



## The role of the book as the main type of document in information activities

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**Abstract.** In current conditions, as information technologies rapidly develop, the question arises: does the book remain a key element of learning, or is it giving way to digital technologies? The purpose of the study was to analyse the role of the book as the main type of document in information activities in general, and to consider the meaning and functions of both printed and electronic books in the educational process of students of the speciality B13 “Library, Information and Archival Affairs” at the Ukrainian National Forestry University. The analytical method was used to investigate scientific literature, while the systemic method was applied to examine the significance of the book as the main type of document in information activities, along with systematisation and generalisation, historical-comparative, statistical, and sociological methods. Since ancient times, books have been the main source of knowledge in higher education institutions and an integral part of the educational process of students of any fields of knowledge. During the study it was determined that books served not only as educational material, but also as a tool for the development of critical thinking, the ability to analyse and systematise information. It had been investigated that due to the digitalisation of education, new approaches to the use of traditional and electronic book resources were emerging. The practical significance of this study lies in the use of the analysis results regarding the overall role of books and students’ attitudes toward books as the main type of documents, which are applied in identifying the types of books preferred by students

**Keywords:** book history; printed book; electronic book; higher education institution; educational process; digital technologies; information society

### Introduction

The book for students of speciality B13 “Library, Information and Archival Affairs” was not only a source of knowledge, but also a tool for developing professional skills. Since information activities involved working

with large amounts of information, students should learn to effectively use various types of documents, in particular, books. With the development of digital technologies, the library of the UNFU (Ukrainian National

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Forestry University) was actively replenished with electronic books, providing students with access to a wide range of educational materials. However, despite the numerous advantages of electronic resources, the book in traditional printed format does not lose its relevance and retains its great importance in the educational process. The students at the UNFU often noted that e-books cannot replace the feeling of interaction with a physical medium of information, which helped to better remember the material.

Notably, there was no separate study on the role of the book as the main type of document in information activities in the contemporary scientific discourse. Contemporary scientific research often focused on the adaptation of libraries to digital changes. For example, S. Buryak (2020) analysed the dynamics of the development of the contemporary book publishing industry in the context of the digital transformation of society, drawing attention to changes in the forms of content presentation and the growing role of electronic publications. This study was important for understanding the modern context of the functioning of books as an information resource. I. Dovzhuk & N. Sichkarenko (2022) focused on transformations in the publishing sphere related to the transition to digital formats, and changes in the consumption of printed and electronic content. Their analysis emphasised the relevance of rethinking the role of books in the contemporary information environment. The researchers' interdisciplinary approach, which combined documentary, communicative, and sociocultural aspects, was particularly valuable. T. Kraynikova (2021) analysed the principles of contemporary editing culture and text preparation for publication. The researcher emphasised the need to adapt editorial approaches to the requirements of the digital space and new media. This helped to understand the changes that were taking place in the creation and perception of books as documents. O. Lesyuk (2021) investigated the functional and structural features of editorial activity in the context of forming the content and visual part of a book, emphasising the importance of the editor as an intermediary between the author and the reader in the process of transforming a manuscript into a finished document. These aspects were important for understanding a book as an information and communication object. Yu. Paleha (2022) proposed an updated classification of documents in the context of contemporary document science, considering the emergence of new forms (digital, interactive documents). The researcher considered the book as one of the basic types of documents, along with new formats. The authors' study helped to build a theoretical field for considering books in a broader document science context. The scientific studies described above were extremely valuable, but they did not cover all potential areas of research into books as documents, in particular, they did not directly

address the understanding and rethinking of the role of books as traditional carriers of information in the advanced information space.

Therefore, the purpose of the study was to analyse the significance of the book as the main type of document in information activities. In accordance with the defined goal, the tasks were: 1) to consider the history of Ukrainian book publishing and the etymology of the word "book" (in Ukrainian "knyha"), and also to determine the functions that books performed in the life of contemporary youth; 2) to investigate how the traditional printed book has changed under the influence of digital technologies, and to clarify the meaning of the notions of "electronic book" and "digital book"; 3) to analyse changes in the ways of perception and use of books in the conditions of the digital age, and to find out whether students know, what type of books (printed, electronic, audiobook/educational, scientific, reference, literary fiction) were preferred by contemporary students, what motivated their opinion.

