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Characteristics of the operational model of the local history museum (2021-2023)

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Abstract. The relevance of the research problem was underscored by the ongoing transformation of museum institutions, marked by the emergence of a new socio-cultural institution that responds to the demands of the current tragic circumstances. The significance of this work lied in identifying the key factors driving the transformation of the museum's activity model, a pivotal component in addressing contemporary issues in cultural and intellectual development. The study aims were to analyse the activity model of the Kirovograd Regional Ethnographic Museum from 2021 to 2023, determining the place and role of the museum institution in shaping the modern socio-cultural landscape amidst the implementation of martial law and considering trends in the information sphere. The research methodology employed a comprehensive, interdisciplinary, and systematic approach, utilising methods such as analysis, synthesis, interpretation, descriptive, and partially comparative-historical methods, with content analysis being foundational. The analysis of the museum's activity model during the aforementioned period highlighted the significant role of museum institutions in preserving the national cultural heritage. By safeguarding unique artefacts, museums illuminate the history, traditions, and culture of both specific regions and the nation as a whole, thereby preserving cultural values for future generations. The study justified the place and role of museum institutions in shaping the contemporary socio-cultural landscape, taking into account the latest trends in the information sphere. It examined the pivotal historical stages in the development of the Kirovograd Regional Ethnographic Museum and analyses its main areas of activity, including scientific-exhibition, scientific-methodical, scientific-research, among others. Furthermore, it conducted a content analysis of the indicators of the museum's core activity directions from 2021 to 2023 and meticulously investigates the institution's project activities, providing a thematic-classification of

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existing projects and identifying their primary forms of implementation. The practical significance of this research lies in its potential to enhance the effective utilisation of analysed practices, ensuring the museum's sustained and active presence in the socio-cultural landscape of the contemporary tragic era

Keywords: national cultural heritage; transformation; scientific-exhibition activity; public events; cultural-enlightenment projects

Introduction

The current transformation of domestic museum institutions is characterised by the creation of a new operational socio-cultural paradigm, which should appropriately respond to the demands of the tragic era. Museums are called upon to remain active socio-political cultural institutions capable of contributing to the resolution of current issues in the cultural and intellectual development of the nation. In the face of socio-political challenges and threats that have intensified over the past years and remain acute today, the multifunctional activities of museum institutions should encompass a wide range of problems manifested in modern social space. Researchers R. Mankovska *et al.* (2022) consider the multifunctional potential of cultural-information centres, including museum institutions, as a significant aspect of creating a modern socio-humanitarian space. It is in this dimension that the "humanitarian mission" of the local history museum is primarily realised. There is an urgent need to create "new type museums" capable of adequately responding to contemporary challenges by offering "new visions, new interpretations of current issues", as argued by O. Komova (2020). The operational model of the museum should be based, firstly, on organising measures to protect museum valuables and property, ensuring the preservation of unique artefacts and historical-cultural acquisitions; secondly, on deploying exhibition-exhibition and cultural-educational activities. Modern museums are educational hubs, and the prospects of their operational model lie in interactivity and interaction. The main current directions of reforming the domestic museum sphere are thoroughly examined in another scientific publication by O. Komova (2021) against the background of a comprehensive twenty-year experience of museum reform in EU countries, which gives particular weight to the exploration. The author also expresses concern about the actual absence in the domestic scientific space of a "specialised research centre that studies the theory and practice of museum affairs", the functions of which, to some extent, are performed by "non-governmental analytical centres (think tanks)" in European countries.

In the context of the stated museological problem, particular attention is focused on the issue of ensuring the qualifications of museum workers, which includes the need to create an authoritative professional publication with state financial support. At the same time, according to the researcher, the "museum management model in Ukraine should provide for limiting the influence of state

institutions". Museums and the cultural sphere in general are recognised as a basic resource that ensures the future, and the museum is considered a factor in preserving cultural identity and a significant information centre in the context of intercultural communication.

The current state of the domestic museum space is highlighted in the study by S. Kuskova & O. Oztzemko (2019) based on the analysis of official websites of domestic museums, the effectiveness of applying modern practices by museum institutions, including participation, storytelling, museum rebranding, is analysed. The work identifies partnership and interaction as important development strategies for museums and provides vivid examples of rebranding Ukrainian museums, including the National Art Museum of Ukraine and the Taras Shevchenko National Museum. In addition, the authors convincingly prove the importance of museum storytelling, through which the museum gains new opportunities for communication with potential visitors.

The combination of "visual construct" and museum affairs is considered in the study by R. Mankovska & S. Babushko (2022) as a factor in deepening the wide-ranging process of understanding the modern museum space. N. Bilyk (2023) analyses the museum as an educational and communicative space. By highlighting the features of the activities of museum centres as centres of education, upbringing, and local lore, the author presents a comprehensive characterisation of their modern cooperation and interaction practices. K. Mechkovska (2023) examines the main communication processes taking place in museums in Poland. Based on the studied experience of museum activities, the author outlines a number of determining factors that make museums attractive. The issue of innovative activities of museums in modern conditions has become the object of research by a number of domestic and foreign scientists. Analysing the practical experience of Ukrainian museums, V. Lavrenko (2022) examines the issue of transforming the system of activities of a museum institution in the context of the digital space.

Contemporary forms, channels, and tools of museum communication have become the subject of scholarly investigation by I. Peredriy & N. Bilan (2018). Museum collections are rightly identified by the authors of the publication as the basis for the institution's communicative activities: "exhibitions and educational-communicative projects created on their basis are impossible without scientifically attributed and carefully preserved

collections. Accordingly, the most effective channel of museum communication remains the institution's exhibition". The intensification of using modern forms of activity by contemporary museums typically attracts researchers' attention in the respective direction. The peculiarity of the aforementioned scholarly study is defined by the comprehensive analysis not only of modern forms of museum activities, including their websites, virtual exhibitions, online tours and excursions, QR codes, 3D technologies, and other communicative models but also of traditional ones, which, in combination, ensure the full formation of the operational paradigm of the museum institution and enhance the integration of Ukrainian museums into the global museum community.

The successful implementation of museum marketing activities, the development and implementation of strategies, and the increased profitability of museum institutions, according to A. Boyko-Gagarin (2020), will be possible through the use of recommended "how-to" materials, which must be prepared taking into account the experience of leading museums in Ukraine and neighbouring countries, as well as the toolkit of various scientific disciplines and postulates of contemporary business literature. Prospective directions of research work at the Taras Shevchenko National Museum are outlined in the comprehensive publication by S. Korkach (2022), the originality of which "lies in conducting a comprehensive analysis aimed at obtaining new knowledge in the field of theory and practice of the main directions of research activities of the museum".

Currently, during a full-scale invasion, the narratives of museum affairs researchers have not lost their relevance; they acquire new meanings and values in the context of numerous contemporary challenges and threats. Questions of the functioning of museums as cultural-information institutions, which are primarily responsible for preserving social, historical, and national memory, defining the main functions of libraries, archives, and museums, whose common goal is the formation and consolidation of national memory, and substantiating the necessity of comprehensive legislative support for cultural-information institutions, are just part of the vectors of modern research into the peculiarities of transformation processes taking place within their operational models.

As N. Bilyk (2023) rightfully notes, "the rethinking of the role and mission of the museum in society is only just beginning". Researcher V. Lavrenko (2022) is convinced of the "urgent need to study the transformation of museum activities in general and directly". Thus, in the context of the discussed priority directions and problems of contemporary scientific research in museum affairs, there is an urgent need to study the transformation of the museum's operational model.

The aim of the study was to analyse the operational model of the Kirovohrad Regional Local Lore Museum during the period since 2021 to 2023, to determine the place and role of this museum institution in shaping the

contemporary socio-cultural space in conditions of martial law and taking into account the latest trends in the information sphere.

Materials and Methods

The methodology of museum research included a thorough analysis of various aspects of its activities. Starting with a comprehensive approach, the research work covered the analysis of all important components of museum activity: from organisational structure to the content of exhibitions. The interdisciplinary approach involved the engagement of various scientific disciplines, such as history, cultural studies, archaeology, etc., for a deeper analysis of the researched phenomenon. The systematic approach allowed considering the museum as a complex system where each element interacts with others. This included studying the work of individual departments and branches of the museum, as well as their interaction with the central structure. Various methods were used during the research, such as analysis, synthesis, interpretation, and descriptive analysis. The partially-comparative-historical method allowed comparing the development of the museum at different stages and in historical context. During data collection, the heuristic method was applied, which involved systematic search for new data and ideas, as well as the interview method, which helped obtain specific information from museum staff and experts in the field. This contributed to a better understanding and analysis of the peculiarities of exhibition formation, as well as communication processes in the museum under contemporary conditions. One of the basic methods of this research was content analysis – an objective quantitative analysis of documentary information. The conducted content analysis of annual reports on the work of the Kirovohrad Regional Museum of Local History, its departments, and branches (Report on the Work of The Kirovohrad Regional Museum of Local History, its departments and branches, 2022; Report on the work of the Kirovohrad Regional Museum of Local History, its departments and branches, 2023) allowed summarising information regarding the number of events held during the specified years and thus confirming the productivity of this scientific method, as tested by the authors in the context of studying the composition and structure of the electronic archive.

The materials for conducting the research were regulatory legal acts, information from international museum associations, annual reports on museum activities, legislative acts, including Law of Ukraine No. 2657-XI "On Museums and Museum Business" (1995); Law of Ukraine No. 1805-III "On the Protection of Cultural Heritage" (2020); Order of the Ministry of Culture No. 1092 "On Approval of the Procedure for Accounting for Museum Objects in Electronic Form" (2018). The content analysis method of annual reports on the work of the Kirovohrad Regional Museum of Local History, its departments, and branches (Report on the work of the Kirovohrad Regional Museum of Local History, its

departments and branches, 2022; Report on the work of the Kirovohrad Regional Museum of Local History, its departments and branches, 2023) allowed summarising information regarding the number of events held during these years, the forms of work used, including within the framework of project implementation.

Results and Discussion

The development of museum affairs in the Central Ukrainian region is associated with the Provincial Real Gymnasium (1870) – one of the first educational institutions in the city of Elisavetgrad (now Kropyvnytskyi). Historical and local history studies attest that Elisavetgrad was renowned for its progressive educational institutions and talented educators by the late 19th to early 20th centuries (Bosko, 2022). The Provincial Real Gymnasium had a powerful material and technical base, which included a library, a physics laboratory, and a chemical laboratory. “The establishment and activities of public museums in the 19th century were always associated with public initiative, the activities of scientific and artistic societies” (Stelmakh, 2009), hence deserving special attention in the context of the study are the evening drawing and drafting classes of the school, as their graduates became renowned artists, including Oleksandr Osmiorkin, Kazimira Adamska, Petro Hansky. The tradition of organising exhibitions of students’ artworks at the school laid the foundation for the development of museum affairs in Elisavetgrad. The management embraced the idea of creating a museum room, which was supplemented with valuable artefacts through donations from concerned citizens. This is how the collections of the newly created museum were formed – a collection of archaeological materials, household items, collections of minerals, plant herbariums, collections of coins, and other valuable items (Prishchepa, 2006).

A significant contribution to the development of museum affairs in the region belongs to Volodymyr Yastrebov. A significant contribution to the museum collection of the Provincial Real Gymnasium was the monograph “Materials on the Ethnography of the Novorossiysk Territory” (Yastrebov, 1894), the basis of which was ethnographic research by the scientist carried out during his stay in Elisavetgrad. As it is known, among the wide range of scientific interests of V. Yastrebov was also the archaeological sphere. Together with experienced archaeologists, the scientist, starting from 1885, participated in expeditions and transferred archaeological finds to the school, where he worked as a history teacher. From 1883 to 1898, V. Yastrebov headed the historical-geographical museum, which housed, in addition to textbooks, a valuable collection of antiquities. Later, starting from 1913, the museum was taken care of by Pavlo Riabkov and involved the “Society for the Spread of Literacy and Crafts” in restoring its work. In the early 1920s, the city saw the opening of the historical-archaeological and natural-history museums. In 1929, the

natural-history museum was granted the status of the “District Historical-Archaeological Museum”, and since 1939, it has operated under the name: Kirovohrad Regional Museum of Local History.

The modern structure of the regional museum includes such main departments and sectors: the scientific research department of funds; the department of scientific, educational, and exhibition activities; the sector of historical and local history research; the marketing, development, and investment department; the scientific and methodological department; the operational-technical department; the department of accounting and protection of cultural heritage sites. Also, under the jurisdiction of the Regional Museum of Local History, there are two separate structural units: the Memorial Museum of M.L. Kropyvnytskyi (1982) – a department of special historical significance for the region in both historical-cultural and contemporary socio-cultural transformation aspects. The museum’s collection comprises over eight thousand items. The exhibition complexes are located in six rooms of the memorial house, where the renowned playwright and innovative director Marko Lukych Kropyvnytskyi lived and worked for 20 years.

Another department of the regional museum presents the Museum of the History of Ukrainian Choreographic Art, established in 2004 according to the decree of the chairman of the Kirovohrad Regional State Administration dated August 17, 2004, No. 497-r “On the Establishment of the Museum of the History of Ukrainian Choreographic Art” (The official website of the Memorial Museum of M.L. Kropyvnytskyi, 2024). Until recently, the Museum was located on the territory of the I. K. Tobilevych Museum-Reserve (Karpenko-Karyi) Khutir Nadia – one of the most significant historical and cultural landmarks of Ukraine, the history of which is associated with the dramatic activities of the luminaries of Ukrainian theatre, during which the idea of folk-stage dance emerged and was realised.

To ensure the full realisation of the cultural and informational potential of the exposition of the Museum of the History of Ukrainian Choreographic Art, on September 20, 2023, it was relocated to the city of Kropyvnytskyi (The only one in the world. A museum of the ..., 2023). The premises for the exposition were a magnificent building – an architectural monument of the late 19th century – located at: Velyka Perspektyvna Street, 33 which has been and remains one of the business cards of the regional centre. Both factors ensured a productive change in the operational model of the Museum of the History of Ukrainian Choreographic Art, the result of which was the activation of the process of shaping the socio-cultural space with a primary focus on museum visitors. This was emphasised by the head of the Kirovohrad Regional Museum of Local History, recognising its priority role in shaping public demands (The museum must respond to the demands of society..., 2023). The change in the operational model of the Museum of

the History of Ukrainian Choreographic Art is the result of understanding the important social mission of the museum, especially during the period of historical struggles for the independence of the Motherland.

The Kirovohrad Regional Museum of Local History has four branches:

1. Museum-Nature Reserve "Tobilevychi".
2. Museum-Reserve I.K. Tobilevycha (Karpenko-Karyi) Khutir Nadia.
3. Historical and Architectural Reserve "Svyato-Khrestovozdvizhenska Church".
4. Historical and Memorial Reserve "Chornyi Voron".

The basis for the conclusion about the harmonious substantive wide-ranging activity of the team of the regional museum, its two independent departments (Memorial Museum of M.L. Kropyvnytskyi; Museum of the History of Ukrainian Choreographic Art), and four branches (Museum-Nature Reserve "Tobilevychi"; Museum-Reserve I.K. Tobilevycha (Karpenko-Karyi) Khutir Nadia; Historical and Architectural Reserve "Svyato-Khrestovozdvizhenska Church"; Historical and Memorial Reserve "Chornyi Voron") since 2021 to 2023

were analysed materials of annual reports, information from the official website of the museum, publications in social networks and mass media.

Undoubtedly, the most informative for highlighting the chosen research topic were the annual reports of the museum (Report on the work..., 2022; 2023), the presentation of which has a clear structure presenting such areas of the museum's activities: scientific-exhibition activity; scientific-methodical activity; scientific research work; appearances in the press and on the Internet; appearances on radio, television, and online broadcasts on the Internet; accounting and protection of cultural heritage sites; professional development; implementation of measures for development, creation of proper conditions for the preservation and protection of museum valuables, provision of safe and comfortable working conditions in the structural units of the Kirovohrad Regional Museum of Local History; scientific and archival work. Consolidated data on the species structure of cultural and educational events organised and held by specialists of the Kirovohrad Regional Museum of Local History are presented below (Figs. 1-3).

Events of the Museum of Local History (2021)

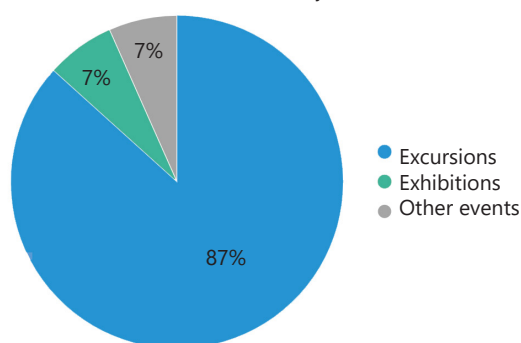


Figure 1. Cultural and educational events of the Kirovohrad Regional Museum of Local History in 2021
Source: compiled by the authors

Events of the Museum of Local History (2022)

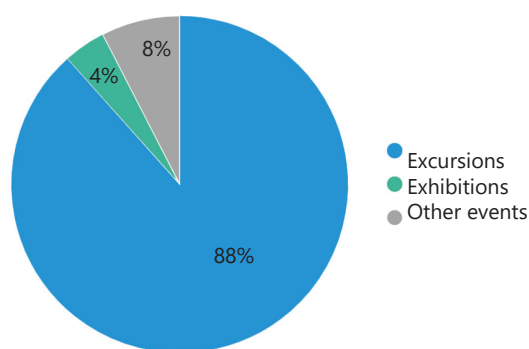


Figure 2. Cultural and educational events of the Kirovohrad Regional Museum of Local History in 2022
Source: compiled by the authors

Events of the Museum of Local History (2023)

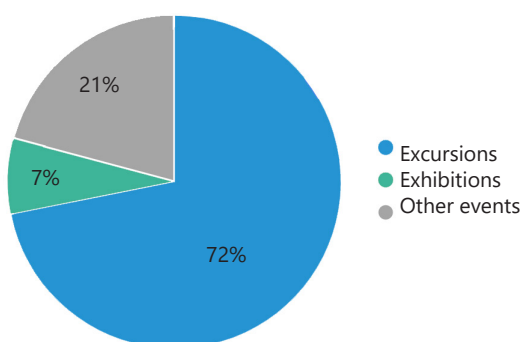


Figure 3. Cultural and educational events of the Kirovohrad Regional Museum of Local History in 2023
Source: compiled by the authors

According to the reports on the work of the Kirovohrad Regional Local Lore Museum, its departments, and branches (Report on the work..., 2022; 2023), starting from February 24, 2022, due to the introduction of martial law and the consolidation of the exposition in the history department, there has been a reduction in the number of exhibitions, events, and excursions in the museum by almost half compared to the previous year of 2021. Thus, in 2021, the specialists of the Kirovohrad Regional Local Lore Museum organised 1906 events, in 2022 – 991. However, already in 2023, the number of museum events increased to 1429 and almost reached the pre-war level. According to the authors, this is primarily associated with the activation of the museum's activities in presenting and popularising the national cultural heritage. Moreover, in the conditions of martial

law, the number of online events in the museum has increased. The maximum functionality of the institution is also achieved through the informational activity of the website of the Kirovohrad Regional Local Lore Museum and the substantive content of the institution's Facebook page.

