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Classification Problem of Digital Users as an Object of Electronic Bibliography

Abstract

The structure of bibliographic activity is composed of elements like goal, subject, object, process, means, and result, according to contemporary systematic theories about human activity. Both traditional and electronic bibliographic activities follow the same structure. These components all have unique qualities that set them apart from one another. This article interprets digital users as the most significant element of the bibliographic activity occurring in Internet environment. The article categorized digital users based on various factors and provided a concise explanation of this concept.

Keywords: *digital user, visitor, electronic bibliography, classification, ICT skills*

Elektronik Bibliyografyanın Bir Nesnesi Olarak Dijital Kullanıcıların Sınıflandırılması Sorunu

Öz

Bibliyografik faaliyetin yapısı, insan faaliyetleriyle ilgili çağdaş sistematik teorilere göre amaç, konu, nesne, süreç, araç ve sonuç gibi unsurlardan oluşur. Hem geleneksel hem de elektronik bibliyografik faaliyetler aynı yapıyı takip eder. Bu bileşenlerin hepsi, onları birbirinden ayıran benzersiz niteliklere sahiptir. Bu makale, dijital kullanıcıları internet ortamında gerçekleşen bibliyografik faaliyetin en önemli unsuru olarak yorumlamaktadır. Makale, dijital kullanıcıları çeşitli faktörlere göre kategorize etmiş ve bu kavramın özlü bir açıklamasını sunmuştur.

Anahtar Kelimeler: dijital kullanıcı, ziyaretçi, elektronik bibliyografya, sınıflandırma, BİT becerileri

Introduction

Electronic information consumers and traditional and electronic documents make up the two main components of Document Communications System that operates in electronic environment and is the subject of electronic bibliographic activity. Although "document-demander" is a single system, its constituent parts—documents and information demanders—have independent functions within different bibliographic processes (Əliyev, 2001). The ultimate goal of bibliographic activities, whether they are electronic or traditional, is to meet users' information needs. Information users are the potential (intermediary, typical) object of bibliographic compilation work (bibliography), and the direct, individual object of bibliographic service (Korshunov, Likhovid & Novozhenova, 2009). Information demand is a demand that requires satisfaction of the need for information and is usually expressed by an information request. Each person's need for information is individual, and therefore subjective and objective information needs are distinguished. The objective information demand is determined by the characteristics of the tasks that need to be solved in front of the user. Subjective information needs depend on the user's understanding of his information needs. (İsmayılov & Agayeva, 2018). The purpose is to create and justify the concept of classification of digital users as a structural component of electronic bibliography. The paper provides a general overview of the classification of digital users in bibliographic theory for the first time in Azerbaijan.

1.Discussion of the issue

The most important component of a modern library is the user. Anyone who comes to the library or visits it with the intention of using its resources to meet their information needs is considered a user. A "visitor" is someone who uses a library portal or website remotely in the twenty-first century. Anyone who makes use of the library's services is typically referred to as a user.

The active introduction and use of Internet technologies in foreign libraries in the mid-1980s, and in Azerbaijan since the 2000s, gradually led to the formation of a new group of users who are physically far from the library in the general structure of the user audience, which are defined as "remote" or "distant" users. Additionally, there is the concept of "virtual" users.

Multidisciplinary studies of users of this category have been actively and systematically conducted for more than 40 years with the involvement of psychologists, sociologists and linguists. In the framework of information-library activities, the research was started with automated

monitoring, which allowed to study the access of remote users to the first generation Information retrieval services (IRS) directed to the end user, more precisely, to the public interactive catalog (Online Public Access Catalog - OPAC) of libraries. The object of most studies was the behavior of users when searching online, in particular, the characteristics of the formulation of information requests during transmission to IRS, the time spent on the network. If at first the study of information search was focused on the systems and technologies that ensure their activity, then cognitive and behavioral approaches were used to study the complex nature of users' search for information not only in electronic catalogs, but also on the Internet.

Recently, the Internet has become an object of humanitarian research in our country. Such studies are conducted within the framework of psychology, which studies people's activities on the Internet, sociology, which considers the network environment as a social phenomenon, and communication science. Since the world information network is presented as "social virtual reality" in the professional psychological and sociological literature, and its basis is created by a community of users actively operating in the new environment, the attention of researchers is directed to this problem. Research is focused on the study of the impact of the Internet on people, the determination of gender specificity of online activities, the transformation of communication in the network environment (virtual identity, stratification of online communities) and the problems of distance education. Despite the emergence of a new social community in our country - internet users, experts point out the limitations of research on the analysis of people's activities in the network space due to the lack of a "critical mass" of users engaged in such activities in the Azerbaijani-speaking segment of the internet.

