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M. H. Shlenova
National Aerospace University "Kharkiv Aviation Institute", Kharkiv, Ukraine
ORCID: https://orcid.org/0000-0003-4297-6872 – M. H. Shlenova
m.shleneva@khai.edu

A MODEL FOR THE PROFESSION-ORIENTED TRAINING SYSTEM OF FUTURE SPECIALISTS IN LIBRARY, INFORMATION, AND ARCHIVAL STUDIES AT TECHNICAL UNIVERSITIES

Abstract. In the context of the rapid digitalization of society and the transformation of information environments, the demand for highly qualified specialists in library, information, and archival studies is increasing significantly. This article presents a comprehensive model for the professional training of future specialists in these fields, particularly within technical universities. The proposed model addresses current challenges in the labour market and responds to the need for flexible, interdisciplinary, and technology-integrated education. It is structured around four interconnected components: the target block (defining training goals and competencies), the conceptual and methodological block (grounded in modern educational standards and approaches), the content and procedural block (focused on active and practice-oriented learning), and the resultant block (responsible for evaluating professional readiness). The model emphasizes the integration of theoretical instruction with practical experience, fostering critical thinking, digital literacy, and adaptability. Innovative teaching methods – such as blended learning, gamification, coaching, and the use of virtual archives and SMART technologies – support the development of students' professional and personal competencies. The assessment component includes cognitive, operational, communicative, and analytical dimensions, ensuring alignment with the real demands of modern library and information systems. This systemic, dynamic, and adaptable model supports the creation of individual learning trajectories, professional self-determination, and lifelong learning. It provides a foundation for training specialists capable of operating in diverse information environments, managing digital archives, engaging in knowledge transfer, and preserving cultural heritage. The model's flexibility ensures its relevance and effectiveness in preparing professionals to lead and innovate in the digital transformation of the information sector.

Key words: model of professional training, future specialists, library, information and archival studies, technical universities, innovative educational technologies.

М. Г. Шленьова
Національний аерокосмічний університет імені М. Є. Жуковського «Харківський авіаційний інститут», м. Харків, Україна

МОДЕЛЬ СИСТЕМИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ БІБЛІОТЕЧНОЇ, ІНФОРМАЦІЙНОЇ ТА АРХІВНОЇ СПРАВИ В ТЕХНІЧНИХ УНІВЕРСИТЕТАХ

Анотація. В умовах стрімкої цифровізації суспільства та трансформації інформаційних середовищ значно зростає попит на висококваліфікованих фахівців з бібліотечної, інформаційної та архівної справи. У статті представлено комплексну модель професійної підготовки майбутніх фахівців у цих галузях, зокрема в технічних університетах. Запропонована модель враховує сучасні виклики на ринку праці та відповідає на потребу в гнучкій, міждисциплінарній і технологічно інтегрованій освіті. Вона складається з чотирьох взаємопов'язаних компонентів: цільового блоку (визначає цілі та компетенції навчання), концептуально-методологічного блоку (ґрунтується на сучасних освітніх стандартах і підходах), змістовно-процесуального блоку (орієнтованого на активне та практико-орієнтоване навчання) та результативного блоку (відповідає за оцінювання професійної готовності). Модель наголошує на інтеграції теоретичного навчання з практичним досвідом, розвитку критичного мислення, цифрової

грамотності та адаптивності. Інноваційні методи навчання – такі як змішане навчання, гейміфікація, коучинг, використання віртуальних архівів і SMART-технологій – сприяють розвитку професійних та особистісних компетентностей студентів. Компонент оцінювання включає когнітивний, операційний, комунікативний та аналітичний виміри, забезпечуючи відповідність реальним вимогам сучасних бібліотечно-інформаційних систем. Ця системна, динамічна та адаптивна модель сприяє створенню індивідуальних траєкторій навчання, професійному самовизначенню та навчанню впродовж життя. Вона є основою для підготовки фахівців, здатних працювати в різноманітних інформаційних середовищах, керувати цифровими архівами, брати участь у трансфері знань та зберігати культурну спадщину. Гнучкість моделі забезпечує її актуальність та ефективність у підготовці фахівців для лідерства та інновацій у цифровій трансформації інформаційного сектору.

