УДК 930.25:378.018.43:004.738.5

ENGLISH INFORMATION RESOURCES IN FACILITATING ACADEMIC MOBILITY FOR STUDENTS OF ARCHIVAL SCIENCE

T. Parasotska, group IC-25
O. Havrylenko, Scientific advisor, PhD, Department of International Economic Relations and Foreign Languages
Central Ukrainian National Technical University

The issue of student academic mobility is particularly significant in the field of archival education. A future archivist must be prepared not only to work with national archival collections but also to participate fully in the international documentary environment, including collaborative digitization projects, the implementation of international description standards, and scholarly exchange with foreign colleagues.

However, a noticeable gap persists between the availability of such resources and the ability of students to use them effectively. Most archival students do not actively incorporate international databases, materials from leading archival organizations, or open educational platforms into their studies - not due to their absence, but because the educational process rarely develops the necessary competencies in a systematic manner. Bridging this gap requires, first and foremost, identifying the key resources relevant to professional training and, subsequently, examining how they function in practice and how they may be systematically integrated into the educational process.

Classification of English-language information resources for the training of archivists.

Among the numerous English-language sources available to archival students, several distinct categories can be identified. Their structure corresponds to the practical objectives of professional training. Each group contributes to the development of professional competencies by addressing a specific dimension of the educational process. While the formats of information presentation differ, their overall purpose remains consistent: the acquisition of professional competence through the complementary use of diverse learning materials. Some sources primarily support theoretical understanding, whereas others facilitate the practical application of knowledge.

The first category includes international academic databases such as *JSTOR, EBSCO host, and ProQuest Dissertations & Theses.* These platforms provide access to peer-reviewed publications in archival science, records management, and related fields. A key advantage of these databases is their capacity to expose students to current scholarly discourse, including debates surrounding post custodial theory, digital preservation, and the principles of openness and transparency in archival practice.

The second category comprises the official resources of international archival organizations. The International Council on Archives (ICA) publishes fundamental standards for archival description, including *ISAD (G) and ISAAR(CPF),* as well as analytical reports, policy recommendations, and methodological guidelines relevant to archival legislation and professional practice. The websites of the U.S. National Archives (NARA) and The National Archives of the United Kingdom (TNA) provide not only access to digitized archival collections but also methodological materials widely used in the professional training of archivists at leading universities worldwide.

The third category includes open educational platforms such as *Coursera, EdX*, and *Future Learn*, which represent particularly valuable tools for independent learning. These platforms offer courses in archival studies, information management, digital humanities, and academic writing delivered by institutions such as the University of Michigan, the University of Edinburgh, and the University of Amsterdam. Participation in such courses contributes not only to the acquisition of professional knowledge but also to the development of students' linguistic confidence-the ability to

follow lectures in English, participate in academic discussions, and produce written work in an appropriate scholarly style.

Taken together, these resources address the full spectrum of needs faced by archival students-from access to scholarly information to practical tools for the description and analysis of documents. This provides a foundation for examining their role in preparing students for academic mobility.

English-language resources as a tool for preparing students for academic mobility

Academic mobility involves not only the physical relocation of students to foreign universities but also their ability to function effectively within an international academic environment. This includes the capacity to read and critically analyze professional literature, prepare academic texts, and communicate with colleagues and research supervisors. In this context, English-language resources play a crucial role.

First, regular engagement with archival standards and international methodological documents-particularly *ISAD(G)* and the recommendations of the ICA-helps students develop a strong terminological foundation that underpins professional communication. Students who can confidently use concepts such as *fond*, *provenance*, *finding aid*, and *record lifecycle* in their authentic disciplinary context adapt much more quickly to study or internship programs abroad.

Second, participation in open online courses contributes to the development of academic writing skills in English. Students learn to structure arguments, format references according to established citation styles such as *Chicago or APA*, and compose abstracts. These competencies are essential for successfully applying to international mobility programs such as *Erasmus+*, *DAAD*, or *Fulbright*, where motivation letters and research proposals constitute key elements of the application process.

