

**ENHANCING EDUCATIONAL PROCESSES THROUGH ADVANCED
INTERNET DIDACTICS AND ELECTRONIC LIBRARIES:
A COMPREHENSIVE APPROACH**

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Abstract. This paper explores the intricate application of internet didactics (wiki, film, websites, blogs, webinars) and electronic libraries in contemporary Ukrainian and Georgian university education. It demonstrates how this approach enhances the effectiveness of each internet didactic component, emphasizing that the combination of these tools is selected by educators based on specific instructional needs. Successful implementation of this synergy hinges on several conditions: access to a robust professional source base, technical infrastructure for teacher-student communication, and the creation and utilization of multimedia (video, audio, text). Both faculty and students are expected to possess advanced media literacy. Additionally, educators are encouraged not only to utilize online teaching technologies but also to actively produce educational materials such as films, websites, blogs, webinars, and Wikipedia articles. For students, the integration of research with education is crucial, facilitating closer ties between students, universities, and prospective employers. For educators, engagement in the global scholarly and pedagogical community through publications in international databases and participation in academic conferences is essential.

Keywords: *Complexity of educational processes, media literacy, professionally oriented media education, media didactics, wiki didactics, film didactics, website didactics, electronic libraries, higher professional education.*

Introduction. Media didactics, a systematic phenomenon in pedagogy, emerged in the 1960s, initially explored by German educator Paul Heymann (1901-1967), who foresaw its growth influenced by emerging media such as cinema, radio, and television [1].

Review of Recent Publications: Contemporary Ukrainian educators have leveraged internet didactics extensively, benefiting from resources like electronic libraries. Significant advancements have been observed across various disciplines, including oil and gas engineering [13, 19], healthcare [9, 10], mining [11], scientific modeling [15], websites and blogs [12, 14-19], webinars [20], and video didactics [13]. These initiatives encompass integrative approaches to media and information literacy within higher education [2, 4-12].

Main Body: As widely recognized, an integrated approach proves indispensable when analyzing a complex and unstructured system such as the networked information space. The resultant synergistic effect underscores that the combined interaction of multiple factors substantially surpasses the impact of each individual component, transcending mere summation.

Ukrainian educators in higher education, particularly those specializing in internet didactics, employ various forms of online teaching methodologies—wiki, websites, blogs, films, webinars—yet their synergistic amalgamation proves particularly beneficial. This synthesis fortifies their positive influence on learners, augmenting both the breadth and depth of knowledge, skills, and competencies acquired. Concurrently, each educator tailors their approach, integrating internet didactic components uniquely within the online learning milieu.

If we analyze the above components in general, we can see that even today some narrow fields of science and technology lack primary professional source materials (textbooks, manuals, monographs) and producers of educational films, websites, blogs, webinars, etc. These problems require special attention from universities and employers. In particular, it is desirable to introduce lectures on media literacy in every university as early as the 1st year of study. And teachers should take advanced training courses in this subject.

In addition, there should be professional groups within educational and research institutes and faculties, and sometimes at departments, to create educational media products. It is advisable to create a system of encouraging teachers to become producers of online educational products at universities, similar to the system of encouraging teaching in English. In general, high media literacy of the teaching staff should be a priority for universities.

A special role should be played by the group of electronic information support in university libraries. Its main role is twofold: digitization of the maximum volume of printed items in the library's collection and operational maintenance (filling plus hosting) of the Repository of books, articles, etc.

Another aspect of achieving a comprehensive effect in the scientific and educational sphere is the maximum integration of scientific and educational activities - involving students in real scientific research. This may, in particular, be due to the introduction of the "inclusion" of students in production, which is practiced abroad, by concluding a trilateral agreement as early as the 2nd (3rd) year of study - "student-enterprise (institution) of future employment-university". Under this arrangement, the student pre-selects his or her planned place of work at the beginning of the university studies. The company (institution) guarantees him/her employment upon graduation. And the university guarantees studying according to an individual trajectory, which includes, in particular, a set of required subjects, completion of all assignments (essays, calculation and graphic works, coursework and projects, and a thesis) on the topic of interest to the enterprise. In addition, it is desirable to radically change the work schedule of research laboratories of domestic universities, providing access to them almost around the clock.