Ключові слова: модель професійної підготовки, майбутні фахівці, бібліотечна, інформаційна та архівна справа, технічні університети, інноваційні освітні технології.

Introduction. In contemporary society, characterized by the rapid advancement of information technologies, the digitalization of all spheres of activity, and the transition to a global information environment, the role of specialists in library, information, and archival studies is becoming increasingly important. The transformation of the information landscape, the widespread use of digital resources, and the growing demand for access to scientific, educational, cultural, and administrative information call for the preparation of a new generation of professionals. These specialists must be proficient not only in traditional methods of information handling but also in modern technologies for processing, preserving, and disseminating information.

This context highlights the necessity of enhancing the professional training system for such specialists. The system must respond to new challenges, reflect current trends, and meet the evolving needs of the information society.

In this regard, the training of future library, information, and archival professionals in technical institutions of higher education is particularly relevant. These institutions are well-positioned to provide comprehensive education that combines professional competencies in information-related fields with technological literacy and a sound understanding of technical processes. The integration of knowledge in library, information, and archival studies with practical skills in working with information systems, automated library and information complexes, digital archives, and other contemporary tools will ensure that graduates are highly competitive in the labour market.

A critical component of this endeavor is the development of a comprehensive model for the professional training system. This model should encompass conceptual foundations, structural components, pedagogical technologies, and teaching methods aimed at cultivating professional competencies that align with modern demands. Furthermore, it should incorporate not only academic instruction but also practical training through internships, dual education formats, engagement in real-world projects, and collaboration with professional communities.

The aim of this article is to identify and characterize the key components of a model for the professional training of future specialists in library, information, and archival studies.

The **methodological basis** of the study is grounded in a combination of theoretical analysis, modelling, and systematization of existing scientific concepts and pedagogical practices related to the professional training of future specialists in library, information, and archival studies. The research employs a conceptual modelling approach as both a scientific tool and an instructional strategy to develop a coherent, adaptive, and practice-oriented training system. The modelling process involved a comprehensive examination of educational standards, normative documents, and empirical studies on competency-based education, with a focus on aligning training outcomes with the demands of the modern information society. The research draws on general scientific methods – such as analysis, synthesis, induction, deduction, and abstraction – to identify and structure the core components of the model. A comparative method was used to examine existing training systems and best practices in Ukrainian and international contexts. The integrative-differentiated approach facilitated the design of the model's structural and functional blocks by combining theoretical principles with applied educational strategies. In addition, the study incorporates elements of the system, activity-based, and personality-oriented approaches to ensure the holistic development of students' professional competencies. The methodology also includes pedagogical forecasting to anticipate labour market trends and the evolving requirements of information-related professions. The proposed model was developed through critical evaluation of scholarly contributions and validated through alignment with national education standards and professional expectations, ensuring its relevance, scalability, and adaptability in diverse educational settings.

Research background. Today, modelling is widely employed in professional education as both