The above-mentioned processes, the activation of cognitive interest among museum visitors, are influenced by the actualisation of national self-awareness, self-identity, the "wave of uplift" of patriotism that has grown in society against the backdrop of Russian aggression. The internal need for active resistance to threats that have arisen not only in the physical but also in the spiritual plane of the nation's existence has accelerated the dynamics of the search, recognition of the conceptual components of one's own identity by the Ukrainian people. In this context, the activation of the socio-cultural communication field, which ensures the interaction of the local lore museum with visitors of various age and social categories, allows determining certain features of the realisation of the key stages of

the museum's evolution as a socio-cultural institution. They first manifested in diachrony, which is quite natural for any evolutionary phenomenon, retain the right to either fade away or manifest themselves with renewed vigour in new historical realities. In today's conditions, we observe the phenomenon of the manifestation of a period of museum development dating back to the 19th century, when museums actively worked on preserving and reflecting the national heritage, contributing to the development of national identity, thus, the period of the museum's functioning as a tool for awakening feelings of patriotism and national identity. All the above demonstrates the phenomenal ability of the specialists of the Kirovohrad Regional Local Lore Museum to be mobile, to undergo rapid changes, which ensures the appropriate and timely transformation of the main vectors of activity.

By conducting a quantitative comparative analysis of the museum's activities during the period of full-scale invasion according to the basic areas of activity (Table 1), we obtain the following data:

Table 1. Directions of knowledge management culture organization in the modern higher education system

Direction of activity	2022	2023
<i>Scientific-exhibition activities</i>	40	104
<i>Public events</i>	75	298
<i>Scientific-methodological activities</i>	24	32
<i>Scientific research activities</i>	22	33
<i>Press and internet appearances</i>	144	132
<i>Radio, television appearances, online broadcasting</i>	16	34
<i>Scientific archival work</i>	15	17
<i>Accounting and protection of cultural heritage sites</i>	9	10
<i>Professional development</i>	7	10

Source: developed by the authors

If 2021 was the year of conducting 127 thematic diverse exhibitions, then 2022, when in 2023 there was a tendency to exceed the planned number of events in the respective directions of the museum's work. For example, within the framework of scientific-exhibition activities in 2023, 75 events were planned, instead, 104 events were implemented; in the direction of "Public events", the planned number of events was 70, but actually 298 events were held. Thus, in 2023, almost all declared indicators compared to 2022 significantly increased, especially within the directions: "Scientific-exhibition activities" (+60), "Public events" (+223).

In addition to the above, it is expedient to attribute the architectural feature of the building of the local history museum to significant factors influencing visitors. Overall, as noted by K. Mechkovska (2023), "the formation of the museum's brand and its perception is influenced by many events, factors, and circumstances. The main influencing elements are the building (for visitors, architecture and the nature of the object

are particularly important, location, elements of tourist infrastructure, additional services, etc.); collections (their theme, number of objects, originality, uniqueness, etc.); exposition (method of presenting collections, exhibition design, use of modern audiovisual techniques and multimedia presentations, temporary exhibitions); events (interpretation of museum exhibitions by museum guides, museum lectures, art classes, cultural events, etc.)". The experience of the activity of the Kirovograd Regional Local History Museum since February 24, 2022, like other domestic information centres, unfortunately, requires documenting in the same context with the factors named by K. Mechkovska and the tragic socio-political phenomenon – war. Projects – "an effective form of implementation of museums' social activity contribute to the adaptation of museums and the museum sector as a whole to modern conditions of socio-economic and cultural life". However, it is worth noting that "large-scale innovative projects are the prerogative, to a greater extent, of well-known,

leading museum institutions" (Komova, 2021), such as the analysed institution. Therefore, a special role in the successful implementation of the activity model of the museum institution is assigned to project activities as a productive means of constructing an adequate socio-cultural space. The importance of project activities as one of the active multi-aspect factors of activity

mastering the modern socio-cultural space filled with the tragedy of war is evidenced by the fact that only in 2023 in the regional local history museum, its departments, and branches, 14 new projects were initiated and implemented, which, in the authors' opinion, within the framework of this study, it is advisable to classify according to such thematic groups (Table 2):

Table 2. Classification of project activities of the Kirovograd Regional Local History Museum

<i>I. History of state competitions</i>	✓ Artistic-Educational Project "With word and weapon to victory". The project's aim is to conduct creative meetings, commemorative evenings, and other cultural events involving writers and poets to convey to the public the truth about the events of the Russian-Ukrainian war through journalistic and poetic expression. ✓ Educational Project "The modern Russian-Ukrainian war". The project's aim is to highlight the events of the modern Russian-Ukrainian war based on the permanent museum exhibition "Ukraine: Flame of War. 2014-2024". Commemoration of war-related dates and honouring the memory of compatriots - servicemen who died for the independence and territorial integrity of Ukraine.
<i>II. Literature and art</i>	✓ Artistic-Educational Project "Our thought, our song will not die, will not perish...". The project's aim is to conduct a series of creative meetings with figures of Ukrainian culture, representatives of the national intelligentsia, poets, writers, and musicians to popularise the Ukrainian language, culture, and upbringing of the younger generation in the spirit of patriotism and national values. ✓ Artistic-Educational Project "Conversations about the Theater of the Chiefs". The project's aim is educational, acquainting the public with the history of the creation and development of the first Ukrainian academic professional theatre, telling the story of the constellation of actors - founders of the Theater of the Chiefs led by M.L. Kropyvnytskyi, popularising Ukrainian theatrical art.
<i>III. Traditional folk culture</i>	✓ Artistic-Educational Project "Culture in action". The project's aim is to increase awareness and popularise among the population the Ukrainian folk dance, national traditions, culture, and history of the Ukrainian people (organisation of creative meetings with leading choreographers, dance groups, and the conduct of traditional folk festivals). ✓ Cultural-Educational Project "Evenings at the museum". The project's aim is to increase awareness and popularise national Ukrainian traditions through the organisation of folk holidays, rituals, and the study of folk customs. ✓ Artistic-Educational Project "In the whirl of dance". The project's aim is to increase awareness and popularise among the population the Ukrainian folk dance.
<i>IV. History, archaeology</i>	✓ Cultural-Educational Project "Calendar as a mirror of social changes". The project's aim is to research and popularise the traditions of the Ukrainian people, their history, upbringing of national consciousness and patriotism in the population. ✓ Joint project of the Kirovograd Regional Local History Museum and the Archaeological Museum named after Ninel Boki of the Central Ukrainian State University named after Volodymyr Vynnychenko – "Scientific-practical archaeological studies". The project's aim is to increase awareness of the material culture of different cultures and ancient peoples who lived in the region through the example of archaeological items from the collection of the regional local history museum. ✓ Local History Educational Project "Language of the city". The project's aim is educational, acquainting the public with the history of Kropyvnytskyi, its creation, development, and architectural diversity. ✓ Educational Project "History of one exhibit". The project's aim is educational and expanding opportunities for a wide audience to obtain information about the museum exhibits of the historical and natural exposition of the regional local history museum through the exhibition and storytelling about individual museum exhibits.
<i>V. Ecology. Tourism. Local studies</i>	✓ Tourist-Educational Project "Green treasures of Kirovograd Region". The project's aim is to develop tourism in the region, instil in the population an ecological culture, love for nature, and awareness of the plant and animal world of the native land. ✓ Educational Project "Ecological culture in the museum". The project's aim is to instil in the population, especially in the younger generation, an ecological culture, love for nature, and awareness of the plant and animal world of the native land.
<i>VI. Modern technologies in museum affairs</i>	✓ Scientific-Methodological Project "Online museum school". The project's aim is to provide methodological and professional scientific assistance to museum staff in the region to improve their overall professional level.

Source: developed by the authors

Certainly, to some extent, such a division into groups, as well as their names, is rather conditional, since the vast majority of projects have a multi-level purpose that contaminates various directions, themes, problems. Ultimately, the proposed division cannot be exhaustive, since during the 2023 alone, the museum's specialists submitted new applications to participate in proposed projects, including:

- ✓ prepared and submitted a project application to the Ukrainian Cultural Foundation: "Revolution of Dignity. Kirovohrad Dimension" (Department of scientific, educational, and exhibition work; developers of the project application: V.O Parkhomchuk, A.A. Zababurina; February 2023);

- ✓ prepared and submitted a project application "Tourist Paths of the Tobylevychi Museum-Nature

Reserve" to the fund "ZMINA. IZOLYATSIA" (Tobilevychi Museum-Nature Reserve; developers of the project application: V.O. Parkhomchuk, M.I. Kravchenko; October 2023);

- ✓ prepared and submitted a project application "Journey into the world of art: The theatrical heritage of Marko Kropyvnytskyi" to the "Culture helps" fund (Marketing, Development, and Investment Department; developer of the project application: V.O. Parkhomchuk; November 2023).

Familiarity with the themes of the announced events allows for the prospect of complementing the defined headings, for example, the heading "History of state competitions" with the theme "Revolution of Dignity"; the heading "Literature and art" with the theme "Journey into the world of art: The theatrical heritage of Marko Kropyvnytskyi".

Within the framework of projects of the Kirovohrad Regional Local Lore Museum, the following forms of work are used: excursions; conversations for the Birthdays of Great Ukrainians; open lectures by city scholars; festive events for the anniversaries of famous fellow countrymen; presentations of books by scientific staff of the museum, publications, archival documents, funds of personal origin; reports dedicated to famous artists; ethnological readings; actions for the World Read Aloud Day, declamation of excerpts from works by famous writers; master classes at the museum and off-site; interactive quizzes; thematic publications, posts, and so on.

In the context of Ukraine's current struggle for independence, the following significant events held by the local lore museum can be attributed:

- ✓ Thematic presentation of the photo exhibition "Chernobyl Zone" by a fellow countryman-photographer, a graduate of the Central Ukrainian National Technical University Oleksandr Tkachenko, who, having become a military scout, died near Bakhmut on January 16, 2023. Date of event: April 20, 2023. The event was prepared by the scientific staff of the Department of Scientific, Educational, and Exhibition Work. The presentations-previews preceded the opening of this photo exhibition on April 8, 2023.

- ✓ Virtual exhibition of the collection of postage stamps of Ukraine "Guardians of the offensive. It's time to reclaim your own" from the fund collection of the regional local lore museum, dedicated to the modern Russian-Ukrainian war. The organisation of the exhibition was prepared by the scientific staff of the Research Department of Funds. Opening date: May 24, 2023.

- ✓ Presentation of the third book "Forgotten names: OUN Underground in the Central Ukrainian Lands" from the series "Liberation Struggle. 1917-1991" with the participation of the author Fedor Shepelya (local lore specialist) and the editors of the publication Serhiy Khmara and Artem Bezshkurenko. The event organiser is the museum's management. Date of event: October 20, 2023.

The Kirovohrad Regional Museum of Local History functions as a significant component of the socio-cultural life of the region, actively collaborating in its activities with other cultural, educational institutions, enterprises, and organisations. Traditionally, jointly organised events are held not only in the exhibition halls of the local lore museum, its separate departments, and branches but also on the basis of partner institutions: the Department of Culture and Tourism of the Kirovohrad Regional Military Administration; D.I. Chyzhevskiy Regional Universal Scientific Library; National Aviation University Flight Academy; State Archives of Kirovohrad Region; Central Ukrainian National Technical University, Dniprovskiy National Historical Museum named after Dmytro Yavornytskyi; Central Ukrainian State University named after Volodymyr Vynnychenko; "Municipal Collegium" Lyceum of Kropyvnytskyi City Council"; Odessa I.I. Mechnikov National University, and many others.

Modern information centres, including museums, are undergoing a transformation in their operational models. According to Boris Shevchenko, the director of the regional local lore museum, "preservation and popularisation of the material and non-material cultural heritage of Central Ukraine is the mission of the regional local lore museum". The strategy involves the development of scientific-educational, scientific-research, and scientific-methodical directions of work. Work has already begun on creating a museum and its branches brand book for recognisability, positioning among partners, and visitors. Boris Shevchenko presented the updated logo of the regional local lore museum, its departments, and branches, which will have their own identity for the first time.

The prospects for further transformation of the museum's operational model lie in several aspects. The use of interactive technologies (interactivity) entails effective interaction of visitors with exhibits. In this context, we note the important role of modern technologies that allow creating virtual reality, electronic exhibits, video panels, etc. Educational activities are carried out during public lectures, conversations, creative meetings, master classes, thematic seminars, which preserve the potential to provide a multifaceted space for communication with visitors of different ages and social categories. The use of advanced digital technologies for the preservation, reproduction, and study of museum collections is considered a productive tool for museum work (high-resolution scanning, analytical programs, online exhibitions, etc.). Interaction with the public offers broad opportunities for engaging various social groups with the museum through the organisation of various mass events, including exhibitions, concerts, festivals. Active work on creating digital platforms is aimed at increasing the options for presenting museum collections in the virtual space. These directions allow the museum to remain relevant, interesting, and accessible to visitors (Rudenko, 2021).

In the context of the conducted research, it would be logical to supplement the position of scientists that

the transformation of museum operational models was caused by "socio-political changes that occurred after Ukraine declared independence" (Komova, 2020). A powerful factor in changing museum activities and orienting their work towards the online space is also recognised as quarantine restrictions due to the COVID-19 pandemic, which, among other things, "spread the idea among the public of the possibility of museum projects beyond the physical space of the museum" (Ivashchenko, 2021; Lavrenko, 2022). Current events, as a powerful factor in changing the operational model of museums, have made full-scale military invasion a powerful factor in activating the museum's representation in the online space. As for the widespread use of information technologies in the activities of information centres, it is directly related to the dilemma of optimal correlation of physical and virtual visitor presence in the museum, secondly, the "psychological pros and cons" of this phenomenon still require further research, thirdly, regulation of the financial aspects of "virtual" museum services, according to the authors, is a matter of the near future. However, the numerous advantages of orienting museum work towards the online space currently make all these questions rhetorical.

In the context of the changes in the operational model, it is the Kirovohrad Regional Museum of Local History, located in the historical centre of the city in a building with its interesting history and architectural integrity, that stands out with the concept of interaction between two objects – the local lore museum and the city in which it is located. Thus, M. Tupchienko's (2021) scientific explorations propose to consider museum activities through the prism of the toponymic policy of the region, as a result of which the city acquires the status of a museum space, and accordingly, toponymic names acquire the status of historical sources of the past. This assertion is in line with the concept of "open-air museums" by I. Pankiv (2024), however, it should be noted that this direction in domestic museology remains underdeveloped.

Despite unanimous recognition due to modern transformations of the museum's operational model, the intensification of visitor flows, activation of cooperation with various administrative and entrepreneurial structures of the region (Karpyuk *et al.*, 2022), innovative approaches taking into account the needs and interests of visitors (Mankovska *et al.*, 2022), attracting visitors and patrons to the museum, participation in the development of grant projects (Pankiv, 2024), the issue of finding an optimal operational model remains open. The problem of distribution of interested parties (stakeholders) by significance (Mitchell *et al.*, 1997) remains insufficiently studied in domestic museology, which constitutes a promising direction for future scientific research not only in museology but also in other spheres.

The updated operational model of the museum envisages its transformation into a modern educational space that produces a source base for scientific research.

As confirmation of this thesis, we will cite such a fact: the theme of the International Museum Day in 2024 "Museums for education and research" – "emphasises the key role of cultural institutions in providing a comprehensive educational experience" (ICOM, 2024a; 2024b). In this context, the focus on the need to "widely use museum funds in lectures, practical and seminar classes, involve higher education students in writing abstracts, course and qualification works on local lore topics" is entirely justified (Komova, 2021).

The declared changes in the museum's operational strategy are implemented in the system of scientific communications of the Central Ukrainian region. For example, only in January 2024, students of the Department of History, Archaeology, Information and Archival Affairs of the Central Ukrainian National Technical University completed and presented for defence two qualification works dedicated to current issues of museum functioning in the socio-cultural space of the region, one of which was defended at the stakeholder institution. An important idea identified in the context of this study is that "the Central Ukrainian National Technical University could become a scientific-resource platform for studying the audience of the Museum of Arts and developing a marketing strategy" (Danylyshyn, 2024).

Another promising direction for changing the operational model of museums today and in the near future is the need for further cooperation between museums, including for the purpose of overcoming crisis phenomena (Ivashchenko, 2021). Moreover, there is a world experience in organising an online platform that will "connect projects and professionals in space and time" (Giannachi, 2021). A convincing proof of the importance of this direction is the fact that the International Council of Museums invites everyone interested to explore the information wealth of museums and thus contribute to the formation of "a more informed and inclusive world". Overall, this will allow us to "imagine a future where knowledge exchange overcomes barriers, where innovations merge with traditions".

Conclusions

The grounds for concluding on the coherent substantive wide-ranging activity of the Kirovohrad Regional Museum of Local History, its two independent departments, and four branches from 2021 to 2023 were the analysed materials of annual reports, information from the museum's official website, publications in social networks, and media.

The tragic conditions of today have led to the manifestation of characteristic features of the historical period of museum development, dating back to the 19th century when museums actively worked on preserving and reflecting national heritage, thus contributing to the development of national identity. An important component of the museum institution's operational model is project activities, which ensure its social activity and

serve as a means of constructing a communicative cultural and educational space.

The analysis of the project activities of the Kirovohrad Regional Museum of Local History enabled the identification of such thematic groups of projects implemented during the 2022 to 2023: I. History of state competitions. II. Literature and art. III. Traditional folk culture. IV. History, archaeology. V. Ecology. Tourism. Regional studies. VI. Modern technologies in museum affairs. Content analysis showed that in 2023, the number of indicators from the museum's basic activities significantly increased compared to 2022, especially within the directions: "Scientific-exhibition activity", "Public events". Prospective directions for transforming the operational model of the modern museum include interactivity, educational activities, implementation of technological innovations, interaction with the public, digital presence. The museum's openness to communication in thematic areas of relevant events, which are also presented in digital format, ensures the Kirovohrad Regional Museum of Local History's constant active presence in the socio-cultural space of today. The main current directions of reforming the domestic museum sphere are considered by researchers against the background of generalised experience in conducting museum reforms in foreign countries. The presence of such scientific explorations overall positively affects the functioning of domestic museum centres. Full-scale interference

has made significant adjustments to the activities of the country's museum institutions, so the prospects for further research in this direction are obvious.

In 2024, ICOM plans to focus on the UN Sustainable Development Goals, which should be recognized as the most promising directions for further research in the museum field at the international level: quality education and self-education, and therefore the use of the potential of museums in this direction; studying the issues of comprehensive industrialisation and innovative activities in the museum sphere. Other promising directions for further research in the context of modern transformations of the operational model of the local lore museum also include the analysis of substantive-formal aspects of project activities of museums, studying the problems and prospects of cooperation with visitors (museum audience), representatives of state authorities, and entrepreneurs, considering museum activities through the prism of the toponymic policy of the region.