The methodology of investigating the role of the book as the main type of document was to determine the theoretical foundations, approaches, and methods that helped to study the book as the main type of document in the information society. The study used the features of theoretical analysis – to investigate scientific approaches to the concept of the book, its structure, functions and evolutions; historical and genetic method – to investigate the development of the book in the context of historical stages and changes in society; systematic approach – to consider the book as an element of the information and documentary system; sociological method – to conduct a survey of students of speciality B13 "Library, Information and Archival Affairs" at the UNFU (students of groups ID-11, 21, 31 took part in the survey, the total number of participants was 52) to investigate readers' preferences. Research consisted of two parts: in the first part, the book history and book publishing in Ukraine from ancient times to 2025 was reviewed; in the second part the importance of the book as the main type of document in the contemporary information society was analysed. The study was conducted in accordance with the requirements of The Declaration of Helsinki (2013).

### **From the book birth history and book publishing in Ukraine**

The studies by many scholars were concerned with the investigation of the history of book publishing in Ukraine, in particular, the papers by Ya. Isayevych (2002) and M. Tymoshyk (2007). In addition, the paper by I. Dovzhuk (2009) was important for the study of this topic. The Ukrainian book, which was an integral part of world culture, had its own extremely complex history. According to M. Tymoshyk (2007), the distinctiveness of this history lied in the fact that the ancient Ukrainian chronicle, on the one hand,

enjoyed unquestionable authority and renown in the global cultural sphere, was distinguished by its powerful educational and patriotic influence on readers, and by the talent and wisdom of its creators. However, its development and preservation were hindered by adverse conditions, the impact of destructive forces, and a system of restrictive measures that, for centuries, were deliberately directed against it. They were directed with a single goal – to reduce, neutralise its essence, preventing it from fulfilling the function assigned by its creators – to encourage people to think, to elevate them. The researcher identified the following three main periods of publishing development in the ancient Ukrainian lands: 1) the pre-Christian era; 2) the era of princely Kyiv; 3) the Galician-Volyn era.

As noted by Ya. Isayevych (2002), the term “printing in Ukraine” had a narrower meaning than “Ukrainian book printing”, as the origins of Ukrainian book printing can be traced to the activities of the first Krakow Cyrillic printing house of the late 15<sup>th</sup> century. It was established primarily to serve the needs of Ukraine and Belarus and maintained close ties with Ukrainian cultural centres. The works of the Belarusian first printer Francisk Skaryna, Symon Budny, Vasyl Tyapynsky (of Ukrainian origin), and the publications of the Zabludiv printing house founded by Hryhoriy Khodkevych, Hetman of the Grand Duchy of Lithuania and a descendant of the Kyivan boyars, were intended not only for Belarusian, but also for Ukrainian readers.

The first printing houses on Ukrainian lands were those of Lviv and Ostroh. This was connected with the needs of both the socio-political and cultural movements of the whole of Ukraine. For example, for the emergence of book printing exactly in Lviv, it was a circumstance that the interests and plans of Lviv’s Ukrainian burghers, on the one hand, and, on the other hand, the traveling printer Ivan Fedorov, who had previously worked in Moscow and the Belarusian town of Zabludiv, came together there (Isayevych, 2002). While in Moscow Ivan Fedorov worked at the state printing house, and in Zabludiv – at the printing house of Hryhoriy Khodkevych, he later decided to launch his own enterprise, aspiring to become not only a printer, but also a publisher. When choosing a location for printing house, Ivan Fedorov, known in Ukraine as Fedorovych, deliberately selected Lviv – a major commercial, industrial, and cultural centre.

It was in the Lviv printing house in 1574 that I. Fedorov printed the first books in Ukraine – “Apostle” and “Primer” (Fedorovych, 1574a; 1574b) – the first printed textbook in Eastern Europe. As Ya. Isayevych (2002) noted, the creation and publication of the “Primer” was closely linked to the educational initiatives of the burghers, who were gradually improving the quality of education in their schools. In 1572, “representatives of the entire Ukrainian community and residents of the suburbs” of Lviv secured from the royal authorities

official recognition of the Ukrainian population’s right to send their sons to gymnasiums and schools to study the “liberal arts”. By April 1575, the release of the “Primer” became a contribution to the implementation of an extensive cultural and educational programme planned by the burghers of Lviv and other cities.

