraries and museums to join efforts to create a united information and intellectual space. The problems of interaction between libraries, museums and development of their functions, organization and dissemination of document knowledge in the information society are the subject of relevant sciences and practice.

The issues of integration of libraries and museums as well as other similar social and cultural institutions have become part of the range of problems discussed in professional media, at scientific conferences etc. Experts from libraries, museums, archives, media organizations, universities turn to issues of cultural development in the Information Society, identify the problems of social and cultural institutions in a modern infrastructure.

The development of the relationship of libraries and museums is particularly urgent at the regional level. In the study of this problem the indissolubility of librarianship, museum studies and

practical activity, efficiency of interaction between educational institutions and organizations of the humanitarian sphere is actively declared.

Regional institutes of arts and culture among other institutions are engaged in the study of processes affecting the transformation of culture in the new integration conditions. These institutions have the status of an educational scientific and cultural center in the region. They successfully solve important social and cultural problems; carry out a continuous search for the best methods of training demanded by the national culture including libraries and museums. The integration of libraries and museums is one of the contemporary trends of Humanitarian Studies; it is a priority in scientific activities of higher education institutions of arts and culture [1, 2, 3].

The study of the common character of libraries and museums reveals librarianship and museology as related sciences, closeness of the museum and library documents, the existence of a united document space and its active development, the agreement between the social functions, common technology processes in formation, preservation and use of information resources. These are grounds to enhance the interaction between libraries and museums. It is also considered to be important from a theoretical point of view, as it leads to closing in the Museum and Library sciences.

In the recent years the stable partnerships of libraries and museums have been established. They allow to realize important research projects that affect the regional cultural environment, its preservation and development. An example is the regional study «the Manor Library and Home Heading of the Noble as a Model of Book Culture in Russia in the XXth». The complexity of the work was the lack of full scientific studies on family reading, using the experience of previous generations. The theme of the scientific research has given a possibility to study features of the formation of manor libraries, identify the specificity of gaining skills of literary culture in noble families and offer guidance for the development of family reading in the modern world.

The practical result of the integration of libraries and museums is that there are significant changes in the content and organization of library and museum space. Thus the theoretical description of the funds content on the example of literary museums of Orel has confirmed the importance of safety issues of information resources for museums, as well as for libraries. In these institutions funds and collections provide truly national cultural treasures that are a part of historical-cultural heritage of Russia. To ensure the safety and security of document funds of libraries and museums a set of public actions and the creation of integrative national programs maintaining information resources of these institutions is required.

Of great importance are regional studies that reveal the bibliophilic activity of writers. A number of private libraries of Orel writers are united in the State Turgenev Museum in Orel. So far, there is a problem of scientific description of the memorial libraries. The study of private libraries of Orel writers allows to integrate their bibliophilic collections into scientific life, trace the development of book publishing and bookselling traditions, and identify the influence between personal and public libraries.

The cooperation of information institutions is diverse. The analysis of experience of municipal libraries of the Orel region shows some examples of their active use of the museum's activities. Museums and museum exhibitions of local history and nature have been established in a number of libraries. Such function of library changes the policy of library funds formation and attracts users with document resources and innovative forms of activity. They are actively involved in the preservation of folk traditions, in the formation of the library and museum space in the region.

Currently the importance of the organization of museum work in libraries involves the development of regulatory documentation for the regional libraries to define their role and place in the modern information environment.

Museum activities of libraries contribute intensively to preservation of cultural heritage of the region, develop the patriotism. In this regard as noted by Orel researchers, there is an intensification of local history studies, increasing interest in historical and cultural aspects. In modern conditions the libraries actively interact with museums and other social institutions that provide collection, storage and use of information resources of local lore. The collaboration of libraries and museums in the development of bibliographic resources of local lore is one of the

problems of regional studies. The specialists of these agencies cooperate successfully to create bibliographic resources of local history. At present regional libraries and museums have various information resources created in their cooperation. This confirms the consolidation of information potentials of libraries and museums, which are the key to their further successful and innovative development.

The result of the integration of two information systems is a museum library. The modern society is not able to exist without the system we have in the library service within the museum. The tasks of the museum library are closely related to the functions of the museum as a social institution. They provide information support of main kinds of museum activities: fund, exhibition, scientific activities etc. Any museum department cannot function without museum library.

Currently, there exists a tendency to rethink the role of a museum library. There are some positive examples of related studies in the Orel region. The issues of development of the museum library connected with the study of the funds have been raised by young scientists from the Orel State Institute of Arts and Culture. The special attention is paid to the terminological aspect of the problem. The research tries to answer the questions: "Is the museum item a document?" and "Can museum items be defined as documents."

Libraries and museums in the region are becoming more open to visitors. They are well known to a wide audience, develop links with various institutions of science, culture and education, support local publishing projects and explore the Internet space. The information environment allows museums and libraries to obtain information and promote it to higher functional levels, to participate in the formation of a positive image, provide new interested users.

New projects and programs "Development of the Unified Educational Information Environment", "Culture of Russia", "Development Strategy of the Information Society in Russia up to 2015", "The Information Society 2011-2012", some regional projects, such as "E-Orel" encourage activities of libraries, archives and museums.

Regional electronic resources and cultural and educational sectors (libraries, museums, archives, information centers, educational institutions and services) have been properly studied in research projects. Studies have revealed a number of conditions for their effective integration: the removal of interdepartmental barriers, organization of coordination centers, rational distribution of functions and technological processes between the participants of integration process, the presence of common information streams, technologies and information needs of users in electronic document space of cultural and educational sphere. In the course of the study a model of regional information resource center for providing the integration of information resources of cultural and educational sphere of the Orel region has been developed.

With the appearance of the Internet a number of projects, representing information units concentrated in social institutions, have been developed and implemented. Submission of information resources is often based on the established paradigms of library and museum activities. Therefore in the thesis an actual problem of formation of the information space, the culture of the region, combination of regional information resources of libraries and museums based on the integration of electronic catalogues are considered. The solution to this problem, according to experts, will provide high-quality access to the document resources for real and virtual users.

Under the conditions of formation and development of unified information space requirements to the level of professional training in the museum and library science are increasing. Higher education institutions of arts and culture realize a wide range of educational programs to prepare personnel for documenting and communication systems including libraries and museums. The specialists for information systems are prepared in the following areas: Art and Culture (specialty –library and information activities; museology and preservation of cultural and natural heritage), Humanities (specialty – document studies and archival science). Educational activities of the university involve assimilation of humanitarian values by students, their professional, cultural, spiritual and personal development, as well as their competence in the field of information resources, creation and search of the information, preservation of historical and

cultural heritage. In higher education institutions it is promoted by a range of academic disciplines of integration, general and special character. Modernization of the system of social and cultural education involves training of specialists as a subject of realization of cultural policy in the region, the role of carrier of the national-cultural traditions.

Scientific activities of the university conducted in cooperation with institutions of culture and education is implemented within the framework of research projects: "The Electronic Information Space for Science, Culture and Education", "Modern Problems of Museum Studies", "Spiritual Values and Moral Experience of the Russian Civilization in the Context of the Third Millennium". The questions concerning museum activities of libraries and the status of libraries in museums have repeatedly been raised at various scientific conferences and seminars. The problem of integration of libraries and museums is considered in research projects of postgraduate students: "New Information Technologies in the Exhibition Space of Libraries and Museums", "The Integration of Electronic Catalogs of Libraries, Archives and Museums in the Region", "Funds of Museum Libraries: Current Status and Prospects of Development", "Document Funds of Literary Museums in the National Library Fund of the Russian Federation as a Part of the Historical and Cultural Heritage", "Bibliophilic Activity of Classical Writers in the XIX-XXth (on the example of personal libraries of Orel Writers)".

The regional institute of arts and culture is today an educational and scientific center actively engaged in research of information, museum and library fields. It forms cultural policy, prepares highly qualified specialists, thus it implements a special mission of the curator of process of integration model that emerged from the experience of cultural cooperation: Institute of Arts and Culture – Library – Museum.

References:

1. Музеи, архивы и библиотеки в современном информационном обществе: сб. науч. статей, докладов и тезисов V Международных музейных чтений «Современные проблемы музееведения» (12-13 мая 2011 г., Орел). Вып. 4 / гл. ред. Н.А. Паршиков. – Орел: Орловский гос. ин-т искусств и культуры, 2011. – 453 с.

2. Непрерывное социокультурное образование в современном российском обществе: проблемы и перспективы развития: материалы Всероссийской научно-практической конференции молодых ученых, аспирантов и соискателей, Орел, 14-16 февраля 2011 г. / Орловский государственный институт искусств и культуры; науч. ред. Н.А. Паршиков. – Орел: Горизонт, 2011. – 258 с.

3. Роль вуза искусств и культуры в формировании и развитии культурного пространства: материалы Всероссийской (с международным участием) науч.-практ. конф. (г. Орел, 24-25 марта 2011 г.) / гл. ред. Н.А. Паршиков; науч. ред. и сост. И.А. Ивашова. – Орел: Орловский государственный институт искусств и культуры, 2011. – 210 с.

MEMORIAL LIBRARY AS HISTORICAL, CULTURAL AND BIOGRAPHICAL SOURCE (POLISH BOOKS IN THE LIBRARY OF PYOTR KIREEVSKI)

Bela Leonova

*Ph.D., assistant professor of history and museums, Orel State Institute of Arts and Culture
(Russia, Orel)*

Abstract

The private Library of the famous Russian folklorist P.V. Kireevsky (1808-1856) was in the 19th century one of the richest private book collections to the history and culture of the Slavic peoples. The preserved part of the memorial library is now situated in the library collections of the State Literary Turgenev Museum in Orel. The library includes a large number of rare editions in foreign languages. From the museological point of view these books are a valuable source for the history of relations between the Russian folklore and European science. Books allow you to supplement the understanding of scientific interest and activity P.V.Kireevsky. In this article Kireevsky's edition in Polish especially well represented in his library are characterized: Polish books, autographs, letters of relevance, biography of its owner. The investigation of epistolary memory and testimony is involved in the paper.

Key words: museum, museum collection, memorial library, Peter Kireevsky

Peter Kireevsky is an outstanding researcher and collector of Russian folklore. Kireevsky has firstly developed and implemented in practice the scientific principles of work with the texts of folk songs. The history of the specialized folklore expeditions in Russia according to opinion of his contemporary biographers also begins with Peter Kireevsky. He led the work on the famous collection of folk songs which has got his name in science and is still considered the largest collection in the world. The collecting work united books of many outstanding writers and scientists of the first half of XIX century. Russian and foreign folklore didn't know such collective work either before or after Kireevsky. The collection of Kireevsky is a unique mental monument of world culture. The value of his work is noted already by his contemporaries which appreciated the work of the collector as a sort of spiritual activity in the name of the fatherland. The understanding of a high importance of Kireevsky's work was expressed by N. Yazykov in his poem where he defined poetical definition to his friend and like-minded person as a true patriot.

P. Kireevsky rightfully was ranked to the largest specialists of his time in various spheres of culture in Russia or of the other Slavic people. He also paid a great attention to the problems of comparative linguistics. All these aspects of scientific activity of folklorist can not only reflect the results of his work which come to us in memoirs of his contemporaries but also as surviving part of his personal library (complete book collections unfortunately have not preserved) [3]. He spoke many European languages and bought to Russia after his foreign visits a lot of books on foreign languages. His collection was truly unique because it included copies which were very rare in the first half of the XIX century, for example old printed books, manuscripts and volumes of XVIIth and XVIIIth centuries. The Ukrainian folklorist A.V. Markovich who knew Kireevsky called his library as a "precious", but noting that he "usually spent a significant part of his wages for it" [4]. The first biographer of Kireevsky V. Lyaskovsky claimed that his library most of all reflects his character [5].

V. Lyaskovsky could predict the role of this book collection (as well as the part of the personal archives of Peter Kireevsky) after buying the estate of folklorist in Orel at the end of 1890s. The heirs of Peter Kireevsky didn't have special interest to his library that strikingly contrasts with its real historical and cultural value.