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■ Conflict of Interest

None.

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Особливості діяльнiсної моделі краєзнавчого музею (2021-2023 роки)

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Анотація. Актуальність проблеми дослідження зумовлена тим, що сучасна трансформація музейних установ характеризується творенням нової соціокультурної інституції, яка відповідає запитам трагічного сьогодення. Актуальність даної роботи полягає у визначенні ключових факторів переформатування діяльнiсної моделі музею – одного з найвагоміших компонентів системи реалізації його місії – розв'язувати актуальні проблеми культурного та інтелектуального розвитку нації. Мета дослідження – аналіз діяльнiсної моделі Кіровоградського обласного краєзнавчого музею у період 2021-2023 років, визначення місця і ролі музейної установи у конструюванні сучасного соціокультурного простору в умовах запровадження воєнного стану та з урахуванням тенденцій інформаційної сфери. Основу методології дослідження склали комплексний, міждисциплінарний та системний наукові підходи, дослідження виконане з використанням методів аналізу, синтезу, інтерпретації, описового та частково – порівняльно-історичного; одним із базових методів даного дослідження став контент-аналіз. Здійснено аналіз діяльнiсної моделі Кіровоградського обласного краєзнавчого музею у період 2021-2023 років. Доведено вагому роль музейних установ у збереженні національної культурної спадщини. Зберігаючи унікальні артефакти, музеї розкривають історію, традиції та культуру як окремого регіону, так і країни загалом, відновлюють і зберігають культурні цінності для майбутніх поколінь, мотивуючи до вивчення і збереження історико-культурних надбань, залучаючи до пізнавальної діяльності та популяризації музейної діяльності. Обґрунтовано місце та роль музейної установи у конструюванні сучасного соціокультурного простору з урахуванням новітніх тенденцій інформаційної сфери. Розглянуто визначальні історичні етапи розвитку Кіровоградського обласного краєзнавчого музею. Проаналізовано основні напрями його діяльності: науково-експозиційний, науково-методичний, науково-дослідний та ін. Виконано контент-аналіз показників базових напрямків діяльності музею упродовж 2021-2023 рр. Детально досліджено проєктну діяльність установи, представлено змістовно-тематичну класифікацію наявних проєктів, визначено основні форми їх реалізації. Практична цінність дослідження визначається можливістю більш ефективного використання проаналізованих практик у забезпеченні постійно активної присутності музею в соціокультурному просторі сучасної трагічної доби

Ключові слова: національна культурна спадщина; трансформація; науково-експозиційна діяльність; публічні заходи; культурно-просвітницькі проєкти



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Drohobych Gymnasium in the scientific and educational space of Eastern Galicia in the first quarter of the 20th century

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Abstract. The study of the formation of the educational space is one of the key conditions for the full functioning of society. In the historical realities of the Western Ukrainian lands in the first half of the 20th century, the problem of creating a Ukrainian educational infrastructure occupied an important place, as it concerned the affirmation of national identity, the upbringing of educated personnel who would actively participate in national and state-building processes. At the local level, this can be traced through the example of the Ukrainian Gymnasium named after I. Franko in the city of Drohobych. The historical experience of its functioning remains relevant as it allows for a deeper understanding of the place and role of this educational institution in the formation of the Ukrainian scientific, educational, and public space at the regional level. The purpose of the article was a systematic analysis of archival documents and materials aimed at revealing the historical circumstances of the founding of the Drohobych Gymnasium, as well as studying the formation of its scientific and pedagogical staff and the peculiarities of its didactic activities. The research problem was approached using inductive and deductive methods when it came to the organisation of the gymnasium, starting from individual classes and culminating in the establishment of a comprehensive educational institution. The problem-chronological method allowed for tracing the priority directions of the gymnasium's development. The statistical method was applied to calculate the number of teaching staff per student body in the gymnasium. Based on the conducted scientific research, the following main results can be formulated. It was established that the Ukrainian Drohobych Gymnasium has not been the subject of thorough historical research. It was found that the establishment of the educational institution was accompanied by sharp opposition from the local Polonised administration, which sought to prevent the establishment of Ukrainian schooling in the territories of Eastern Galicia. Based on the summarised factual material, it was noted that the educational institution had a qualified teaching staff, which provided teaching in natural (geography, natural science) and exact (physics, mathematics) sciences, which were rarely practised by other Ukrainian educational institutions. The practical value of the work lies in the fact that the factual material presented in it can be used for writing summarising works on the history of the formation and functioning of the scientific and educational space at the regional level

Keywords: schooling; natural sciences; exact sciences; Ukrainian language; early 20th century; educational environment

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Introduction

Drohobych Gymnasium played a significant role in the formation and establishment of Ukrainian schooling in the Eastern Galicia region, in the preparation of national qualified personnel for the educational process, and ultimately in the upbringing of a nationally conscious layer of intelligentsia that actively participated in the socio-political and state-building life of the region. Given the above, studying its history from this perspective is relevant. Furthermore, the scientific novelty and relevance of the problem are determined by the lack of comprehensive scientific research on it. Currently available works mostly have a descriptive nature typical of historical and local history publications, although they are not devoid of valuable factual material.

In particular, the study by N. Skotna & M. Haliv (2020) is dedicated to the analysis and generalisation of the historical development of pedagogical education in Drohobych over a significant period of history, from the 18th to the beginning of the 20th century. The author examines four key stages of this process, indicating various institutional forms that contributed to the formation and development of the pedagogical personnel base in the city. The study is a significant contribution to understanding the history of education in the region. Essential for shaping historical knowledge about the Drohobych Gymnasium and secondary education in Eastern Galicia as a whole is the research by S. Olenych (2024). The author focuses on the problems and progress of Ukrainian historiography in this aspect, pointing out the limitations of some approaches and the need for further research. Such analysis serves as a basis for further research in this field and expanding knowledge about the history of education in the region.

The study by M. Galiv & K. Dubyna (2021) contains information about the first organisational-administrative, educational, and personnel aspects of the State Gymnasium in Drohobych from 1918 to 1919, which helps to broaden understanding of its functioning in a historical context. The analysis conducted by the authors shows the measures taken by the Ukrainian authorities and the gymnasium management to Ukrainianise, form a collective, and establish discipline, which is essential for understanding the influence of national policy on the educational system during the transitional period. Research into the history of educational institutions contributes to the preservation of cultural heritage and the study of traditions that developed in the past, thus helping to avoid the loss of valuable knowledge and supporting national identity. Such studies develop the educational sphere by revealing the successes and problems of the past, which can serve as a basis for improving the modern education system. They also reveal the influence of political, economic, and cultural factors on the development of education and the formation of educational ideals, contributing to a better understanding of the socio-political context. Moreover, they stimulate further

scientific development by promoting the development of scientific disciplines and enriching the overall cultural and scientific heritage of society.

The aim of the article was to illuminate the historical circumstances of the establishment of the Drohobych Ukrainian Gymnasium named after Ivan Franko, the formation of its pedagogical staff, the peculiarities of the educational process, and to clarify its place and role in the educational space of the region. The choice of research methodology was based on the combination of various methods that most effectively allowed achieving the set goal and answering research questions. Specifically, a combination of historical method, analysis of archival documents and scientific literature, as well as methods of analysis and generalisation, was employed. The historical method allowed for the systematisation and analysis of historical facts, events, and processes related to the formation and development of the gymnasium. Analysis of archival documents and scientific literature facilitated the identification of key events, features of the organisation of the educational process, staffing, and other aspects of the gymnasium's activities. The source base of the study included materials from the archive of the Shevchenko Scientific Society, in particular, the protocols of the Ukrainian Pedagogical Society. Methods of analysis and generalisation were used to process the obtained data, establish regularities, and formulate conclusions. The theoretical and methodological basis of the article was the principle of historical objectivity and impartiality in the interpretation of historical facts. During the research, methods of critical and structural analysis, classification, systematisation, and verification of historical sources were utilised.

Prerequisites for the establishment of the Ukrainian gymnasium in Drohobych

The analysis of scientific sources suggests that the research on the history of the Drohobych Gymnasium is of considerable interest, particularly the works of B. Havrylyshyn (2012) and M. Haliv (2008; 2016). The author of the first brief historical sketch about the Ukrainian Gymnasium in Drohobych was Volodymyr Kuzmowych. This work appeared in 1928, as reported in the management report of the Drohobych Gymnasium. The author noted that the basis for writing the brief history of the gymnasium were the protocols of the Native School Circle in Drohobych and the gymnasium's records. Thus, it could not be comprehensive, as the report covered the period until June 1928. It should also be noted that more comprehensive information about the gymnasium's activities can be found on the official educational websites of Drohobych (Drohobych Ukrainian Gymnasium named after Ivan Franko, 2014; Drohobych Comprehensive School No. 1 named after Ivan Franko, 2024). However, the origins of the Ukrainian Gymnasium in Drohobych are still insufficiently covered. Some facts related to the activities

of the Drohobych Gymnasium are presented by R. Pastukh (1991), as well as in a collective work prepared by historians from the Faculty of History of Drohobych University (Melnychuk, 2004). Thus, although this issue has received some attention in historiography, many aspects still require further study.

According to M. Haliv (2016), the scientific and educational space of Drohobych was just beginning to take shape in the first half of the 20th century. During this period, Drohobych had four secondary schools (gymnasiums), two seminaries, two vocational schools, and one art school. These were mostly private institutions, catering to the needs of the local communities in and around Drohobych. Only one educational institution was state-run (Pastukh, 1991). The Polish community led this process, establishing two gymnasiums, a teacher's seminary, and two vocational schools (Zagórowski, 1924). There was one Ukrainian gymnasium, a teacher's seminary, and an art institution (crafts and arts), and one Jewish gymnasium using the Polish educational system. This indicates that Drohobych's scientific and educational space in the first half of the 20th century was in the formative stage. Various educational institutions, such as gymnasiums, seminaries, vocational schools, and an art school, operated in the city. Most of them were private and catered to the needs of local communities, but only one was state-run. The Polish community played a leading role in shaping the educational environment, establishing various educational institutions, while Ukrainian and Jewish institutions were less represented and partially integrated into the Polish educational system.

The Ukrainian-speaking scientific and educational centre for the community of Drohobych and its surroundings became the private coeducational gymnasium named after I. Franko with a humanitarian focus and public status. The gymnasium was created under the aegis of the Ukrainian Pedagogical Society, known since 1926 as UPT "Ridna Shkola". The establishment of this gymnasium was preceded by a series of efforts by the Ukrainian community of Drohobych and the county. Efforts to increase the accessibility of secondary education for Ukrainian youth had been ongoing for some time. The initial general meeting of the Ukrainian Pedagogical Society's branch, held on 25 March 1905 (then known as the "Ruthenian Pedagogical Society"), highlighted this need. The representative of the Main Department, the then Head of the Ukrainian Pedagogical Society, Father Mytropolyt Chapelsky, emphasised the importance of focusing on increasing the number of Ukrainian gymnasium students (Reports of the administration of the private..., 1928). According to archival data (Alyskevych, 1930), Ivan Chapelsky (1850-1919) was appointed prefect of studies at the Lviv Theological Seminary in 1886. Besides his theological and pedagogical activities, he was actively engaged in public work, serving as head of the Ruthenian Pedagogical Society twice, from 1887-1891 and then from 1902-1910. At the first meeting of

the Ukrainian Pedagogical Society branch held on 29 March 1905, an initiative by I. Chapelsky led to the decision to establish a preparatory course for the first class of the local state gymnasium, where the language of instruction was Polish at that time. These courses were founded and conducted with varying success almost every year. In 1905, the first course had 34 students, 19 of whom successfully passed the entrance exam to the gymnasium. The premises were provided by the Basilian fathers, and the teachers' fees were paid by the Saint John the Baptist Bursary, overseen by gymnasium catechist Poliekt Kmit. According to V. Birchak (1931) in his "Drohobych Epic", Poliekt Kmit acted as the cashier and head of the bursary's board. Due to his meticulousness and precision, he was elected head of the society for an extended period. His contribution to pedagogical activities was so significant that on 13 June 1914, he received the title of school councillor from the emperor for his distinguished services.

The following year, 43 students enrolled in the gymnasium preparatory courses. Besides the idea of courses, representatives of the Ukrainian community tried to influence the local state gymnasium. For instance, in 1908, debates took place at the Ukrainian Pedagogical Society branch meeting in Drohobych regarding possible ways to obtain permission from the then Kraj School Council to divide the 6-th class of the local state gymnasium into two sections due to the large number of students. The Ukrainian Pedagogical Society made significant efforts to change the language of instruction in suburban schools of Drohobych from Polish to Ukrainian. In 1909, they submitted a petition to the local authorities, but it did not yield positive results.

Father Vasyl Kunkevych was the principal advocate for the establishment of a Ukrainian gymnasium in Drohobych. As a member of the "Prosvita" branch, he regularly visited all the reading rooms in the county. He founded the "Peasant Bursary of the 'Prosvita' Branch", serving as its cashier and referent (Solchanyk, 1973). He envisaged increasing the youth population in the existing state gymnasium to eventually achieve a division into Ukrainian and Polish sections through Ukrainian parliamentary representation in Vienna. To achieve this goal, the "Peasant Bursary" was established, where only peasant children studied, receiving additional courses in German, which were necessary for passing the entrance exam to the first class of the gymnasium. Alongside the "Peasant Bursary", annual preparatory courses for gymnasium entry were organised. The teachers included Father Kunkevych, Ratafsky, Dumin, Stronsky, and others (Reports of the administration of the private..., 1928).

Simultaneously, petitions were sent, and various measures were initiated before regional and central government representatives to create a new gymnasium or divide the existing one. However, these efforts were unsuccessful. Meanwhile, the idea of a Ukrainian gymnasium received significant support, particularly among

the peasantry. This was evidenced by the fact that in the village of Dobrivlyany, local girls independently founded a committee that collected eggs from households for the "native school". Nevertheless, the energy and public support that had grown significantly before the war for establishing a Ukrainian gymnasium were interrupted by World War I. The Ukrainian community revisited the issue in 1918, aiming to establish a private gymnasium. After several attempts, efforts, and discussions, this goal was eventually achieved.

This indicates a significant struggle of the Ukrainian community for educational and language rights in Drohobych and its surroundings during the period of autonomy. The idea of establishing a Ukrainian gymnasium, although met with opposition, was realised due to the active participation of the community and its leaders. The significant influence of this process on the formation of the educational environment in the region, as well as on the overall socio-cultural dynamics of contemporary society, is evident.

As documented in the protocol of the Ukrainian Pedagogical Society (UPT) branch meeting on September 7, 1918, the first class of the private gymnasium had already been established by that time. According to the information provided, 27 students applied for the entrance exam to the first class of the gymnasium, of whom 22 passed, while 5 were not admitted. Additionally, 3 repeaters joined the first class, making a total of 25 students. It was planned that the classes would commence on September 9, 1918 with a religious service in the church. Antin Knyazhytsky was appointed as a permanent teacher and was to begin teaching from September 10, 1918. Simultaneously, the head of the UPT circle, P. Kondrat, started negotiations with Father Burdyak regarding the rental of premises for the classes in the "Zakhyst" building. Until then, the gymnasium and seminar were to be housed in the casino and hall near the treasury. To disseminate information about the establishment of the Ukrainian gymnasium among the Ukrainian community of the Drohobych district, it was decided at the branch meeting to conduct an advertising campaign by placing an informational article in Ukrainian-language periodicals, appealing to the public to raise the necessary funds. Dr. V. Paclavsky was entrusted with writing the article. Victor Paclavsky (1884-1974), a native of Zolochiv region, was a jurist and socio-cultural figure. He graduated from the gymnasium in Berezhany and Lviv University, where he obtained a doctorate in law (1916). Since 1912, he had been practising law in Drohobych. From November 1918 to May 1919, he served as the secretary of the Drohobych District National Council of the West Ukrainian People's Republic (Padoh, 1973).

All matters related to the opening of the first class of the new gymnasium were a result of the previous actions and decisions of the active figures of the Ukrainian community. This was not only a manifestation

of great effort and enthusiasm but also an indication of the importance of education and national identity for the local Ukrainians at that time. However, as seen from the report (Reports of the administration of the private..., 1928), the protocol with that previous resolution is absent in both the UPT circle's acts and the gymnasium's records. Consequently, based on the records, it is impossible to determine who and when revisited the idea of establishing a Ukrainian private gymnasium in Drohobych.

The gymnasium classes began not on 11 September as planned, but on 15 September 1918. Therefore, 15 September 1918 is considered the founding day of the Ukrainian gymnasium. The gymnasium started functioning with one first class. The first teachers were Dr Antin Knyazhytsky, Dr Volodymyr Birchak, and Priest Marushchak, all of whom were active public figures. Antin Knyazhytsky (1893-1960) was known as a literary scholar, military and educational figure. Originally from Boykivshchyna, he received his school education in Sambir and obtained a doctorate in philosophy from Lviv University (Markus, 2009; Yanyshyn, 2017). He served in the ranks of the Ukrainian Sich Riflemen, and after World War I, taught in educational institutions in Yavoriv, Drohobych, Ternopil, Sambir, and was the director of the Kolomyia Gymnasium. He was also one of the initiators and founders of the "Boykivshchyna" Museum in Sambir. Dr Volodymyr Birchak (1881-1952) was a renowned Ukrainian writer, literary scholar, and soldier in the ranks of the UGA. He studied philosophy and literature at Lviv University. In Drohobych Gymnasium, he was a teacher of Greek and Ukrainian languages (until 1 November 1918). In 1918, V. Birchak was elected a delegate to the Ukrainian National Council of the West Ukrainian People's Republic. He authored memoirs about the November events of 1918 in Drohobych (Kubijovych, 1955-1995; Kubijovych & Kuzeli, 1994).

The establishment of the gymnasium, thanks to notable individuals such as Antin Knyazhytsky and Volodymyr Birchak, was a significant step in the development of Ukrainian education and culture. This attests to the high degree of mobilisation and commitment of the Ukrainian community in supporting its educational and cultural identity amidst a complex political environment.

After the establishment of the first class of the Ukrainian gymnasium in Drohobych, a discussion arose concerning whether the type of gymnasium should be philological or classical. To resolve this issue, it was decided to convene a parents' meeting and simultaneously send a delegate to the Regional School Council to ascertain which type of school could more quickly obtain the right of "publicity" (official recognition). Whether anyone travelled to the School Council and the circumstances that led to the gymnasium adopting a classical type are unknown, as no relevant records were found in the protocols. It is possible that this decision was made by the gymnasium's teachers themselves.

