ЯКІСТЬ ВИЩОЇ ОСВІТИ ТА ЕКСПЕРТНИЙ СУПРОВІД ЇЇ ЗАБЕЗПЕЧЕННЯ: ДОСВІД ЄС

QUALITY ASSURANCE IN HIGHER EDUCATION AND ITS EXPERT SUPPORT: THE EU EXPERIENCE

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TECHNOLOGY «BOOK TALK» IN THE WORK OF A PRIMARY TEACHER IN CANADA AND UKRAINE

Under the conditions of the development of the New Ukrainian School, there is a borrowing of international educational experience, which is conditioned by the introduction of high-quality world practices, technologies into the educational process. The article describes the features of the formation and development of «Book Talk» technology for the development of readers' skills and motivation of elementary school students to read. The possibilities of implementation of effective educational technology in general educational institutions of Ukraine are substantiated. The attention is paid to the history of the development of this technology and its implementation in educational and public cultural institutions (libraries, reading centers, book clubs). The need to explore the technology of «Book Talk» is necessary in order to attract students to reading fiction, analysis of artistic works, conducting discussions, peer interest in reading the book. After all, in the context of the rapid development of the world, one of the main tasks of the New Ukrainian School is the maximum interest of students in the book, making it competitive with the digital world (television, the Internet).

Key words: *criteria; educational process; educational technologies; general educational institutions; motivation; readers' skills.*

Introduction. The development of the New Ukrainian School requires the search for productive technologies that support students' personal growth. Reading skills are leading and form the basis of students' educational and cognitive activity. Book Talk technology is a motivational value activity of the individual, which is important in a digital society that leads to a decline in student reading activity.

Significant contribution to the development of the problem of development of pedagogical education in foreign countries was made by well-known domestic scientists, namely: L. Zyazyun, O. Matvienko, N. Lavrychenko, T. Levchenko, M. Leshchenko, O. Lisova, L. Pukhovska, A. Sbrueva, O. Suhomlinskaya and others. Studies of the leading directions of modern reform of higher pedagogical education in Canada were conducted by M. Krasovytsky, I. Rusnak, and M. Smirnov. However, in light of the rapid changes in today's society, the problem of exposing the features of Book Talk technology needs further scrutiny.

The purpose of the article is to investigate and find out the peculiarities of technology work and the possibilities of its implementation in Ukraine.

Technology development. Students' interest in reading the book is gaining in popularity. After all, through reading fiction, the worldview of children, the emotional sphere and vocabulary develop. Sharing thoughts on read books enables children to communicate

with each other, hold conversations, and share their own thoughts. Book Talk technology is an activity that brings together children of all ages and helps meet in classrooms, schools and beyond. Talking about books is necessary for children who do not know the literature or do not like to read fiction, or for those who are interested in different genres or specific topics.

Studying the history of the development of this technology shows that for the first time booktalk as an artistic form of book communication was talked about in the 1930s. In those years, it was quite difficult to get to schools in Baltimore, Maryland, the USA. So teacher Margaret Edwards started using book notes to get children reading. The term booktalk was founded in 1985 by children's writer and philology teacher Aidan Chambers. He first used this title in his book, Booktalk: Occasional Writing on Literature and Children (Chambers Aidan, 1985).

The origin of Book Talk technology dates back to the 1950s, when activities that motivated young people between the ages of 12 and 18 to begin reading were ensured and the freedom to choose literature was ensured. However, this did not produce any results. Teens did not want to read for different reasons. They were motivated by their lack of time and lack of interesting literature, as well as the fact that reading wastes time. In order to increase students' interest in reading, Book Talk technology had to compete with films, television, the Internet and the media.

In the 1950s and 1980s, in addition to adolescents, adult involvement in book clubs, centers, and libraries began, where people could discuss adult books. However, they did not intend to share their impressions of the book plots, and to hold discussions. They were intended solely as a reference platform for the exchange of book titles. These centers did not provide an environment for developing readership and student motivation.

By 1990, Book Talk was created for young children to motivate them to read. However, the books that were available for reading focused on teaching children to read using mostly illustrated books. They combined a verbal and visual format. Those books were specifically designed to develop children's reading skills. They contained a large number of illustrations and were written in a clear language so that the children could understand the content, even if they were not able to read. And later, when the children learned to read, they were able to pick up the book and read it. Writing picture books had two functions: first, adults read books to children, and then children read them themselves, which developed their reading skills.

Carrying out a Book Talk for elementary school students should promote reading motivation for students to develop reading and speaking skills, develop independent and expressive reading. This activity is used by teachers and librarians, in order to get readers interested in books and advice on the good choice of literature.

Based on the experience of a primary school teacher, it has been found that this technology is of interest to students. In digital networks, teachers use different sources to read their favourite books, modernizing the learning process. There are several formats for the story of the book, both traditional and digital (Book talk, 2017). For details, see Table 1 below.

