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## **The Problem of PR and Image Competence in the Training of Specialists in Information and Document Management (new challenges to the training of industry specialists)**

### **Abstract**

Changes in the socio-economic life of modern society require qualitative changes in the nature and content of labor, an increase in the level of socio-psychological mobility, and the competitiveness of specialists working in various fields of industrial and social activities. Vocational education is designed to meet the need for human resources in the economy and the social sphere. In the educational practice of Azerbaijan, the concept of "specialist" has long been interpreted as a graduate who has achieved knowledge and success as a result of mastering an educational program. In the context of this work, a librarian is considered a practical librarian who

has a special education and is competent in the field of professional librarianship, regardless of the level of training (bachelor's, master's). Libraries occupy a large place among non-profit organizations involved in PR activities. Primarily because it has a wide structured network throughout the country. Also, the public trusts the sincerity of the activities of this institution as a non-profit enterprise. It is from this point of view that it is important to use PR technologies and methods of image formation in the process of training specialists. When organizing library and information activities, along with the promotion of existing products and enterprise capabilities by means of PR, such tasks as maintaining a reliable image are also solved. The training of highly qualified library and information specialists in this direction is accompanied by an increase in their demand in the labor market. The article analyzes the issues of training highly qualified specialists trained in the direction of library and information activities, as competent personnel in the field of PR and in the direction of image formation. Thoughts and research of experienced scientists on this topic; It is also important to study and analyze the experience of leading enterprises in the industry. We would like to draw the attention of industry experts to the concept proposed in the article.

**Keywords:** PR-marketing, PR in libraries, branding in the information space, library education, training of specialists.

## **"İnformasiya və Sənəd Menecmenti" Mütəxəssislərinin Hazırlanmasında PR və İmic Sahəsinin Səriştəliyi Problemi (sahə mütəxəssislərinin hazırlanmasında yeni çağırışlar)**

### **Öz**

Müasir cəmiyyətin sosial-iqtisadi həyatında baş verən dəyişikliklər əməyin təbiətində və məzmununda keyfiyyət dəyişikliklərini, sosial-psixoloji mobillik səviyyəsinin yüksəldilməsini, istehsalat və sosial fəaliyyətin müxtəlif sahələrində çalışan mütəxəssislərin rəqabətqabiliyyətliliyini tələb edir. Peşə təhsili iqtisadiyyatın və sosial sferanın insan resurslarına olan tələbatını ödəmək üçün nəzərdə tutulub. Azərbaycanın təhsil praktikasında "mütəxəssis" anlayışı uzun müddətdir ki, təhsil proqramını mənimsəməsi nəticəsində bilik və uğur qazanmış məzun kimi şərh olunur. Bu işin kontekstində kitabxanaçı hazırlıq səviyyəsindən (bakalavr, magistratura) asılı olmayaraq, xüsusi təhsili olan və peşəkar kitabxanaçılıq sahəsində səriştəli praktiki kitabxanaçı hesab edilir. PR fəaliyyəti ilə məşğul olan qeyri-kommersiya təşkilatları arasında kitabxanalar böyük yer tutur. İlk növbədə ona görə ki, bütün ölkə üzrə geniş strukturlaşdırılmış şəbəkəyə malikdir. Həmçinin ictimaiyyət bu qurumun qeyri-kommersiya

müəssisəsi kimi fəaliyyətinin səmimiliyinə inanır. Məhz bu baxımdan mütəxəssislərin hazırlanması prosesində PR texnologiyalarından və imic formalaşdırma metodlarından istifadə etmək vacibdir. Kitabxana-informasiya fəaliyyətinin təşkili zamanı PR vasitəsilə mövcud məhsulların və müəssisənin imkanlarının təşviqi ilə yanaşı, etibarlı imic saxlamaq kimi vəzifələr də həll olunur. Bu istiqamətdə yüksək ixtisaslı kitabxana-informasiya mütəxəssislərinin hazırlanması əmək bazarında onlara tələbatın artması ilə müşayiət olunur. Məqalədə kitabxana-informasiya fəaliyyəti istiqamətində, PR sahəsində səriştəli kadrlar kimi və imic formalaşdırılması istiqamətində hazırlanmış yüksək ixtisaslı mütəxəssislərin hazırlanması məsələləri təhlil edilir. Bu mövzuda təcrübəli alimlərin fikirləri və araşdırmaları; Sənayenin qabaqcıl müəssisələrinin təcrübəsinin öyrənilməsi və təhlili də vacibdir. Məqalədə təklif olunan konsepsiyaya sahə mütəxəssislərinin diqqətini cəlb etmək istərdik.