■ The first directors and teachers of the gymnasium: Their role in the establishment of the gymnasium

After the November Uprising and the establishment of the Western Ukrainian People's Republic, the Ukrainian gymnasium merged with the existing state gymnasium in Drohobych, where the instructional language was changed from Polish to Ukrainian. Consequently, the gymnasium was recognised as Ukrainian and acquired state status. The first director was Andriy Alyskevych (Table 1). Andriy Alyskevych (1870-1949) was a

Ukrainian educator, scholar, and public figure (Alyskewych, 1930; Kubijovych, 1955-1995). He received his higher education in Vienna, Lviv, and Styria, and then taught in Lviv (1895-1896) and Brody (1896-1900). In 1900, he served as the director of the 3rd, and later the 4th, gymnasiums in Lviv. He was a member of the Ruthenian Pedagogical Society and a co-founder of the "Mutual Aid of Ukrainian Teachers" society. Alyskewych was also a delegate to the Ukrainian National Council and the Minister of National Education of the Ukrainian People's Republic (1919).

Table 1. Directors of the Ukrainian Gymnasium in Drohobych (1920-1944)

No.	Name	Period	Place of Education	Subjects
1	Andriy Alyskewych	1918-1919	University of Vienna	Germanist
2	Poliekt Kmit	1919-1920	?	Catechist
3	Antoni Sobchuk	1920-1924	University of Lviv	Mathematics, Physics
4	Roman Smalko	1924	University of Lviv	Natural Sciences
5	Osyk Turyansky	1924-1925	University of Vienna	Linguistics
6	Volodymyr Kuzmovych	1925-1930	University of Vienna	Mathematics, Physics
7	Mykhailo Baranyk	1931-1939 1941-1944	University of Lviv	History

Source: Compiled based on data from (Reports of the administration of the private..., 1928; Solchanyk, 1973; Senkiv, 2008)

After the occupation of Eastern Galicia by Poland, the Ukrainian private gymnasium was not re-established until the end of 1919. Only through the active efforts of Fr. Mrozovsky obtained permission to conduct courses across 8 classes (rescript of the Regional School Council in Lviv dated December 31b 1919 No. 15725/IV). His initiatives and efforts enabled these courses to operate until the end of the 1919/20 academic year. Under the new circumstances, the gymnasium faced significant challenges, as noted in the report of the general meetings of the Ukrainian Pedagogical Society (UPT) for 1920. A crucial role in its revival was played by Fr. Mrozovsky, who almost single-handedly managed to organise a private Ukrainian gymnasium and seminar in the winter of 1919. This was accomplished amidst police repression and a shortage of teaching staff, many of whom were imprisoned by the Polish authorities or forced to emigrate (Reports of the administration of the private..., 1928). For his dedicated work, the UPT meetings decided to issue a special written thanks to Fr. Mrozovsky. The courses taught at the gymnasium at that time were in the form of private lectures aimed at preparing students for entrance exams to the gymnasium. The course manager, effectively the gymnasium director, was Fr. Poliekt Kmit, who simultaneously managed the St. John the Baptist Dormitory. Poliekt Kmit consistently served as the treasurer at the Dormitory, known for his meticulousness and strictness, and taught catechism at the gymnasium (Birchak, 1931). Besides him, the gymnasium's teaching staff included priests: Mrozovsky, Marysiuk, Olinsky, Hornyatkevych, and professors: Kizima, Knyazhensky, Havdyak, Derfler, Hrabovensky, Kondrat, Chapelsky, Kotskiwna, Zadorozhna, and Olshanska.

Students took their entrance exams at the state gymnasium with Ukrainian as the language of instruction in Przemyśl. With the start of the 1920/21 academic year, it was decided to continue the courses in the same capacity. However, since the St. John the Baptist Dormitory, where they were to be held, was occupied by the gendarmerie and private individuals, the start of the courses had to be postponed. Simultaneously, in 1920, the UPT Branch submitted a request to the Ministry of Education in Warsaw to open parallel Ukrainian classes at the state gymnasium with Polish as the language of instruction in Drohobych. This request was denied.

This highlights the difficult situation faced by Ukrainian private gymnasiums after the occupation of Eastern Galicia by Poland. Overcoming police repression, a shortage of teaching staff, and resuming educational activities amidst a tense political situation were significant challenges. The initiatives of the figures who organised private courses and became gymnasium directors played a crucial role in providing education for the youth in the Ukrainian community.

■ Development of the gymnasium in the 1920s

Thanks to the active efforts of the community, on November 3, 1920, the premises of the St. John the Baptist Dormitory were liberated, allowing the continuation of education in the gymnasium. After Fr.P. Kmit, at the beginning December 1920, Professor Antin Sobchuk, director of the Drohobych State Gymnasium, became the gymnasium's director. There is little information available in historiography about Antin Sobchuk, except that he taught mathematics. More information is known

about his son, Bohdan Sobchuk (1909-1974), a graduate of the Drohobych Gymnasium (1925) and the Medical Faculty of Lviv University (1933). Later, he became a professor and head of the Department of Biochemistry at the Lviv Medical Institute (Krysa & Figol, 2006). Under A. Sobchuk's directorship, the gymnasium was structurally divided into two parts: the first three classes (I, II, III) constituted the gymnasium proper, while the remaining 5 classes were courses, essentially private lectures to prepare for exams in state gymnasiums. In the first year, the first three classes enrolled 80 boys and girls, and the courses had 52 students (Reports of the administration of the private..., 1928). The courses lasted only two years, while a new class was added to the gymnasium annually. Thus, by the 1925/26 academic year, there were already 8 full classes. In the same year, the first maturity exam took place, and the gymnasium's type remained classical throughout. The efforts of the UPT circle and the Ukrainian teaching community focused on two main areas of activity: providing material support to the gymnasium and advocating for its status and rights as a state school.

Regarding the first task, cashier Volodymyr Chapelsky of the UPT Circle showed great energy and ingenuity.

Both the local Ukrainian community in Drohobych and the communities of surrounding villages were very supportive of the gymnasium's needs. As for addressing the second task, obtaining the right to publicity proved more challenging and required many measures. Already at the end of December 1920, the UPT Circle appealed to the Curatorship of the Lviv School District in this matter. They were supported by deputies from the local council. Additionally, they sent delegations to the Curatorship twice. The second appeal took place on January 21, 1922, following which, from February 21 to 24, 1922, representatives of the Curatorship of the Lviv School District, led by the renowned mathematician and graduate of Lviv University, Dr. Volodymyr Levitsky, conducted an inspection of the gymnasium. Special attention was paid to the teaching of natural and exact sciences (Tables 2-3). The results of the inspection were communicated to the gymnasium's management in a letter dated April 1, 1922 (No. 4203/II), in which it was stated that the Ministry of Education, by order of March 16, 1922, No. 5025/D II, allowed classes I-IV to be designated as a private gymnasium and granted them the right to publicity for the 1921/22 academic year.

Table 2. Natural sciences at the Drohobych Gymnasium 1920/21 – 1923/24

Teachers	Geography				Natural Sciences			
	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
Fr. Stepan Vengrynovych	2				1; 2	1; 2		
Marian Havdiak	1; 3							
Roman Smalko							1; 2; 5	
Dometiy Popovych				1; 2-6				

Source: compiled based on data from (Reports of the administration of the private..., 1928)

As can be seen from Table 2, natural sciences at the Drohobych Gymnasium were taught during the academic years 1920/21 by Fr. Stepan Vengrynovych and Marian Havdiak, and in 1923/24 by Roman Smalko and Dometiy Popovych. These were professional teachers, mostly graduates of Lviv University. It is known that Roman Smalko had

previously (since 1910) taught natural sciences at the Vyzhnytsia Gymnasium from the beginning of the establishment of the educational institution (Penishkevich, 2002). Being the director of the Drohobych Gymnasium, he, in addition to teaching natural sciences, also taught the exact sciences, including mathematics and physics (Table 3).

Table 3. Exact sciences at the Drohobych Gymnasium for the academic years 1920/21-1923/24

Teachers	Maths				Physics			
	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
Fr. Stepan Vengrynovych	2	1; 2			3	3; 4		
Yulian Stasyshyn	1; 3	3; 4	1					
Antin Sobchuk			5					
Roman Smalko				1; 2-4			3; 4	

Source: compiled based on data from (Reports of the administration of the private...1928)

As seen from the data in Table 3, the exact sciences at Drohobych Gymnasium during the academic years 1920/21 and 1921/22 were taught by Fr. Stepan Vengrynovych and Yulian Stasyshyn. Priest Stepan Vengrynovych (1897–1954), later a Ukrainian writer and

memoirist, fought with the Ukrainian Galician Army (Drohobych Ukrainian Gymnasium named after Ivan Franko, 2014). He taught concise sciences – mathematics and physics, as well as natural history. During the subsequent academic years 1922/23 and 1923/24,

concise sciences were taught by directors Antin Sobchuk and Roman Smalko. This significantly influenced the professionalism of education at Drohobych Gymnasium, which was named the Coeducational Gymnasium after I. Franko of the Ukrainian Pedagogical Society. After gaining public status, just four years later, the gymnasium had six classes, ten teachers, 45 male students, and 175 female students, accommodated in a rented building on St. Ivan Chrestytel Street (6 classrooms, 2 offices, quarters for the manager, a 2500 square metre garden, 720 teaching aids, 120 copies of student literature, and 200 copies of teacher literature) (Drohobych Ukrainian Gymnasium named after Ivan Franko, 2014).

The most significant deficiency at the beginning of the years of the gymnasium's existence as a public institution, which was evident at every turn, was the lack of its own appropriate building. To address this issue, with the support of the entire Ukrainian community of Drohobych and the county, members of the Ukrainian Pedagogical Society began building their own building in 1923. Initially, it was decided to form a committee from representatives of the Ukrainian community of Drohobych, headed by Drohobych lawyer Volodymyr Ilnytskyi. Under the committee's leadership, funds were raised for the construction of the educational institution. The Sisters of the Mariin Society collected eggs every Sunday, which were necessary for construction (according to folk customs, lime solution with egg white was considered stronger). At the invitation of the Drohobych community, the Bishop of Peremyshl and Sambir, who laid the first stone in 1926, came and consecrated it. In September 1928, a new building for the gymnasium was constructed on Petro Sahaidachnyi Street, costing approximately 500 thousand zlotyh, and the old building housed the private Ukrainian elementary school named after Taras Shevchenko. On June 9, 1930, the gymnasium building, a three-story structure with 25 classrooms, was consecrated by the Bishop of Peremyshl and Sambir, Josaphat Kotsylovskyi. The implementation of this project significantly simplified many issues that hindered the development of the Ukrainian gymnasium in Drohobych.

After acquiring its own premises, there were only minor changes in the personnel of its managers and teachers. However, circumstances arose where the Ukrainian gymnasium lost its public status in the 1924/25 academic year. The reason was that contrary to the order of the Curatorship of the LSHO of March 3, 1924, which demanded the conduct of internal and external affairs in Polish, the gymnasium's management, according to the order of the Main Directorate of the Ukrainian Pedagogical Society, conducted affairs and reporting in Ukrainian. Polish had to be introduced in February 1925, and consequently, the right to publicity was only restored in the 1925/26 academic year. From that time on, the gymnasium enjoyed limited rights of state schools, that is, the so-called right to publicity with reservations.

Conclusions

Summarising, it can be stated that the Drohobych Gymnasium played a significant role in the educational space of the Western Ukrainian lands and to some extent was a guarantor of preserving Ukrainian educational identity under foreign rule. The struggle of the Ukrainian community for the opening of the gymnasium in Drohobych was evidence of its maturity and national consciousness. The gymnasium had a qualified teaching staff that ensured a proper level of teaching various disciplines. A significant portion of the teachers were graduates of Lviv University, which undoubtedly raised the prestige of the gymnasium not only in the eyes of the Drohobych community but also throughout the region, making it competitive with similar Polish educational institutions. This particularly applies to the teaching of concise sciences, which were given less importance in other gymnasiums. However, this had a significant impact on the preparation of technical intelligentsia, which Ukrainians lacked compared to the humanities. Active public participation in ensuring education in times of political and social turmoil was critical to maintaining the gymnasium's functioning. The wide-scale mobilisation of citizens, which succeeded in freeing premises for teaching and ensuring its activities, demonstrates the significant social and cultural impact of the gymnasium on the local community. The community's desire to have the gymnasium recognised as a state school testifies to its recognition as a key educational institution in the region and an important aspect of Ukrainian national identity. The successful functioning of the gymnasium in conditions of complex political and social transformations confirms the importance and necessity of preserving and developing Ukrainian community educational institutions as a means of preserving and disseminating cultural heritage.

The Drohobych Gymnasium became a symbol of Ukrainian aspirations for education, culture, and national self-identity. Its history testifies to the resilience of the Ukrainian spirit and its desire for freedom. Research into the history of the Drohobych Gymnasium is of great importance both for science and society. It helps to preserve the memory of Ukrainian education and culture, fosters in youth a sense of patriotism and pride in their country, contributes to the development of Ukrainian education and culture, and strengthens the national unity of Ukraine.

The problem addressed in the article has prospects for further scientific development. This relates to aspects such as researching the prosopographic portrait of the teaching and student body of the gymnasium, the role of the gymnasium in the socio-humanitarian space of Drohobych, the mechanisms of implementing the educational process, its evolution, and the ability of the teaching staff to respond to contemporary didactic challenges as well as societal changes in general. A promising direction for further research could be biographical studies when it comes to individual figures of gymnasium

teachers who played a prominent role in the public life of Western Ukraine in the interwar period. Equally promising is source studies, which include the search for and identification of archival materials that reveal various aspects of the history of the Drohobych Gymnasium.

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■ Conflict of Interest

None.

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Дрогобицька гімназія у науково-освітньому просторі Східної Галичини першої чверті XX ст.

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Анотація. Дослідження формування навчально-освітнього простору є однією із ключових умов повноцінного функціонування суспільства. В історичних реаліях західноукраїнських земель першої половини XX ст. проблема створення української освітньої інфраструктури посідала важливе місце оскільки йшлося про утвердження національної ідентичності, виховання освічених кадрів котрі б активно включилися у національні і державотворчі процеси. На локальному рівні це можна простежити на прикладі діяльності української гімназії ім. І. Франка у місті Дрогобичі. Історичний досвід її функціонування не втратив актуальності оскільки дає змогу поглибити розуміння місця та ролі цього навчального закладу у формуванні українського науково-освітнього та громадського простору на регіональному рівні. Метою статті був систематичний аналіз архівних документів та матеріалів, спрямований на розкриття історичних обставин заснування Дрогобицької гімназії, а також вивчення формування її науково-педагогічного кадрового складу та особливостей дидактичної діяльності. У ході дослідження проблеми використовувався індуктивний та дедуктивний методи коли йдеться про організацію гімназії спочатку від окремих класів і до утворення цілісного навчального закладу. Проблемно-хронологічний метод дав можливість простежити пріоритетні напрямки розвитку гімназії. Статистичний метод застосовувався для проведення підрахунків чисельного складу педагогічних працівників на учнівського складу гімназії. На основі проведеного наукового пошуку можна сформулювати такі основні результати. Встановлено, що Українська Дрогобицька гімназія не була об'єктом ґрунтового історичного дослідження. Досліджено, що створення навчального закладу супроводжувалось гострим протистоянням із місцевою колонізованою адміністрацією, що прагнула не допустити до утвердження українського шкільництва на теренах Східної Галичини. На основі узагальненого фактографічного матеріалу констатовано, що навчальний заклад мав кваліфікований викладацький склад, який забезпечував викладання природничих (географія, природознавство) і стислих (фізика, математика) наук, що рідко практикували інші українські освітні установи. Практична цінність роботи полягає у тому, що наведений у ній фактографічний матеріал можна використати для написання узагальнюючих праць з історії формування та функціонування науково-освітнього простору регіонального рівня

Ключові слова: шкільництво; природничі науки; стислі науки; українська мова; початок XX ст.; освітнє середовище



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Prospects for the implementation of the concept of digital citizenship in scientific libraries

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Abstract. The relevance of the research problem is determined by the active development of the digital society, which requires the formation of new forms of civic participation of the generation of the digital age, and Scientific libraries as leading information and communication institutions of society play a significant role in forming the value foundations of the worldview of modern youth as citizens of the digital age. The purpose of the article was to determine the prospects for the implementation of the concept of digital citizenship in scientific libraries. The research methodology was based on a combination of source analysis, comparative analysis, dialectical, systematic and logical methods of scientific research. As a result of the conducted research, it was stated that the representatives of the digital generation in the socio-communication aspect are an independent, critical, socially active community, formed thanks to the active use of the Internet and social media for obtaining information and communication. The characteristic features of the worldview of a "digital person" include fluency in digital and information-analytical technologies, speed of search and perception of new information, short attention span, giving preference to visualized information, brevity of presentation, "clip-like" perception. It is the character of the "digital person" that defines the reader not of the future, but of the present, because the generation of 20-30-year-olds is the first generation that was born in the digital world and can no longer imagine life without the mobile Internet and various gadgets, which necessitates the global transformation of traditional forms of work of libraries in the direction of active use of digital technologies. The work emphasized that university libraries should provide progressive education based on the expansion and deepening of digital competences of users, taking into account moral and ethical, socio-legal and psychological factors. The implementation of the concept of digital citizenship necessitates active digitization of library funds, expansion of the spectrum of virtual products and services, as well as active positioning of the library's activities in social networks. Prospects for further research consist in the expansion and deepening of practical recommendations for the formation of the concept of digital citizenship by means of library practices

Keywords: digital person; digital generation; digital reader; scientific libraries of higher education institutions; digital age; knowledge service

Introduction

In the digital age of global information challenges, the knowledge society's defining feature is the maximum use of the individual's intellectual potential for further

self-improvement. The contemporary digital transformations presented a powerful challenge to modern libraries, as the global qualitative leap in information

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resources development led to the creation of a fundamentally new axiological orientation system, where the main actor is the "digital person". New digital technologies, which integrate into the social relations established formats, create unlimited possibilities in choosing the means for constructing self-identity. Modern young students are the digital generation representatives, formed in the context of active network technologies development, for whom lifelong learning is becoming a crucial necessity, so successful higher education institutions' academic libraries development largely depends on its ability to quickly respond to the changing environment challenges. In the above context, the problem of the scientific libraries' role in shaping the values of the modern youth worldview as the digital age citizens require additional attention.

To reveal the digital generation's essential features, it is worth noting S. Pichler *et al.* (2021) scientific researches, who focused on analysing the social and technological features of the Internet generation formation, its information and communication advantages. The authors highlight that easy access to technology makes the digital generation representatives more individualistic in learning, interpersonal interaction and communication, while the technology self-sufficiency has made learning through video, social media and search an independent activity; they usually communicate through emojis, symbols, images, videos and reactions to messages, digital productivity tools that allow instant feedback can be useful, especially on mobile devices. The digital generation has a lower tolerance for inequality as they have experienced a greater cultural perspectives diversity.

A. Munsch (2021) focuses on the digital generation psychological and communicative features: they interact with the world differently due to early exposure to technologies that are used to solve repetitive tasks that form the basis of learning and social participation; they are able to perform several tasks online simultaneously; the digital generation spends a significant amount of time on social media sites.