Unfortunately the events of the first years of Soviet Union, as well the measures for the nationalization of estates and estate property heavily influenced this book's collection. Only a part of it was survived and now is mostly belonging to the State Literary Museum, named after Ivan S. Turgenyev in Orel. However even kept the books giving an idea of the library of the famous folklorist.

When someone becomes acquainted with the library, he is really plunged into the atmosphere of life and work of Peter Kireevsky. The readers get an impression of his human and scientific interest from the "first hand": he was looking for books of Kireevsky in second-hand shops all over Europe, carefully read, sometimes making notes etc. These "silent witnesses" are actually quite eloquent.

The Owners' inscriptions of Kireevsky are different of accuracy, simplicity and uniformity. These are always done in ink autographs usually at the bottom of the cover sheet: "P. Kireevsky" or simple monogram of the initials connected – "P.K."

The library characterizes Kireevsky as a thoughtful reader who is not taking other people's thoughts on faith but inclined them to a critical analysis. The scientist had of course a bibliophilic propensity because there were rarities in his library. However it is obvious that the value of these books were for Kireevsky not so important in their rarity, as in their content which was interesting for scientific research of the scientist. In a letter to A. Yazykov in 1838 it was mentioned that Kireevsky "has bought up everything that has related to his sphere of interest." First of all, according to the correspondence of people who surrounding Kireevsky, it was the collection of the folk songs of various European (mainly Slavic) people. The library shows that Peter Kireevsky attributed to "their side" almost all of the major books of historical and cultural nature giving the material for a comparative analysis of national cultures, not only in a narrow aspect of folklore but also in the wide range of ethnic history, traditions and religious characteristics. The philosophical views of Kireevsky as one of the founders of the Slavophile movement determined his attention to the works of European historians and books on the history of religion and church life. In the remaining part of the library, the indicated position is the most important section.

An obvious interest of Peter Kireevsky to the foreign language collections is determined, of course, by the nature of his scientific activities: desire to evaluate the role of Slavs in European history and culture, study the experience of European folklore, ethnography, history becoming the actual situation in Russian science to popular culture. Moreover to that time in Russia there was a shortage of publications to this topic. Exactly thematic and linguistic aspects determined the uniqueness and value of Kireevsky's library.

Among surviving foreign language books of Kireevsky's library there is one of the largest section of books – literature in Polish and a large number of books in German. Polish section of the library reflects the specifics of the book's collection and contemporaneously includes publications exploring some particular aspects in detail.

To our time survived 42 editions belonging to Kireevsky in Polish are known. They are dominated by scientific works and reference books. Imaginative literature (fiction) makes an exception: a novel "Leyba and Sarah, or letters of two lovers" (Krakow, 1837) [6], where the author disappeared by the initials I.U.N, "The Poetry of Lord Byron" (Paris, 1835) which includes the poem "Gyaur" in the translation of Adam Mickiewicz, and "Le Corsaire", that was translated by E. Odintsov. Among the remaining 14 editions of books, there are historical copies, 10 books on folklore and ethnography and 6 books devoted to religious (Catholicism) topics. The philological publications and two books to problems of law and static reference ("Statistics Province Lithuania-Grodno written by I.E. Lachnitsky" (Vilna, 1817)) are separately mentioned only a periodical the log file of magazine "Friend of People" published in 1836 which apparently was placed into the library in connection with the publication of folk songs, notes and materials on folk customs and ancient Slavic mythology (e.g. articles "Svyatovit in Akron").

The polish books also indicate the tendency of the owner for the systematic organization of his personal library. For example convolutes compiled by Kireevsky have preserved. Owner's inscriptions of Peter Kireevsky has therefore a number of the convolutes publications. These books have got a single cover after falling into the hands of Kireevsky. The books were combined

according to the content of the book. For example, three collections of folk songs, published by Joseph Zavadsky in Vilna in 1837, 1838 and 1840 were intertwined together, as well as the combined work of Stanislaw Vegrzhetsky "Writings about the importance of spiritual power connected with the secular in Poland" (Warsaw, 1818) and the book under the title "Discussion of the reasons some persons of spiritual darkness the lowest rank and the darkness of people of the upper" (Krakow, 1816).

The majority of Polish books were bought by Kireevsky when he went from abroad in 1829, 1835 and 1838-1839. This is confirmed by the owners' inscriptions, some of which, except the dates the places of purchase of books are specified, for example, Lwow (Lemberg) and Warsaw. Some Polish books had been received by Kireevsky in Moscow. One of them was bought as indicated by mark of Kireevsky in January 5, 1840 and is now one of the oldest and rarest books in his library. The composition of Wojciech Ohabovich on the Polish Catholic theology was published in Lublin in 1736. Before Kireevsky book was belonged to another person (maybe several) some of them were kept in Latin. Another edition is also remarkable. This is the book under the title "Chronicle of the city of Lwow" by Zubrzhitsky, Dionitsy. It is a publication of the author (Lwow, 1844). There is an autograph on the book: "To my honor Mr. Kirievsky from the writer, Moscow". The manuscript is placed on a separate sheet, without commercial printing, and is woven between the flyleaf and the title. This kind of vocative was probably designed specifically for the dedicatory inscription. Kireevsky should have familiar relations with the author. We can suppose also that Zubrzhitsky gave the book as a gift to Kireevsky who was interested professionally in European and Slavic history finding an honor for himself to attract the attention of such reputable scientist. It's interesting to know that the collection of Zubrzhitskii was specially addressed "for Velmozhnyi Sir Leopold Zacher-Masoch". In this case we say about the chief of police of the city of Lwow, the father of the famous writer in the future.

The inscriptions in books from the Kireevsky library can do some interesting observations. One of the most important projects of Peter Kireevsky was the publication of systematic library of European scientific and historical works in Russian. Peter Kireevsky can be called as one of the best experts of ancient and medieval history of the Slavic people. M.P. Pogodin hoped to study the development of Russian history together with Kireevsky.

A.V. Markovich who visited the estate in Kireyevskaya Slobodka has written: "(...) I have seen during my acquaintance with P.K. in the year 1849-1852 in his working place the big baskets and cardboard boxes filled by extracts from the chronicles etc: князь, вече etc. and heard from him only the lightest and the warmest expressions, the most brilliant conclusions about life of Old Russ! I do not remember, he or someone closed to him told me that a lot of his thoughts about ancient history of the Russia broke up in the press around the world with his words, captured on the fly in his talk" [7]. In the same regard A.V. Markovich said about translation's concept of the best historical works in European or Russian language.

In order to prepare this edition Kireevsky gave books from his collection to many translators. The part of the translations according to his contemporaries of Kireevsky he hoped to do by himself. Comparing this information with the preserved part of the library, we can see some Polish books under Kireevsky translation which was done in the last years of his life.

Among the books in Polish there are historical works which are evolved an abundance of graphemes, pointing out the specific nature of these texts: meticulous proofreading, literally line analysis of individual sites, the selection of text fragments and single words, multiple tabs suggested by translator's approach working with the foreign language texts. These books include Danilovich, Ignatseg etc. The Chronicle of Lithuania and the Russian Chronicle. Vilnius, 1827; Svetsky, Tomas. Description of Antiquities Polish. Warsaw, 1828, Maciejewski, Ratslav Alexander. History of the Slavic Law. Warsaw – Lipsky, 1832. But although the assumption of work of P. Kireevsky, the translations of these works seemed to be very likely; there is a great possibility to everyone who read all of these books from other translators. Graphemes are in the underlined forms, brackets and rods are uniquely determined and interpreted as belonging to him.

From the mentioned memoirs of A.V. Markovich we learn that Kireevsky has got for its translations ... Vaclav Alexander Maciejewski and the Stanislaw Müller "Polish-Russian Dictionary" for help by his work. Markovich expressed his preparedness to return these books (together with

another book in German), "if they are not crossed out at the catalog" [8]. It should be noted that in the collections of the State Literary Museum "Ivan S. Turgenev" in Orel the following books were not found. They probably were not returned back. This is evidenced by the fact that in the library of Kireevsky preserved folio with the third and fourth part of the work of Maciejewski is mentioned by A.V. Markovich (without any marks in the text).

Unfortunately this large research project devoted to Kireevsky which included also Polish part was not realized. The sudden death of Peter Kireevsky didn't allow to finish his work. This of course has brought considerable damages to the richness of Kireevsky's personal library because the part of the books was given to translators and was never landed in his library again.

References:

1. См.: Песни, собранные писателями. Новые материалы из архива П.В. Киреевского. – М., 1968. (Лит. наследство. Т. 79).
2. Языков Н.М. П.В.Киреевскому // Языков Н.М. Песни русского поэта. – Тула, 1986.
3. О библиотеке в составе собрания ОГЛМТ см.: Ивушкина Э.А. Библиотека П.В.Киреевского // Проблемы современного высшего образования: Мат. межвуз. науч.-практ. конф. – Орёл: ОГИИК, 1997. – С. 224-227.
4. Маркович А.В. Воспоминание о Петре Васильевиче Киреевском // Русская беседа. – 1857. – Кн. VI. – С. 23.
5. Лясковский В.Н. Братья Киреевские. Жизнь и труды их. – СПб., 1899. – С.58.
6. Библиографические данные польских книг приводятся в переводе Н.В. Русановой, которой автор выражает признательность за помощь в работе.
7. Маркович А.В. Воспоминание о Петре Васильевиче Киреевском // Русская беседа. – 1857. – Кн. VI. – С. 20.
8. Там же. – С. 23.

АВТОМАТИЗАЦИЯ ИНФОРМАЦИОННО-ДОКУМЕНТАЦИОННОГО ОБЕСПЕЧЕНИЯ УПРАВЛЕНИЯ ДЕЯТЕЛЬНОСТЬЮ БИБЛИОТЕКИ

Деденева А.С.

Профессор, к.п.н., зав. кафедрой информатики и документоведения ОГИИК

Прокурина А.С.

Преподаватель, аспирант кафедры информатики и документоведения ОГИИК

Документационное обеспечение управления на современном этапе становится одним из важных факторов, способствующих принятию юридически взвешенных, экономически адекватных и организационно обоснованных решений. Четкое документирование и оптимальная организация работы с документами позволяют с учетом условий оперативно реагировать на различные ситуационные изменения, своевременно доводить до сведения конкретных исполнителей необходимую информацию и успешно их контролировать. Важность документационного обеспечения управления повседневной деятельностью библиотеки обусловлена объективным значением документа как существенного элемента внутренней организации любого учреждения.

В библиотеке создаются документы, в которых отражаются различные стороны ее деятельности: управление персоналом, учет организации и результатов библиотечно-библиографической деятельности, материально-техническое обеспечение, финансовое состояние и др. Совокупность этих документов представляет собой систему библиотечной документации.

Использование автоматизированных технологий ускоряет процесс подготовки библиотечной документации, снижает риск допущения ошибок при оформлении, упрощает процедуру регистрации, обмен документами между структурными подразделениями библиотеки и внешней средой, повышает исполнительскую дисциплину сотрудников, совершенствует управление библиотекой в целом. [1]

Современные системы автоматизации делопроизводства, такие как „Дело“, „Directum“, „Евфрат документооборот“ позволяют организовать совместную работу сотрудников с документами, процедуру общего документооборота, обработку входящих и исходящих документов, контроль исполнения документов и поручений, однако приобретение библиотекой подобного программного продукта является проблематичным с различных точек зрения. Во-первых, библиотеки автоматизируют свою деятельность на основе автоматизированных библиотечно-информационных систем (ИБИС, MAPK-SQL), реализующих все типовые библиотечные технологии, включая технологии комплектования, систематизации, каталогизации, поиска, книговыдачи и администрирования. Во-вторых, библиотека является уникальной системой с точки зрения управления и типовые программные продукты по электронному документообороту не совсем целесообразны в силу следующих причин:

- Документооборот большинства библиотек не превышает 3-5 тыс. документов в год;
- Основную часть документооборота составляет специфическая документация по библиотечной технике (около 50%);

- Работа с организационно-распорядительными документами (30%) в основном осуществляется только административно-управленческим персоналом.