a scientific research method and an instructional approach. It enables the creation of structured, systematic, and adaptive educational processes that respond to the evolving demands of the information society. In particular, modelling serves as an effective tool for competency-based training of future specialists in library, information, and archival studies. It facilitates the anticipation of professional requirements, the development of optimal learning strategies, and the alignment of educational outcomes with real-world professional contexts. The development of models for the professional training of specialists in information-related fields has been the subject of scholarly investigation by numerous Ukrainian researchers, including N. Bachynska [1], I. Davydova [3], V. Zahumenna [6], T. Novalska [9], L. Savchenko [10], O. Serbin [11], T. Yaroshenko [11], A. Shemaieva [14], M. Shlenova [15; 16], A. Lytvyn [8], I. Ziaziun [7], and I. Demchyna [4]. Their studies address the structural and functional characteristics of professional training systems, the implementation of innovative pedagogical technologies, the cultivation of digital competencies, and the integration of traditional and contemporary information practices in specialist preparation. The optimization of professional training in library, information, and archival studies is influenced by a range of factors. Central among these are the transformational processes occurring within the socio-cultural landscape, the current state and advancement of library science and practice, and the ongoing reforms in national education. The dynamic nature of the information society, the digitalization of information resources, and the global integration of libraries into international information systems underscore the need to modernize approaches to the training of future professionals. The redefinition of the functions of libraries as information, educational, and cultural institutions, alongside the paradigm shift in library and information activities and the increasing complexity of technological processes in information management, has introduced new demands for professional competencies. Today's librarian, archivist, or information analyst must possess not only a solid foundation in document science, library science, and archival studies, but also advanced digital literacy, managerial competencies, the ability to work with big data, and familiarity with international standards in information management. These evolving demands necessitate a flexible, innovative approach to the development of educational programs that are responsive to the actual needs of the labour market and the broader context of societal development.

Despite numerous reform efforts, the current system of training library and information professionals in Ukraine's higher cultural education institutions continues to lag behind international standards and global trends in library education. It remains insufficiently aligned with the demands of the digital environment, fails to adequately address the evolving needs of modern libraries and information centers, and lacks the technological infrastructure required to develop competencies that reflect the realities of the information age. Over the past decades, Ukrainian researchers and educational institutions specializing in the preparation of library and information professionals have proposed various concepts and educational models aimed at improving the effectiveness of professional training. A notable contribution is the model proposed by Professor I. Davydova [3], which advocates for the transformation of librarian training from a traditional academic format to a model that integrates both technological and humanistic components. This approach reflects the current requirements for professionals operating in a digital and dynamically evolving information environment. Equally significant is the contribution made by L. Demchyna [4], who developed conceptual and disciplinary models for the documentary training of bachelor's and master's students. These models are grounded in an integrated and differentiated methodological approach, incorporating both general scientific methods of inquiry and fundamental didactic principles.

The application of the integration-differential approach enables the consideration of documentary training for library and information specialists from two interrelated perspectives. It is regarded as one of the core subsystems of professional education responsible for preparing personnel for documentary communication within society, viewed as a component of broader social communication. This dimension involves students acquiring foundational theoretical knowledge in document science, archival studies, information and analytical activities, as well as mastering modern technologies for document flow management. Documentary training is conceptualized as a systemic form of education with an internal structure that integrates both general professional and specialized competencies. This implies that future bachelors and masters in library and information science should not only comprehend the theoretical underpinnings of document studies, but also cultivate practical skills in managing information resources, electronic archives, and document management systems. Moreover, they should develop the competencies essential for supporting the digital transformation of the information sphere.

In our view, the proposed model of documentary training represents a promising direction for the development of library and information education. It

addresses the current challenges associated with the informatization of society and ensures that future specialists acquire the necessary level of professional competence. Its implementation fosters the effective integration of theoretical knowledge and practical skills, which is a critical factor in preparing competitive professionals in the field of social communications. An important contribution to this area is the innovative model of library education developed by Professor A. Shemaieva [14]. This model is based on the concept of the "knowledge triangle", which unites education, science, and innovation (Figure 1). Within this framework, knowledge transfer is assigned a pivotal role as a key driver of training effectiveness.