**Açar sözlər:** PR-marketing, kitabxanalarda PR, informasiya məkanında brendinq, kitabxana təhsili, mütəxəssislərin hazırlanması.

### **Introduction**

The growing role of knowledge in all spheres of activity, innovative processes in the economy and the social sphere, political changes in the life of society determine new requirements for specialists. A modern specialist must apply the acquired knowledge in practice; must know how to access sources of knowledge; life education must be ready; must have communication skills. At the same time, the design of a competitive specialist model is of particular importance. The goal of the Soviet education system was to train specialists for mass production with relatively stable technologies and a certain range of products. At present, the rapid development of innovative processes and information technologies makes relevant such personal qualities as mobility and adaptability. Specialized models developed in the second half of the 20th century and the beginning of the 21st century are called qualification models (Aghamirzayev, 2021). The nature of such models is perceived as a description of the requirements for the profession, showing the necessary knowledge, skills and abilities.

The experience of theoretical understanding of the library profession, well-known in Russian librarianship, dates back to the early 1960s. During this period, attempts were made to prepare "professiograms" consisting of a set of elements describing the profession, as well as requirements for a specialist (Agamirzayev, 2022). The documents developed at that time were

limited to describing the general set of knowledge, skills and requirements for a librarian, and were not widely used in practice. Since 1991, standard qualification characteristics have been developed, which are defined and structured within the framework of national values. The job description presented in them reflects the list of duties of the employee, the content of his knowledge and the requirements for work experience. These documents did not pay attention to factors that contradict the dynamically developing labor market and the innovative nature of labor activity. New standards being developed for each special education were designed to address these contradictions and encourage innovation.

The change in the educational paradigm led to a change in the conditions and content of professional training, the emergence of new areas of training. State educational standards for vocational education can be presented in the form of qualification models. In addition to the requirements for the level of training of graduates in the professional field, general requirements for personal development were also reflected. State educational standards expanded the academic freedom of universities in the formation of educational programs, tried to harmonize the range of specialties and specializations with the requirements of employers. Over time, this approach can gradually help solve the library's staffing problem. In the meantime, it can be noted that the well-established relationship "university-employer" is important at all stages of the professionalization of library staff. The university community should be able to fully assess the needs of specialists and the requirements of managers for their preparation. Librarians should always be familiar with the nomenclature and specifics of modern educational specialties, areas of training, profiles and specializations.

Qualification models of a specialist, which form the basis of the system of professional education and professional experience, should provide a solution to the problems that are exacerbated in connection with the transition to a multi-level system of training library personnel. These include the following: the presence of a clear differentiation of requirements for graduates of different levels of training (bachelor's - master's) in higher library education; sufficient use of positive experience in related fields of activity; adaptation of the requirements for a specialist, determined by various norms of professional activity and educational standards (Kazimi, 2011).

The presented problem covers a wide range of issues that have been studied to varying degrees by philosophy, psychology, sociology, pedagogy, the theory of vocational education,

librarianship, bibliography and bibliography. The problem of the topic requires a multifaceted consideration, since professional research is carried out on the basis of a synthesis of sciences and includes separate areas of scientific research in specific areas of knowledge. Thus, the definition of the personal qualities of a specialist, the definition of types of professions is the task of studying psychology. The sociology of work is the study of the people of a profession, and librarianship studies them as professional problems as an application to librarianship.