Все это обуславливает нерентабельность покупки отдельной программы по автоматизации делопроизводства.

Решение проблемы возможно двумя путями:

1. Путем интеграции автоматизированных библиотечно-информационных систем и систем автоматизации делопроизводства;
2. Внедрения модулей автоматизации документирования и электронного документооборота в автоматизированные библиотечно-информационные системы.

На сегодняшний день введение информационных и телекоммуникационных технологий в работу библиотек является настоятельным требованием для повышения производительности и качества труда библиотечно-информационных работников на основе взаимного использования и интеграции электронных информационных ресурсов. Количество автоматизированных библиотек в России достигло нескольких тысяч.

Одна и широко используемых систем автоматизации ИРБИС представляет собой типовое интегрированное решение в области автоматизации библиотечных технологий и предназначена для использования в библиотеках любого типа и профиля. Она представляют собой функционально законченные модули, которые объединены в общий интерфейс на основе взаимосвязанного функционирования пяти типов автоматизированных рабочих мест (АРМ): "Комплектатор", "Каталогизатор", "Читатель", "Книговыдача", "Администратор".

Система ИРБИС поддерживает работу с учетными документами библиотеки, такими как инвентарные списки, листы заказа, листы актового учета, книги суммарного учета, акты проверки фонда, справки о поступлении книг в библиотеку и т.п., предоставляя возможности для получения широкого спектра выходных форм.

Однако учетная документация является не единственным элементом документационного обеспечения управления библиотекой. Внедрение функций по созданию и работе с организационной, распорядительной, информационно-справочной, плановой и отчетной документацией расширило бы возможности системы по осуществлению документационного обеспечения управления.

На базе АРМ „Каталогизатор“, выполняющего все функции по формированию, пополнению и корректировке баз данных, реально создать базу данных служебных документов, которая может включать перечень полей регистрационной карты с возможностью исполнения полнотекстовых документов (Рис. 1) [2].

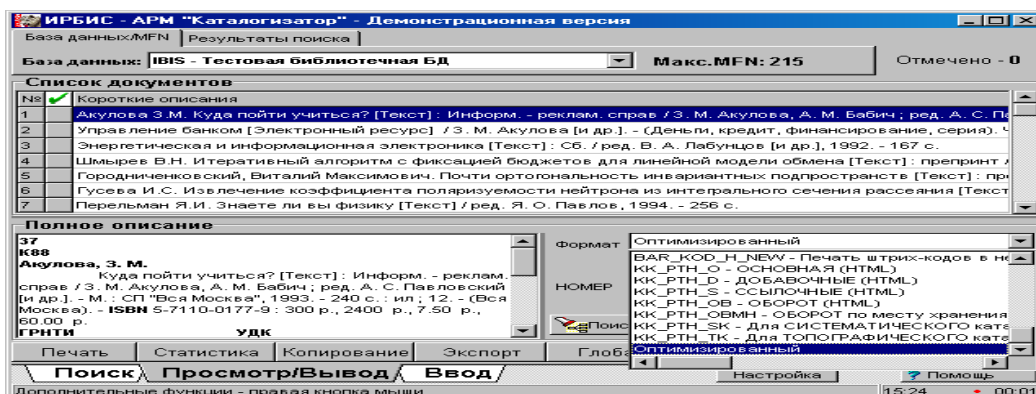


Рис. 1. АРМ „Каталогизатор“

Регистрационная форма создается на основе рабочего листа ввода. Каждая закладка рабочего листа представляет собой табличную форму, включающую наименования полей с реквизитами документов. К числу таких полей можно отнести: наименование вида документа, заголовок, автор, дата и номер документа, адресат, ход исполнения и т.п. База данных полнотекстовых документов формируется с гипертекстовой связью к регистрационной форме документа (Рис. 2)

Срок исполнения обводится кружком

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Корреспондент (автор)																														
Дата получения							Входящий №							Дата документа							№ документа									
Заголовок (о чем)																														
Резолюция																														
Исполнитель (указываются фамилия и инициалы)																														

Рис. 2. Форма регистрационной карточки служебных документов

Подготовка выходных форм регистрационных карточек в табличном виде выполняется в режиме ПРОСМОТР/ВЫВОД – ТАБЛИЦЫ в виде документа Microsoft Word в формате RTF непосредственно на печать или в файл.

При нажатии кнопки ТАБЛИЦЫ пользователю подается специальная форма, в которой нужно указать параметры для печати:

- диапазон номеров (база данных «Служебные документы»), на подплоскости БАЗА ДАННЫХ/MFN задать диапазон номеров для печати, на подплоскости РЕЗУЛЬТАТЫ ПОИСКА заданием диапазона номеров можно дополнительно отсеять документы, найденные по результатам поиска, но не попадающие в заданный диапазон;
- имя таблицы (Регистрационная карточка) определяется по ниспадающему меню ВЫХОДНОЙ ФОРМАТ (кнопка расширенных средств ввода).
- носитель: кнопки БУМАГА или ФАЙЛ.

После нажатия кнопки ВЫПОЛНИТЬ и указания пользователем пути и имени файла сохранения выходной формы начинается процесс ее формирования.

Помимо работы с регистрационными формами сетевая версия ИРБИС позволяет осуществлять одновременную работу исполнителей над одним документом, что удобно при подготовке сводных планов и отчетов, а также автоматически рассылать указания и распоряжения руководства по отдельным направлениям деятельности.

Таким образом, интеграция библиотечных и делопроизводственных процессов в одной автоматизированной библиотечно-информационной системе на примере ИРБИС позволяет оптимизировать библиотечно-библиографические процессы и информационно-документационное обеспечение управление библиотекой с наименьшими затратами финансовых средств и времени. Такая интеграционная информационная система позволяет выполнять автоматизировать комплектование, обработку, поиск, выдачу, учет документов библиотечного фонда, так и ведение библиотечной документации, отражающей вопросы организации, планирования, учета, контроля и координации деятельности, электронный документооборот.

Библиографический список:

1. Теслова, Е.Ю. Системы электронного документооборота: проблемы и перспективы / Е. Ю. Теслова // Делопроизводство. – 201. - №2. – С. 38-42
2. Система автоматизации библиотек ИРБИС. АРМ "Каталогизатор". Руководство пользователя. — М. : ГПНТБ России, 2002. — 112 с.

HOW TO EDUCATE FUTURE PROOF INFORMATION PROFESSIONALS: NEW DEVELOPMENTS IN THE LIS CURRICULUM AT SAXION UNIVERSITY OF APPLIED SCIENCES, THE NETHERLANDS

Peter Pettinga

*Dr., senior lecturer Human Information Design and Strategy, Saxion University of Applied Sciences,
Deventer, The Netherlands;*

Margriet de Vos

*Dr., senior lecturer senior lecturer Business IT and Management, Saxion University of Applied
Sciences, Deventer, The Netherlands*

Abstract

This article covers the developments of the last decennium that led to the current curriculum of LIS and to a model to keep the LIS curriculum updated. The key insight that brought us to the model and the curriculum is the conclusion drawn based on discussions with work field representatives that the function profile of the information professional cannot be defined anymore whilst the demand for graduates is beyond discussion.

Key words: curriculum development, LIS, bachelor of communication, information professional, Saxion University of Applied Sciences.

Introduction

This article describes the process of continuous adaption of the LIS curriculum to the forces that act on it. These forces consist of internal and external issues. Amongst the important external issues we consider dynamics of the world of the information professionals; decrease in demand for library jobs; interest in the curriculum from potential students; Major-Minor system; consequences of the Bologna treaty and changes issued by the HBO-raad (Dutch Universities Council) concerning the division in domains.

The internal issues are for example the changes in the organizational structure at Saxion, be it due to mergers or to adaption to a new administrative system dictating educational processes.

This continuous adaption and the recognition of the issues behind these changes led to a particular model to maintain the curriculum and to the current curriculum of LIS itself.

The aim of this article is to provide the reader with an update of previous articles on the same subject[1],[2],[3], in which the development of the curriculum was discussed. This article points out, like the previous ones, in what way the issues mentioned above have had their influence on the curriculum.

The starting point will be a retrospective on the developments that took place in the past up to the year 2010. The next part covers the developments from 2010 until now. The larger part will be used to explain the curriculum maintenance model, which provides an adequate means to update the curriculum in time to reflect issues like Social Media and Open Data initiatives and the current curriculum of LIS itself.

Retrospective

For over a decade we have been confronted with a changing domain for the information professional and declining student enrollment in The Netherlands. As a result, the LIS department of Saxion in Deventer shifted its domain from a Bachelor of ICT to a Bachelor of Communication. Competences were rearranged into four streams in combination with project oriented education.

In 2004, the education programs in The Netherlands switched to competence based learning. Competence based learning is based on competences derived from the professional domain. Meanwhile the employment in libraries was declining and one of the questions that was posed was “Is there still a reason of existence for a LIS course in The Netherlands” and if there is one, what should the focal point be[2]? Illustrative for this quest in The Netherlands was the choice for the bachelor degree of LIS-programs. The choice for two kind of Bachelor degrees of LIS-programs illustrates the different opinions in the country. There was the choice for a Bachelor degree in ICT or a Bachelor degree in Communication[1]. The courses in Sittard, Den Bosch, The Hague and Deventer opted for a Bachelor of IT and put the focus more on IT, while Amsterdam and Groningen opted for a Bachelor of Communication with a focus on media and PR. These differences show that the professional profile of the information specialist at that moment was also not clear. At Saxion we chose initially for a Bachelor of ICT, as we were positioned in an IT faculty at Saxion. However, four years later we exchanged it for a Bachelor of Communication.

As stated before, we struggled with declining enrollment as well. As media studies increased their popularity we suspected that a Bachelor of Communication might contribute to an increase as well. This meant that in the curriculum of 2008, in addition to a focus on information technology an equivalent focus was placed on communication, human aspects and entrepreneurship[3]. Innovation was the main guiding principle rather than archiving or classical library skills.

In 2008 we were aware that due to rapid developments in the information industry the professional community was no longer able to sketch a transparent concept of the information profession. The professional profile of the information professional did not exist (anymore). If the professionals were not able to make a professional profile, we, the educators, could no longer design a curriculum based on a professional profile either. So the professional profile was no longer our starting point.

In our opinion the profession has changed so fast that professions for which we recruit students are already outdated by the time they graduate. This implies that the curriculum should be designed in a short-cycle way to anticipate changing market needs. The 2 +2 model that we have adopted meets this requirement[3]. The first two years of the curriculum have been designed to apply basic knowledge and skills associated with the foundation of the information professional. In the first two years we construct the curriculum around the four main subjects and a project in every quarter. We call this educational model a competence based ‘roof-tile-model’ (‘dakpanmodel’). The last two years are (more) demand-driven, in which the student and the staff determine the content of the program together, based on recent market demands. The level will of course be determined by the examination board.

The question of ten years ago is still a valid question. What does an information professional do and what will be his first professional position? Nowadays we know that there are occupations for which the new LIS training is an appropriate study and also that the demand-driven nature of the last two years of LIS training in itself is able to generate new occupations. For example, in the (classical) professional profile of the information professional, terms such as SEO and SEM are unknown. Nevertheless, a number of students is now focusing on these subjects in the last two years of training and will have no difficulty finding jobs in business, based on the first two years with general training and their specialization in the last two years in these subjects.

The information profession is changing rapidly. Libraries face cuts, contemporary librarians nowadays need entrepreneurial skills to survive. They face questions like: “Is it possible to perform the tasks of the library elsewhere, outsource them and / or use crowd sourcing to solve the budget cuts while rescuing the traditional library tasks?” Libraries merge, which means that a highly educated librarian should be able to make strategic choices. In addition, libraries are no longer the main customers of our courses. Among the current generation of graduates there are few students who end up in the libraries. The others find their way to companies as information professionals where they will work in a variety of functions. Some in "traditional" jobs such as web editor; others in jobs like SEM / SEO specialist or social media specialist.

The rapid changes in the Information domain also imply that recruitment of students for specific occupations is hardly possible and that recruitment must take place on the content of the course: the box and tools of the information professional. Together with the identification of the specializations of the 3rd and 4th year students that should be sufficient to generate a sufficient response from potential students interested in the program.