Booktalk should be exciting, entertaining to get the audience interested in the book as much as possible. In book view, the following types of Book Talk are distinguished by duration: short – 3 to 4 minutes and long – 5 to 7 minutes.

In order to implement this technology into the educational process, students need to select a book for presentation that will be of interest to the audience, according to the student. Among the great number of fiction, the most popular among children are works by Roald Dahl, Orlon Marian, Bodo Schaefer, Joan Rowling, Dave Pilkey and others. The students are pleased to read fascinating detectives, fantasy stories, such as «The Great Friendly Giant (VDV)», «Captain Pidshtanko», «Detective Spout», books about Harry Potter, «Kira and the Mystery of the Bagel».

Technology presentation. After selecting the books for children, the students go on to create a presentation. This work can be either individual or pair. This process is painstaking and needs careful preparation. Children, following the appropriate sequence of execution, prepare the presentation of the book: 1) self-presentation of the student; 2) title, author, illustrator, genre; number of pages 3) the main characters; 4) theme; 5) problem or conflict; 6) a summary of the main events; 7) reflections and feelings about the book; 8) excerpt from the text; 9) astonishment from the book; 10) rating of the book: from 1 to 5 stars; 11) 3 reasons why the student liked the book.

In the course of the activity, children use a worksheet in which they record the step-by-step preparation (see Table 2).

They write down all the necessary information, then print each item and, using separate sheets of cue card, capture the same information. The use of cards helps students to be more confident during the presentation of the book.

Technology assessment criteria. In turn, in the course of working with Book Talk technology, the teacher uses assessment criteria that help the teacher take into account all the necessary aspects when assessing each student individually. Details of the Booktalk technology assessment criteria are provided in Table 3 below.

After the preparatory stage, children should present the book by choosing a traditional or digital presentation form.

At the presentation stage, they select a section or a chapter of the book that is very interesting and share their impressions. Reading the part of the book out loud can lead the audience to become interested in the events' developments of the book. It is important to take

into account the aspect that in no case can the opening moment of a book (intrigue) be revealed. You need to get the audience interested in what may or may not happen. Make sure the final is not revealed.

An important aspect of a book presentation is body language. Try to keep open gestures. Avoid crossing your arms when talking. You need to feel free. Make eye contact with the audience. Maintain confidence and clarity in the voice so that every viewer can hear the report.

Conclusions and suggestions. The introduction of Book Talk technology involves engaging children, students in reading fiction, analyzing it, discussing it and conducting discussion platforms, which guarantees the growth of students' educational achievement. This technology provides the development of children's critical thinking, creativity, makes the conditions for self-realization of the personality. The dissemination of Book Talk technology in Ukraine's general educational institutions will promote students' educational achievement and interest in reading fiction. Investigating the experience of implementing innovative technologies in Canadian primary schools and exploring the ways how to adapt them to the educational space of Ukraine are definitely required.

Table 1

Methodical toolkit for conducting «Book Talk»

Types of booktalks	Presentation form	Presentation tools	Genres literature
Traditional	Story. The presenter must have the skills of public speaking, keep in touch with the viewer.	Book, booklets with a summary of the book.	Fairy tales, adventures, fantasy, story, novel, humour, poetry, detective, autobiographical essays.
Digital	Power Point presentation, multimedia guide, book trailer.	Projector, videos.	

(developed by the author)

Table 2

Worksheet «BookTalk»

Participants of groups	Tasks for presentation	The name of the student who completed
1._____ 2. _____	1. Introducing the group members.	
	2. Book presentation: • name; • author; • genre; • illustrator; • number of pages.	
	3. The main characters (from 3 to 5).	
	4.Theme	
	5Conflict / problem in the book	
	6. Summary of key events.	
	7. Reflections and feelings about the book read.	
	8. Text excerpt: • summary; • picture illustration.	
	9. Astonishment from the book (What impressed you most?)	
	10. Book Rating: 1 to 5 stars	
	11. 3 reasons why I liked the book.	

(developed by the author)