The pinnacle of typographic mastery was the Ostroh Bible (1581), the text of which was prepared for publication by Ivan Fedorov, and together with him were Ukrainian writers Gerasym Smotrytsky, Tymofiy Mykhailovych, as well as Greek scholars Dionysius Ralli-Paleologus and Eustathius Nafanail. Notably, Ostroh subsequently became the centre of publishing Ukrainian polemical literature: “The key to the kingdom of the heavens” by H. Smotrytskyi (1587), the work “Response to a letter in God from the venerable father Hypatius of Vladimir and bishop of Brest” to his honourable prince K. Ostrozky (1598). In addition, it published the collection “Knyzhysia” (Surazhsky-Malyushytsky, 1598), the Ukrainian edition of “Apocrisis” (2003) by Christopher Philalethes, and “Cure for sleepy human mind” (Nalyvaiko, 1607).

The next important stage in the development of Ukrainian book printing was associated with the activities of the Lviv Brotherhood (1591-1788) and the Kyiv-Pechersk Lavra (1617-1941). By 1648, the Lviv Brotherhood printing house had printed no less than 36 books with a volume of 2,842 sheets, and the Lavra printing house had printed no less than 72 books with a volume of 3,765 sheets. According to Ya. Isayevych (2002), the indicated numbers were minimal, because a number of books, especially of small format and volume, have not reached modernity.

The famous printed works of the printing house of the Kyiv-Pechersk Lavra were the school “Chasoslov” (Book of Hours, Prayer Book), “Discourses” (Homilies/Commentary) by source “Selected conversations. St. Ioann Zlatoust” (2021) on the 14 epistles of the Apostle Paul, “Anthologion, a collection of texts of festive services of the Orthodox church” (2003), “Word to the Latins” by M. Grek (1620). A number of literary works, mostly panegyric, in the Ukrainian standard language – poems by O. Mytura (1618) “The pattern of virtues of Elisey Pletenetsky”, “A book on the faith of the one, holy apostolic church” by Z. Kopystensky (1620), “Laments for the Lamentable Grave of the Noble Knight Petro Konashevych Sahaidachny...”, composed by K. Sakovych (1622), Pamvo Berinda’s “Slovenoroski Lexicon” (Nimchuk, 1961).

A new stage in the history of Ukrainian book printing began from the 17<sup>th</sup> century, when the printing house of the Kyiv-Pechersk Lavra came in 1633 under the control of the Metropolitan and simultaneously the Archimandrite of the Kyiv-Pechersk Lavra, Petro Mohyla. Notably, the activities and publications of the Kyiv-Pechersk Lavra during the “Mohyla” period were not uniform: the “Orthodox confession of faith”

(Mohyla, 1696), four editions of a short catechism "A collection of brief science..." (Mohyla & Trofimovich-Kozlovsky, 1645), the fundamental "Mohyla", "Trebnik" of 1646 (Mohyla, 1646) were published. At that time, two private printing houses emerged in Kyiv, which were strong competitors to the Lavra printing house: around 1624-1628 – the private printing house of T. Verbytsky, and around 1627-1631 – the printing house of S. Sobol appeared. T. Verbytsky printed two editions of "Chasoslov" (1625), "Psalter" (1628), "Primer" (1627). While S. Sobol published "Minea general" (1628), "Apostle" (1630), "Leimonarion" (Moschus, 1628).

Notably, the publication of the first three parts of I. Kotlyarevsky's "The Aeneid" in 1798 in the new Ukrainian literary language gave impetus to the development of the modern period of Ukrainian book publishing. According to the materials of the Encyclopaedia of Ukrainian studies, from 1798 to 1840 in the then Russian Empire, 44 Ukrainian books were published, of which 7 were published in Kharkiv, the rest – outside Ukraine (Doroshenko & Zlenko, 1949). According to I. Dovzhuk & G. Sichkarenko (2022), the largest printing house in Ukraine, that of the Kyiv-Pechersk Lavra, continued to produce religious texts in the Russified version of the Church Slavonic language. The printing house of the Kyiv Academy, which operated under its authority, published both religious and secular works in Russian, using the civil script. The growth of secular book printing in Kyiv was largely associated with the activities of Metropolitan of Kyiv and Galicia Ye. Bolkhovitinov (1767-1837). Author granted the Lavra the right to publish his descriptions of St. Sophia Cathedral (1825, reprinted in 1831, 1847 and onwards) and the Kyiv-Pechersk Lavra (1826, reprinted in 1831, 1847 and onwards) (Isayevych, 2002; Bolkhovitinov Yevgen, 2003). Textbooks for primary education, calendars, and later periodicals were published in the civil alphabet in Kyiv. "Civil" books were published in printing houses attached to provincial governments in Kyiv, Kharkiv, Chernihiv, Kamianets-Podilskyi, and Zhytomyr. However, most peasants were illiterate (Isayevych, 2002).