Third, sustained interaction with authentic English-language materials-including archival descriptions, scholarly reports, and policy documents produced by international organizations-helps develop what may be described as disciplinary linguistic confidence. This refers to the ability not only to understand professional texts but also to communicate effectively within the language of the discipline. This competence is often lacking among students during their first international internship, when it becomes evident that general English proficiency cannot substitute for the accurate and contextually appropriate use of specialized terminology.

Thus, the systematic use of English-language resources performs a dual function: it simultaneously strengthens the professional competence of future archivists and prepares them for effective participation in the international academic community. However, the realization of this potential depends on the extent to which these resources are methodically integrated into the educational process.

Methodological principles for integrating English-language resources into archival education

Effective integration of English-language materials into professional training requires a structured pedagogical approach rather than occasional recommendations such as “read this in English.” This implies reconsidering how the educational environment for students is organized. A gradual and systematic integration of English-language materials is necessary, as sporadic additions to the curriculum are unlikely to produce sustainable results.

The acquisition of professional knowledge should therefore be accompanied by regular engagement with English-language sources throughout the entire period of study. Without strategic planning, such engagement remains superficial. Consequently, the format of classroom instruction must be updated in order to ensure a sufficient level of language practice within the context of specialized disciplines. Ideally, the entire educational environment should become a space where the professional use of English occurs naturally.

One effective approach in this regard is *Content and Language Integrated Learning (CLIL)*, in which subject content and language learning are combined within a single educational process. For example, during a lecture on archival description, students may analyze excerpts from official materials published by The National Archives of the United Kingdom and subsequently discuss their

content. Another possible activity involves comparing Ukrainian regulations concerning archival acquisition with corresponding British policies based on official documents from both countries. Such tasks provide valuable experience in working directly with original professional sources.

It is also essential to prepare students specifically for academic writing in English. Instead of conventional written assignments, students may be asked to compile annotated bibliographies of English-language sources related to their research topics. This type of assignment encourages both linguistic development and analytical engagement with scholarly literature. Through careful reading of academic publications, students simultaneously develop an understanding of proper citation practices and scholarly communication.

Within this framework, the role of the instructor also evolves. Rather than functioning solely as a transmitter of knowledge, the teacher becomes a mediator between students and the global professional community. The instructor assists students in navigating the extensive range of available resources, evaluating sources critically, and developing their own research perspectives through engagement with original texts.

The analysis demonstrates that English-language information resources-including academic databases, materials produced by international archival organizations, open educational platforms, and digital collections-constitute a powerful and systematic means of fostering the academic mobility of archival students. These resources not only facilitate the acquisition of new knowledge but also promote linguistic confidence, information literacy, and mastery of academic writing conventions. It is precisely these competencies that enable students to transform participation in international academic and professional initiatives from a theoretical opportunity into a practical reality.

References

1. Cox R. J. The Archival Record in the Information Age // American Archivist. - 2018. - Vol. 81, No. 1. - P. 45–67.
2. Couture C., Rousseau J.-Y. The Life of a Document: A Global Approach to Archives and Records Management. - Montreal : Véhicule Press, 1987. - 345 p.
3. Cook T. Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms // Archival Science. - 2013. - Vol. 13, No. 2–3. - P. 95–120.
4. European Commission. Erasmus+ Programme Guide 2024. - Luxembourg : Publications Office of the EU, 2024. - 418 p. URL: https://erasmus-plus.ec.europa.eu/programme-guide/erasmusplus-programme-guide
5. Coyle K. FRBR, Before and After: A Look at Our Bibliographic Models. - Chicago : ALA Editions, 2016. - 200 p.
6. Тельвак В., Педич В. Академічна мобільність студентів в умовах євроінтеграції: виклики та перспективи // Вісник Київського університету. Серія «Архівознавство». - 2022. - Вип. 14. - С. 12–21.
7. URL: https://journals.sagepub.com/doi/10.1177/02666669221081812