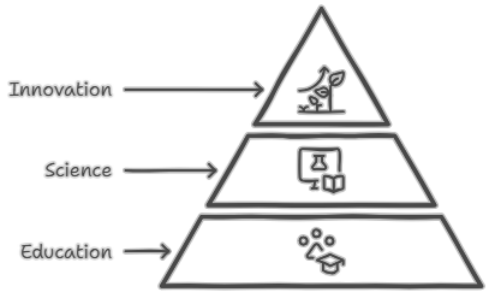

Fig. 1. Knowledge triangle

Knowledge transfer in library and information education encompasses not only the acquisition of theoretical foundations and practical skills, but also the establishment of effective mechanisms for interaction between academia, research, and professional practice. The level of scholarly activity and the quality of educational programs directly influence the effectiveness of training modern librarians, archivists, and information analysts. Within this context, it is essential to develop platforms that foster collaboration among higher education institutions, libraries, information centers, and the public. Such initiatives would contribute significantly to enhancing the prestige and societal value of the library and information profession. A notable initiative aligned with this model is the proposal to establish a Ukrainian-European Library Knowledge Transfer Centre. This center could serve as a pivotal hub for the exchange of best practices, the development of innovative educational technologies, the formulation of contemporary standards in library and information science education, and the facilitation of Ukrainian professionals' integration into the international library and information community.

A particularly relevant dimension of the innovative model of library education involves the definition of competency-based criteria for future professionals and the creation of robust mechanisms to ensure the quality of training. This includes revising curricula to align with international standards, promoting interdisciplinary integration, actively utilizing digital technologies, and implementing comprehensive systems for lifelong learning. The proposed innovative model – grounded in the synergy of education, science, and knowledge transfer – establishes a foundation for preparing highly qualified professionals capable of responding effectively to the digital transformation of the information environment and advancing the development of Ukraine's library and information sector.

Professor T. Novalska [9] conducted a comprehensive analysis of modernization approaches in library education, underscoring the importance of developing a training model aimed not only at producing competent contemporary librarians, but also envisioning and shaping the professional profile of future specialists. A critical component of such training lies in fostering not only professional expertise but also a lifelong learning mindset. Higher education institutions must priorities the development of students' critical thinking, project management skills, social interaction, creativity, leadership, and self-organization. These attributes align with the broader competency framework for the 21st century, which emphasizes adaptability, communicative flexibility, digital literacy, and innovation.

In view of the above, the modernization of library and information education should be grounded in an interdisciplinary approach, the integration of cutting-edge educational technologies, and the development of partnerships between higher education institutions, professional communities, and international organizations. It is essential to create conditions for practical training, including internships in leading library and information institutions, as well as to implement dual education models that effectively combine theoretical instruction with real-world professional practice [9].

The relevance of modelling as a scientific method in the training of future professionals is driven by the need to adapt educational processes to the rapid transformations of the information space. Employing modelling as an organising principle in education promotes a systematic approach to the development of core competencies, including information-analytical, communicative, managerial, and technological skills. The development of effective models for the professional training of specialists in library, information, and archival fields represents a key area of scholarly inquiry. Such models make it possible to ensure the high-quality preparation of professionals capable of meeting the contemporary demands of the information society and fostering the advancement of the sector.

Statement of the main material. Modelling, as a scientific research method, according to the glossary of economic terms, enables the analysis of objects,

processes, or phenomena by constructing their conceptual or symbolic representations. This approach facilitates the examination of complex systems by simplifying their structure. At its core, modelling involves the interaction of three essential components: the subject of research (the investigator engaged in cognition), the object of research (the phenomenon under study), and the model itself, which serves as an intermediary tool. Through modelling, researchers can simulate the structure, functional relationships, and developmental patterns of a given object, thereby gaining deeper insights into its nature and forecasting potential changes in various scientific and practical domains.

A model may take the form of a physical, symbolic, or conceptual system that reflects the defining characteristics of the object under investigation. It reproduces the object's internal organization, functional properties, and essential attributes, thereby enabling the analysis of complex phenomena through their simplified analogues. The application of modelling is particularly appropriate when direct examination of the object is either infeasible or inefficient. In such cases, the model allows researchers to obtain relevant insights, anticipate the behavior of the original system, and identify optimal solutions to theoretical and practical challenges [13].