University publishing houses were of great importance in terms of saturating the information space and scientific and educational communication. Along with educational and scientific books, periodicals were also published there. An important stage in the development of book publishing was marked by the activity of the Kharkiv University Printing House. Even before the official establishment of the institution, V. Karazin equipped it by purchasing four printing presses and sets of matrices for 12 Cyrillic and 3 Latin typefaces (Isayevych, 2002). In 1831, the first books within Ukrainian lands were printed there, including the "Ukrainian almanac". The peak year for publishing was 1834, when five editions were released: works by H. Kvitka-Osnovianenko, "Ukrainian

folk songs" compiled by M. Maksymovych, the folklore and historical collection "Zaporizhian antiquities" by I. Sreznevsky (1812-1880), a compilation of Ukrainian proverbs and sayings, and the fairy tale "Marusia" by an unknown author (Tymoshyk, 2007). Most of the printed works were scientific and educational, such as a rhetoric textbook by I. Ryzhsky (1759-1811), a five-part chemistry textbook by F. Giese (1781-1821), and studies on mathematics, philology, history, and music. Notable among the Ukrainian-language publications were I. Kotliarevsky's plays "Natalka Poltavka" (1838) and "Moskal the magician" (1841), along with the complete six-part edition of "The Aeneid" (1842) (Ablitsov *et al.*, 1995).

In 1835, the printing house of the Main Headquarters of the First Army was handed over to Kyiv University. Nearly all educational literature intended not only for the University, but also for other educational institutions in the Kyiv district began to be produced there. This became one of the key advantages of university printing houses compared to other presses that often operated in the vicinity. One of the first important publications there was the study by M. Maksymovych (1837) "Where the Old Rus land comes from. According to the retelling of Nestor's story and other old Ruthenian writings", and M. Maksymovych's (1839) "History of old Ruthenian literature". As M. Tymoshyk (2007) believed, it was a daring effort to break away from the official narrative of Russian history and to affirm that Ukrainians were entitled to their own historical legacy. The rector personally had to secure funding for the publication at the University's printing house. From the very first releases, the books stood out for their distinctly Ukrainian focus, which appeared before Valuev's anti-Ukrainian circular of 1863, setting this press apart from other university printing houses in the Russian Empire. One of the most prominent works was a Ukrainian-language collection of reflections titled "Ukraine", compiled by P. Kulish.

It should be noted that the first Western Ukrainian almanac in the vernacular language "Rusalka Dnistrova" (1837), which was prepared by students of the Greek-Catholic theological seminary, M. Shashkevych, I. Vagylevych and Ya. Holovatsky, had a similar significance for Galicia as "The Aeneid" by I. Kotlyarevsky for the Eastern Ukraine. This collection of original works, folklore recordings, and historical materials was an expression of the desire to create a new Ukrainian culture as a national one. Due to the ban on publishing the book in Lviv, it was printed in Buda, at the printing house of the University of Pest, using the "civil" alphabet, with phonetic spelling (Stebliy *et al.*, 1989). In addition, the almanac "Lastivka" ("The Swallow") by Ye. Hrebinka (1841), "Little-Russian songs" by M. Maksymovych (1827, 1834), the collection "Kobzar" by T. Shevchenko (1840), in particular, the poems "Haydamaks" (1841) and "Hamaliya" (1844) also had



important cultural and informational significance (Tymoshyk, 2007).