### **1- Source Study Problems**

The development of the problem of compiling a model of professional activity and a professional standard for library activity is carried out on the basis of the achievements of domestic specialists in vocational education. Proceedings of Professor A. A. Khalafov, Professor H. Ismayilov, Associate Professor Rasim Kazimov, Associate Professor Sahib Rzayev, Associate Professor Elchina Ahmedov, Associate Professor Mehmanali Mammadov, Associate Professor P. Kazimi (Kazimi, 2021). and other Azerbaijani librarians who conducted research and wrote valuable works in this direction.

A specialized model of the qualification approach in studying the problem of public relations in libraries was mainly presented in the works of Russian scientists P. I. Pidkasista, A. Ya. Saveliev, E. E. Smirnova, N. F. This direction was not the object of research in Azerbaijan. Also, the methodology for the formation of the competence model of a university graduate was also developed by well-known scientists - V. I. Baidenko, I. A. Zimnyaya, I. N. Medvedev, Yu.A. It was developed by V. Frolov . Among Azerbaijani researchers, a number of issues related to these problems are also touched upon in the dissertation work and a number of articles defended by R. Gardashov in order to obtain a Ph.D. degree in history. It also reflects such problems as the theoretical aspects of the library profession, understanding the role and status of the profession of a librarian, the system of public relations of libraries, the problems of image formation in libraries.

### **2-Analysis of the Problem**

Let's define the directions included in the changing models of professional library activity in the professional activity of a library specialist. It is important to scientifically develop and substantiate the concept and methodology for developing a professional standard as a model of a librarian's competencies (Kazimi, 2021, Conflict of Relevance..).

- determine the content and related areas of the concept of "profession";
- inclusion of knowledge in the direction of PR and imicology in the theoretical basis for modeling professional library activities;
- consider models of professional activity developed on the basis of specialties and competency-based approaches; include professional knowledge that is updated in accordance with the structure and content of time;
- Develop a professional standard for specialists trained in library and information activities and algorithmize professional achievements in its methodology;

One of the possible ways to create sustainable relations between the library community in the process of forming the rules of library work is the development of professional PR events that can adapt to the needs of library specialists. The organization of such activities can be based on the following methods:

- the existence of developed concepts of librarianship, considering the library as a technological system for the production and provision of specific products and services;
- Method of technological approach to pedagogical activity, substantiated by experts. Such an approach may be important for modeling educational activities aimed at the level of professional training of competent specialists in the system of vocational education;
- The competency-based approach in education determines the purpose of professional education to form a competent specialist. In modern pedagogy of vocational education, competencies are considered as a new type of goal-setting in relation to market relations in educational systems. Theoretical prerequisites for the competency-based approach are ideas about the content of education. This is possible by paying special attention to the development of social experience, which includes the experience of an emotional and value attitude to creative activity, along with knowledge, skills and abilities;
- informational approach to the pedagogical process, its essence lies in the definition and study of the information side of the educational process. The specificity of this approach lies in the integration of scientific knowledge. It occurs in several directions:

1) "idea" and "ideas" are transferred from one field of knowledge to another;

- 2) the "conceptual apparatus", methods and other "cognitive tools" of various sciences are used;
- 3) complex interdisciplinary problems and areas of research are formed (Kazimi, 2014).

To achieve the goals, you can use the following methods:

- analysis of documentary sources - to study the processing of the topic; content analysis of job descriptions of library employees - in order to determine the current requirements for knowledge, skills and responsibilities;
- terminological analysis and operationalization of concepts - to clarify the concept of "model of a public relations specialist in the profession of a librarian", to determine the structure of the library profession and the types of models;
- by comparing: a) the content of job descriptions and Regulations on library departments - to determine the functions of the structural department and the responsibilities of its employees; b) structural components of professional standards developed in the field of information technology, and job descriptions in force in the library and information field - in order to determine the degree of their compliance;
- modeling method - to describe the structure of a professional library standard;
- the method of expert assessments - to approve the methodology for compiling a professional standard for library activities, as well as to evaluate the effectiveness of the methodology.

The following main provisions for the acquisition of PR competencies of specialists in library and information activities can be distinguished:

1. The model of professional library activity is the integration of a set of necessary and sufficient features of a library specialist, agreed with the subjects of the professional community and reflecting the demands of society in a modern library.
2. The professional standard of the necessary general cultural and professional competencies, the level of professional education, the necessary work experience, working conditions, etc. with this in mind, it can serve as a competency-based model of professional library activities, reflecting job responsibilities in its structure.