The concept of a "model" is interpreted in various ways across scholarly sources; however, these interpretations consistently emphasize its function as a simplified representation of an object or phenomenon, enabling a clearer understanding of its structure, properties, and interrelationships. I. Ziaziun [7] defines a model as an artificially constructed sample, which may take the form of a diagram or formula and reflects the structure, characteristics, and interactions among the elements of the object or phenomenon under investigation. According to S. Honcharenko [2], a model must capture the most essential features of an object, be grounded in a deep understanding of its functions and properties, and act as an intermediary link between theory and its practical application within the real pedagogical process (Goncharenko). These perspectives underscore the role of models as indispensable tools for simplifying complex entities, testing theoretical assumptions, and enhancing practical outcomes.

The model of training future specialists in library, information, and archival studies must be not only effective in content and structure but also oriented toward creating conditions for sustainable professional development and aligned with the demands of the contemporary labour market. On the one hand, professional training should ensure a return on investment for both the individual and society; on the other, it should contribute to achieving a satisfactory material and social status, since the level of professional competence directly influences the quality of life of specialists. A critical component in this context is the development of professional management and self-management skills, which, as V. Zahumenna notes, are essential for career success in any field (Zahumenna).

A. Solianyk [12] highlights the importance of a "human-centered" training model, which prioritizes the individual's needs, interests, aspirations, and general standard of living. Taking these factors into account enables the creation of a more flexible and adaptive educational model, capable of ensuring not only a high level of professional competence but also alignment with the personal and societal expectations of the information age. We support A. Solianyk's position that the model for training future specialists in library, information, and archival studies should be guided not only by the needs of the modern labour market, but also by a national and civic orientation. An integrative training model must incorporate features that equip specialists to work effectively in service to their country, while also ensuring they receive state support and recognition. Importantly, such training should focus not only on the formation of professional competencies, but also on cultivating a strong sense of national identity and patriotism.

According to N. Diahlo [5], a conceptual model represents a set of ideas, principles, and methodological approaches that inform the search for the most effective organizational forms, teaching methods, and pedagogical tools. It establishes the educational environment in which future professionals can acquire the necessary knowledge and skills for their career and facilitates their successful adaptation to the realities of the modern world.

For the effective training of future professionals, it is essential to develop a conceptual model grounded in a clearly articulated idea and educational philosophy that aligns with the requirements of the contemporary educational system. Such a model must incorporate philosophical, sociological, and pedagogical dimensions, thereby contributing to the formation of a coherent and holistic system of education.

Results. The modelling method represents a crucial instrument in pedagogical research, as it enables the development of effective, flexible, and well-adapted structures for the professional training of future specialists. In the context of training professionals in library, information, and archival studies, the creation of a professional training model should be directed towards the formation of competencies that empower specialists to perform effectively in the dynamic environment of the modern informa-

tion society. A critical component of this model is the provision of specialized and targeted training that responds to the needs of the labour market and prepares specialists to operate in conditions of continuous technological change and innovation.

The model of professional training for future specialists in library, information, and archival studies should comprise several interrelated components: goal-oriented, conceptual-methodological, content-procedural, and result-oriented blocks (Figure 2).

The *goal-oriented block* defines the specific objectives of training, with a focus on the development of key professional competencies.

The *conceptual-methodological block* establishes the theoretical foundations and methodological approaches that underpin the educational process.

The *content-procedural block* encompasses the practical and instructional elements of training, aimed at equipping students with the necessary skills and knowledge for effective work in library, information, and archival institutions.

The *result-oriented block* involves the evaluation of learning outcomes, assessing the extent to which graduates are prepared for professional activity.

This model should be designed to foster the development of highly adaptable specialists capable of operating in diverse professional contexts, addressing complex challenges in information and document management, utilising advanced technologies, and contributing to the preservation of cultural heritage. A systematic approach to the training of such professionals will support their long-term career development and enhance their ability to adapt to the evolving demands of the information age.

