

IFTE 2016 : 2nd International Forum on Teacher Education

Educational Technology "List" as a Resource for the Organization of Children's Literature Reading

Elena O. Galitskikh^{a*}

* Corresponding author: Elena O. Galitskikh, galitskiheo@rambler.ru

^aVyatka State University, Proletarskaya st., 25 – 133, Kirov, Russia, galitskiheo@rambler.ru +78128208949

Abstract

<http://dx.doi.org/10.15405/epsbs.2016.07.8>

The article reveals the pedagogical potential and educational resources of the technology of compilation and systematization of knowledge. The basis of organization activity of students is the compilation of lists in a specific sequence, lists activate the subject position of a student, integrate his knowledge with personal experience. Modern educational technologies give wide opportunities to solve the problem of reading. The technology of compilation and systematization of knowledge called "list" is one of them. The "list" technology activates the associative thinking, and, thus, updates the knowledge by including the pre-science, guesses, the reader's outlook, and intuition. The technology creates the conditions under which the information is starting to work on personal development, organically enters the learning experience, and enriches the creative potential of the individual. The experience of the inclusion of this technology in the training of future Russian and Russian literature teachers showed that it is characterized by clarity, accessibility, practicality, dynamism.

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Keywords: Technology; resource; list; reading activity; cognitive activity; compilation and systematization of knowledge; children's literature.

1. Introduction

Organization of reading contemporary literature for children is an important problem of training future teachers and students to read through the whole life. The solution of this problem depends on teachers, librarians and parents. It is especially important to prepare future teachers for inspired governing children's and teenagers' reading. For this purpose a future teacher should be a keen reader himself (Galitskikh., 2016) and to be convinced that there is "no alternative to books and novels" (Pennac, 2005). In Pedagogic there are many different ways and practices, strategies and tactics how to organize reading. Modern educational technologies give wide opportunities to solve this problem.



Among them are: the technology of reading and writing to develop critical way of thinking, interactive games, quests, book trailers, life-creation workshops, the technology of compilation and systematization of knowledge called "List" (A Book in the Hands of Teacher and Student, 2014).

2. Materials and methods

The very process of drawing up the lists can be creative, intriguing, playful and fun, "be the value of life" of a growing person. We have moved the book reading experience in the creation of the plane "lists", each of which runs on personal self-development of the reader. And the most valuable thing in this algorithm is not the result itself (list), but the rhythm of work, the process of its creation, an exciting creative collaboration of all participants of reading activity. The combination of tasks and the way they perform is original in its logic and implements two methodological approaches to understanding the reading of meanings: the hermeneutic (Reading as an Art: hermeneutic aspect, 2013) and semiotic (The Pedagogical Aspect of a Text, 2013). The technology is a universal method of cognitive activity and can help to organize activities not only among children and students, but also among teachers, librarians and parents.

The purpose of "List" technology is the activation of associative thinking, updating of knowledge by including pre-science, guesses, the reader's outlook, and intuition. The technology creates the conditions under which the information is starting to work on personal development, organically enters the learning experience, and enriches the creative potential of the individual.

The technology begins to "work" from the moment of the organization of space for creativity - each participant in the A4 sheet center records the concept "My Childhood". Educator offers the participants depending on their age limit boundary of lists, which we are going to make. From 5 to 10. Each participant accompanies every headline with his drawing, sign, symbol associated with his "childhood".

The first sheet is made by lists, topics of which are set by teacher. He offers a list of children's games (a sphere of activity), a list of children's experiences and childhood events (a sphere of memory images), a list of books that have defined love or not love to reading (a sphere of active cognition) and a list of favorite words from childhood (a sphere of speech development). Location of the lists should be on the four sides of the center. This stage activates intellectual activity, adjusts to the rhythm of work, makes it possible to enter into a space of reflection, inspire the interest in creating their individual lists.

The second stage of the work complicates the task. Let the students collectively make a "list of lists", that is to come up with topics – headlines of lists. Each participant calls headline from the list that he would make with pleasure and interest. Subject of the list reflects the interests of its author.

The list of books about childhood

The list of outstanding sportsmen

The list of favorite writers

The list of The Great Patriotic war heroes

The list of the most beautiful cities of the world

The list of favorite films

The list of outstanding scientific discoveries

The list of works by Pushkhin

Etc.

These lists revile the interests of their authors, include the participants into creative interaction, make them possible to think in different directions, motivate mutual understanding.

The third stage of the work transfers thinking of the entire audience in a different plane. The teacher asks, "What can be done with these lists?" and the list of "replies" is made, which indicates the activities: to make, to continue, to correct, to execute, to evaluate, to advertise, etc.