As for teachers, a very important aspect of achieving significant results in both research and teaching is their maximum "inclusion" in the global research and teaching environment. For this purpose, it is desirable for each teacher to be present in the scientific and information space: in Wikipedia (and not only in the Ukrainian-language, Georgian-language sectors, but very desirable - in the largest - English-language sector), on the pages "Scientists of Ukraine", "Scientists of Georgian", Google Academia, Scopus and Web of Science, on the linkedin page, on the Research Gate page, Orcid.

It would be desirable to have the works of Ukrainian scientists and university professors in other scientometric databases, in particular, worldcat (the world's largest bibliographic database with over 240 million records of all types of works in 470 languages (as of 2011). The database is created by the joint efforts of more than 72,000 libraries from 171 countries), Index Copernicus (IC) (an online scientometric database of user-entered information, including scientific institutions, publications and projects, created in 1999 in Poland), Ulrich's Periodicals Directory of the American publishing house Bowker (the largest database describing the world flow of serial (periodical and continuing) publications in all thematic areas of life. It contains descriptions of nearly 300 thousand serial publications, of which more than 200 thousand are currently in print. It is actively used by scientific institutions to conduct research work on the

analysis of the world flow of serial publications, in reference and information work and in completing the incoming flow of periodicals).

Of course, paper and electronic formats of important books by Ukrainian researchers and teachers should be available in libraries and repositories of universities, the Book Chamber of Ukraine, the Vernadsky National Library, specialized libraries at the national and regional levels, and foreign libraries, especially the national library of the United States, the Library of Congress.

It is also necessary to support the practice of advanced domestic teachers who, as part of academic mobility or temporarily due to martial law in Ukraine, work (internship) at foreign universities and post their best works on foreign Internet resources.

Responsible for the introduction of modern media and didactic teaching methods in universities and colleges should be scientific schools, which, as part of the new education reform, should be granted the right to financial independence and become the main link in the educational and research process.

It is crucial to highlight that the efficacy of internet didactics hinges upon several key factors:

- Accessibility of a robust professional foundation for educational processes (including textbooks, manuals, methodological resources, dictionaries, encyclopedias, etc.);
- Adequate material and technical resources (computers, smartphones, tablets, etc.);
- Communication software (such as Zoom, Teams) and tools for creating and utilizing video, audio, and text-based information (YouTube, Facebook, etc.);
- Media literacy and internet competence of both faculty and students. It is imperative for educators, akin to employers, not only to master online teaching techniques but also to actively contribute to the creation of educational assets like films, websites, blogs, webinars, and Wikipedia entries.

Upon scrutinizing these components collectively, deficiencies persist in certain niche areas of science and technology, particularly in the availability of primary educational resources (textbooks, manuals, monographs) and the production of educational media. Addressing these challenges demands focused attention from universities and employers alike. It is imperative to integrate media literacy courses into the curriculum from the first year of study and to offer continuous professional development opportunities for educators in this domain.

Furthermore, educational and research institutions should establish specialized groups or departments dedicated to producing educational media. Universities ought to incentivize educators to create online educational content, mirroring initiatives promoting English language

instruction. Ensuring high levels of media literacy among faculty should stand as a primary objective for universities.

A pivotal role is also envisaged for electronic information support teams within university libraries. Their dual mandate involves digitizing extensive print collections and curating a comprehensive repository of books and articles.

Another critical aspect in achieving a holistic impact in the realms of science and education is the seamless integration of academic and scientific endeavors, involving students in authentic research activities. This integration can be facilitated through initiatives such as student-industry-university partnerships, ensuring students' alignment with prospective employers early in their academic journey.

To foster significant advancements in both research and pedagogy, it is essential for educators to be deeply immersed in the global academic and research landscape. Hence, each educator should strive for visibility across various platforms like Wikipedia, Google Scholar, Scopus, Web of Science, LinkedIn, ResearchGate, and ORCID. Additionally, efforts should be made to feature the works of Ukrainian and Georgian scholars in esteemed Scientometric databases such as WorldCat, Index Copernicus, and Ulrich's Periodicals Directory.