G.A. Talmon (2019) reveals the peculiarities of young people interaction with online content; in particular, the author emphasises that the digital generation representatives have a more pragmatic view of the world, which is manifested in a higher prevalence of risk aversion, financial frugality and the expectation of working harder than the preceding generation. M. Benítez-Marquez *et al.* (2022) based on a large scientific publication body analysis, identify the peculiarities of the scientific research dynamics on the digital generation psychological traits that differ from their predecessors, in particular, their professional preferences, career prospects perceptions, attitudes towards leadership, etc. The authors note the need for further development of various aspects related to the generation and the labour market, as the study shows a clear focus on management and generational diversity in the workplace.

In the last decade, the world scientific community has been actively discussing the issue of digital citizenship, which is aimed at creating a safe and comfortable humanity coexistence, taking into account the digital age challenges. The detailed content of the digital citizenship components is presented in N. Cem Dedeali & I. Dasdemir (2019), who note that the digital citizenship concept refers to the level of a person responsibility for the proper digital tools use, so everyone is a digital citizen in a certain sense. The digital age is abolishing borders across the globe, and for this reason, citizenship in the digital world does not necessarily mean adherence to the norms and ethical code of only one nation; citizenship requires global norms and rules that embrace the entire world.

S. Cortesi *et al.* (2020), based on the international regulatory framework analysis, consider digital citizenship as the ability to participate actively, continuously and responsibly in communities (local, national, global, online and offline) at all levels (political, economic, social, cultural and intercultural). The authors admit the need to use and broaden the term "digital citizenship", in particular, in terms of civic and political participation, active social position in social networks.

M. Saputra & I.H.A. Siddiq (2020) emphasise that the rapid technological and communication development has given a rise to a new world order that has affected all aspects of citizens' lives. This new world order is shaped by social media; the social media emergence has certainly brought both positive and negative consequences that have automatically caused disruptions in citizens' behaviour. Due to these media, the mobility of citizens' lives has accelerated, and the interaction between them has almost no borders, which necessitates the study and implementation of the digital citizenship concept.

The digital generation issue has also become a scientific focus for Ukrainian researchers. In particular, O. Dzoban (2021) focuses on the digital age worldview guidelines, and proposes the digital person definition as the newest human development stage, the main object and subject of information relations in the information society at the last stages of its development; a post-modern type of intelligent person capable of processing information, creating new information phenomena, relationships and structures. O. Ovcharuk (2020) distinguishes in the digital citizenship concept its active social position. S. Berezhna & O. Korobkina (2023) focus on the library collections digitisation, taking into account the new requirements of the digital age readers.

Consequently, the established Ukrainian and world scientific experience makes it possible to define the purpose of the study – to determine the prospects for implementing the digital citizenship concept in scientific libraries. The research problem is revealed in the following tasks: to clarify a "digital person" defining features that forms the "digital reader" figure of a modern library; to determine the "digital citizenship" concept specifics in the scientific libraries' activity context; to study the

main directions of higher education institutions scientific libraries activity in implementing key aspects of digital citizenship among students.

Materials and Methods

Methodological basis of the study: The heuristic method was used in the searching process for the study source base. The dialectical method application allowed to identify key trends in the understanding of such concepts as “digital person”, “digital generation”, “digital citizenship”, “digital reader”, etc. The formal and logical method helped to establish logical relationships between the study key concepts; the mentioned method helped to identify the key assumptions and logical patterns underlying different approaches to digital citizenship; and also contributed to the logical relationships and structures disclosure in the interaction of users with digital resources of scientific libraries, which is important for understanding and improving digital citizenship. An important research method was the systematic method, which was used for a better understanding the digital citizenship specifics as a holistic system of interconnections of its key categories in the moral, ethical, social, legal and psychological aspects. The comparative analysis allowed to identify important trends and differences in the digital citizenship levels; at the same time, this method was used to compare various theoretical concepts, provisions and interpretations available in the contemporary literature on the digital citizenship issue. The classification and typology method allowed to identify the scientific library leading tasks in the context of introducing knowledge services for the digital age readers.

The world and Ukrainian scientific thought representatives works, which can be grouped into several main content blocks serve the theoretical basis of the study. The first works block is devoted to the worldview understanding of the “digital person” problem and is represented with studies analysis by A.J. Nicholas (2020), M. Benítez-Márquez *et al.* (2022), B. Barhate & K.M. Dirani (2022), which highlight the digital reader key features – technological efficiency, mobility, online resources active use, audio and video content. The second study block focuses on digital citizenship essence phenomenon analysing, various aspects of which are revealed in the studies of N. Cem Dedebeali & I. Dasdemir (2019), O. Dzoban (2021), G. Öztürk (2021), F. Martin *et al.* (2019), M. Choi & D. Cristol (2021), L. Pangrazio & J. Sefton-Green (2021). On their basis, the digital citizenship content, its moral, ethical, legal, technological

and security components are analysed. The third research block is devoted to the higher education libraries main activity directions in the digital citizenship key aspects implementation among students, in particular, by means of the source base: K. Schwertner (2017), M. Walters *et al.* (2019), A. Harris & A. Johns (2020), S. Berezhna & O. Korobkina (2023), M.P. Maksum *et al.* (2023), etc. On these grounds, the role of free access to digital resources in the information skills and media literacy development is highlighted, the significance of supporting students in working with digital tools and technologies is determined, such as search engines, electronic editors, databases, etc.; the scientific libraries role in conducting education and training in digital and media literacy, critical thinking skills development is described.

Results and Discussion

The “digital person” as a new reality in the academic libraries’ activities

“Digital person” is a generalised term for the IGeneration representatives, the Internet generation, which is referred to in modern foreign literature by various names, such as iGen, Plurals, Founders, Pivotal and Homeland Generation. The generation, also known as post-millennials or Zoomers, has the following common features in their personal and social development, including full access to the Internet and social media, as well as their active use for information and communication. According to A.J. Nicholas (2020), the digital generation preferred communication modes are text messages and video reports, so creating a living learning environment will require creative approaches that combine social interactions, technology, and tasks that mimic real work situations or are community engagement projects.

A “digital person” worldview is characterised by the effective digital and information-analytical technologies use, the speed of finding and understanding new information, short attention span, preference for visualised information, conciseness of expression and the “clip” format quick perception. According to M. Benítez-Márquez *et al.* (2022), the generation information consumption is characterised by ethicality and openness in expression, which contributes to a better understanding of different types of people, cultures and nations. This broader perspective creates the conditions for enhancing intercultural understanding while remaining true to one’s own values and goals.

Based on the scientific sources analysis, it is possible to characterise the youth of the digital generation by certain common parameters (Table 1).

Table 1. Digital generation features as library users in the digital age

Option	Specifics
age-related	date of birth, approximately covering 2000-2010
communicative	the predominant information source is online video, 95% of digital youth watch YouTube daily for educational information and entertainment
technological	smart devices ownership, daily interaction with digital content

Continued Table 1.

Option	Specifics
social	independence in own views, career growth orientation, active social position
psychological	ambitiousness and self-confidence; criticality in perceiving new information; realism in assessing events and phenomena, greater awareness and understanding about what is happening in the world
gaming	computer games are used constantly, not only for entertainment, but also for learning and self-development

Source: created by the author

B. Barhate & K.M. Dirani (2022) focus on the career transformation opportunities for the digital generation members, who seek to achieve functional competence and technical proficiency in their professional field. The digital generation envisages careers based on their self-image, self-awareness, relationships and motivation. They expect their managers to develop their leadership skills, influence their learning and support their career development through mentoring. Accordingly, the knowledge they obtain during their higher education will largely determine their motivation for further career development.

Consequently, a digital person is formed as a carrier and interpreter of a huge amount of information, but its quantitative volume is inferior to its qualitative assimilation. The "digital person" concept reflects not the future, but the present, as the generation aged 20 to 30 is the Zoomer generation, the first to be born in the digital world and cannot imagine life without mobile internet and various gadgets. It creates a need for a global transformation of traditional library methods towards the digital technologies active use. Digital generation youth are independent, critical thinkers, socially active, and focused on quick access to information and quick decision-making.

Specificity of the "digital citizenship" concept in the scientific libraries activity

Digital citizenship is the subject of various studies and policy analyses that define their respective qualifications. It involves understanding the digital world and its components, effectively using the various mechanisms of the digital environment, and following ethical rules that make technological behaviour socially acceptable when interacting with others. Similarly, as people need to learn how to be good citizens in their communities, they also need to understand the digital environment and tools ethics to be able to protect themselves, know their rights, develop their personalities and act wisely and responsibly in the digital world. The future belongs to digital citizens, so public policy should aim to reduce technological inequalities and disparities in society arising from age, race, ethnicity, income and education in order to achieve full digital participation (Milenkova & Lendzhova, 2021). In Western scholarship, the digital citizenship elements are considered in several main categories, including digital access, digital etiquette, digital law, digital communication, digital literacy, digital commerce, digital security, and digital health. Based on the analysis of scientific sources, it is possible to identify the substantive features of the digital citizenship categories (Table 2).

Table 2. Digital citizenship key categories

Category	Content features
digital access	Regulates equal opportunities for Internet access and social participation in the network environment
digital law	covers the international legal and regulatory framework governing the digital environment functioning
digital etiquette	defines a moral standard of behaviour system or procedures expected by other digital technology users
digital communication	refers to the electronic information exchange and the human capacity to invest in digital technologies by communicating with others
digital literacy	refers to a human capacity to use technology effectively, interpret and understand digital content, assess its reliability, and research and transmit information using appropriate tools.
digital commerce	identifies opportunities for the safe purchase and sale of goods online
artificial intelligence	characterises the understanding of the algorithms used in artificial intelligence-based platforms with which you interact
digital security	covers the protocols, policies and procedures that people use to ensure that their use of the Internet does not have a negative impact on other aspects of their lives
digital health	defines support for mental and physical well-being in the digital technologies world

Source: created by the author

M. Choi & D. Cristol (2021) have developed a digital citizenship model based on five complexity levels, such as technical skills, local/global awareness, networked engagement, critical perspective, and political engagement on the Internet. It helps to make the social relationship with technology more understandable and to promote emancipatory technological practices for social

justice. L. Pangrazio & J. Sefton-Green (2021) note that digital citizenship is not only about fulfilling civic duties or being responsible, but also about how digital technologies facilitate new forms of participation that contribute to the civil society development. G. Öztürk (2021) describes the digital citizenship core elements content through three components: respect for oneself and

others, self-education and communication with others, and protection of oneself and others.

The technological component is an important part of digital citizenship. S. Cortesi *et al.* (2020) define digital citizenship as a set of skills necessary for young people to participate fully in the academic, social, ethical, political and economic spheres of a dynamic digital world. Digital skills are an integral part of digital citizenship and include operational skills for working with computers and the Internet, formal skills for navigating the Internet, information skills for evaluating and selecting information, strategic skills for achieving goals, content creation skills, and communication skills (Rui & Stefanone, 2013).

The rapid digital age development and network communications growth, both at the personal, corporate and global levels, leads to the blurring of international borders and emphasises the social and legal aspect of digital citizenship. Digital citizens need to be aware of the opportunities and risks in the digital world, and understand their rights and responsibilities in the online environment. Global citizens in the context of digital citizenship are people who have the ability to use the Internet for management, control, self-regulation and self-education. Proper and responsible use of digital technologies, as well as the ability to use them safely, is the standard. Law, responsibility and ethics must be recognised in the digital age, and the Internet must be used for political, economic and social and cultural participation for users, communities, countries and the world. A digital citizen is one who is aware of the thoughtful use of public spaces of the online community with the possibility of free expression, information sharing and access, including the personal sensitive information protection (James *et al.*, 2019; Mangkhang & Kaewpanya, 2021).

A. Al-Abdullatif & A. Gameil (2020) outline the following digital citizens characteristics: an understanding of humanistic, cultural and social issues related to technology; using legal and ethical behavioural practices; promoting safe, legal and responsible use of information and technology; demonstrating positive attitudes towards the use of technology that supports collaboration, learning and productivity; taking responsibility for their lifelong learning; commitment to intellectual honesty; respect for different cultures and societies in the virtual environments; and safeguarding personal information. The authors emphasise that the digital citizenship concept is closely linked to educational systems, as it helps educators understand what young people need to know in order to use technology appropriately. We support the position of these authors that a digital citizen is someone who uses the Internet regularly and effectively; digital citizens not only manage their actions but also their consequences and understand the risks and benefits of easy access to information.

Digital citizenship actualises the moral and ethical aspects of network technologies use, taking into account the values of not only one's own social community, but

also the international community as a whole. U. Akcil & M. Bastas (2021) define a "digital citizen" as a person who knows how to use technology and digital devices that have become an integral part of their lives, shows respect for ethical rules and personal rights in the digital space, and knows how to use these devices safely and responsibly. Considering the actions that take place in the digital environment, citizens must understand their responsibility not only to the society in which they live, but also to the whole world.

Researchers in the global scientific community identify both advantages and disadvantages of digital citizenship. C. Erdem & M. Koçyiğit (2019) consider the virtual expansion of digital public space and civil society, increasing horizontal organisation and preventing bureaucracy as digital citizenship benefits, but they also point to risks associated with the digital environment, such as cyber fraud, cyberbullying, social media misuse, technology dependence, computer viruses and malicious content distribution.

Consequently, it is possible to state that digital citizenship behaviour enables people to continue their lives safely in the digital age. In the scientific libraries context, the digital citizenship most important factors are a combination of digital literacy, digital security, digital communication, and digital rights and responsibilities that determine the quality of the scientific library knowledge space.

Digital literacy skills in the university knowledge management system

It is essential to note that in the digital age, the technology development produces innovations that stimulate the accumulation of public goods. Considering the younger generation's high interest in digital tools, this means that a healthy sense of civic awareness is becoming widespread around the world. According to N. Cem Dedebali & I. Dasdemir (2019), one of the education system's tasks (which includes educational institutions scientific libraries) is to educate responsible citizens.

The academic library in modern higher education institutions is an online environment where three groups of subjects interact: students, teachers and librarians, and the digital education perspectives for these groups are different. Students are regarded as information users, teachers act as information competence trainers, and librarians are responsible for adapting and implementing information literacy standards. For "digital readers" T. Granchak (2019) proposes to distinguish a new type of library service as knowledge-based. In the scientific literature on modern information processes, the term "knowledge management" is increasingly used, which usually refers to systematic processes aimed at creating conditions for identifying and producing knowledge, preserving it, and using it effectively. Accordingly, knowledge services contribute to the knowledge management process.

A. Kafashpoor *et al.* (2013) define four processes in the knowledge management system, such as acquisition (assimilation of the latest knowledge from external sources), evaluation (activities and practices that make current knowledge more useful), application (actual use of knowledge) and protection (actions taken by the organisation to protect its internal knowledge and prevent its illegal and improper use). In this process, libraries act as information intermediaries that provide access to information and contribute to the optimisation of universities activities. In the educational space, the library functions are focused on information support for knowledge management, that is, expanding scientific research activities; creating conditions for improving the professional development system, both internal (self-study, consulting, practice, training) and external (internships); creating an electronic knowledge base as the collective intellectual potential and corporate memory reflection; labour market analytics with further advanced ideas involvement to improve professional competences.

As noted by O. Voskoboinikova-Guzeva & N.M. Tereshchenko (2021), in the field of education, higher education institutions libraries are becoming key components of the social and communication structure of society. They not only store book collections, but also create a global social communication network that promotes education and self-education. In this context, contemporary libraries priority values are the joint search for knowledge, stimulating cooperation, organising leisure and lifelong learning.

The "ubiquitous learning" concept reflects current trends in the educational process, where Internet technologies provide access to learning materials anywhere and anytime. This concept includes mobile learning development, which is based on mobile technologies use for education.

New educational trends are also affecting the main element of educational policy discourse around the world, the lifelong learning concept. Accordingly, those who seek to acquire or update knowledge can do so through massive open online courses that are one of the new forms of distance education that involves the online environment use as a space for studying various disciplines (The process of quality information support..., 2020). Considering the information age global challenges, librarians play a key role in coordinating these processes, having computer science knowledge, data archiving, copyright, cataloguing and information systematisation.

However, the digital skills and digital literacy concept is still new and poorly researched. The reason is that these skills are based on rapidly changing technologies, which makes it difficult to define precise criteria and requires constant adaptation to new practices. For this reason, the academic literature considers digital skills as a dynamic concept that is constantly being revised in the light of information technology and artificial intelligence development.

Digital literacy in the library sector is a set of knowledge and skills that allow people to use information effectively, in particular on the Internet, taking into account ethical principles and the ability to evaluate this information. It is important that citizens have these skills to use technology appropriately, which will contribute to their critical thinking and social and cultural development (Saputra & Siddiq, 2020).

The team of authors B.U. Zan *et al.* (2021) propose a twofold digital literacy understanding for both library users and librarians. In the university libraries context, which is actively transforming into digital libraries, digital literacy is a key indicator of user satisfaction with library services. Digital literacy is defined as the users' awareness, attitude and ability to effectively use digital tools to identify, access, manage, evaluate and analyse information. University libraries, as leading institutions in this area, should actively promote the digital literacy development among students, and librarians should be leaders in this process by providing progressive training programmes and resources. Consequently, university libraries should provide progressive learning that is appropriate at all levels in the access to academic information context, taking into account the digital literacy skills and differences of their users. Librarians also need to be equipped with digital literacy skills to fulfil this task.

The higher education institutions research libraries main activities in the realisation of digital citizenship key aspects among students

Digital literacy is a digital citizenship key component, and one area of collaboration between academic libraries and the academic community is to educate students as responsible digital citizens. Although digital citizenship is a fairly new concept, it is very important in our globalised virtual world. It involves not only the competent technology use, but also the responsible and ethical use of the Internet. Accordingly, librarians have an obligation to their institutions to inform broader curriculum discussions on digital literacy in their efforts to provide a quality educational experience for higher education students, as digital literacy is the foundation and basis for information technology and digital technologies use. Librarians have a great responsibility in educating students in this area, providing them not only with access to information resources, but also with skills and knowledge about safe and ethical use of the Internet. To achieve this goal, as noted by V. Voronkova *et al.* (2023), safety, cognitive and moral and ethical principles can be used, including careful information sharing, awareness of fake news spreading possibility, important information preservation, as well as personal data protection and positive information dissemination.

Digital security precautions are also an important part of digital citizenship. This includes the application of policies, procedures and technologies to ensure that users remain protected online. Good digital security



requires purchasing and installing virus protection, backing up important data, and using only safe online resources according to M. Walters *et al.* (2019). Accordingly, librarians play a key role in fostering digital literacy and digital safety among students so that they can become responsible and competent participants in the digital world. Effective knowledge management underpins organisational performance and enables organisations to realise the value of human capital. At the cognitive level, the knowledge management culture involves mobilising intellectual potential and changing the way of thinking, creative activity; at the managerial level, it involves the use of analytics and innovative leadership; at the technological level, it involves the active use of the latest information technologies (Lomachinska & Lomachinskiy, 2022).