This brings us to the proposition that a study that trains students in a subject that changes rapidly will need a flexible educational model to counter the dynamic demands of the industry, in order to ensure continued compliance.

Recent Developments

Recently LIS (HIDS) merged with the MIC course (Media Information and Communication) at Enschede. A merger of the School of Communication, Information Technology and Information Management (CII) and the academy of “Arts and Technology” (TKT) preceded this merger. MIC is a HBO-raad approved domain issuing the Bachelor of MIC. Saxion started in Enschede with MIC in succession of HvA (Hogeschool van Amsterdam) in 2010. HvA absorbed the LIS curriculum completely in the MIC curriculum.

Since LIS in Saxion covers the domain of Communication, shared subjects in the curricula of MIC and LIS may be expected. An assessment comparing the curricula showed this proposition to be valid. The overlap mainly occurs in the first years of the curricula.

The explanation for the shared subjects does not only come from the shared “C” of “communication”, but also can be seen when looking at the focus of both curricula which shows common elements. Table 1 shows these common elements.

HIDS (LIS)	MIC
What does a user need?	How does a user want to perceive?
User centered	Communication / message centered
Internal / back-office information strategy and processes	External information
Communication channel strategy	Communication channel (interface) design
Usability of channels	Cross Media campaigns

Table 1: Subjects of HIDS and MIC.

Another angle on viewing the overlap between HIDS and MIC is to depict it from a business / market view. Figure 1 shows this view.

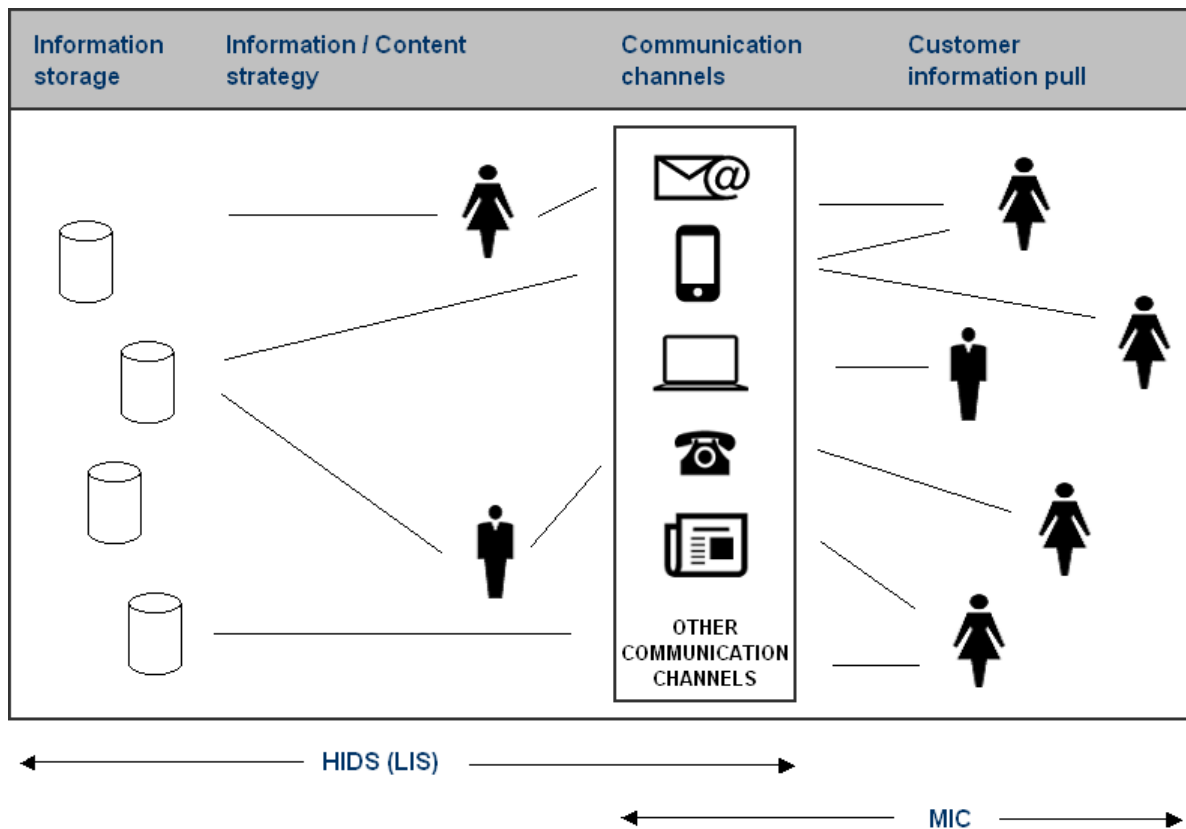


Figure 1: Business / market view of HIDS and MIC (simplified).

Where HIDS is mainly focused on the users' needs, usability of the channels and the design of the back office, MIC focusses on the (interface) design of the channels, finding new business models, journalism and public relations.

To open the opportunity for students to change from HIDS to MIC or vice versa and also to create efficiency, the curricula of HIDS and MIC have been tuned. This resulted in a shared first year with similar curricula. The second year reflects differences mainly in the second semester. This complies with the difference in focus as shown in the Table 1 and Figure 1 above.

For both HIDS and MIC tracks for the last two years have been defined. Table 2 lists these tracks and their description for HIDS and MIC.

Nr	Track	Description	HIDS / MIC
1	Information Strategy	Educates to be a consultant on information and content strategy of an organization. Taking the (potential) customers and the company's strategy as a starting point, communication channels and platforms; content containers; information and content processes are designed and made operational. Also management information and business intelligence are part of this track.	HIDS
2	Data Journalism	Trains students to retrieve (large amounts of) data from different sources, e.g. public open data, statistical data or company data. Combining this data and aggregating in a 2D, 3D visualization with accompanying underpinning and explanations understandable for target groups.	HIDS

Nr	Track	Description	HIDS / MIC
3	News and Information	Educates toward the function of editor based on principles of journalism and techniques to redesign news and background information suitable for user groups and communication platforms. Beside writing texts and important part of this track is visualization of news / information.	MIC
4	Media and Education	Educates for the role of project leader for multidisciplinary teams which from a didactical point of view create concepts that exist of cross medium content and a learning method. Educates to create learning methods and is able to visualize them. Is also able to act as a consultant for new learning methodologies for companies, educational organizations and institutions.	MIC
5	Media and Marketing	Trains students to campaign developer tied to a particular business case and using an integrated format. Efficiency and market objectives provide measurable targets.	MIC
6	Communication and Media	Trains to become a public relations employee who communicates with the outside world based on the strategy and PR goals of the organization. The PR employee creates a communication promoting climate.	MIC
7	Media Formats and Directing	Formats and directing trains (creative) storytelling to a large audience designed from a business perspective using cross medium platforms. Production, creation of innovative solutions, usage of multi platforms are prime goals of this track.	MIC

Table 2: HIDS and MIC tracks.

Table 2 shows that the tracks of HIDS and MIC differ, which justifies the differences in the curricula starting from the second semester of the second year.

Another change covers the strict division of the curriculum schedule into “teaching threads” like “Technology” and “Humanities” that featured HIDS. These threads are still present in the curriculum, but are not directly visible in the schedule.

Before we present the current curriculum, we will first inspect the model that underlies this curriculum.

The educational LIS curriculum model

The 2+2 model offers the possibility to tweak the curriculum on the market dynamics. During the first two years the students program is to a major extent obligatory, only small parts allow some freedom of choice. The design is according to the “roof tile” principle. The leading principle in this model is to offer tasks occurring in a job relevant to the market and that has been recognized as such and are approved by customers that hire graduates. These tasks are redesigned into projects, also approved by the customers. The subjects of these project are chosen in such a way that they contain these relevant tasks, offer the possibility for students to acquire the basic skills of the information professional and preferably have an expected expiration date of several years.

Every year is divided into four terms. The preceding term of a project students attend lectures covering various relevant subjects in order to deliver the project successfully. Parallel to

those lectures another project is executed. This explains why the model's name is "roof-tile". Student teams vary in size. Some projects are carried out by individuals, other projects in pairs, triples or even quadruples.

The first project lacks a preceding period. It aims to familiarize students with jobs available for information professionals and the job market itself. Based on this project students should be able to judge for themselves whether they have chosen the right study. The results also might show trends in the job market. The last project of the second year is a full time project, so no courses are scheduled in parallel. This full time project is the final test for students that wish to graduate with an Associate Degree

To keep the first two years up to date a yearly check is performed. "Are the projects still reflecting the essential tasks of an information professional": is a question discussed with companies covering the working area. A negative answer must lead to the conclusion that the basic skills required for the information professional changed and thus the first two years need either minor revision or complete overhaul.

The last two years of the course contain an internship, minor, graduation assignment, applied research (skills) and advanced and / or broader knowledge specializations. The students electives are track, specializations and minor. The internship and graduation assignment context aligns with the chosen track. In the second year the student get acquainted with the tracks by following introduction courses. From the start, this year also serves as an evaluation year of the tracks to find out whether they are still valid or changes are required.

A new administrative system forces the evaluation to take place earlier than before because this system requires registration of tracks and courses one year prior to their start. This lengthened the "time-to-market" but does not harm the aim of the model to provide courses to the student that fit the current market demands. This evaluation in the second year aims to keep the third and fourth year in line with market demands. It forms the second feedback loop in the model. Figure 2 displays the model.

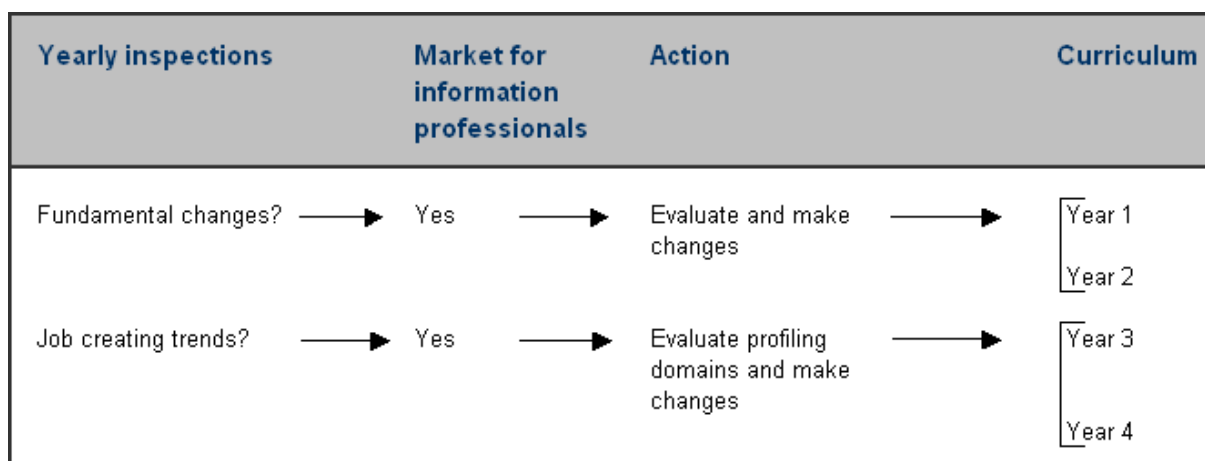


Figure 2: LIS curriculum maintenance model.

definition of the profiling domain of data journalism. Data journalists know how and where to find useful data, interpret the data and translate that often but not exclusively in an easy interpretable visualization. The following two paragraphs provide more detailed information on open data initiatives.

In December 2011 the European Union has launched an Open Data Strategy for Europe. In her digital agenda, Vice President Neelie Kroes focuses on the re-use of PSI (Public Sector Information) including data from libraries, museums and archives. It is to be expected that this will create new jobs for journalists, academics and IT companies. This will lead to an economic boost in the EU of 40 billion euro each year.