3. The model of a competitive library specialist should be comprehensive, its creation involves the study of practical library activities, analysis of the content of library and information education, requires interregional scientific research involving representatives of all segments of the library business. social institution (experience, education, science, management).

4. The methodology for developing a professional standard includes 7 stages: launching a project, forming a draft professional standard, determining the types of economic and professional activities, determining the units of a professional standard; verification of documents, approval and registration. Each stage is characterized by special types of documentary and personnel support.

It is necessary to theoretically substantiate the competence-based model of the professional activity of a library specialist, which reflects the requirements of the National Qualifications Framework. Based on the analysis of the elements of the profession of a librarian, its structure is specified. Approaches to determining the place of the profession of a librarian in a group of professions should be determined by describing innovations. As a conceptual basis for developing a model of professional library activity, a technological approach should be used that reflects the characteristics of the profession and is aimed at developing library experience. As a result, it can be used to model professional library activities and develop professional standards. For example;

1. On the basis of a technological approach to library activities, it is necessary to determine the main stages in the formation of a professional standard: the launch of a project, the definition of types of economic activity, the definition of units of a professional standard. The formation of a draft professional standard, consideration, approval and registration of a professional standard. Differentiation of stages allows you to establish a development algorithm, determine the timing of preparation, determine the necessary resources for the implementation of a professional standard.

2. The difference in the level of specialists in library activities makes it possible to specify the requirements for professional competencies, knowledge and skills, and levels of education.

3. The composition of the developers of professional standards includes various groups: organizers, curators, methodologists, experts. The inclusion of specialists in the relevant fields of activity in the methodological and expert groups will make it possible to comprehensively study the professional activities of librarians.



4. the main documentary resources are determined, which are the sources of the formation of a professional standard for library activities. To form a professional standard for library activities, the source research base is grouped by types of documents: legal acts, classifications, organizational and regulatory documents, the source for the content of a professional standard can be information contained in the regulations of professional activities (Kunanets, Dobrovolska, Filippova, Kazimi & Dubrovina, 2020).

5. Confirmation of the concept of a professional standard for library activities by an expert survey shows that the majority of employers, represented by directors of various types of libraries, support the idea of preparing a professional standard for library activities, they are ready to present their organizations as an experimental platform for research, and half of the respondents for library activities consider it important to prepare single professional standard. The preparation of unified professional regulations optimizes material and time costs and makes it possible to reflect the requirements for various positions in one document.

6. The formation of professional standards in library and information practice makes it possible to harmonize the requirements for a specialist with the regulations of various types of professional activities and educational standards. the preparation of professional standards makes it possible to update the current rules of professional activity, the content of professional standards is based on the competence characteristics of specialists, the requirements for the level of training are established according to the principle of a modern bachelor-master. The development of professional standards contributes to simplifying the requirements for library specialists and solving the problem of building a professional career for employees (Kazimi & Guliyeva, 2023).

It is determined that specialties and areas of study are considered as types of professions. For the library profession, according to the educational standard of higher professional education, the direction of training is called "Library and Information Activities"; on specialties library methodologist, bibliographer, cataloguer, information service. Qualification determines the degree or level of proficiency in a profession. It is determined that the second qualification level corresponds to a bachelor's degree, and a specialist of the third qualification level must have a master's degree. The duties of the third qualification level include the duties of managers of various levels, and this category may include the activities of a PR manager. It is proposed to attribute the positions of chief librarian, bibliographer and custodian of funds to the third qualification level.

The versatility of libraries has led to the existence of different approaches to determining the place of the profession of a librarian in other professional groups (<https://ieeexplore.ieee.org/abstract/document/9648733>). As a result of the study, as well as on the basis of the experience gained, it is proposed to consider the library profession as an independent field of study, since it has a number of characteristics that determine its maturity.

The study of librarianship has been the focus of researchers. In library professions, different directions can be distinguished: analysis of the library profession (definition of its essence, structure, place among other professions); the study of a library specialist as a carrier of the profession; modeling of professional and educational library and information activities.