Defining a library user in a broad sense, as an individual or legal entity accessing library services, opens up opportunities for improving services in the digital age. Taking into account the modern digital citizen characteristics, which include digital literacy, digital skills and conscious use of the Internet, it is possible to identify library users' key aspects, such as digital literacy, including fluency in digital technologies, regular and safe use of the Internet, conscious understanding of their digital rights and responsibilities for creating and using digital content, and adherence to digital etiquette in the virtual environment.

Knowledge resources digitisation is becoming an important element of technological development in knowledge management. However, according to K. Schwertner (2017), the main challenge is not technology, but the human factor, including cultural traditions, employee resistance to changes, and other factors. A shift in organisational strategy towards innovation can help address these challenges.

Along with the technical services landscape changing, university research libraries have moved towards greater collaboration with users, and distance education programmes require electronic access to library resources. In the humanities and social sciences, the need for access to primary sources is growing, so the digitalisation of national cultural heritage is becoming an issue in the context of implementing the basic digital citizenship principles. According to S. Berezhna & O. Korobkina (2023), the main library digitalisation benefits include quick and convenient access to information for library users without time and geographical restrictions; preservation and updating of library resources in electronic format; expanding the range of library services; improving the availability and usability of library resources, which contributes to improving the quality of user service; open access to digitised rare and valuable publications.

Historically, libraries have become one of the key places for acquiring cultural capital and, in the modern information age context, perhaps one of the most powerful means by which the state can overcome information

inequality. The library resources digitisation is transforming the working practice with textual arrays and requires users to be flexible in choosing the necessary resources and to have the skills to search for information that meets their research objectives (Lomachynskyi, 2023).

Western researchers emphasise the benefits of using e-books by students, which has an impact on improving learning achievements. In particular, M. Maksum *et al.* (2023) note that a person's learning achievements begin with direct (concrete) experience, in this case, reading e-books independently with the help of information technology. Consequently, digital literacy with a clear source base can qualitatively improve the level of students' learning achievements, in particular, when searching for information.

The 21st century citizens, shaped by technology availability and unlimited digital access, tend to think and act differently from the previous generation. Almost all of their lives are spent in a time that requires a certain competence if they are to survive in the digital age. The digital age citizens live on both sides of the technological blade, if they can use it properly, they will have an easy life, and if they cannot use it properly, it will have a negative impact on their lives. Information flow makes life skills necessary for their life order to include critical and creative thinking and worldviews that influence social and cultural life that is safe and supportive (Saputra & Siddiq, 2020).

Access to social platforms through Internet technologies has allowed young people in the digital age to document almost every aspect of their daily lives, present themselves and manage social relationship online, communicate with friends who are part of their social network and from any part of the world, stay up-to-date with what is happening, interact with other cultures without time constraints, and access information that contributes to research and learning. Summing up the above theoretical analysis, it is essential to pay attention to the scientific discussion on the content, specificity and peculiarities of implementing the digital citizenship concept in the modern library practices context. The scientific approaches to the content of the digital citizenship categories in the world scientific thought are mainly determined by social and legal, security, and moral and ethical factors, which directly affects the peculiarities of the scientific libraries work with young people in the digital age.

According to A. Harris & A. Johns (2020), digital citizenship transcends digital literacy and cybersecurity borders, empowering the younger generation not only to navigate their own online well-being, but also to develop the skills, knowledge and values necessary to become effective, ethical and safe users of information and communication technologies. From M. Walters *et al.* (2019) perspective, digital citizenship can be regarded as a set of skills and knowledge necessary for successful interaction in social media, where the boundaries between producer and consumer are blurred, and new ethical challenges and opportunities arise in the context

of public and private life. Digital citizenship encompasses responsible and ethical aspects of the technology use in all areas, including websites, open education resources and social media.

Digital citizenship definition, as proposed by L. Pangrazio & J. Sefton-Green (2021), emphasises its relationship with digital rights and digital literacy. Digital rights are understood as the human rights to access, use, create and publish digital content on various devices and in virtual spaces. The authors also note that digital rights are context-sensitive, including the software architecture and digital platforms business models. Digital citizenship, digital rights and digital literacy, according to the authors, are the unifying "force" needed to create a value system in an increasingly complex digital world.

Digital citizenship implies an active social position. O. Ovcharuk (2020) distinguishes in the digital citizenship concept not only communication and technological skills (creating, publishing online content, searching and processing information, communicating and learning), but also social skills. This includes active and responsible participation in the value creation, knowledge and critical understanding, as well as the dignity and human rights protection. With the libraries support, higher education institutions should promote responsible digital citizenship among students. This will help to equip them with digital literacy skills and emphasise the constant search for knowledge for personal and professional growth. According to R.I. Odede & J. Glenrose (2019), the effective use of digital information resources by students is critical as it can improve the quality of their learning and their professional preparation. Consequently, digital literacy, which involves the ability to use technology to find, evaluate, create and transmit information, is becoming a vital necessity.

In addition to computer software and hardware practical knowledge, students also need to understand a wide range of applications such as word processing, presentations and web resources. Digital literacy encompasses the ability to perform successful digital activities in all aspects of their daily lives, including work, study and leisure. In recent years, the world has become much more connected due to technology exponential development, forcing technology users to learn how to become "digital citizens". In order to successfully implement digital citizenship concept in the educational environment, A.L. Phillips & R.L. Victor (2019) recommend to use digital citizenship instruction as a comprehensive learning strategy not only for students but also for teachers. These instructional materials help to teach the new literacy skills needed to interact online and require constant updating due to the dynamic nature of the digital environment, which includes social media and various platforms.

"Digital citizenship" concept is also widely discussed as a digital identity component that determines the degree of information culture proficiency in the digital age. In particular, F. Martin *et al.* (2019) emphasise the

importance of digital identity formation among students, defining digital citizenship as the demonstration of appropriate and responsible behaviour in the digital technologies use. Digital identity refers to the perception of oneself and others in the context of online activities. According to the ISTE 2016 standards, students are expected to understand their digital actions consequences and manage their digital identity and reputation. Since digital identity includes beliefs and self-identity formation for healthy use of digital tools, educational institutions research libraries should create the preconditions for digital identity development among students.

Consequently, knowledge digitisation is consistent with modern digital citizenship development and contributes to quality library services provision. Library digitisation transforms the working practice with knowledge, making it more accessible and convenient for users. It also opens up new opportunities for learning and research, providing greater access to information for students and researchers. Digital literacy and information retrieval skills in combination are becoming key to successful learning and research. Accordingly, modern citizens, especially the younger generation, need to develop these skills to function effectively in the digital world.

Conclusions

Digital generation representatives, as digital readers, display peculiarities in various aspects: The information and communication aspect determines the speed of searching for and perceiving new information: digital readers quickly navigate the information space and quickly assimilate new data; they use the Internet and social media to obtain information, communication and cooperation. The technological aspect focuses on the active use of technology in working with information, as digital readers are open to using various technologies for education, self-education, and leisure. The psychological aspect reveals digital readers' specific psychological traits, such as short attention spans, quick switching from one source of information to another, preference for visualised information and concise presentation, and a tendency to perceive graphs, videos and short texts. The social aspect is manifested in a significant freedom of expression, with digital readers openly expressing their opinions and views online; actively interacting in social networks and other online communities; and tolerance of different forms of identity and different forms of personal expression in the online environment.

Digital citizenship implies an awareness of the digital world and its components, effective practices of using digital world mechanisms, and ethical rules that make a person's technological behaviour socially acceptable when interacting with others. In Western scholarship, digital citizenship elements are considered in several main categories, including digital access, digital etiquette, digital law, digital communication, digital literacy, digital commerce, digital security, and digital health.

Digital citizenship encompasses legal and ethical behaviour; advocacy for the safe, legal and responsible use of information and technology; and the active use of technology for collaboration, education and self-education. Digital citizens need to be aware of the opportunities and risks in the digital world, as well as understand their rights and responsibilities in the online world. Digital citizenship is seen as the appropriate, ethical and responsible use of technology by people, an effective way to prepare students for socially active participation in society and service to the nation's interests in the digital environment.

A research library in a modern higher education institution structure is an online environment which functions are aimed at ensuring the effective knowledge management functioning. Higher education institutions modern libraries are a global network of social communications, a space for education and self-education. Considering the contemporary young generations' qualitative characteristics, it is possible to identify the digital generations' priorities as library users: fluency in digital, information and analytical technologies, search speed and new information comprehension, an active Internet and social media use for information search and communication, self-confidence, criticality in perceiving

information messages, and an active position in social media. University libraries should provide progressive learning based on the expansion and deepening of users' digital competences, taking into account moral and ethical, social and legal, and psychological factors. Libraries can provide education and training for students on media literacy, information evaluation, critical thinking, online safety, and other digital citizenship aspects. The digital citizenship concept implementation determines the necessity of active library collections digitisation, expanding the spectrum of virtual products and services, as well as active library activities positioning in social media. Academic libraries can support students in creating their own digital content, such as scientific articles, researches, videos, blogs, etc., which contributes to the development of their digital skills and creativity.

Prospects for further studies are to expand and deepen the practical recommendations for the digital citizenship concept formation by means of library practices.

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Перспективи реалізації концепції цифрового громадянства в наукових бібліотеках

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Анотація. Актуальність проблеми дослідження зумовлюється активним розвитком цифрового суспільства, що вимагає формування нових форм громадянської участі покоління цифрової доби, і Наукові бібліотеки як провідні інформаційно-комунікаційні установи суспільства відіграють значну роль у формуванні ціннісних засад світосприйняття сучасної молоді як громадян цифрової доби. Метою статті було визначення перспектив реалізації концепції цифрового громадянства у наукових бібліотеках. Методологія дослідження заснована на поєднанні джерелознавчого аналізу, компаративного аналізу, діалектичного, системного та логічного методів наукового дослідження. В результаті проведеного дослідження було зазначено, що представники цифрового покоління в соціально-комунікаційному аспекті – це незалежна, критична, соціально-активна спільність, що сформована завдяки активному використанню Інтернет та соціальних медіа задля отримання інформації і комунікації. До характерних особливостей світосприйняття «цифрової людини» належить вільне володіння цифровими та інформаційно-аналітичними технологіями, швидкість пошуку та сприйняття нової інформації, нетривалість концентрації уваги, надання переваги візуалізованих інформації, лаконічності викладу, «кліповість» сприйняття. Саме постать «цифрової людини» визначає читача вже не майбутнього, а сьогодення, адже покоління 20-30-річних – перше покоління, яке народилося в цифровому світі і вже не може уявити собі життя без мобільного інтернету та різноманітних гаджетів, зумовлює необхідність глобальної трансформації традиційних форм роботи бібліотек у напрямі активного використання цифрових технологій. В роботі підкреслено, що університетські бібліотеки повинні забезпечувати прогресивне навчання на основі розширення та поглиблення цифрових компетентностей користувачів з урахуванням морально-етичних, соціально-правових та психологічних чинників. Впровадження концепції цифрового громадянства зумовлює необхідність активного оцифрування бібліотечних фондів, розширення спектру віртуальних продуктів та послуг, а також активного позиціонування діяльності бібліотеки в соціальних мережах. Практичне значення реалізації концепції цифрового громадянства в наукових бібліотеках сприяє розвитку медійної та цифрової грамотності, забезпеченню доступності та інклюзивності, а також боротьбі з дезінформацією, що є важливими аспектами сучасного інформаційного суспільства

Ключові слова: цифрова людина; цифрове покоління; цифровий читач; наукові бібліотеки закладів вищої освіти; цифрова доба; знанняве обслуговування



Documents of monasteries of the Kyiv Metropolis synodal period in Ukrainian archives

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Abstract. The investigation of this topic is relevant as the documents of the monasteries of the Kyiv Metropolis Synodal period contain important evidence of religious life, social customs, and economic relations in the historical context of Ukraine, which allows for a better understanding of the dynamics of the development of church institutions and their influence on society. The purpose of the study was to analyse the documentary base of the monasteries of the Kyiv Metropolis Synodal period in Ukrainian archives, its scope, and main content. The methodological basis of the research was the principles of logic and objectivity, as well as methods of classification, generalisation, structural and functional analysis, statistical and historical-comparative methods. The archival funds of Ukraine were examined for the presence of documents from the monasteries of the Kyiv Metropolis Synodal period. It was established that the documents of the monasteries of the Kyiv Metropolis during the Synod period constitute an important archival fund in Ukraine, containing valuable information about the activities of church institutions, as well as about the economic, social, cultural, and political aspects of that time. The main places of their preservation were identified – in the Central State Historical Archives of Ukraine in Kyiv, the State Archives of Cherkasy Region, and the Manuscript Institute of the Vernadsky National Library of Ukraine. It was determined that the peculiarity of monastery funds should be considered in accordance with the peculiarities of the existence of the monasteries themselves within the Kyiv Metropolis, which is due to the heterogeneity of the historical process of the formation of monasteries, as a result of which two groups can be distinguished within the metropolis – Kyivan and southern groups. The available archival collections were analysed, and it was found that the largest complex of archival documents that has survived belongs to the Kyiv-Pechersk Lavra; at the same time, it was noted that archival documents in Ukrainian institutions are unevenly distributed. The practical value of the work lies in the possibility of further in-depth study of issues related to the study of archival funds of Ukraine, as well as in improving their organisation

Keywords: documentary-information resources; social communications; documentary sources; Kyiv-Pechersk Lavra; Central State Historical Archives of Ukraine; Manuscript Institute at the Vernadsky National Library of Ukraine

Introduction

The Kyiv Metropolis during the so-called Synodal period (1721–1917) played a significant role in state-societal relations in the territories of Ukraine and all of Eastern Europe. To this day, the history of this structure remains

largely unexplored, despite the availability of a considerable amount of scholarly work and archival documents. It is essential to focus not only on its overall functioning or within the framework of the state apparatus

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but also on its individual institutions, particularly monasteries. However, comprehensive research in these directions is currently lacking, due to various factors, including political and informational ones. One of the reasons for this situation is also the lack of a comprehensive description of archival funds regarding the presence of documentary sources.

Documents of Monasteries of the Kyiv Metropolis Synodal Period. As of today, documents of the monasteries of the Kyiv Metropolis Synodal period are preserved in a number of archival institutions in Ukraine, including the Central State Historical Archives of Ukraine in Kyiv (CSHAU), the State Archives of Cherkasy Region (SACR), and the State Archives of Kyiv Region (SAKR). Some of the documents are stored in the Manuscript Institute at the Vernadsky National Library of Ukraine (MIVNLU). However, this institution does not have the status of an archive, as it is a scientific research division according to its official status. It is also necessary to note the presence of a significant portion of monastery documents in the archives of St. Petersburg and Moscow in the Russian Federation. However, their research and publication are currently impossible due to the aggressive cultural policy of this state and its full-scale military invasion of Ukrainian territories and occupation of parts of them.

In recent decades, a significant number of publications have appeared in Ukrainian science dedicated to the activities of Orthodox monasteries of the Kyiv Metropolis. The theoretical basis for the detailed study of the topic we have mentioned was laid down in the 1990s, as evidenced by publications by V. Lyakhotskyi (1996) and H. Papakin (2001). However, comprehensive analysis of the existing archival base is absent. There are currently no comprehensive studies on the specified topic. However, researchers have paid attention to individual archival funds and documents of certain monasteries, and their characteristics have been made. This applies to the works of S. Kahamlyk (2001) and A. Kizlova (2019) on archival materials of the Kyiv-Pechersk Lavra, O. Kuzmuk (2008) on the archive of the Mezhyhirskiy Monastery, O. Lastovska (2005); Yu. Marynovskiy (1997) on archival documents preserved in the State Archives of Cherkasy Region, V. Lastovskiy (2019) on the participation of church structures in social and political processes on the Right Bank in the 18th century, and others. In particular, a series of studies by K. Klymova (2001) deserves special mention, which examined the process of forming church archives (Matiash & Klymova, 2002). In her studies, the author mainly focuses on the formation of central church archives, including the Kyiv Spiritual Consistory, and little attention is paid to the archives of ordinary monasteries. Analysis of these and other studies shows that archival documents of monasteries used in them are not always fully represented, and a complete analysis of archival funds for their content is not always carried out.

In recent years, several publications related to our topic have emerged within the framework of scholarly

journals based on the results of scientific-practical conferences. For instance, O. Lastovska (2020) focused on the diaries of Kyiv Metropolitan Serapion Alexandrovsky, I. Chygyryk (2021) on the memoirs of the priest O. Nediel'skyi, and A. Shamrayeva (2023) on the real estate of the Kyiv-Sophia Metropolitan House. However, in the latter mentioned publications, the attention of their authors is solely concentrated on individual archival documents.

The aim of this article was to analyse the development and formation of archives of monasteries of the Kyiv Metropolis during the period of 1721-1917 and the current replenishment of their document funds in modern archives of Ukraine.

Various methods of scientific cognition were employed during the research. Archival analysis was conducted, involving a detailed study and classification of documents to gather information about the activities of monasteries. The historical method was utilised to analyse past events based on documentary sources, aimed at reconstructing historical events related to monasteries. Comparative analysis allowed comparing data from different sources to identify common or distinctive aspects of their activities. Critical analysis was used to assess the reliability of sources and identify possible distortions of historical facts. These methods enabled obtaining a more comprehensive overview of the processes taking place in the researched context and revealing the significance of monasteries as not only religious but also social, cultural, and political centres during that period.

■ Formation of archives of monasteries of the Kyiv Metropolis

First and foremost, it is necessary to note that the number of monasteries within the Kyiv Metropolis during the entire Synodal period of its existence was never constant. It varied depending on political and other circumstances. For example, in 1764, the Kyiv Metropolis included 40 monasteries (Pokrovskiy, 1913), while by 1882, there were only 19 (Memorial book, 1882). Throughout the Synodal period, some monasteries disappeared due to interconfessional conflicts in Right-Bank Ukraine in the 18th century, some were incorporated into other dioceses, and some were simply dissolved by the Russian authorities as a result of the reform and secularisation of the Orthodox Church (Mordvintsev, 1997; Lastovskiy, 2002). Additionally, it is worth noting the peculiarity of the Kyiv eparchy in the 19th and early 20th centuries regarding the actual existence of monasteries within two main groups – in the city of Kyiv and in the territories of Southern Kyiv region (Lavrinenko, 2009).