Consequently, our faculty launched the kick-off of an Open Data project together with the municipality of Enschede a month ago. At Saxion we will develop an English spoken specialization on Open Data for all students of Creative Technology and data journalism will be a track in the LIS curriculum. Students will be taught on data journalism, data visualization and building applications in the theoretical tracks. In the additional project they will create applications in multi-disciplinary teams with public information from the municipality of Enschede. Criteria for the projects are that it will increase access to public information, encourage citizen participation or stimulate entrepreneurship and the creation of economic value. Some examples of projects are: real-time traffic information, interactive apps for citizen involvement in municipally greenery (complaints), information for disabled people, tourist information apps[4].

A future proof curriculum?

Will the current model prove to be the right tool? Is it able to withstand to the external issues of the changing job market and at the same time produce an attractive curriculum for students? It is obvious that some external issues, e.g. those posed upon us by the government, might turn out to be a show stopper. Also internal issues, e.g. mergers with other departments or a new administrative software system which dictate educational processes, can cause irreversible damage to the current model. At this moment the curriculum, however, is considered as optimal.

Conclusion

Are we on the right track with this model and our current curriculum?

Evidence that the model works is available, although this is not a solid claim, by the fact that gradually we see increasing enrollments.

An argument the model might be right is research that shows job perspective for graduates is amongst the highest compared with other studies[5].

Yet another indication is the positive response from companies on presentations of the new curriculum and especially the two tracks defined[1].

It has been a long journey that took LIS to the current position. As we look at it from the perspective of the forces that are within our control, we are convinced the model and the current curriculum to be right. The danger hides in the issues posed upon it in the future that are irreversibly harmful and not under our control.

And of course, now the proof of the pudding is in the eating, so only the future will provide the evidence whether the model and curriculum shows to be really future proof.

References

[1] Bruyn e.a. (2005) 'LIS curriculum in a European perspective' In: Leif Kaiberg, Leif Løring, eds European Curriculum Reflections on Library and Information Science Education The Royal School of Library and Information Science Copenhagen, 2005. ISBN: 87-7415-292-0

[2] Vos, Margriet de, Wiebinga, Patricia. (2006) 'LIS Developments in Deventer, The Netherlands' in

Globalization, Digitization, Access and Preservation of Cultural Heritage. Papers from the Intern. Conf., Sofia, Bulgaria, 8-10 Nov. 2006, p. 300-304.

[3] Pas, John van de (2008) 'Educating Information professionals for the future', 'Lis curriculum development at Saxion University of Applied Sciences, Deventer, The Netherlands'. In: Globalization, Digitization, Access and Preservation of Cultural Heritage. Papers from the Intern. Conf., Sofia, Bulgaria, Nov. 2008

[4] Graaff, Janneke de (2012) Enschede, open stad van nu, een actieplan voor zinvolle open data projecten in de gemeente Enschede, Saxion, 19 april 2012. http://ec.europa.eu/information_society/digital-agenda/index_en.htm, last viewed: 13/5/2012
http://ec.europa.eu/information_society/policy/psi/index_en.htm, last viewed: 13/5/2012

[5] ROA, De arbeidsmarkt naar opleiding en beroep tot 2010 (2005) Rapport november, ROA-R-2005/9, Maastricht, Universiteit van Maastricht, Faculteit van Economie en Bedrijfskunde, ISBN 90-5321-422-4

INTEGRATING E-GOVERNMENT COURSES INTO LIS PROGRAMS – BULGARIAN APPROACH

Elitsa Lozanova-Belcheva

*Assis. Prof. Dr., Department of Librarianship, Information Sciences and Cultural Policy, Faculty of
Philosophy, Sofia University “St. Kl. Ohridski”*

Abstract

During the past twenty years, the “global phenomenon e-government” and public e-services offered a new way of interaction with government and public administration. The public library became an access point to e-government and e-services. In addition, the role of the libraries and librarians in e-government is most important – they are “bridge” between e-government services and citizens. This is why today’s library and information specialists should have enough competences and professional skills in order to achieve customers’ needs. There are different forms of education in the field of e-government - on Bachelor and Master Degree at the University and qualification courses (lifelong learning). The article discus integration of E-government courses into LIS programs as the right way for preparing future information specialists in Bulgaria.

Keywords: e-government, LIS programs, public libraries, e-services, library qualification

Introduction

The evolution of the information society and the challenges of globalization have opened a new era in communications, access, data exchange, services, information search and retrieval.

During the past decade of the 20th century “across the world, public organizations are beginning an ‘e-government journey’ by publishing static information to the Internet and establishing an on-line presence, in the hopes that they too will experience increases in efficiency, effectiveness, and organizational performance” (Melitski, 2004).

More than twenty years the “the global phenomenon e-government” (Jaeger, 2003) is a topic of many discussions, thousands case studies and many researches. Still there is no single definition of the e-government, in this article we will accept the definition used by the EUCommission: “e-Government is the use of information and communication technologies in public administrations – combined with organizational change and new skills - to improve public services and democratic processes and to strengthen support to public policies” (European Commission, 2003).

There are different approaches at the analysis of the opportunities and challenges of e-government. Some of the important issues connected with the implementation and evolution of e-government are the modernization of public administration and transformation of administration processes and the impact of e-government; e-governance as a new trend in public policy; the change of bureaucracy and the anticorruption effect of e-government, etc. Within the theoretical rethinking of the philosophy of e-government many researchers analyzing the social aspects of e-government development and problems concerning usage of e-services - digital divide, e-inclusion, e-access, e-accessibility, information literacy, personal data protection, etc.

The role of the public libraries in e-government.

In the countries with developed e-government, the statistical data of e-services usage showing that many of the people are not able to use administrative services online - elder people, citizens form different minority groups, people without computer and information literacy and the people without personal computers and internet connection. All of the new services are user-friendly and oriented to the end-user to achieving significant benefits. However, their usage is very complicated and needed computer and information skills, e-signature, competences for fulfilling e-documents and e-forms, personal computers with access to Internet, broadband network.

Logically, the public libraries became an access point to e-government and e-services and play an important role for those who do not have Internet access in the home, lack the technology skills or have difficulty understanding and using e-government services.

The library of today, especially the public library, is a place that people recognize as a onestop shop where they can find all kinds of information including government programs and services (e-government). Usually citizens use the library's computers to access different kinds of government information, "look for government forms, learn about laws and regulations or permits and licenses, and look for assistance with legal questions or problems" (Becker et al., 2010).

So, "libraries have become a de facto service center for many people who use these increasingly important public offerings" (Ibid, p.116).

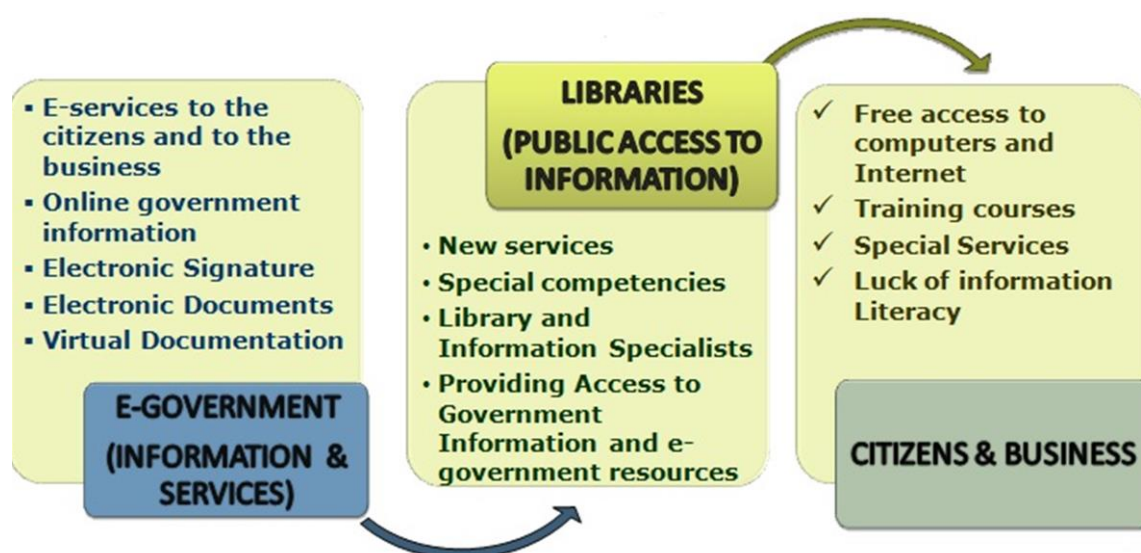


Fig. 1. The role of public libraries in e-government (Lozanova-Belcheva, 2010)

The role of the libraries and librarians in e-government is very important, as they are "bridge" between e-government services and citizens (fig.1). Very often public libraries are the only source of free public access to computers and Internet.

The positive aspects for the people of using e-government services through public libraries are significant:

- Public Libraries offer free public access to computers and Internet and provide access to e-government services;
- Library professionals help citizens interact with government agencies and officials; assist users in transacting e-services; educate citizens how they can use public e-services
- Libraries help disabled persons, elder people and people without information literacy to use computers in a better way.

In addition, there are some negative aspects:

- Assisting users with e-government information and services requires extensive time and resources.
- Some of the public libraries have an insufficient number of work stations - technical equipment (computers, software, and Internet connection) and also they haven't enough trained and qualified staff to provide access to e-government information.
- People expect public librarians to be experts in E-government services.

Public libraries are being asked to help patrons solve a range of e-government challenges that go well beyond simply finding government information – such as: helping people understand government agency programs, understand and use government websites, cut through federal, state, and local government bureaucracies. As a result “public libraries serve as a social guarantor of access to and assistance with government information and e-government services” (Jaeger & Bertot, 2011).

In this context, in recent years, public libraries are facing various problems of user interaction with government information and services. Library and information professionals should have enough competences and professional skills in order to achieve customers' needs. They helping people filling out e-documents and using e-signature and (in many cases) complete their documents and thereby violating the law on data protection. This is one very serious problem that is not yet resolved.

Another point of view, recently discussed, is that the role of librarians to help people cope with their daily life issues is associated with the activities of social workers (Bertot et al., 2006; Gibson et al., 2009). On the one hand, library specialists advised people how to get the proper job position or pay taxes or obtain a certificate or the filing of immigration papers, etc., because they are closest to citizens and their needs. On the other hand, they have access to confidential information to the users and thus threaten protection of their personal data. Still there is no adequate decision to this complicate situation. In my opinion, to comply with legal requirements, library professionals should limit their services in the following:

- Provision of e-government access and
- Education on the use of e-government services.

It should be noted the fact that library and information specialists should have enough competences and professional skills to meet user needs and help citizens and business in using e-services.

E-government education

The current developing trend in Information and Communication Technologies led to the generation of new online library services such as: Ask-A-Librarian, Document Delivery, Online Bibliographic Instructions, Information Literacy Tutorials, Access to E-government Services, Online/Virtual references, etc.

To achieve challenges of e-society, the today's library professional is required to be: “engine guru, effective net worker, service coordinator, information evaluator and marketer, innovator, prompt learner, information counselor and team worker “ (Malhan , 2009).

Integrating E-government courses in LIS programs is the right way to train future library and information specialists to fully meet the needs of users and especially to work with various groups in society. There are different models of education in this field in Bulgaria - on Bachelor and Master Degree at the University and as a short-term qualification courses (fig.2.).