An analysis of the concept of "expert model" allows us to distinguish three interrelated elements: a training model (educational standards, educational programs, curricula), an activity model (specialists, job descriptions, a work passport), and personality models (psychograms). The interaction of these models demonstrates the unity of their individual structural elements and content.

The process of rapid entry into the world educational space and the formation of a new educational paradigm are considered as the basis for the formation of competence models of a modern graduate. The competency model complements the qualification model based on the requirements for the knowledge and skills of a specialist. The ongoing transformation includes the requirements for general cultural and professional competencies in the content of competency models, while offering opportunities for the graduate to adapt to current circumstances.

A comparative analysis of qualification models (specialists, job descriptions, positions, a unified qualification reference book for employees and workers) and specialist competency models shows differences in some of their structural components and content features (Kazimi, & Aliyeva, 2019). Competency models do not replace qualification models, but complement them: their structure includes such components as human means, qualities (abilities) and competency requirements. Competence requirements in expert models replace qualification requirements.

A professional standard is proposed as a competence-based model of professional activity. Its advantage is the reflection of the structural components provided for in modern educational and practical activities: the areas of activity of employees and the requirements for their work duties, the range of professional and general professional competencies, the requirements for knowledge,

skills and personal qualities, the requirements for work experience and the level of education, working conditions, health requirements and certification opportunities.

### **Conclusion**

In the course of the study, the principle of forming professional standards for PR activities in libraries was emphasized: building a professional model based on the practical activities of employees and studying regulatory documents. This approach will make it possible to single out the functional tasks of library specialists and form a set of necessary competencies. Thus, a practice-oriented model will be created, which can be the basis for other regulations of professional activity.

Professional standards provide the information necessary to create high-quality educational standards, various training programs - short-term training, professional retraining, long-term training, and also allow you to establish a system for assessing the quality of training in accordance with the requirements of employers.

The study of the experience of developing professional standards in various fields of activity and the analysis of the relevant rules made it possible to establish an algorithm for the formation of a professional standard for library activities, which consists of seven stages: launching a project, determining types of economic activity, determining types of professional activity, determining units of a professional standard, determining a draft professional standard , development, review, registration of a professional standard.

The development of a professional standard involves the differentiation of professional qualification levels. The division into levels is based on the National Qualifications Framework. Seven qualification levels are offered for library activities: levels 1-2 are intended for specialists performing basic technological operations (librarian, assistant librarian); Level 3 - specialized practitioners (librarian, bibliographer, etc.), higher professional education is required to perform professional duties; Level 4 provides deep professional knowledge of specialists (chief librarian, chief bibliographer, library methodologist, etc.); Level 5 qualifications include heads of structural subdivisions of libraries (heads of the library department/sector); Level 6 - middle managers, including PR managers (branch manager); the highest level of leadership is represented at level 7 (librarian).

The delimitation of the functional tasks of developers and the technological scheme for the formation of a professional standard makes it possible to single out groups of participants: organizers, methodologists, experts, curators.

The study revealed a list of information resources that can be involved in the development of a professional standard for library activities. For ease of use and clarity, information resources are differentiated according to the stages of the study. The approval of the concept of a professional standard for library activities showed that managers are interested in preparing such a document. Employers are ready to participate in the development of a professional standard as part of one of the working groups, as well as provide their organization as a research base (Aghamirzayev, 2021). The scale of the study showed that the preparation of the document is possible on the basis of an analysis of the professional activities of library workers in the regions of the country, which will reflect the essence of library activities as part of culture in the structure. In addition, it will allow us to identify and understand regional peculiarities. It is important for employers that the requirements for all positions of library specialists be presented in a single professional standard.

The study showed that the professional library community is motivated by the need to develop a competency-based model of a specialist's professional activity and is important for the creative process in this area. The similarity of the structure and content of professional standards with other norms of professional activity is the basis for unifying the requirements for librarians. Prospects for further development of the topic should be associated with the implementation of the proposed methodology for the formation of a competence model for a library specialist and the development of management mechanisms for its implementation in practical and educational activities.

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