Let us describe the components of the developed model.

The *goal-oriented block* constitutes a key element of the pedagogical model for training future specialists in library, information, and archival studies. Its primary purpose is to ensure high-quality professional education within a dynamic and evolving information environment. This block aims to cultivate highly qualified professionals capable of performing their duties effectively, both independently and as part of a team, while also implementing innovative approaches in their practical activities.

The overarching goal of this block is to prepare specialists equipped with the requisite knowledge, skills, and competencies to operate successfully within library, information, and archival institutions. This encompasses not only a profound understanding of core professional disciplines but also the capacity to apply such knowledge in real-world contexts, considering the rapid technological advancements and shifting demands of the labour market. Additionally, an essential objective is to foster in students a commitment to lifelong learning and continuous professional development, particularly in light of the globalization and digitalization of information processes.

Moreover, the goal-oriented block supports the development of students' adaptability to new technological and organizational conditions. This enhances their ability to address contemporary challenges in information and library services, document preservation, and archival practices, while also enabling them to propose and implement innovative solutions at both regional and international levels.

The *conceptual-methodological block* of training future professionals in library, information, and archival studies is grounded in modern higher education standards that define the core competencies required for effective professional performance in these fields. This block emphasizes adherence to national educational requirements, such as the Higher Education Standard for Specialty 029 "Information, Library and Archival Studies", approved by the Ministry of Education and Science of Ukraine. This standard outlines the professional competencies expected at the bachelor's and master's levels of training.

In addition, this block is grounded in conceptual foundations that define the directions of professional training for future specialists within the context of evolving labour market demands and technological advancements. Particular emphasis is placed on the development of students' life competencies, which include analytical thinking, adaptability to emerg-

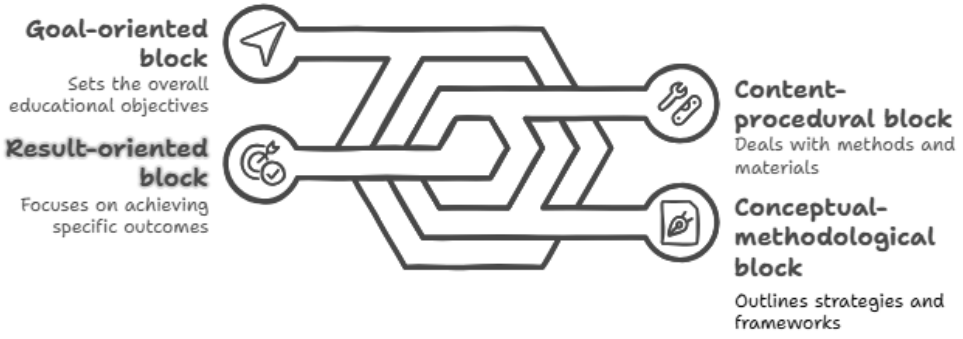

Fig. 2. Educational Framework Blocks

ing information technologies, proficiency in handling documents of various formats, and the ability to contribute to the preservation of cultural heritage.

The methodological basis of the model incorporates systemic, competence-based, and personality-oriented approaches. These frameworks enable the organization of the educational process in a manner that fosters the development of essential professional and personal qualities. Students acquire not only theoretical knowledge but also practical skills necessary for effective professional activity. Furthermore, the integration of innovative technologies and instructional methods, along with dialogic and activity-based learning approaches, creates an environment conducive to creative expression and the generation of innovative ideas in the field of library, information, and archival science.

Through the implementation of these approaches, the conceptual and methodological block facilitates the acquisition of professional knowledge while simultaneously nurturing the flexibility and adaptability required to navigate the rapid transformations occurring in information technology, archiving, and cultural heritage preservation.