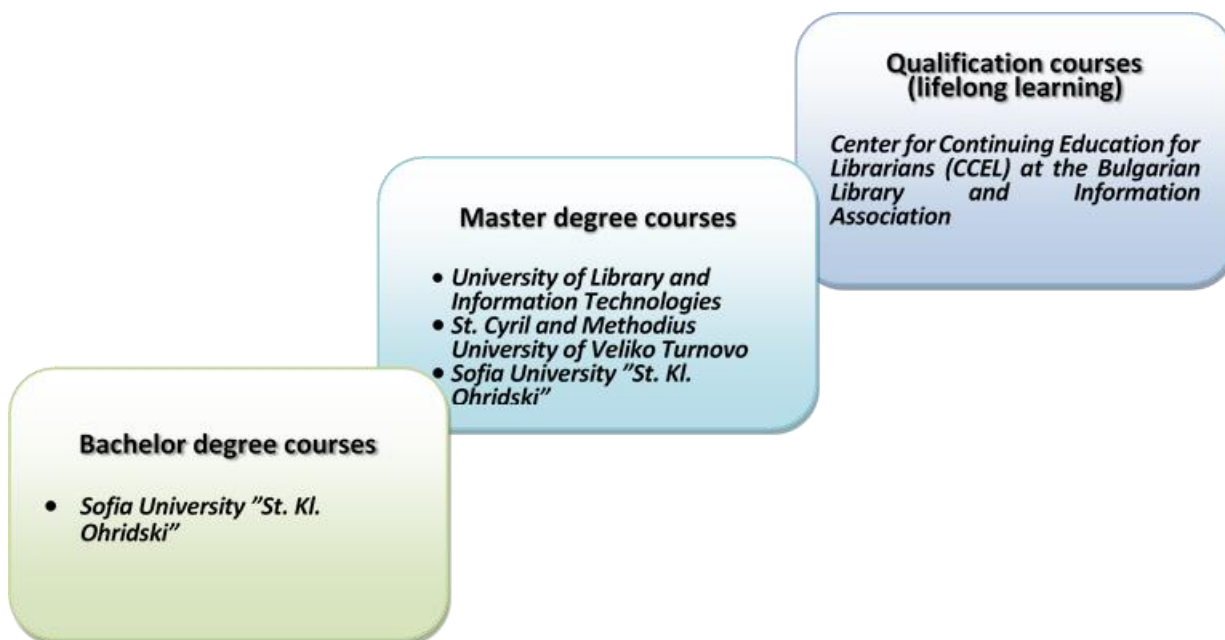


Fig.2. LIS education and E-government courses in Bulgaria

There are three LIS programs at University level in Bulgaria – at Sofia University St Kliment Ohridski, Department of “Library and Information Studies and Cultural Policy”, at University of Library and Information Technologies and at St. Cyril and Methodius University of Veliko Turnovo and they have different approaches in implementation of E-government courses into Curriculum.

At the Department of “Library and Information Studies and Cultural Policy” (Faculty of Philosophy, Sofia University), students from the undergraduate program may choose an optional course “E-government and the role of the libraries” (B.A., 3rd year). Main content areas within the discipline include: the development, concepts, models, services and applications of electronic government; e-government characteristic, evolution, definitions; stages / phases of development of e-government; service on a one-stop shop; the vision of the European Union's e-government - programs, projects, initiatives; e-government in Bulgaria - legal documents, concepts, government programs, projects; electronic services; Bulgarian e-government; the role of libraries in the development of e-government; Libraries and e-government in Bulgaria; etc. The influence of new technologies in the local government and public administration is the one of most important view point of the course and the accent is on the important role of the public libraries in the e-government.

The analysis of the results and observations from courses already held, shows that students are interested in this topic, but it is difficult because of the specificity of matter. Similar course is held at another department of Faculty of Philosophy - Department of Public Administration and students there are more trained in this area as they have courses in all basic fields – Public Administration; Administration process; Administration Services, etc. Therefore from the next academic year 2012/2013 the E-government course in LIS program will be transformed into:

- E-government Services - B.A. – 3rd year- optional discipline
- Libraries and e-government – M.A. - optional discipline

In LIS department, as a partner in ERASMUS program, there is another discipline E-government (for Erasmus Students – on English). Curriculum included main concepts and ideas for the e-government; development of the e-government through Europe and behind Europe and problems connected with e-government. Significant part of the course discuss the EU and non-EU

information policy, official documents, good practice and presents comparative analysis within different countries models.

The other universities have e-government courses, but they are not integrated into LIS curriculum. The University of Library and Information Technologies has separate MA program – “E-business and e-governance” and at the St. Cyril and Methodius University of Veliko Turnovo the e-government issues are included only in “Information Technologies in the Judiciary and Executive Power” (M.A. program).

Only e-Government course at the LIS department (at Sofia University) address issues related to libraries and their role in e-government.

Integrating e-government courses into LIS programs is the right approach in developing skills in future library and information specialists, but for the professionals in the libraries it is not applicable. So, they can obtain qualification in e-government field in the Center for Continuing Education for Librarians (CCEL) at the Bulgarian Library and Information Association. This center is founded in 2001, in cooperation with the Department of Library and Information Studies and Cultural Policy at the Sofia University. The Center provides opportunities for professional qualification and continuing education for graduate specialists with bachelor or master degree.

The curriculum complies with the current trends and standards in library and information service. It comprises the following modules:

Module I. Management for library leaders

Module II. Library marketing and communication

Module III. Sociology of reading and readers. Library programs

Module IV. Collection management. Cataloguing

Module V. Library services – E-government. The role of the libraries at e-government.

Module VI. Training of library users

Module VII. Technologies in libraries

Module VIII. Foreign language training for librarians

Module IX. Cultural heritage (CCEL, 2010)

Conclusion

In summary of all the above, we can outline e-government support in public libraries in the following:

TECHNOLOGY ACCESS - Public libraries offer free access to computers, broadband Internet, and wireless Internet;

DIGITAL LITERACY - Public libraries offer a wide range of free computer and Internet use instruction;

EXPERTISE - Public libraries offer expertise that helps people understand government and government services;

INFORMATION - Public libraries help people find and use government information;

ASSISTANCE - Public libraries help people understand and use government websites and services;

COMPLETE FORMS - Public libraries help people complete immigration and citizenship, social service, emergency benefit, and other online forms (Bertot et al., 2012).

The digitalization, convergence and continuing globalization of information affected the academic environment and curriculum. The various skills required for the new era Library and Information Professionals to meet the user needs and the challenges of the e-Society. They can obtain additional education in the e-government issues - at the university level (if they not a

librarians already), or as a lifelong learning. In both cases, this additional knowledge will improve their skills and help meet users needs. The university course e-government aims to provide the students a specialist and applicable scientific and practical knowledge of e-government topics.

References:

1. Becker, Samantha, Michael D. Crandall, Karen E. Fisher, Bo Kinney, Carol Landry, and Anita Rocha. (2010). Opportunity for All: How the American Public Benefits from Internet Access at U.S. Libraries. (IMLS-2010-RES-01). Institute of Museum and Library Services. Washington, D.C., p.116. Available at: http://impact.ischool.washington.edu/documents/OPP4ALL_FinalReport.pdf
2. Bertot, J. C., Jaeger, P. T., Langa, L. A., & McClure, C. R. (2006). Public access computing and Internet access in public libraries: The role of public libraries in e-government and emergency situations. *First Monday*, 11(9). Available at: http://www.firstmonday.org/issues/issue11_9/bertot/index.html.
3. Bertot, J.C., McDermott, A., Lincoln, R., Real, B., & Peterson, K. (2012). 2011-2012 Public Library Funding & Technology Access Survey: Survey Findings & Report. College Park, MD: Information Policy & Access Center, University of Maryland College Park. Available at <http://www.plinternetsurvey.org>
4. Center for Continuing Education for Librarians (CCEL) at the Bulgarian Library and Information Association (2010). <http://www.lib.bg/en/Training/CCEL>
5. Communication from the Commission to the Council, the European Parliament, t.E.E., Committee, S., the Committee of the Regions: The Role of e Government for Europe's Future. Technical report, Commission of the European Communities, Brussels (2003). Available at: <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0567:FIN:EN:PDF>
6. Gibson, A. N., Bertot, J. C., & McClure, C. R. (2009). Emerging role of public librarians as eGovernment providers. In R. H. Sprague, Jr. (Ed.), *Proceedings of the 42nd Hawaii International Conference on System Sciences*, 1-10.
7. Jaeger, P.T & Bertot, J.C. (2011). Responsibility rolls down: Public libraries and the social and policy obligations of ensuring access to e-government and government information. *Public Library Quarterly*, 30, pp. 1–25.
8. Jaeger, P.T. (2003). The endless wire: E-Government as a global phenomenon. *Government Information Quarterly*, 20 (4), pp. 323–331.
9. Lozanova-Belcheva, Elitsa (2010). Public Access to E-government Information Resources - The Role of Library and Information Specialists [Poster]. Poster session conducted at INFORUM 2010: 16th Annual Conference on Professional Information Resources, Prague 25–27 May 2010. Available at: <http://www.inforum.cz/pdf/2010/lozanova-belcheva-elitsa-1.pdf>
10. Malhan, I. (2009). Challenges and problems of library and information education in India: an emerging knowledge society and developing nation of Asia. *Asia-Pacific Conference on Library & Information Education & Practice*, p. 45-57. Available at: <http://www.slis.tsukuba.ac.jp/~atsushi/aliep/proceedings/Papers/a26.pdf>
11. Melitski, J. (2004). E-government and information technology in the public sector. In M. Holzer & S. Hwan Lee (Eds.), *Public productivity handbook*. 2nd ed. (pp. 683-708.) New York: Marcel Dekker.

ASPECTS AND TRENDS IN THE DEVELOPMENT OF THE AUTOMATED SYSTEMS FOR HUMAN RESOURCE MANAGEMENT IN BULGARIA

Elena Yanakieva

*PhD student, Department of Librarianship, Information Sciences and Cultural Policy,
Faculty of Philosophy, Sofia University "St. Kl. Ohridski"*

Abstract

The financial crisis changed the management thinking at globally and company level, imposing the need of the computer systems to manage events and tasks, collect data in databases and use it to make decisions, reduce the administrative staff and establish timely distribution of all tasks in order to accelerate their implementation. An example of such computer systems are the so called ERP (Enterprise Resource Planning) systems. The aim of the article is to present the human resources management system (HRMS) as a special case, which ensures the successful implementation of ERP systems, to describe the HRMSs used in Bulgaria and point the fact that no university offers education for any type of ERP systems.

Keywords: management, trends, development, automated systems for human resource management, Bulgaria

The economic crisis and the ERP [Enterprise Resource planning] systems

The financial crisis that started in the US sub-prime mortgage market in 2007 has created substantial turbulence and uncertainty throughout the global financial system.¹ This initial stage was characterized by destabilization of the stock markets, losses and bank failures, rising inflation and capital price increases. The problems in the credit institutions and U.S. stock market have been rapidly transferred to the real sector of the economy, leading to a decrease in the industrial production and trade crisis. Twelve months later, the US recession was transferred to the 'new' market economy, which leads to reduction of the industrial production. The reduction of sales and global industrial production led to new stock market crashes around the world and transition from the inflation to the stagflation², decreasing oil prices, growing numbers of unemployed and the large reduction in consumption. The crisis affects all countries included in the global economy and causes sustained economic depression.

The depression caused changes in management thinking both globally and at company level, which aimed to reconstruct the global economy for new development in 2010-2012.³ The basic principles of company management have already been focused on the core business of the company, costs optimization, outsourcing of certain administrative and support costs, optimizing the team and work with the most loyal partners, offering high quality services.⁴ This imposed the need of the computer systems to manage events and tasks, collect data in databases and use it to make decisions, reduce the administrative staff and establish timely distribution of all tasks in order to accelerate their implementation.⁵

An example of such computer systems are the so called ERP (Enterprise Resource Planning) systems. They represent a set of all information systems within a company, which accumulate data and serve as a basis for analysis, planning, implementation and monitoring of business processes. Business Management Systems (BMS) can be a special case of ERP systems. Another special case may be the accounting systems⁶ or the human resources management systems (HRMS) and their number may increase or decrease on the business needs.

The question arises, however, whether there is a mandatory special case of ERP system, which can ensure successful implementation of an ERP-system or by Deloitte to reduce costs for service and maintenance of company with 20 - 45%.⁷

The costs of service and maintenance of a company can be reduced in two ways: product innovation and service. Product innovation is a complex process that leads to radical changes in products or the creation of a new product. As such, it requires significant financial investment in research which in the private sector is made mostly of large corporate businesses.

The state also sponsors scientific researches in the field of product innovation, as it relies primarily on academics. As it can be seen from the presentation "Priorities for Europe Innovation" of J.M. Barroso as President of the European Commission, made at the European Council meeting on 4 February 2011, the share of GDP for research activity and development in the European Union is only 2%.⁸ This is the main reason why it is more and more difficult to find a difference between the price of a product in one or another company that makes the service important criteria for the effectiveness of the organizations. It is known that the improvement of service and innovations in it can be achieved in two opposite ways: (1) by technology and (2) through human resources.