Quantifying the characteristics of remote users is difficult. The annual statistics of visitors to the websites of large academic libraries seem to confirm the prevalence of these users. In many large libraries, the attendance of remote users equals or exceeds the actual attendance of the reading rooms. For example, we can provide the following information: in the first half of 2023, the semi-annual report of the National Library of Azerbaijan for the first half of 2023 shows that the total number of readers is 233,920 people, and the total number of remote users from the library's website is 3,243,746 people. In 2022, the number of virtual readers was 8,000,782.

Undoubtedly, this audience will increase with the spread of Internet technologies, as well as with the increase in the content richness of library websites. A significant part of this audience is users who want help finding information. In this regard, the created Virtual Reference Service (VRS) is not only an organizational form of the service, but also a powerful tool for studying the

information needs of the new group. Until now, the experience shows that there is no serious thematic, chronological, and typological difference between the applications received in the VRS and oral applications in bibliographic stations and in written form by mail. The difference is that it focuses on obtaining full-text information rather than a bibliography.

Since users are the object of bibliographic activity, it is necessary to classify them. They are classified based on their age, work experience, education, position, qualification, and other sociodemographic factors. When organizing bibliographic work in the library, the user's specialization should be taken into account. In the electronic environment, it is very difficult to separate bibliographic information users as individual and collective users. In fact, in the online environment, it is only possible to talk about individual needs. Therefore, it is more correct to express the demand for bibliographic information in the online environment as a general public demand.

The users of online bibliographic resources are mainly students, teachers, scholars, researchers and experts in the field. Most of the users of bibliographic materials published on the websites of libraries in our country are students studying in colleges and universities in the field of library-bibliography, teachers engaged in teaching activities in this field, bibliographers engaged in practical bibliographic activities, researchers and people working in other fields. Thus, the classification of bibliographic resources of Azerbaijan National Library, Presidential Library from the field point of view shows that bibliographic resources on literature, art, state and law, librarianship-bibliography, medicine and other fields prevail. As a logical consequence of this, we can say that these resources are also intended for the users of the field they belong to.

From the point of view of age, it can be concluded that the majority of online catalog users are young people. An important part of the users are students. Our observations show that students prefer innovative use of bibliographic resources. Because it allows them to access the resource without physically searching and wasting time. In addition, teachers find electronic bibliographic services a valuable resource for preparing course research and materials. Nowadays, electronic bibliographic services are gaining importance by covering academic research and teaching as well as personal research.

Librarians-bibliographers, professors-teaching staff, phd students and researchers in general can be considered active electronic catalog users aged 40-60. Considering that the ICT skills of people over 61 years old are not sufficient in many cases, this age group can be described as relatively semi-passive users.

Children and adolescents generally show passiveness in using electronic bibliographic resources and services. In terms of age, it can be said that online information is now a standard component in most children's information worlds. Children are encouraged to use the Internet for education, have special online resources created for their entertainment, and increasingly have digital libraries created specifically for their use. Most schools, at least in wealthy western countries and the United States, have computers in classrooms and many kindergartens for preschoolers to use. However, studies show that, apart from a few basic design principles, suitable models for creating digital libraries for children have not yet been developed. Most system developers' response to children's design needs is often to simplify content, add visual content, or simplify a few key interactions. This approach appears to be a simplified version for adults rather than addressing the specific needs of children using digital libraries.

The 21st century library places greater emphasis on access to resources, and effective use of online library-bibliographic services requires access to technology combined with appropriate ICT skills. In a traditional library environment, library users can be easily identified. These are not easy to identify in the online environment. However, people can be identified by their ICT skills regardless of their age or physical capabilities.

The theory and practice of bibliography has gained significant experience in studying socio-demographic characteristics of local users, psychological aspects of activity, readership and information demand. As for "remote users", this huge group remains virtually anonymous and unknown. Until now, the only means of their indirect study within the framework of the traditional bibliographic service has been the statistics (quantitative indicators, topics) of telephone and written inquiries. In the electronic environment, this is the study of requests received by e-mail, as well as the study of the attendance of library sites and their individual sections through automated monitoring.

In terms of skills, users in the digital environment can be divided into the following categories:

1. Incompetent user/computer illiterate user

2. Semi-skilled user/semi-computer literate user

3. Skilled user/computer literate user

4. The abuser (Anyira, 2011).

Conclusion

Unlike the traditional library, the "library without walls" does not discriminate according to any category of users. Physical challenges do not limit their skills or access to a 21st century library. The obstacle here is the user (even if he is physically healthy), in some cases he does not have the ability to satisfy his information needs. The difference between each category is based on their skills.

ICT skills have become a key requirement for 21st century library accessibility and usability. Everyone needs information, whether they are skilled or not. The user profile is now defined on that line. Without ICT skills, without the involvement of a third party, it is impossible to use the library effectively. In conclusion, both users and bibliographers must be computer literate.

Digital library users differ from regular Internet users as well as traditional library users, and their experiences involve specific contexts, including personal research and bibliophilism. Digital libraries are a new arena for distribution and use of bibliographic resources alongside traditional libraries.

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