1. To compose
2. To create the subjects of lists
3. To range
4. To execute and to draw off that has been done
5. To mark
6. To sort
7. To except an extra part
8. To continue
9. To present to each other
10. To throw away
11. To show
12. To classify
13. To store
14. To analyze
15. To turn into practice
16. To read
17. To correct
18. To add
19. To compose personally and in group
20. To check and evaluate
21. To print

The fourth stage of the work makes it possible to use the perspectives when working with a list in modern children's literature. The teacher provides a list for each participant and offers to make the marking of books that have been read, and then to form an individual list of 5 books for future reading.

The fifth stage of the work is the climax. It is dedicated to the systematization of knowledge about children's books and children in the context of children's literature. The teacher offers the topics of lists from which a participant chooses three topics and makes his lists during 10 minutes. The teacher evaluates them.

Let's reproduce the List of books that motivate the reading of future Russian and Russian literature teachers.

1. Abgoryan N. Manyenya
2. Aromshtam M. When Angels Have a Rest
3. Vyazemsky U. Jester
4. Gavalda A. 35 kilos of Hope
5. Kabuesh I. Transition Period of Age
6. Vostokov S. Frosya Korovina
7. Likhanov A. The Sun Eclipse
8. Murashova E. The Correction Class
9. Pennac D. School Sufferings
10. Khaitany K. Rabbit's Glance
11. Zhvalevsky A., Pasternack E. I Want to School!
12. Dal R. Matealyeda

The List of children's poets of the new century.

The List of books as an introduction to children's literature.

It may be given as a home task and be used as a navigator in self-educational reading of future teachers.

1. Herald in Children's Literature / by red. of T.A. Fedyaeva. – StP: OOO ID "Petropolis", 2015. – Issue 10. - 136 p.
2. Galitskikh E.O. Reading with Passion: Life-Creation Workshops. – M.:Bibliomir, 2016. – 272 p.
3. Books for children 2000 – 2012. Bibliogide recommends: fairy-tales and fiction / by general red. of A. Kopeyckina. – M.: NF "Pushkinskaya biblioteka", 2013. – 400 p.
4. Alive faces. Navigator in modern patriotic children's literature. The first issue. Editor-in-chief Tatyana Govenko. – M.: Publishing house "BerIngA", 2014. – 224 p.
5. Alive faces. Navigator in modern patriotic children's literature. The second issue. Editor-in-chief Tatyana Govenko. – M.: Publishing house "BerIngA", 2015. – 224 p.
6. School library today and tomorrow. – 2015. - № 6.
7. *Kuteynicova N.E., Orbii S.P. The literature of the XXI century. – M., 2016*
8. *Putilova E. The line of golden steps. The book about childhood and the books of childhood. StP, 2015*
9. *Yasnov M. The travelling to WONDERchildhood. – StP.: The Union of StP. Writers.*
10. 100 per cent in support of reading + Modern social-pedagogical initiatives. Cultural and educational atlas / Galactionova T.G., Kazackova E.I., Rappoport R.V. and others. – M.: RIPOL classic, 2015. – 146 p.

The List of fairy-tales writers.

The List of artists – illustrators of children's books.

The List of books for teenage contemporaries and about them.

1. Gromova O. The Sugar Child.
2. Dashevskaya N. Villy
3. Kraeva I. The Grandma Yaga is Writing.

4. Likhanov A. Nobody.
5. Smelic A. Fox! Do say!
6. Kozlov U.V. The Desert of Adolescence.
7. Rubina D. When will it be snowing?
8. Sabitova D. Where there is no winter.
9. Sorocka S. Inveterate Hooligan.
10. Traub M. Our Girl.

Of course each of these lists may be continued, ranged the things that have been read may be marked, but the most important idea is that they may be exchanged. And each of the books mentioned above is experienced in one's own way, gives the solution to one of the acute problems of "earthquake" of up-growing, helps to investigate the world and the role of a reader's personality in relations with other people.

3. Results

The final stage is reflective assessment of one's activities, the expression of attitude to them with a single word, replica, sentence, gesture: "It was naive, super, cool, unusual, complex, systematic, suddenly, deep, versatile, original, interesting, simple, creative, emotionally, short, hard, intense, fast .."

The emotional reflective stage finishes by V.Vuesotskiy's song "Ballade to Struggle". The main idea of this song is that the features of your character and success in your deeds depend on the kind of books you have read in your childhood.

4. Conclusion

The experience of the inclusion of this technology in the training of future Russian and Russian literature teachers showed that it is characterized by clarity, accessibility, practicality, dynamism. "Lists" open perspectives of reading for all the participants of interaction, provide an opportunity to use the knowledge of any sphere: from literary to cultural, from the household to the existential. In this technology, each feels "an active participant of their own truths", answers the question what to read about modern children and how to do it. It is important to see the center of gravity of knowledge - creating their lists of children's literature for individual reading.

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