The current practice, however, offers many examples of how well-designed technology can cause significant growth of services and satisfy customers. Examples of services that are a consequence of the existence of a particular technology are e-commerce, e-banking, e-mail statements and more. These services are characterized by indirect access to client via email or pre-established online software.

Their number and use can be easily measured, but their quality and innovation depends on the skills of people who build and maintain them. Hardly anyone would be happy with e-banking, which takes into account the transfer orders 24 hours late or email consultancy that has been returned in one week delay.⁹

This is the reason why the statistics on trends for the allocation of corporate expenses in 2012, published by Business Process Trends, expect the biggest expenses again be made for human resources management and information technology (Fig.1).

From what has been said till now, can be concluded that a mandatory special case to ensure the successful implementation of ERP systems is the human resources management system (HRMS). In order to successfully build such a system, it is necessary to include all functions related to the management of these resources, their interactions, relations with the environment, ways of organizing work to achieve the business objectives of the organization and applicable instruments of approaches, principles methods and techniques¹⁰.

The functions of the management of human resources include:

- analysis and design of positions;
- human resource planning;
- recruitment and selection;
- evaluation of human resources;
- remuneration;
- Training and Career Development;
- motivation;
- ensuring of healthy safe working conditions and improved labor relations (HWILR) (Fig. 2).

Each of the above functions are implemented through relevant activities and affect the employee performance. For example, analysis and design of positions affects motivation, productivity and employment performance of human resources.

Automated systems for human resource management in Bulgaria.

In the period from January 2012 to March 2012 was conducted a study of the automated systems for human resources management in the country. The aim of this study was to verify

whether all functions of the human resource management systems are part of the automated systems for human resource management, whether they can be integrated into ERP systems offered by the same software company and see the trends of development of automated human resources management systems in Bulgaria.

As a sample of automated human resources management systems were used 12 systems for human resources management and calculation of salaries, which were published in the magazine CIO, which is oriented towards managers of IT departments, project managers in establishing, implementing and developing information systems executives and line managers involved in building the company's informational infrastructure¹².

The current addresses of automated human resources management systems (HRMS) were obtained from a search by the software name in the search engine Google. (Table 1). Information for customers of the automated HRMS was not published on five of the websites, and only two websites had information about customers, who have integrated the automated HRMS, rather than any other product offered by the software company. This findings didn't allow the author to calculate any relationship between the number of activities of human resource management, which are embedded in the automated HRMS and the type of customers (corporate and institutional clients business or medium and small businesses) and their number.

So the author will base on a study done on 450 UK companies from different economic sectors, which says that automated HRMS are used with the same intense by small companies (up to 500 people) and large companies (over 500 people) in several aspects: planning, industrial relationships, training and evaluation and performance management.¹³

The studied automated HRMS in Bulgaria can be divided into three types, covering different aspects of activities of the human resource management systems: (1) automated HRMS that provide access to basic modules, such as personnel, payroll, scheduling, job applicants and reports; (2) automated HRMS that provide access to basic modules and can be integrated into the ERP systems. offered by the same software company, and (3) automated HRMS that provide basic access and additional modules, such as overall performance, evaluation, planning staff development, training and qualification processes. The most common systems are the systems of type (1) with 60%, followed by systems of type (2) with 24%, and the systems of type (3) with 16%. (Fig. 3)

Considering the options of the extensively studied automated HRMS, the author noticed that one of them allows access cloud, so it offers reduce costs for its customers to build infrastructure, and another already provides access to the platform via mobile phone.

From the above findings can also be concluded that there are no systems that provide access to the core and additional modules and can be integrated into ERP systems, created by the same software company, and trends of their development are in development new access methods, according to the new technological solutions.

ERP systems in the program of the library information specialist (LIS) in Bulgaria

In the period from January 2012 to March 2012 was conducted a study of the courses offered in the curriculum of the library and information specialist either in the bachelor or in the master degree in Bulgaria.

The aim of the study was to find out, if ERP courses are part of the library and information specialists curriculum either in the bachelor or in the master degree.

For comparative analysis were used the website addresses of the three universities in Bulgaria, which offers librarian education in Bulgaria.(table 2)

Unfortunately, it appears that none of the universities offers such course, which taking the consideration of the above findings should be changed, so the librarian specialist would be better prepared to work or manage the libraries.

Bibliography

1. European Commission, FIN- FOCUS, June 2008, № 5 <http://ec.europa.eu/internal_market/finservices-retail/docs/finfocus/finfocus5/finfocus5_en.pdf; 19.02.2012>;
2. Stagflation is a term used by economists to define an economy that has inflation, a slow or stagnant economic growth rate and a relatively high unemployment rate.
3. Андреева, М. Измерения на световната икономическа криза и нейната рефлексии върху управленското мислене, Научни трудове на Русенския университет - 2009, том 48, серия 5.1 <<http://conf.uni-ruse.bg/bg/docs/cp09/5.1/5.1-15.pdf>; 21.03.2012>
4. Strategy-Train, Small Enterprise Strategic Development Training <<http://www.strategy-train.eu/index.php?id=200&L=3>; 23.04.2012>
5. Харизанова, М., Колева Д. Тенденции в управлението на бизнес процесите в условията на финансова криза, Икономически алтернативи, бр.3, 2011
6. Какво е ERP?, 2006, Aloe Co <<http://www.erp.bg/information/WhatIsERP.aspx>; 03.04.2012>
7. Deloitte, Управление в несигурни времена <[http://www.deloitte.com/assets/Dcom-Bulgaria/Local%20Assets/Documents/Managing%20in%20volatile%20times\(1\).pdf](http://www.deloitte.com/assets/Dcom-Bulgaria/Local%20Assets/Documents/Managing%20in%20volatile%20times(1).pdf); 05.04.2012>
8. Барозу, М. Приоритети за Европа в областта на иновациите, 2011. <http://ec.europa.eu/europe2020/pdf/innovation_bg.pdf; 29.07.2011>.
9. Игнатова, Е. Икономика на услугите-пазарната ниша на библиотеките, Годишник на Софийския университет „Св. Климент Охридски“, Философски факултет, книга Библиотечно информационни науки, Том 4, 2012
10. Шопов, Д., Атанасова М. Управление на човешките ресурси, С. Тракия-М, 1998.
11. Wolf, С., Harman, P. The state of Business Process Management 2012 <http://www.bptrends.com/members_surveys/deliver.cfm?report_id=1006&target=2012-_BPT SURVEY-3-12-12-CW-PH.pdf&return=surveys_landing.cfm; 02.05.2012>
12. СІО, 12 системи за управление на човешки ресурси и изчисление на работните заплати <http://cio.bg/2386_12_sistemi_za_upravlenie_na_choveshkite_resursi_i_izchislenie_na_rabotnite_zaplati; 03.03.2012>
13. Hussain, Z., Wallace J., Cornelius, N. The use and impact of human resource information systems on human resource management professionals <<http://www.sciencedirect.com/science/article/pii/S0378720606001157>; 01.04.2012>

NALIS PROJECT AND NEW CHALLENGES FOR BULGARIAN STUDENTS IN LIBRARY AND INFORMATION SCIENCES

Bilyana Yavrukova

*PhD student at Sofia University "St. Kliment Ohridski", Faculty of Philosophy, Department of Library and Information Studies and Cultural Policy;
Deputy Director of Sofia University Library "St. Kliment Ohridski"*

Abstract

NALIS project started in 2009 with the main aim to create a National Academic Library and Information System or Union Catalogue. There were bought the software platforms which are appropriate for the task. They allow building a union catalogue as well as the development of e-services of participating libraries and integrated search in their catalogues and in all online resources. The catalogue started officially in 2010 and today it is working on expansion of the catalogue and improvement of the achieved level of service. A retrospective conversion of library traditional catalogues is included in the project. Sofia University Library "St. Kliment Ohridski" as a library-founder of NALIS is included in the process of recon. More than 60 librarians and students are involved in the process. It is a great challenge for students to participate in the process thus they work with integrated library and information system and put into practice the theoretical knowledge acquired during their university education.

Keywords. NALIS, library software, retrospective conversion, Sofia University Library, students in library and information sciences

In the world of information and fast developing information technologies and founding of digital documents, libraries should quickly be changed to focus their efforts on meeting the changing needs of researchers and students and to consolidate their position in preserving scientific and cultural heritage of the human race. This is achievable by collaboration between libraries, thus they will have high quality services and will save the time of their users. It is not random that most used and preferred sources of information are Google Books and Google Scholar, where Internet users can find a large amount of bibliographic and full text information. But for scientists most valuable sources of information are union catalogues which present the collections of several libraries and they, unlike many other sources, contain authoritative bibliographic information and some of them even offer a hyperlink to the full-text documents. The biggest union catalogue in the world is WorldCat¹ - which today presents the collections of more than 72,000 libraries from 170 countries worldwide – it has over 100 million bibliographic records and over a billion items. It saves time of readers and allows them within 1-2 minutes to find the necessary documents and to find the nearest library which owns it or to use interlibrary loan service in order to obtain the desired resource.

For a small country like Bulgaria the integration of catalogues of the largest libraries in the country is very important, it will lead to higher quality services for researchers and

¹ WorldCat. Retrieved May 10, 2012, <http://www.worldcat.org>

students. NALIS² project (National Academic Library Information System) started in 2009, its main mission is to create a union catalogue of academic libraries in Bulgaria. It is accomplished in two phases - purchasing of hardware and software which is used for establishing a union catalogue of NALIS founders. The second stage of the project provides an opportunity to "all the research libraries and to those public libraries that are technologically prepared for the involvement in the project".³

The three founding libraries are:

- Central Library of Bulgarian Academy of Sciences;
- Sofia University Library "St. Kliment Ohridski";
- Library "Panitsa" - American University in Blagoevgrad.

The main task of NALIS Foundation is to increase "the library and information communication between research institutions, universities and the bigger book repositories".⁴

For this task was purchased modern software for managing library resources.

The integrated library and information system ALEPH 500 is a flexible product that can be tailored to the specific requirements of the library. The interface of the product is extremely easy to use for librarians and for library users. The system works with Unicode, which means bibliographic records in different alphabets can be created and therefore retrieved, including Latin, Cyrillic, Greek and others, as well as resources in Chinese, Japanese and other languages. ALEPH 500 uses the following MARC 21 formats: Format for bibliographic data, Format for authority data and Format for holdings data.

The integrated library and information system ALEPH 500 consists of 7 main modules:

- Acquisition and serials;
- Cataloguing;
- Circulation;
- Interlibrary loan;
- Course Reading;
- Web OPAC;
- Administrative module.

Primo is software that integrates the catalogues of libraries participating in the project. It is easy for users to find library documents, because retrieval is like Google, and there are a lot of options for refining the results - by type of resource, by author, title, year of publication, by language, and users see only one record for a document to which are attached the items of each library which owns the resource. Next to the title of the library users can find the item's call number. If necessary, the reader may go directly to the corresponding entry in the catalogue of any library that owns the document and he or she may make an online request for library resources. Meanwhile each library retains the autonomy of its catalogue. The product is especially suitable for searching literature on a particular topic because of all available options for refining the retrieval.

Using the option "Articles and more" users can make an information retrieval on a specific subject in the online resources subscribed from the library. Thus, users do not need

² NALIS. Retrieved May 10, 2012, <http://www.nalis.bg/>

³ NALIS. Retrieved May 10, 2012, <http://www.nalis.bg/>

⁴ NALIS. Retrieved May 10, 2012, <http://www.nalis.bg/>

to study various interfaces for information retrieval. The results and possibilities to refine them are the same as in the integrated search in library catalogues. This option is very useful for students who prepare their papers and thesis. It is available thanks to the software SFX and Metalib, which are also purchased by the project.