Table 3

Assessment criteria BookTalk

No	Evaluation criterias	High level (12, 11, 10)	Sufficient level (9, 8, 7)	Average level (6, 5, 4)	Low level (3, 2, 1)
1.	Interest of listeners	Extremely interesting presentations. Students are interested and want to read a book. All the necessary information was covered.	The presentation is good. The student showed his interest in reading the book. A small amount of information was not covered.	The student tried to present the book. Some of the information was not covered, so listeners could not be interested in the book.	The presentation of the book did not go well and most of the information was missing.
2.	Book summary / book events	A brief overview of the book was logically ordered. The student talked about the important events in the book without voicing the limbs.	The student made a good brief overview of the book. The information was logically ordered.	The information was outlined more or less structurally. However, most important details have not been voiced.	The information was not logically ordered. The student did not talk about the events in the book and was not sufficiently prepared for the presentation.
3.	The opinion about the book	The student expressed a clear opinion about the book and confirmed it with 3 arguments.	The student expressed a clear opinion about the book and confirmed it with 1 or 2 arguments.	The student expressed the opinion about the book, but did not provide sufficient arguments to confirm it.	The student did not express own opinion about the book and did not make any argument.
4.	Real life connection	The student provided examples of life related to the events in the book.	The student related the events of the book to his own life, but did not provide enough examples.	The student related the events of the book to his own life, but did not provide any examples.	The events in the book are not related to the student's life.
5.	Voice control	The student spoke out loud. The presentation was clear. The student changed the intonation during the storytelling process to get the audience interested.	The student was good enough to hear, sometimes changed the tone during the story.	The student was partially heard, almost did not change the tone during the story.	The student could not be heard practically. The performance was monotonous.
6.	Non-verbal communication	The student held the correct posture during the presentation, tried to maintain eye contact with viewers, did not use the notes during the performance.	The student held the correct posture during the presentation, tried to maintain eye contact with almost all spectators, occasionally used the notes during a performance.	The student did not hold quite correct posture during the presentation, rarely looked at the audience, used notes during the performance.	The student's posture was contrary to the rules of presentation. The presenter didn't look at the audience at all, used supporting notes during the performance.

(developed by the author)

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ТЕХНОЛОГІЯ «BOOKTALK» У РОБОТІ ВЧИТЕЛЯ ПОЧАТКОВИХ КЛАСІВ КАНАДИ ТА УКРАЇНИ

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В умовах розвитку Нової української школи набуває нового виміру міжкультурна взаємодія в світовому освітньому просторі. Актуальності набуває впровадження якісних світових практик у навчальний процес, зокрема початкової школи. У статті висвітлено особливості становлення та розвитку технології «Book Talk» для розвитку читацьких умінь та навичок, а також мотивації учнів початкової школи до читання. Обґрунтовуються можливості впровадження ефективної освітньої технології в закладах загальної середньої освіти України. Висвітлено ґенезу цієї технології та впровадження її у навчальних і в громадських культурних закладах (бібліотеках, читацьких центрах, книжкових клубах) в історико-педагогічному поступі другої половини ХХ століття – до нині. Означена проблема є актуальною в роботі вчителя початкової школи України з метою залучення учнів до читання художньої літератури, аналізу художніх творів, проведення обговорень та розвитку зацікавленості дітей різного віку до читання книги. Значущим є розвиток мовленнєвої компетентності у процесі групових та колективних обговорень книги. У статті розглянуто історико-педагогічний аналіз технології, проаналізовано проблеми її впровадження в закладах загальної середньої освіти, часові межі розвитку від цієї технології відокремлюються. Також формат розповідей про улюблену прочитану книгу: традиційний та цифровий. Вказані жанри художньої літератури, які будуть цікавими молодому поколінню. Важливим аспектом

розвитку технологій є те, що дитина може самостійно вибирати формат читання та презентації книги. Впроваджуючи технологію, діти вчаться презентувати обрану книгу, дотримуючись відповідних критеріїв та часових проміжків. Відпрацьовується також дикція, оскільки одним із ключових аспектів є знайомство слухачів з улюбленим твором. Технологія «Book Talk» є перспективною в контексті критичного мислення учнів початкової школи, що може становити предмет подальшого вивчення.

Ключові слова: *заклади загальної середньої освіти; критерії; мотивація; навчальний процес; освітні технології; читацькі вміння.*

ТЕХНОЛОГИЯ «BOOKTALK» В РАБОТЕ УЧИЕЛЯ НАЧАЛЬНЫХ КЛАССОВ КАНАДЫ И УКРАИНЫ

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В условиях развития Новой украинской школы приобретает новое измерение межкультурное взаимодействие в мировом образовательном пространстве. Актуальность приобретает внедрение качественных мировых практик в учебный процесс, в частности начальной школы. В статье освещены особенности становления и развития технологии «Book Talk» для развития читательских умений и навыков, а также мотивации учащихся начальной школы к чтению. Обосновываются возможности внедрения эффективной образовательной технологии в общеобразовательных учебных заведениях Украины. Освещен генезис этой технологии и внедрение ее в учебных и в общественных культурных учреждениях (библиотеках, читательских центрах, книжных клубах) в историко-педагогическом развитии второй половины XX века – по нынешнее время. Данная проблема является актуальной в работе учителя начальной школы Украины для привлечения учащихся к чтению художественной литературы, анализа художественных произведений, проведения обсуждений и развития заинтересованности детей разного возраста в чтении книги. Значимым является развитие речевой компетентности в процессе групповых и коллективных обсуждений книги. Технология «Book Talk» является перспективной в контексте критического мышления учащихся начальной школы, может составлять предмет дальнейшего изучения.

Ключевые слова: *критерии; мотивация; образовательные технологии; общеобразовательные учреждения; учебный процесс; читательские умения.*