In the first half of the 19<sup>th</sup> century, conditions were generally favourable for the growth of Ukrainian book publishing, which was dominated by religious and spiritual works, literary creations, and studies in the humanities that met the informational needs of Ukrainians. Through books, a shared social consciousness was shaped, and the idea of national unity was fostered. However, censorship in the Russian Empire caused Ukrainian publishing activity to become concentrated in Galicia, where the environment was more conducive to its development. As Ya. Isayevych (2002) noted, censorship at the time targeted primarily the content of publications rather than their language. In Lviv, Ukrainian scholarly societies, schools, and newspapers operated, with Eastern Ukrainians actively contributing as correspondents and subscribing to the Galician press. Governance in Galicia was effectively handed over to the Polish minority, which received state funding for its cultural and educational institutions. National educational organisations, other civic associations, and the press played an important role in Ukrainian cultural life, firmly establishing the unifying orientation of most Galician publications. Owing to this, and to the active involvement in Galician publishing of cultural figures from other Ukrainian regions – the Dnipro area, Bukovyna, and Zakarpattia – the works printed in Lviv, Kolomyia, and other cities acquired nationwide importance, turning Galicia into a kind of “Ukrainian piedmont”, a hub of cultural and national initiatives for the whole of Ukraine.

The book publishing business of the late 19<sup>th</sup> century was directly related to the “Prosvita” society founded in Lviv (1868); in addition, the Shevchenko Society became an extremely powerful publishing centre in 1873, which became a scientific society in 1892. There, a serial publication “Notes of the Shevchenko Scientific Society” was published; in 1892, M. Hrushevsky became the head of the society. Under his leadership, historical documents and monographs were published. The publications were distributed by the bookshops of the Shevchenko Scientific Society and the “Prosvita” in Lviv, and Ukrainian bookshops were also established in the towns of various districts (Dovzhuk, 2009). Notably, the ban on the distribution and publication of books in Russia, on the one hand, slowed down Ukrainian progress, but on the other hand, it contributed to the activation of book publishing in Western Ukraine and abroad. Publishing activities moved to such large cultural and educational centres as Galicia and Geneva, where Ukrainian community funds were directed. The book industry shaped an information space that contributed to strengthening Ukraine’s independence and unity, transforming Ukrainians into a European nation, and accelerating important socio-political processes.

### **The book as an educational and cultural phenomenon in the contemporary student and information environment**

Notably, the precise and complete definition of the notion of “book” still remained a problem for discussions in the world and Ukrainian book studies. In the Ukrainian scientific world, by the scholars such as H. Shvetsova-Vodka (2004; 2014), O. Karakoz (2017). Such researchers as Yu. Palekha *et al.* (2023) actively used the concept of “e-book” as the future of the traditional printed book. It should be noted that dozens of interpretations of the concept of “book” as a term were not yet generally accepted, since they have not been able to outline in a brief and convincing form either its essence or the boundaries that distinguished it from other means of storing and transmitting information. According to M. Tymoshyk (2002), this was explained, on the one hand, by the evolution of the material form of the book in a historical context, and on the other hand, by its universal features and multifunctional purpose.

The origin of the word “book” in different languages was complex and multifaceted. Among the Slavs, it was traced back to the root “kna- (kien)”, which originally meant a tree stump or a piece of wood cut from a trunk. This theory was supported by the linguistic connection of the word with the beech tree in many Romance and Germanic languages, including English “book”, German “buch”, and Dutch “boek”. It was on wood pieces cut out from this tree that the first books in Europe were written. In the oldest Ukrainian manuscript, the “Ostromyryv Evangelie” (“Ostromyr Gospel”) the word “knyga” (“book”) was used in the sense of “writing, a letter”. There were suggestions that this word could have come to Slavic languages through the Turkic peoples from the Chinese “ku en”, which was literally translated as “roll of paper, silk”. The Old Mongolian name for the book “bicig” meant a pointed object for writing, while the Gothic “boka” referred to a specific letter of the alphabet (Tymoshyk, 2002). Thus, for many peoples, the original meaning of the notion of “book” was either the material for writing on, or some written element, or the tool with the help of which this element was applied.

A book has long served its primary function – to preserve and disseminate information of a certain content across space and time. It was important to recognise its dual nature: it was both a complete material object with its own form and design, and a carrier of written or graphic information that reflected the knowledge, views, and ideas of its creators. It should be noted that there were two official definitions of the term “book”. The first one derived from UNESCO recommendations, distributed to the book publishing world: in the field of culture, a book was a non-periodical printed publication that contained of at least 49 pages, exclusive the cover pages, and was intended for a reading audience. Accordingly, a printed text of up to 5 pages was called

a leaflet, and from 5 to 48 pages was called a brochure (Tymoshyk, 2002).