Efforts must also be made to ensure that significant publications by researchers are available in both print and electronic formats across national and international libraries.

Supporting the professional development of educators through opportunities such as academic mobility and international internships is crucial.

Central to the integration of modern media and didactic methodologies in higher education are scientific schools, which should be empowered with financial autonomy under new educational reforms, becoming pivotal entities in the educational and research ecosystem.

Conclusion. In conclusion, the integration of wiki, film, website, webinar, and digital library didactics in Ukrainian and Georgian higher education and science yields a multifaceted impact:

1. Enhancing online learning efficacy through strategic combinations of didactic tools.
2. Requiring essential conditions for synergy: access to professional source bases, technical and software support for communication and multimedia, and robust media literacy among educators and students.
3. Encouraging educators to actively create educational content, fostering a symbiotic relationship between research and education for students.
4. Facilitating educators' engagement in the global scholarly and pedagogical community, thereby enriching their professional practices.

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საგანმანათლებლო პროცესების გაძლიერება განვითარებული
ინტერნეტ დიდაქტიკისა და ელექტრონული ბიბლიოთეკების
მეშვეობით: კომპლექსური მიდგომა

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აბსტრაქტი. ეს ნაშრომი იკვლევს ინტერნეტ დიდაქტიკის (wiki, film, websites, blogs, webinars) და ელექტრონული ბიბლიოთეკების რთულ გამოყენებას თანამედროვე უკრაინულ და ქართულ საუნივერსიტეტო განათლებაში. იგი გვიჩვენებს, თუ როგორ აძლიერებს ეს მიდგომა თითოეული ინტერნეტ დიდაქტიკური კომპონენტის ეფექტურობას, ხაზს უსვამს იმას, რომ ამ ინსტრუმენტების კომბინაცია შეიძლება მასწავლებლების მიერ, კონკრეტული სასწავლო საჭიროებების საფუძველზე. ამ სინერჯის წარმატებით განხორციელება რამდენიმე პირობაზეა დამოკიდებული: ხელმისაწვდომობა მძლავრი პროფესიული წყაროს ბაზაზე, ტექნიკური ინფრასტრუქტურა მასწავლებელ-მოსწავლე კომუნიკაციისთვის და მულტიმედიის შექმნა და გამოყენება (ვიდეო, აუდიო, ტექსტი). მოსალოდნელია, რომ როგორც პროფესორ-მასწავლებლები, ასევე

სტუდენტები ფლობენ მოწინავე მედიაწიგნიერებას. გარდა ამისა, პედაგოგებს მოუწოდებენ არა მხოლოდ გამოიყენონ ონლაინ სწავლების ტექნოლოგიები, არამედ აქტიურად წარმოადგინონ საგანმანათლებლო მასალები, როგორცაა ფილმები, ვებსაიტები, ბლოგები, ვებინარები და ვიკიპედიის სტატიები. სტუდენტებისთვის კვლევის ინტეგრირება განათლებასთან გადამწყვეტია, რაც ხელს უწყობს უფრო მჭიდრო კავშირებს სტუდენტებს, უნივერსიტეტებსა და პოტენციურ დამსაქმებლებს შორის. მასწავლებლებისთვის აუცილებელია ჩართულობა გლობალურ სამეცნიერო და პედაგოგიურ საზოგადოებაში საერთაშორისო მონაცემთა ბაზებში პუბლიკაციების და სამეცნიერო კონფერენციებში მონაწილეობა.

საკვანძო სიტყვები: საგანმანათლებლო პროცესების სირთულე, მედიაწიგნიერება, პროფესიონალურად ორიენტირებული მედია განათლება, მედიადიდაქტიკა, ვიკიდიდაქტიკა, კინოს დიდაქტიკა, ვებ-გვერდების დიდაქტიკა, ელექტრონული ბიბლიოთეკები, უმაღლესი პროფესიული განათლება.