SFX is a fast and reliable way to access the online resources. Users get the newest and full text content. There are many access points - including an alphabetical list from A to Z (the list is done by librarians and may include various resources, especially journal titles) and a citation link (allows users to quickly find an article from a magazine by journal title, volume, issue, and year of publication). This accelerates the process of finding information using an easy interface that can be managed by the library so to be easy to use and according to user needs.

If the full text is not available online, users can find the document directly in the online catalogue, to verify whether it is available for loan or photocopy, even to make an interlibrary loan request or to use document delivery service. The program also allows retrieving of such materials in online databases.

SFX can be used for a variety of resources:

- Databases;
- Online journals;
- Library catalogues accessible on the Internet;
- Repositories;
- Online theses and dissertations;
- Local digital repositories.

For librarians SFX offers a rich set of tools that make it easy to manage the access to resources, to maintain these resources always up to date, and to monitor their use. It is easy to add new links. It works in a real mode and when a link is added users instantly can search in the new databases.

Metalib is the other product that allows information retrieval in several online resources simultaneously. The result is a list with deduplicated records. The software has a wide range of options to identify users and to configure levels of access to documents.

The software DigiTool has also been purchased by NALIS project. It helps libraries and library consortia to manage and provide access to their digital collections and repositories.

Digital collections are available through different interfaces – the interface of DigiTool, the interface of Primo (the access to digitized documents can be done by searching in catalogue NALIS), from the website of the institution or e-learning systems or other interface created by the library.

The product is very good for the management of digital resources. Metadata can be entered directly into DigiTool or records can be copied from the library catalogue.

The product allows not only librarians, but users who have password to upload information using the web-based interface and librarians just submit digital objects in order to preserve the copyright and to maintain high quality of the digital library.

Access to each digital collection, according to its goals and objectives, can be configured by IP address, by password or it can be freely accessed.

After nearly three successful years, all purchased products are in production now. The NALIS union catalogue was officially opened in October 2010.

Eleven Bulgarian libraries joined the project:

- Higher School of Insurance and Finance, Sofia;
- New Bulgarian University, Sofia;
- Union of the Architects in Bulgaria, Sofia;
- Plovdiv University "Paisii Hilendarski", Plovdiv;
- University of Economics, Varna;
- Central Medical Library, Sofia;
- Technical University of Gabrovo;
- Academy of Economics "D. A. Tsenov ", Svishtov;
- Agricultural University, Plovdiv;
- Technical University, Sofia;
- Technical University - Sofia, Branch Plovdiv

About 10 large libraries are willing to join the project. Thus, the Bulgarian scientific community will have access to resources in all scientific fields owned by some of the biggest Bulgarian libraries. An eloquent fact is that NALIS catalogue started with 500,000 bibliographic records and today the catalogue has more than 1.1 million bibliographic records.

Doubling the records is due to the fact that the project supports libraries in the retrospective conversion of catalogues. A workgroup was established in 2010 which had to set general parameters for retrospective conversion in the three libraries – founders of NALIS. Each library had to prepare its expectations and proposals to implement the task.

Sofia University Library "St. Kliment Ohridski" as a library-founder was included in this process too. After establishing the general parameters, libraries prepared instructions for retrospective conversion of existing library catalogues. There are 4 main catalogues in the University Library:

- The union catalogue of the Central Library and branch libraries of books in Latin, received in the library during the period 1938-1996;
- The union catalogue of foreign books in Cyrillic, received in the library during the period 1938-1996;
- The union catalogue of publications in Bulgarian, received in the library during the period 1938-1996;
- The historical catalogue of publications in Cyrillic and Latin received in the Central University Library in the period from 1888 to 1938. This catalogue presents the initial accumulation of the library collection.

After consultations and discussions it was decided to begin the retrospective conversion in Sofia University Library from the Union catalogue of the Central Library and branch libraries of books in Latin, received in the library during the period 1938-1996, the decision was taken for several reasons, but the most important one is that a lot of the owned publications are unique in Bulgaria and NALIS catalogue will allow bibliographic data to be available for a wide range of users, especially for the scientific community in Bulgaria.

All interested librarians were gradually included in the project as well as students in Library and Information Sciences at Sofia University "St. Kliment Ohridski". Thus students can be in touch with the processes in the library and will acquire experience. It will be useful for them, for their education and for finding the field of their future professional orientation – cataloguing or acquisition or circulation.

More than 60 librarians and students participate in the project today. There were organized trainings for cataloguing for librarians who work in branch libraries or in the Direction "Library and information services and collections", as well as for the students. Their work is guided by the written instructions for cataloguing in ALEPH, as well as instructions for adding items and writing call numbers. The records created by each participant were corrected by librarians working in Cataloging department in order to ensure the quality of bibliographic records in the catalogue. More than 200,000 bibliographic records were created within two years.

As can be seen from the chart the involvement of more and more librarians increased the number of new records. We started with approximately 2000-3000 records for a month and in recent months their number was over 20,000 records per month.

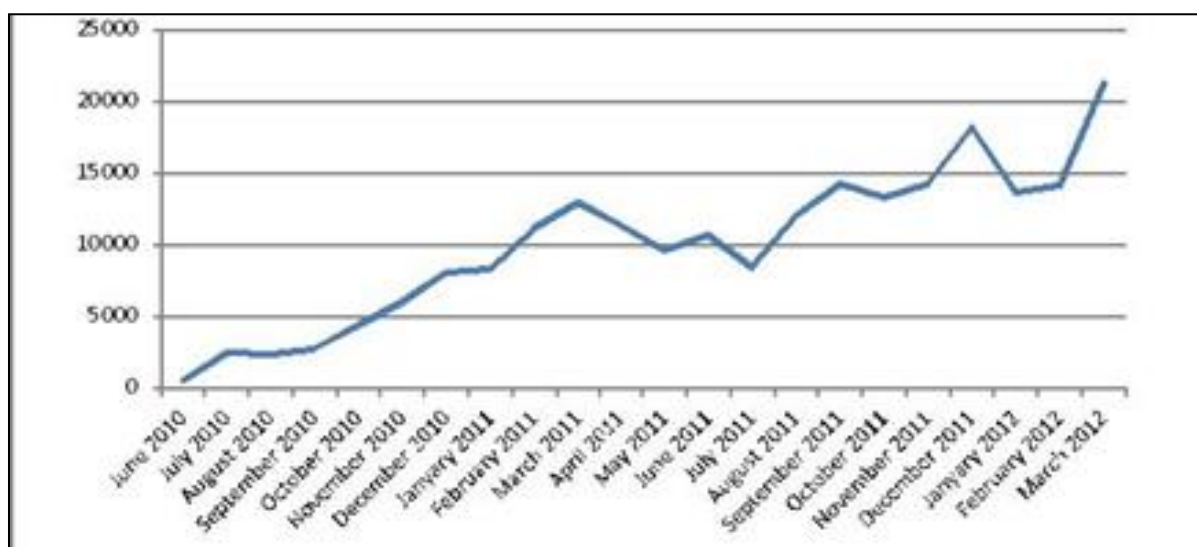


Chart 1.

The catalogue of books in Latin was completed up to 01.04.2012 and it started the process of retrospective conversion of the catalogue of books in foreign Cyrillic.

Of course, like everywhere - the beginning is difficult, but the results are more important. Exceptional success in Bulgaria is the fact that the first step was taken, now is pending the approval of the union catalogue and its expansion. The end of the project will be in 2014 and we hope to have a union catalogue, which presents the Bulgarian book from the first published Bulgarian book in 1806 until today, a digital library with the most important and significant collections owned by the participating libraries; a place where the Bulgarian scientific community can find the necessary literature and opportunities for better library services based on modern information technologies. Last but not least the Sofia University library can choose students who may continue working in the library – we already have a student who began working on retrospective conversion and now she is our colleague in Direction "Acquisition and Cataloguing" and students can obtain a practical experience in cataloguing and working with integrated library and information system.

About the authors

Prof. Dr. Ulrike Schömer
Field: Information Retrieval
Speaker for the BA-Program in Information Management
Department of Information and Communication
Hochschule Hannover, University of Applied Sciences and Arts
Expo Plaza 12, 30539 Hannover , Germany
E-mail: ulrike.schoemer@fh-hannover.de
Details: <http://schoemer.fh-hannover.de>

Borisova Olga O., Dr. Sc. (Pedagogics), Professor, Head of Bibliography and Information Department,
Orel State Institute of Arts and Cultures, Russia
Postal address: ul. 8 Marta, 21, kv. 115 302040 Orel Russia
E-mail: bibkafedra.ogiik@yandex.ru

Natalia Ryzhova, PhD (pedagogics), lecturer, Bibliography and Information Department, Orel State
Institute of Arts and Cultures, Russia
Postal address: Poleskay st. 53, kv. 95
302028 Orel Russia
E-Mail: n.ryzh1@gmail.com

Morozova Natalya V., Lecturer, Informatics and
Documentary Studies Department, post-graduate student,
Orel State Institute of Arts and Culture
Postal address: Naugorskoye Chaussee, 1, k. 338
302020 Orel Russia
E-Mail: morozova3523@yandex.ru

Gribkov Dmitry N. PhD (pedagogics), Associate Professor, Informatics and Documentary Studies
Department,
Orel State Institute of Arts and Cultures, Russia
Postal address: Naugorskoye Chaussee, 1, k. 334
302020 Orel Russia
E-Mail: Bibliotekar2005@mail.ru

Parshikov Nikolay A., Dr. Sc. (pedagogics), Professor, Rector of the Orel State Institute of Arts and
Culture, Russia
Postal address: ul. Leskova, 15 302020 Orel Russia
Tel.: +7-4862-416191
E-Mail: orart@orel.ru

Stepanova Elena Yu., Ph. D. (Cultural Studies), Associate Professor of the History and Museum
Studies Department, Orel State Institute of Arts and Culture, Russia
Postal address: ul. Leskova, 15 302020 Orel Russia
Tel.: +7-4862-416840
E-Mail: stepanovaey@rambler.ru

Ivashova Irina A., PhD (pedagogics), Professor of Bibliography and Information Department, Vice-
Rector of the Orel State Institute of Arts and Cultures, Russia
Postal address: ul. 60-Letiya Oktyabrya, 24, kv. 66,
302040 Orel Russia
E-Mail: ivashova20@bk.ru

Leonova Bela A. Ph.D. (Philology), Assistant professor of History and Museum Studies, Orel State
Institute of Arts and Culture, Orel Russia
Postal Adress: ul. Leskova 15, 302020 Orel Russia
E-Mail: ogiik.bif@mail.ru

Drs Peter Pettinga
Senior Lecturer at the School of Creative Technology, Saxion
University of Applied Sciences. Main subjects are information
strategy, content organizing and usability of (communication)
interfaces.

Drs Margriet de Vos
Senior Lecturer at the School of Creative Technology, Saxion
University of Applied Sciences. Main subjects are knowledge
management, change management, consultancy, cross-cultural
management and internationalization.

P.J.Pettinga@saxion.nl, M.J.F.devos@saxion.nl.
Saxion University of Applied Sciences
School of Creative Technology
P.O. box 501
7417 DH Deventer
The Netherlands

Asst. Prof. Dr. Elitsa Lozanova-Belcheva
Sofia University "St. Kliment Ohridski", Faculty of Philosophy,
Department of Library Studies Scientific Information and Cultural Policy
Postal address:
Sofia 1113, Bulgaria
125, Tsarigradsko Shose Blvd.
Block 1, Floor 4, Room 422
E-mail: eli_belcheva@yahoo.com

Elena Ignatova
Scientific degree PhD student
Employment
Department of Librarianship, Information Sciences and Cultural Policy, Faculty of Philosophy, Sofia
University "St. Kl. Ohridski"
Email: elena.yanakieva@yahoo.com
Postal address
13 Lyliak str, Blagoevgrad, 2700, Bulgaria

Bilyana Yavrukova
PhD student at Sofia University "St. Kliment Ohridski", Faculty of Philosophy, Department of Library
and Information Studies and Cultural Policy
Employment: Deputy Director of Sofia University Library "St. Kliment Ohridski"
E-mail: byavrukova@gmail.com
Postal address: 1043 Sofia, Bulgaria
15 Tzar Osvoboditel, Blvd.