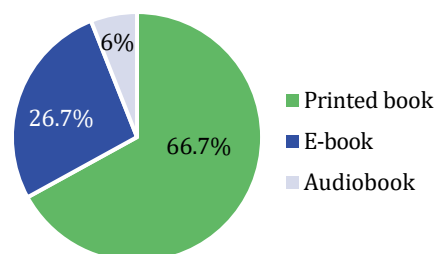
The concept of “book” was clearly defined in the DSTU 3017-95 (1996) – “a book is a publication in the form of a block of sheets of printed material of any format, bound together at the spine, in a cover, with a volume of more than 48 pages”; and in DSTU 3017:2015 (2016) – “a book is a book publication with a volume of more than 48 pages”. Thus, a book was a printed publication intended for a diverse reading audience, with a volume of more than 48 pages. As a material object and a cultural value, it possessed both spatial and semantic organisation: an internal and external structure, hierarchically subordinated major and minor elements, numerous artistic and typographic components, and its own principles of creation, which have been refined by book creators over the centuries.

In the current conditions of digitalisation of education at higher education institutions, the concepts of “electronic book” (e-book), as the future of traditional books, and “digital book” were actively used. According to Yu. Palekha *et al.* (2023), the term “electronic book” was broader than the term “digital book”, since the former had the ability to provide information in both analogue and digital form. An electronic book was a type of book stored in electronic form on any machine-readable medium; it was a collection of data (text, sound, static and moving images) in computer memory, intended for human perception using appropriate software and hardware. Usually, the electronic book was dynamic and interactive, contained various “hyper-tools” (hyperlinks), combined a text, with audio and video materials, with stereo sound and stereoscopic effects. An electronic book must meet the following requirements: perform a quick search for the specified information using selected keywords; provide the user with reference information on a specific topic on request; to provide an interactive mode of work for the user with an electronic book; to implement various modes of work with the system (reading, viewing, selective reading, fragment search); to provide user-friendly interaction with the system using an intelligent interface.

Printed and electronic books were the main carriers of information in the field of information activities, and at each stage of their training, students actively used book resources for in-depth study of the theoretical foundations of information activities, to develop skills in information retrieval and data processing, and became familiar with international standards and methods of working with information. Notably, contemporary students actively used both printed and electronic books. Both formats had their advantages and disadvantages. For example, the advantages of a printed book were the absence of strain on the eyes, better memorisation of the material, and tactile pleasure, while the disadvantages were high cost, bulkiness,

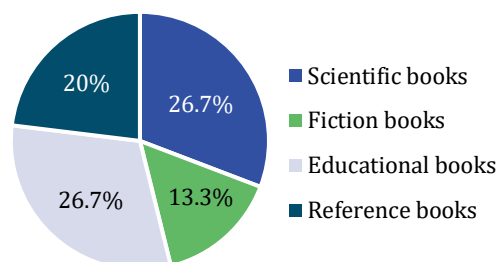
and limited access. The advantages of an e-book were accessibility, mobility, interactivity, and the ability to quickly search for information, but there were also disadvantages: eye fatigue, dependence on electronic devices, and less memorisation of text.

Despite the fact that digital technologies were increasingly occupying their niche in the educational space, the traditional book leaves an irreplaceable mark in the learning process. This was confirmed by the results of a sociological survey, which conducted among students of the speciality B13 “Library, Information and Archival Affairs” at the UNFU (Fig. 1). The students of this speciality used printed books for: 1) in-depth study of specialised literature on information activities, which was often not presented in electronic sources; 2) writing research papers, where detailed references to sources were required; 3) studying for exams and passing tests, where it was necessary to have access to verified and accurate information.



**Figure 1.** Book formats chosen by modern students  
Source: developed by the authors

Specialised reference books, textbooks, and research works that allowed for a deeper understanding of the specifics of information activities were necessary books for students. They helped to form the correct methods of collecting, analysing, and organising information, and provided examples of the practice of future professional activity. There were interesting statistics on the question of what type of book students of the B13 speciality “Library, Information and Archival Affairs” have to work with most often in 2025. The results of the sociological survey on this issue were presented in Figure 2.