Each of these monasteries had its own archive. There is almost no information available about their structure and organisation. It can only be assumed that isolated facts found in documents testify to the specific arrangement of the archive in each individual monastery, depending solely on the internal regulations of each monastery. For example, in the most famous monastery

in Ukraine – the Kyiv-Pechersk Lavra – its entire archive of documents was kept “in three compartments of the lower tier of the Lavra belfry” (Central State Historical Archive, F. 128, Descr. 1 general. Case 3105, n.d.). In contrast, in the Glukhiv Petro-Pavlovsky Monastery, its entire archive was located in the “closet” (a place for storing monk’s clothing and footwear), as reported by researcher Mykhailo Plokhynskyi (1864-1906) in 1899, who was also informed by local elders that “many documents were stolen, and most of them rotted and were thrown away” (Plokhynskyi, 1899). As evident from a document published by O. Kuzmuk in 2008, the archive of the Kyiv-Mezhyhirsky Monastery was fairly well organised and stored in special wooden drawers (Kuzmuk, 2008). Another interesting episode was noted by V. Lastovskyi regarding the documents found in the Assumption Vinohradsky Monastery. According to his information, one of the local monks in 1928 testified that the original archive was kept directly with the last hegumen Martyr Paliy until his death in 1922, and then in the church (Lastovskyi, 2019).

During the liquidation of monasteries by the Soviet authorities throughout the 1920s and 1930s, their archives were confiscated and transferred to various, typically local, newly established state archives. However, in the scientific literature of that time devoted to the state of archives, this issue did not receive detailed coverage. For instance, in 1929, archivist Viktor Romanovskyi (1890-1971) was only able to publish a brief note about the existence of a collection of monastery documents in the then Kyiv Central Archive of Ancient Acts (Romanovskyi, 1929).

Such a situation fits perfectly into the existing practice of the Soviet government at that time, associated with the process of establishing a rigid command-administrative system (Kalakura, 1998). Within this system, there was also a clear ideological directive to implement atheistic education.

Contemporary archival collections of monastery documents of the Kyiv Metropolis are predominantly housed in the stock collections of the Central State Historical Archive of Ukraine in Kyiv (CSHAU). They are noted for the highest number of both documents themselves and creators of the collections. As for the holdings of the State Archives of Chancery Documents (SACD), monastery documents are stored in four collections. The smallest number of documents is found in the SACD: only fund 1725 “Assistant of the Provost of Monasteries of the Kyiv Eparchy” is available, covering the period from 1846 to 1851. Overall, this fund comprises only 41 cases. However, these cases still represent a significant addition to the documents housed in other archives.

The largest complex of monastery documents currently held in Ukrainian archives pertains to the Kyiv Pechersk Lavra. This is fund 128 in the CSHAU. As of today, this fund contains 30,014 cases. Chronologically, they span from 1481 to 1923. All documents of the fund are listed in 21 inventories. This fund received a comprehensive description by the contemporary researcher Svitlana

Kahamlyk back in 2008. Additionally, it should be noted that part of the documents of this monastery is also preserved in the Institute of Manuscripts of the National Library of Ukraine named after V.I. Vernadskyi, partially concentrated in fund 306 and partially in other collections. All documents of fund 128 proposed by S. Kahamlyk to be divided into several main groups: 1) the structure and management of the Kyiv Pechersk Lavra, 2) personnel composition (including the composition of subordinate monasteries), 3) monastery economy, 4) church-religious activities, 5) cultural-enlightenment activities, 6) publishing activities, 7) charitable activities, 8) donations to the Lavra.

However, it is worth additionally highlighting groups of documents related to the external activities of the Kyiv Pechersk Lavra. This group can include documents related to its relations with state, local, and higher church authorities (in particular, during the Synodal period – these are documents arising from relations with the Senate, the Holy Synod, Hetmanate institutions, Kyiv voivodes, Kyiv magistrate, Kyiv city council, etc.; for example, the case “Imperial, Synodal, and Senate charters and letters to the Lavra regarding the confirmation of stavropegial, confirmation of the elections of archimandrites; about receiving allowances, donations for repairs after the fire of 1718, etc.” for 1676-1808 (Central State Historical Archive, Descr.1 letters, Case 62), 9) documents relating to its relations with foreign figures and organisations (in particular, monasteries of other Orthodox denominations; for example, fund 128 contains at least 20 cases containing material related to the monastery’s relations with the Athonite monks from 1763 to 1916).

After the archives of the Kyiv Pechersk Lavra, a separate large group of archival documents consists of the funds of all other Kyiv monasteries. These monasteries include such male monasteries as Kyiv Sophia Cathedral (fund 129, CSHAU, only 88 cases for 1605-1840), Kyiv Vydubychi St. Michael’s (fund 130, CSHAU, a total of 2432 cases for 1565-1936), Kyiv Pustynskyi Nicholas (Nicholas) (fund 131, CSHAU, a total of 2532 cases for 1544-1922), Kyiv Mezhyhira Transfiguration (fund 132, CSHAU, only 127 cases for 1578-1918), Kyiv Brothers Epiphany (fund 168, CSHAU, 575 cases for 1754-1923) and Kyiv St. Michael’s Golden-Domed Monastery (fund 169, CSHAU, a total of 8793 cases for 1594-1920). It should be also included in this group two female monasteries – Kyiv Florovskyi Ascension (fund 167, CSHAU, a total of 1187 cases for 1745-1921) and Kyiv Pokrovskiy (fund 179, CSHAU, only 123 cases for 1889-1923).

The presence of archival documents in the stock collections of Kyiv monastic centres varies significantly. The largest informational potential is carried by the documents of the Kyiv St. Michael’s Golden-Domed Monastery. At the same time, perhaps the least saturated is the fund of the cathedral Kyiv Sophia Monastery. Since the activities of Kyiv monasteries significantly lagged behind the Kyiv-Pechersk Lavra in terms of volume, accordingly,

the documents of their funds should be divided into groups based on more specific criteria. From our point of view, these criteria may include: 1) internal structure and management, 2) personnel composition, 3) monastery economy, 4) church-religious activities, 5) cultural-enlightenment and charitable activities, 6) relations with state, local, and higher church authorities.

A significant part of the documents from Kyiv monasteries is currently also housed in the Institute of Manuscripts of the Vernadsky National Library of Ukraine. First of all, we should mention fund 420 "Collection of documents of Kyiv monasteries", which includes 192 storage units covering the period from 1510 to 1784. It contains documents from male monasteries Kyiv St. Michael's Golden-Domed, Troitskiy Krasnogirskiy Chornuskiy, Kyiv Pustynski Michailovskiy, Kyiv Mezhyhirs'kiy, and female monasteries Ascension Pechersk, Mikhailovskiy Bogoyavlenskiy monasteries. The peculiarity of this collection lies in the fact that it was practically formed from the archives of those monasteries that were liquidated by the Russian authorities as a result of the secularisation reform in 1786. It is also worth noting that despite the presence of documents from the Chornuskiy monastery in this fund, it should still be noted that it did not belong to the Kyiv monastic centres, as it was located in Poltava region.

Separate funds in the Institute of Manuscripts of the Vernadsky National Library of Ukraine include the "Collection of manuscript books of the Kyiv-Pechersk Lavra" (fund 306, 404 storage units, dating from the 14th to the 19th centuries), the "Collection of Manuscript Books of the St. Michael's Golden-Domed Monastery" (fund 307, 132 storage units, dating from the 15th to the 19th centuries), and the "Collection of manuscript books of the Pustynna Mykil'skiy Monastery" (fund 308, 11 storage units, dating from the 16th to the 19th centuries).

However, it is worth noting that most of the documents from the archives of the monasteries of the Kyiv Metropolis are scattered across a range of stock collections. In particular, they are found in the funds of "Literary materials" I, "Historical Materials" II, "Archive and collection of historical documents of the chancellery of the ober-procurator of the Holy Governing Synod" XIII, "Archive of the Kyiv Spiritual Consistory" 232, and others.

Since the monasteries of the Southern Kyiv Region form a separate group within the Kyiv Metropolis, it is worth separately highlighting the group of documents related to them and stored in the archives of Ukraine. These monasteries include the male monasteries of Voznesenskiy Moshnogorskiy (fund 148, DACHO, a total of 260 cases for 1728-1909; fund 166, CSHAU, only 82 cases for 1671-1860), Onuphrius Zhabotynskiy (fund 149, DACHO, a total of 180 cases for 1710-1922; fund 903, CSHAU, only 28 cases for 1753-1916), Uspenskiy Vinogradskiy (fund 354, DACHO, only 3 cases for 1848-1870; fund 824, CSHAU, only 14 cases for 1656-1909), Preobrazhenskiy Rzhyschivskiy (fund 170, CSHAU, a total of 296 cases for 1852-1923), Troitskiy Motronynskiy

(fund 180, CSHAU, only 44 cases for 1670-1909), Mykolaiv Boguslavskiy (fund 823, CSHAU, only 15 cases for 1734-1909), Mykolaiv Medvedivskiy (fund 826, CSHAU, only 46 cases for 1730-1909), Georgievskiy Lebedynskiy (fund 1253, CSHAU, only 17 cases for 1666-1835), and female monasteries of Mykolaiv Lebedynskiy (fund 422, DACHO, only 3 cases for 1837-1891; fund 825, CSHAU, only 38 cases for 1792-1921) and Troitskiy Chyhyryn'skiy (fund 181, CSHAU, only 26 cases for 1774-1907).

The number of documents from the monasteries of the Southern Kyiv Region is significantly less than that from the Kyiv monasteries. This is due to the fact that this group of monastic centres began to form quite late, only in the 17th century. However, since these monasteries suffered constant destruction as a result of the events of the Ruin, their original documents have been preserved only partially. Therefore, the funds of these monasteries mostly contain documents from the Synodal period. Among them, documents of an economic and statistical nature prevail. For example, in the fund of the Mykolaiv Medvedovskiy Monastery (fund 826, CSHAU) out of 46 cases, 25 can be attributed to such documents, and in the fund of the Troitskiy Chyhyryn'skiy Monastery (fund 181, CSHAU) out of 26 cases – 24. Similar situations can be seen in other stock collections.

It is worth noting separately that archival institutions do not have stock collections of another monastery of the Kyiv Metropolis – the Georgievskiy Kochezhynskiy Monastery. There is no special collection of its documents in the archives. Materials regarding its functioning have not yet been published. Apparently, this is due to its relatively short existence. It formally operated for a very short time – only from 1909 to 1926. More detailed information about this monastery is contained in the Central State Archive of Higher Authorities of Ukraine (Central State Archive, F. 5, Descr. 2, Case 1075).

In connection with the group of monasteries in the Southern Kyiv Region, it can be noted that a significant portion of its archival documents is also located in the funds of the Institute of Manuscripts of the Vernadsky National Library of Ukraine, primarily relating to the period of the 18th to the 19th centuries. However, these documents are not systematised here, and their description and cataloguing require further work. For example, in fund I, there is a considerable number of storage units formed into separate cases, but without clear descriptions. Thus, for instance, in case No. 61606-61738, under the general title "Testimonies of monks and nuns subordinate to the Kyiv Consistory", there are 132 documents containing information related to the Zhabotynskiy, Lebedynskiy, Medvedovskiy, Moshnogorskiy, Chyhyryn'skiy, Yablochynskiy, and other monasteries (Manuscript Institute, F.I, Case No. 61606-61738, n.d.). However, it should also be noted that documents of the Kyiv Pechersk Lavra, Kyiv Caves Lavra, Kyiv Kyrylivska Lavra, and Kyiv Florovskiy Monasteries are also found here. Moreover, these documents mainly consist of reports, notifications, and reports.

Conclusions

Thus, the documents of the monasteries of the Kyiv Metropolis during the Synodal period represent an extremely powerful layer in the archival institutions of Ukraine, containing valuable informational material not only regarding the activities of church structures but also concerning economic, social, cultural, and even political processes. These documents are both formed into separate funds based on the principle of the fund creator and dispersed across various cases.

The largest number of documents is located in the Central State Historical Archive of Ukraine in Kyiv, with the most preserved complex of documents being considered Fund 128 "Kyiv Pechersk Lavra". Moreover, it should be noted that all other documents preserved in this archive are contained within funds corresponding to the name of the fund creator. However, a significant portion of monastery documents is also found in other collections related to the activities of state government bodies.

A considerable number of monastery documents are also preserved in the Manuscript Institute of the Vernadsky National Library of Ukraine, which, however, does not have the status of an archival institution. Their peculiarity is that they are not systematised, and their discovery and cataloguing require further work. Significantly fewer documents are preserved in regional archives (DAKO and DACH). However, despite their more

limited informational potential, they remain an integral part of the entire system of documents of the former Kyiv Metropolis.

The content of documents from all monasteries is quite diverse and can be classified into several groups: documents related to internal structure and management, personnel information, monastery economy, church-religious activities, cultural-educational and charitable activities, and documents reflecting relations with state, local, and higher church authorities. The only complex of documents that differs from this classification is that belonging to the Kyiv-Pechersk Lavra.

Chronologically, these documents cover not only the entire period of the functioning of the Kyiv Metropolis in the Synodal period but also extend beyond its boundaries, including materials from earlier times and the period of Soviet power.

In perspective, the presented thematic area requires more detailed research, including the internal content of Ukrainian archives' funds; moreover, cataloguing of monastery documents is also necessary.

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Conflict of Interest

None.

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Документи монастирів Київської митрополії синодального періоду в архівах України

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Анотація. Дослідження теми є актуальним, оскільки документи монастирів Київської митрополії синодального періоду містять важливі свідчення про релігійне життя, соціальні звичаї та економічні відносини в історичному контексті України, що дає можливість краще зрозуміти динаміку розвитку церковних установ та їх вплив на суспільство. Мета роботи – проаналізувати документальну базу монастирів Київської митрополії Синодального періоду в архівах України, її обсяг та основний зміст. Методологічною основою дослідження були принципи логічності та об'єктивності, а також методи класифікації, узагальнення, структурного та функціонального аналізу, статистичний та історико-порівняльний методи. Було досліджено склад архівних фондів України на предмет наявності в них документів монастирів Київської митрополії Синодального періоду. Встановлено, що документи монастирів Київської митрополії в період Синоду становлять важливий архівний фонд в Україні, що містить цінну інформацію про діяльність церковних установ, а також про економічні, соціальні, культурні й політичні аспекти того часу. Визначено основні місця їх збереження – у Центральному державному історичному архіві України в м. Києві, Державному архіві Черкаської області та Інституті рукопису Національної бібліотеки України ім. В.І. Вернадського. Встановлено, що особливості монастирських фондів слід розглядати відповідно до особливості існування самих монастирів в рамках Київської митрополії; це зумовлюється як неоднорідністю історичного процесу формування монастирів, внаслідок чого у складі митрополії можна виділити дві їх групи – київські та південна група. Проаналізовано доступні архівні зібрання і з'ясовано, що найбільший комплекс архівних документів, що зберігся, належить Києво-Печерській лаврі; при цьому зауважено, що архівні документи в установах України зосереджені нерівномірно. Практична цінність роботи полягає у можливості як подальшого поглибленого дослідження питань, пов'язаних із вивченням архівних фондів України, так і вдосконалення їх організації

Ключові слова: документно-інформаційні ресурси; соціальні комунікації; документальні джерела; Києво-Печерська лавра; Центральний державний історичний архів України; Інститут рукопису при Національній бібліотеці України ім. В. Вернадського



The digital numismatics research development in Ukraine (2013–2021)

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Abstract. The significance of this historiographical study lies in the need to summarise the preliminary results of numismatic scientific thought development in the field of digitalisation and to determine further prospects for both digitalisation itself and scientific directions for its study. The research objective was to systematise and review the Ukrainian historiography concerning the use of modern technologies and general digitalisation processes in numismatic science during the period from 2013 to 2021: a crucial period from the beginning of the publication of the first works in this research area in Ukraine to its full institutionalisation and integration into international cooperation. The work was written using critical, comparative, evolutionary historiographical research methods and meta-analysis of sources, which allowed to determine the direction of the scientists' interests and general trends in the digitalisation study development in numismatics. In the study process the author conducted a historiographical analysis of the national scholars' works on the problems of numismatic digitalisation in 2013–2021 in order to identify the views and changes related to the problem under study and to draw balanced and reasonable conclusions. The conducted study results showed that during mentioned period not only the Ukrainian scientific numismatic community prestige increased, but also new knowledge was formed, new methods and approaches in the numismatics study were rethought and formed. The study results demonstrated the importance of incorporating digital tools into the numismatists' scientific practice, and specific recommendations for future research in this area are developed, considering its role in expanding opportunities for domestic research in the field of numismatics. The relevance and expediency of using specialised Internet sources for numismatic research, as well as their role in revealing new facts about the history of coinage and money circulation, were emphasised. The article analysed scientific publications that emphasise the importance of having official and properly structured

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resources that could serve as a basis for further research. The practical value lies in the possibility of applying the results and recommendations of the research in planning the topics of further numismatic and historiographical research, preparing lectures on the national numismatics history

Keywords: digital numismatic sources; computerisation; historiography; digitalisation; electronic numismatic resources; website

Introduction

The modern information and digital technologies implementation caused colossal transformations in the social and scientific environment. The modern transformation has affected all the humanities areas, and numismatic science is no exception. This has led to the "digital numismatics" field emergence, which, thanks to its innovation and the opening of new research paths, has gained popularity not only among young researchers but also among established experts in history and archaeology fields. Digital technologies make it possible to create interactive web resources, databases and virtual museums, which facilitates access to numismatic collections and promotes numismatic science popularisation.

The emergence of specialised Internet resources, which have become a significant historical source in monetary circulation, specialised software and hardware has provided numismatic researchers with several opportunities and tools that numismatists around the world are now actively using to improve the research quality of studying the past. Since Ukraine, with its complex and multifaceted history, has a significant potential in numismatic research, and today's realities require increased attention to the cultural heritage preservation and our country's historical memory, digital numismatics has become an important tool for preserving and researching valuable cultural artefacts. This has led to a significant increase in domestic interest in modern technologies usage in numismatic research, which application requires a detailed analysis of their potential and new methods of conducting research in special historical disciplines development. This growing interest has created a favourable atmosphere for new research areas development, and Ukrainian scholars have begun to study them, which is reflected in the form of increased research activity and the emergence of a certain number of scientific publications. Accordingly, the current historiographical study relevance lies in the need to summarise the preliminary results of numismatic developments in digitalisation field over almost a quarter-century, as well as to determine its future prospects.

Since 2013, the first domestic works on digital numismatics development were created and published, which, using all the world's experience, laid the foundation for the movement from preliminary experiments to the full institutionalisation of this research area in Ukraine, which has been thoroughly implemented since the beginning of 2021, thanks to domestic scientists' integration into international cooperation and their active participation

in international projects on digital numismatics (such as Princeton University's FLAME project, which studies and reconstructs the economies of the Mediterranean and surrounding regions during the transition from antiquity to the early Middle Ages). It was this turning point, in the period from 2013 to 2021, that became decisive in a new national scientific thought formation. This process analysis suggests that Ukrainian scientists have not only shown a significant interest in digital technologies integration in numismatics field, but also strive and try to integrate into the global scientific community. Such transformations have brought the national numismatic science to a completely different level and are the subject of a separate paper and discussion. This is what today creates a significant potential for future research and development for Ukrainian digital numismatics, and also reflects the growing importance of digital numismatics role in modern scientific thought in Ukraine.