The *content-procedural block* of training future specialists in library, information, and archival studies involves the incorporation of modern organizational forms, teaching methods, and educational technologies aimed at fostering a high level of professional competence. This block is implemented through a balanced integration of theoretical instruction and practical experience, enabling students to adapt effectively to the demands of the contemporary information society and the dynamic development of their professional field.

This component of the model includes a variety of educational formats: lectures, seminars, laboratory and practical sessions, training activities, industrial placements, and independent student work. Active learning strategies – such as case-based learning, project-based learning, problem-based learning, simulation of professional scenarios, contextual learning, and practice-oriented tasks – play a significant role in the curriculum. These methods provide students with the opportunity to develop the required competencies in both real and simulated professional environments.

The innovative aspect of the procedural block is ensured through the integration of digital technologies and interactive teaching methods. These include web quests, virtual libraries and archives, gamification elements, SMART technologies, masterclasses conducted by leading industry experts, coaching techniques, as well as distance and blended learning formats. Such approaches contribute to the development of students' information culture, enhancement of digital literacy, critical thinking, and the ability to operate effectively in both online and offline environments.

An equally important component is the creation of integrated teaching and learning support, which encompasses educational planning, instructional materials, and control and assessment documentation. These resources are developed in alignment with current trends in the library, information, and archival fields, contemporary information management standards, and the expectations of employers. This ensures that the training provided addresses current labour market demands and equips future professionals with the competencies required to perform effectively in the context of digital transformation and the evolving information society.

The *result-oriented block* of the model for training future specialists in library, information, and archival studies is designed to assess the qualitative and quantitative indicators of achieving the intended educational objectives. It facilitates the evaluation of graduates' professional competence, their readiness to undertake professional tasks, and their ability to adapt to the dynamic requirements of the modern information environment, including the effective management of library, archival, and information services.

This block includes a system of criteria and levels for assessing the professional readiness of future specialists. These comprise:

– cognitive: the degree of mastery of theoretical knowledge;

– operational and activity-based: the development of practical skills related to working with documents, information systems, archival collections, and digital platforms;

– communicative: the ability to interact effectively with users and members of the professional community;

– analytical and research: the capacity to work with large volumes of information, evaluate its credibility, and apply critical analysis in professional contexts.

The result-oriented block also involves the formulation of clearly defined learning outcomes, including mastery of modern library and information technologies; the ability to organize information environments and preserve cultural heritage; the application of innovative methods in professional practice; and a readiness for lifelong learning and ongoing professional development.

The proposed model is characterized as systemic, integrated, flexible, and dynamic. Its components can be applied either holistically or selectively, allowing for adaptation to changes within the industry, evolving employer demands, and individual professional

development trajectories. This adaptability enables an effective response to the challenges posed by the modern information society and contributes to the preparation of highly qualified specialists capable of advancing the library, information, and archival sectors in the context of digital transformation.

Conclusions. The analysis of the proposed model for the profession-oriented training of future specialists in library, information, and archival studies leads to the conclusion that its structural and functional coherence ensures both integrity and a systematic approach to the development of professional competence. The integration of the target, conceptual and methodological, content and procedural, and resultant (effectiveness) blocks contributes to the preparation of highly qualified professionals capable of working effectively amidst digital transformation, the evolving information society, and the dynamic demands of the professional environment.

The developed model enables the deliberate design of individual educational trajectories and fosters the development of critical thinking, analytical skills, and the capacity for self-directed learning. Its practical orientation ensures that students acquire the essential skills required for effective engagement with information resources, digital archives, automated library systems, and document management tools.

Thus, the model creates favorable conditions for professional self-determination, socialization, and personal development of future specialists. It empowers them to set realistic professional goals and successfully achieve them in practice. Moreover, the model is dynamic and adaptable, allowing for modifications in response to current challenges and labour market demands, thereby ensuring its continued relevance and effectiveness in the training of future specialists in library, information, and archival science.

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