**Figure 2.** Types of books, which students work with most often  
Source: developed by the authors

As for the needs, number, and variety of reading preferences during the year, according to the results of sociological survey, the following conclusions can be drawn: at times of global digitalisation, out of 100% of surveyed students, 26.7% read mostly 2 scientific books during the year, 13.3% – 2 fiction books, 26.7% – 1 educational book, and 20% – 1 reference book.

## Conclusions

The book as the main type of document remained an integral part of the educational process of students majoring in B13 “Library, Information and Archival Affairs” at the Ukrainian National Forestry University. Books as documents have gone through a complex history of development, but they still were the main carrier of knowledge, and their development from hand-written codices to printed editions reflected changes in society, religion, science, and education. By studying the traditional book, one can better understand how the formats of knowledge transmission have changed from oral to digital culture. Despite the proliferation of digital technologies and electronic resources, the traditional book occupied an important place in the professional development of future specialists – out of 100% of respondents, 66.7% preferred a traditional printed book, 26.7% – an e-book, 6% – an audiobook, as the printed book helped to develop critical thinking – reading books helped students not only to gain knowledge, but also formed their own opinion and critically reflected on the material. Books often contributed to a deeper understanding of a topic, unlike quick online articles or video tutorials; improving concentration and memory – studying texts from the pages of books helped to retain information better. In contrast to digital sources, which often offered a large amount of rapidly changing information, printed books allowed to delve into the material without distractions; development of language competencies – reading books helped to expand vocabulary, improved grammar and writing style. This was also important for students,

who had to write essays, term papers or research articles, because out of 100% of the surveyed students, 20% used scientific, educational, reference, and fiction books for their needs, 13.3% used only fiction books, 26.7% used only educational and scientific books. Cultural and emotional development – books were often not only a source of knowledge, but also a reflection of cultural and moral values. Reading classical literature or contemporary fiction helped students to better understand the world and people.

Advanced digital technologies affected the reading of printed books, which had both advantages and disadvantages. The advantages were: convenience and accessibility – e-books and resources have become extremely convenient for students due to the ability to access them at any time from any device. This allowed saving space and transferring large libraries of materials to different platforms; interactivity – e-books can be equipped with interactive elements, such as hyperlinks, multimedia applications, which can make learning more interesting and effective. However, digital reading also had its drawbacks, such as distractions from other applications or social media, which reduced learning efficiency. It was important to ensure an effective combination of traditional and electronic sources of knowledge to achieve high results in students' learning and professional activities. In addition, for the development of quality education, it was important not only to preserve the culture of reading, but also to adapt it to current realities and future challenges, which may be the subject of further research.

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## Роль книги як основного виду документа в інформаційній діяльності

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**Анотація.** В сучасних умовах стрімкого розвитку інформаційних технологій постає питання: чи залишається книга ключовим елементом навчання, чи поступається вона місцем цифровим технологіям? Метою дослідження було проаналізувати роль книги як основного виду документа в інформаційній діяльності загалом та розглянути значення і функції як друкованих, так і електронних книг у навчальному процесі студентів спеціальності В13 «Бібліотечна, інформаційна та архівна справа» Українського національного лісотехнічного університету. Для дослідження наукової літератури було застосовано аналітичний метод, а для вивчення значення книги як основного виду документа в інформаційній діяльності – системний метод разом із систематизацією та узагальненням, історико-порівняльним, статистичним і соціологічним методами. З давніх часів книга була головним джерелом знань у закладах вищої освіти та невід’ємною складовою навчального процесу студентів будь-яких галузей знань. У ході дослідження було з’ясовано, що книги слугують не лише навчальним матеріалом, але й інструментом розвитку критичного мислення, здатності аналізувати та систематизувати інформацію. Встановлено, що в умовах цифровізації освіти з’являються нові підходи до використання традиційних та електронних книжкових ресурсів. Практичне значення дослідження полягає у використанні результатів аналізу щодо загальної ролі книг та ставлення студентів до них як до основного виду документів, що застосовується при визначенні типів книг, яким надають перевагу студенти

**Ключові слова:** історія книги; друкована книга; електронна книга; заклад вищої освіти; навчальний процес; цифрові технології; інформаційне суспільство