As digital technologies have actively entered the inventory of domestic researchers in numismatic science, the issue relevance of digitalisation in numismatic science is constantly growing. In particular, V. Orlyk & S. Orlyk (2019) analysed digital technologies integration processes in the research and storage of numismatic collections. The authors' research shows how digital tools use can improve the accessibility and preservation of numismatic artefacts. I. Khromova (2015; 2020) draws attention to digitalisation's impact on numismatic research methods. She notes that digital resources can significantly expand the research database, which contributes to a deeper analysis of numismatic materials. V. Kotsur (2016) studied the standardisation and unification issues of digital methods in numismatics. His work emphasised the importance of common standards to ensure compatibility and usability of digital resources in this field. V. Nechitaylo (2019) highlighted the security and preservation importance of digital numismatic collections. The author emphasises the importance of developing reliable data storage systems that can prevent loss of important historical materials. K. Myzgin (2018a; 2018b) showed in his researches how the analysis of a large amount of data and electronic databases creation can help to identify new patterns and current trends in numismatics. A. Luzanova (2020a; 2020b), meanwhile, analysed digital technologies impact on scientific processes dynamics in numismatics field, as well as the integration of digital tools in museums. Her research has shown how digital technologies can help create virtual

exhibitions and improve the accessibility of numismatic collections to a wider audience. O. Shportun (2016a; 2016b) conducted a detailed analysis of the information potential and main characteristics of a numismatic Internet resources in Ukraine. She presented a classification of numismatic websites by such criteria as accessibility, type and nature. O. Shvets (2015; 2020; 2021) analysed the prospects for digital numismatics development. The author draws attention to the new opportunities offered by digital technologies and the challenges arising from their implementation. Thus, these authors' works show a wide range of issues related to numismatic digitalisation, from data storage and security to digital technologies integration into the educational process and museum activities.

The study purpose is to systematise and review the Ukrainian historiography on modern technologies usage and general digitalisation processes in numismatic science during the period from 2013 to 2021. This work is aimed at identifying the main research areas for this period, analysing key trends and establishing their impact on Ukrainian numismatics development, which makes it possible to obtain a deeper understanding of digital technologies role in the context of Ukrainian numismatic science development and prepare the ground for further research in this area and development of national numismatic science.

The work is written using the main historiographical methods, such as critical, comparative, evolutionary and sources meta-analysis. These methods were used to determine the context of the works (time of writing, authorship and purpose), identify their common and distinctive characteristics, general trends, conclusions, views and changes in the development of the problem under study, which, accordingly, helps not only to reveal but also to deepen the interconnections between the different works contexts.

■ Using web resources in numismatic research

The existence issue of the problem of using Internet resources in Ukrainian numismatic research was one of the first raised by the Ukrainian scientist V. Orlyk (2013) in his article "Information potential of WEB-resources in numismatic research (on the example of Crusader states coins)". In this work, the author examined the problems of using the information potential of Internet resources in numismatic research, for example, by conducting a general analysis of the Internet auctions potential, online shops and websites of certain orientation. Noting that since information technology has become an integral part of historians' scientific inventory and has expanded into an integral part of their research sources, the problem of using Internet resources in historical research has been a matter of urgency and has been actively studied in the world for the past two decades. The scientist noted that modern tools have made it possible to draw several new conclusions (for example, regarding

the dynamics of changes in the weight of coins) and to carry out high-quality modern reconstructions, conduct stamp analysis, study the iconography and palaeography of rare coins, etc. In addition to the advantages, the researcher also highlighted a several existing problems such as the need for caution in treating information from Internet sources; the need to repeatedly verify the facts obtained from there, due to the possibility of indicating incorrect or general topographic data.

More recently, when studying the use of information resources in numismatic research and considering its general state, O. Shvets (2015) emphasised the problem of the lack a full-scale domestic materials databases (classified by extensive topics), the absence of a single criterion for systematising the Internet periodicals and highlighted the need for competent organisation of specialised resources and the need for numismatic science to have more modernised approaches to the modern research work organisation, which can become the key to successful scientific activity. The researcher also emphasised the importance of proper work and the methodology development for working with information virtual sources and materials on websites related to historical and numismatic topics during research.

Several domestic scholars have devoted separate works to the usage of various Internet information sources in numismatic research. In particular, the place of official websites of museums, museum and government institutions in numismatic research is devoted to the works of such researchers as O. Shportun (2016b), V. Nechitaylo (2019).

Since the world wide web and the Ukrainian web space have a fairly large number of both scientific and commercial or amateur numismatic sites, numismatic researchers' attention has been drawn to the possibilities and problems of their use in conducting research on the monetary circulation history. Particular attention is paid to domestic Internet auctions pages. For example, O. Shportun (2016a) analysed the information potential and main characteristics of numismatic Internet resources in Ukraine, giving an example of numismatic websites classification by the following criteria such as accessibility, type and nature (using the example of such resources as numizmat.com.ua, money.in.ua, ukrcoins.kiev.ua and others). She also provided the content comparison of the most popular Ukrainian numismatic websites of that time ("VIOLITY" antiques auction, "Numismatics and Phaleristics" reference and information magazine, kolekcioner.net.ua, coins.kiev.ua, and Numiz). O. Shportun (2016b) devoted a separate publication to the positive aspects and problems of using the "VIOLITY" website in numismatic research. Having made a comprehensive review of the content, functions and capabilities of the website according to several general requirements for Internet resources, the researcher noted the content quality and technical features of the resource, and also emphasised that despite some shortcomings, this website, at the

time of writing, was not only an Internet platform for auctions, but also played a significant role in the search and analysis of materials for numismatic research.

Also, the advantages and disadvantages associated with the use of auctions and forums such as "Violity", "New Auction" and "Unc.ua", the electronic encyclopaedia "Wikipedia", social networks "Academia.edu" and "Facebook" and even private channels on the "YouTube" service were discussed in one of the works by V. Nechitaylo (2019). In the article, the author examined and analysed the information and scientific potential of using Internet resources in the history of monetary circulation in Ukraine-Hetmanate study. When using such resources in the study, the author discovered new data for numismatic science on previously unpublished varieties of Petro I coins found in the Hetmanate and facts about the coins discovery, which were considered quite rare in the national numismatic historiography. In this work, the author emphasised that "despite the existing shortcomings, specific features and certain risks in use, electronic web resources still have significant information and scientific potential in the study of the Hetmanate's monetary circulation study".

Electronic databases creation, a collection of findings, as well as museum and private collections catalogues with numismatic content were the focus of K. Myzgin (2018b) works, as part of digitalisation research in the field of ancient numismatics. In these works, the author noted that due to their technical capabilities, they have several advantages over their paper versions, and their use is especially significant in the historical science research and its special branches. The paper rightly notes that such resources existence is obvious, and Eastern European countries are moving rather slowly towards the system development of museum collections electronic catalogues and findings databases. The researcher highlighted such important foreign Internet resources for studying this area as the Nomisma.org catalogue of the American Numismatic Society (its subsidiary resources such as the CHRR dedicated to the findings of Republican Roman treasures and collections databases), the RPC catalogue from the Ashmolean Museum, Oxford University, dedicated to provincial coins, and the coin treasures catalogue of the Roman Empire, RIC VOnline Internet portal, Wildwinds catalogue of Roman coins, the catalogue of late Roman bronze coins, databases of auction houses Coinarchives, Acsearch, the page of the European Coin Finds Network ECFN, an online catalogue of finds of barbarian imitations of Roman coins in Ukraine and Moldova O. Anokhin, and the online catalogue of gold Roman coins finds from Ukraine and the entire European Barbaricum, RGCBOnline website RomanGold Coins from Barbaricum.

The website usage separate analysis of the British Museum's Department of Coins and Medals in numismatic research was conducted by A. Luzanova (2020a). Having reviewed the content, directions, functionality,

interface and features of using this resource for research purposes, the author noted the current relevance and significant information potential of online museums in scientific processes, especially during the global cataclysms period, for researchers about the history of monetary circulation around the world. Also, scientists V. Orlyk & S. Orlyk (2019) analysed the information potential of official museum websites in numismatic research and museum institutions' activities promotion on the example the official websites of the National Museum of History of Ukraine, Odesa Archaeological Museum of the National Academy of Sciences of Ukraine, M.F. Sumtsov Kharkiv Historical Museum and the British Museum. Following the study results, the authors published a detailed analysis and comparison of the content and characteristics of these resources, where they noted that, unfortunately, unlike the official website of the British Museum, Ukrainian museum Internet resources are useful for obtaining preliminary information about numismatic exhibits, but are not yet a basis for scientific research. The main reasons for this are several technical shortcomings, the absence of remote access to the numismatic collection, and a series of methodological errors made during the collection structuring, "which were probably laid down through Soviet ideologemes and aimed at the appropriate distortion of the historical past. First of all, the attribution to Russian numismatics of coins of Kievan Rus and Russian lands in the late Middle Ages and early modern times"

Online auction risks and challenges for archaeological and numismatic research

The negative side of the Internet auctions existence as platforms for the sale of "black" archaeology materials for historical and numismatic science was also highlighted by V. Kotsur (2016), K. Myzgin (2018b), V. Orlyk & S. Orlyk (2019). Indeed, the 21st century was the "golden age" for the active development and widespread use of metal detectors by amateurs to search for and sell coins, and the incompetence of amateur metal detectors resulted in the irreversible loss of the archaeological context of the finds themselves. Some coins and treasures are not registered, the places where they were found are not recorded, and as a result of the sale, they will never physically get into museums or scientific circulation, which is disastrous for Ukrainian numismatic science. Due to several specific aspects and reasons, the collection shadow market is constantly increasing the amount of archaeological material, as evidenced by the constant publication of dozens and hundreds new coins at online auctions.

But, in addition to unauthorised research destructive consequences, the scientists noted that their research materials publication also led to an increase in the number of new sources. And while this process cannot be stopped yet, it would be unwise to ignore such sources in numismatic research, as the increase in the number of coins known from unofficial amateur searches may

contribute to revising conclusions about the history of certain periods of coin circulation in Ukraine. However, information about coins disseminated on the Internet by treasure hunters should be carefully checked, so working with such information requires special methodological guidelines.

Later, considering the traditions, challenges and prospects of medieval numismatics studies in Ukraine, I. Khromova (2020) emphasised that "despite the fact that numismatists have now gained access to the latest technological tools, which has qualitatively expanded research opportunities, the written monuments study is still actively underway and there is still a need to organise work with the source base, which is characterised by the active use of information from the Internet. Research and work in this area has all the prospects for discovering new facts about the development history of local monetary circulation, which is why there is a need to identify and study the role of this material type, and discussions around this topic continue".

A. Luzanova (2020b), having examined the scientific study state of using information technologies and information resources problem in numismatics, rightly noted that the methodologically balanced use of Internet resources has opened up the possibility for many modern numismatic science researchers to solve several scientific problems and make real scientific discoveries. However, despite the admission by almost all authors of the significant information potential provided by Internet resources in research, the undeniable prospects for creating online collections, specialised numismatic websites and software, they are convinced to state the fact of insufficient development, the existence in this segment of the national Internet a number of shortcomings and the urgent need to develop methodological approaches to the Internet resources usage as a source of scientific research in numismatics.

Internet resources and digital innovations in archaeology and numismatics research

It is worth noting that due to the emergence of electronic (or virtual) collections, among private collectors and museum institutions, there was also a need to organise such collections, and a number of computer programs were created by developers. It also influenced the scientific research development, raising the requirements for the approach to compiling information support for numismatic collection objects. Software use and capabilities in working with numismatic collections, as well as its use in numismatic research, were the subject of a separate work by I. Khromova (2015). In this work, the author noted that electronic collections should not be confused with online expositions and highlighted the features, algorithms, attributes, functionality, interfaces user-friendly and working principles of a certain number of computer programs for working with them, such as "Numizmatik_Ru 1.01", "N-CAT (Numismatic Database

Management for the Historian and Collector)", "Euro Coin Assistant", "So Many Euros", "Coin Manage" and others, the complete list of them can be found in the article itself.

Within the research on the direction towards implementation in the numismatic research processes, O. Shvets (2020), in addition to considering the Internet resources usage potential, devoted two of her works to several more practical areas. In particular, having considered the prospects and peculiarities of using three-dimensional technologies in numismatic research, the author emphasised that obtaining high-quality three-dimensional models of numismatic objects and the software extensive functionality for working with them opens up great opportunities for editing, conducting comparative work, creating realistic reconstructions, and obtaining the necessary calculations. The researcher quite rightly noted that such technologies today can contribute to significant breakthroughs in this scientific field, opening up new opportunities and facilitating the work for many researchers of special historical disciplines.

The author also raised the issue of the correct process features of "Research objects digitisation in special branches of historical science" and digital copies size optimisation, noting the importance of correctly determining the necessary technical characteristics in the digitisation process in accordance with the features and specifics of the numismatic objects under study in order to avoid distortions, inaccuracies and for the quality presentation of numismatic objects in galleries, online museums, auctions and other information resources. Since the massive transfer of numismatic research objects into a virtual form is expected to help and accelerate the creation of museum collections integrated databases, as well as contribute to the creation of a high-quality domestic electronic catalogue that can provide high-quality research and reconstruction (Shvets, 2021).

Analysing the digital numismatics historiography issue that emerged between 2013 and 2021, it is also necessary to mention several publications in which digital numismatics issues, although being not the subject of a special study, were emphasised by the authors, who used available numismatic Internet sources. Among them are studies on the historiography of Ukrainian treasury studies (Kotsur, 2017), a medieval European denarius with Slavic runes and three fake medieval Western European denarii found in Rivne region (Kuleshov, 2017; 2018), the coins topography found in Ukraine of the Teutonic Order state in Prussia and its Livonian branch, as well as the identification of Severin banat coins with the male figure image and a cross in a shield under the crown, theories on the Ukrainian Hetmans' own coinage emissions (Nechitaylo, 2019), Celtic coins of South-eastern Europe iconography (Kazakevych, 2021), the basic periodisation issue on Roman imperial denarii imitations in the area of Chernyakhivska culture (Kasperovich & Yushkaskas, 2021), two finds of Podillia half-groschen in Lviv region (Kryzhanivsky, 2021), and others. The use of online

numismatic catalogues and auctions in the research of the mentioned scholars, numismatists' and treasure hunters' forums, as well as other mainly specialised websites and electronic resources, has proven to be an effective tool for accessing the necessary information, analysing and forming reasonable conclusions in their own research.

Accordingly, all researchers unanimously noted that despite the existing shortcomings, specific features and certain risks in its use, digital technologies today can contribute to significant breakthroughs in this scientific field, open up new opportunities and facilitate the activities of many researchers of coinage and the monetary circulation history. At the same time, there is a need to organise and develop methodological approaches to working with the modern source base, and there is a need to be cautious about information from Internet sources, to repeatedly check the facts obtained from them, and to ensure proper work and develop a methodology for working with virtual sources of information and materials on Internet websites.

Conclusions

In 2013-2021, the national numismatic research space saw a marked increase in interest in studying the role of digitalisation of historical, including numismatic research, the introduction of modern technologies in research processes, and their impact on research methods, but the study of the digitalisation of numismatic science in Ukraine has not been institutionalised.

Since Internet resources are becoming a significant source of materials search and analysis for historical and numismatic research at the traditional source level, scientific publications main topics are focused on the relevance and prospects of using the information and scientific potential of specialised Internet sources in numismatic research, and thus on the role study of this materials type in discovering new facts about the coinage and monetary circulation history. The analysed publications draw attention to the importance of such

official and properly constructed domestic resources existence, which can later become the basis for scientific research. In addition to the authors' recognition of the importance of the Internet resources information potential in numismatic research and the undeniable prospects of creating specialised domestic websites, the researchers considered the use and a specialised software creation. In addition, considerable attention is paid to the correct process of digitising research objects in special branches of historical science and to the observance for a number of technical characteristics in the implementation of a high-quality research process.

In general, the works devoted to various digital numismatics aspects in 2013-2021, it is emphasised the importance of digital tools active integration into the scientific practice of numismatists, developing recommendations for future researches in this area, which is a significant addition and opportunity expansion for any domestic scientific numismatic research. With the new horizons opening up in digital numismatics in Ukraine since 2013, it has become clear that the development stage has not only raised the Ukrainian scientific community prestige, but also brought new knowledge, gave impetus to rethinking and forming the basis for creating unique methods and approaches in national numismatics.

It became the basis for the further development of this research area, opened up new opportunities for co-operation and experience exchange with recognised experts from around the world, and has a great potential to change the approach to national numismatic research and work with historical sources, which justifies the need for a separate study and discussion of this transitional period in the Ukrainian numismatic science history.

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Conflict of Interest

None.

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Становлення досліджень з цифрової нумізматики в Україні (2013-2021 рр.)

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Анотація. Актуальність поточного історіографічного дослідження полягає в потребі підбиття попередніх підсумків розвитку нумізматики наукової думки у сфері діджиталізації та визначення подальших перспектив як самої діджиталізації, так і наукових спрямувань її вивчення. Метою дослідження є систематизація та огляд української історіографії, що стосується використання сучасних технологій та загальних процесів цифровізації в нумізматиці протягом періоду з 2013 по 2021 роки: вирішальний період від початку публікацій перших робіт цього напрямку досліджень в Україні до повноцінної інституалізації та інтеграції до міжнародної співпраці. Робота була написана з використанням критичного, порівняльного, еволюційного методів історіографічного дослідження та мета-аналізу джерел, які дозволили визначити спрямування інтересів науковців та загальні тенденції в розвитку вивчення цифровізації в нумізматиці. В процесі дослідження було здійснено історіографічний аналіз праць вітчизняних науковців, присвячених проблемам діджиталізації нумізматики в 2013-2021 рр., задля виявлення поглядів та змін, пов'язаних з досліджуваною проблемою та підведенню виважених та обґрунтованих висновків. За результатами проведеного дослідження показано, що впродовж вказаного періоду не лише зріс престиж української наукової нумізматики спільноти, але й були сформовані нові знання, відбулося переосмислення та формування нових методів та підходів у вивченні нумізматики. Результати дослідження свідчать про важливість включення цифрового інструментарію у наукову практику нумізматів, а також розроблено конкретні рекомендації для майбутніх досліджень у цій царині, враховуючи її роль у розширенні можливостей для вітчизняних досліджень в області нумізматики. Наголошено на актуальності та доцільності використання спеціалізованих Інтернет-джерел для нумізматики досліджень, а також їхній ролі у виявленні нових фактів про історію монетної справи та грошового обігу. Проаналізовано наукові публікації, які підкреслюють важливість наявності офіційних та належно структурованих ресурсів, які можуть стати базою для подальших наукових робіт. Практична цінність полягає у можливості застосування результатів та рекомендацій досліджень при плануванні тематики подальших нумізматики та історіографічних розвідок, підготовці лекцій з історії вітчизняної нумізматики

Ключові слова: цифрові нумізматики джерела; цифровізація; історіографія; діджиталізація; електронні нумізматики ресурси; веб-сайт

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