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Value attitude of modern children and parents towards books

Znanstveni članek

UDK 373.2.015.3:028.1

KLJUČNE BESEDE: vrednota, odnos, knjige, predšolski otroci, starši

POVZETEK – V prispevku predstavimo raziskavo vrednostnega odnosa do knjig v sodobni ukrajinski družini. Natančneje, raziskava opredeljuje merila in kazalnike vrednostnega odnosa do knjig: motivacijske (pogostost dostopa do knjig; trajanje interesa za knjige; prioriteta knjig pred drugimi aktivnostmi), kognitivne (otrokovo zavedanje knjig, bogatost literarne izkušnje, aktivnost literarne in umetniške komunikacije, sposobnost zaznave pomena knjige), čustvene in evalvacijske (čustvena in evalvacijska percepcija knjig, postavljanje bralnih prioritiet, sposobnost ocene knjige po zunanjih in vsebinskih parametrih) ter vedenjske (sposobnost uporabe knjig kot virov informacij, spoštljiv odnos do knjig, odkrivanje aktivnosti v bralnem okolju). Raziščemo tudi predpostavke o povprečni stopnji vrednostnega odnosa do knjig otrok in njihovih staršev in o prevladi kognitivne funkcije knjig pri vzgoji sodobnih predšolskih otrok. Na podlagi rezultatov prav tako ugotovimo korelacijo med vrednostnim odnosom otrok in njihovih staršev do knjig.

Scientific paper

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KEYWORDS: value, attitude, book, preschool children, parents

ABSTRACT – The article presents the research of the value attitude towards books in a modern Ukrainian family. Particularly, it defines criteria and indicators of value attitude towards books: motivational (frequency of approaching to books; duration of interest for books; priority of books over other activities), cognitive (children's awareness of books, richness of literary experience, activity of literary and artistic communication, ability to detect the meaning of a book), emotional and evaluative (emotional and evaluative perception of books; existence of reading priorities, ability to evaluate a book by its external and content parameters), behavioural (ability to use a book as a source of information; respectful attitude towards a book; detection of activity in the reading environment). The conclusion was made about the average level of value attitude towards books of children and their parents, and about domination of books' cognitive function in upbringing of modern preschool children. Within the framework of the research, the correlation between children's value attitude towards books and value attitude towards books of their parents was established.

1 Introduction

A book has always been a powerful tool of human consciousness and soul upbringing, a source of spirituality, and it has been accompanying people during their whole life. Unfortunately, the modern world and the change of priorities, alongside the latest information technology, caused books to become secondary sources of information, which resulted in breaking of traditions and, thereafter, in spiritual impoverishment of society. Books have lost not just their biography, which as a rule was

created by several generations of family, but also a respectable place among means of spiritual and intellectual connection of people.

At the same time, electronic substitutes are not able to replace the artistic words and all the functions that books have. A social and pedagogical problem arises, consisting of contradiction between the spiritual and cultural potential of books for personality upbringing, and depreciation of books in the Ukrainian society, particularly in a Ukrainian family.

The main task of this study is to explore the value attitude towards books in a modern Ukrainian family.

The aims of the study are:

- to detect interrelation between the children and parents' value attitude towards books in a modern Ukrainian family;
- to determine whether parents and preschool children have reading priorities and values;
- to analyse the literary genres, which are read to children by their parents.

2 Methodological and theoretical part

Axiology, the philosophical study about the nature of values, about their place in reality, and about the structure of value world, is the methodological basis for development of theory and practice of the personality value attitude.

In modern scientific environment, several approaches to understanding of values can be distinguished: philosophical and cultural (Parra-Luna, 2009), sociological (Barnes & Mattsson, 2008), and psychological (Hall, 1994).

Within the framework of investigation, the value attitude is defined as conscious, stable and selective connection of personality and subject or phenomenon of environment, which is formed under the influence of needs and social conditions, and consists of finding significant personal meaning in this subject or phenomenon.

The notion "children's book" is determined as verbal literary work recorded on any media (paper or electronic), addressed to children of different age groups, and made by considering the specificity of the child's perception.

Accordingly, value attitude towards books is determined as the child's stable expression of interests, desires and needs, which are connected with interaction with books, ability to respond emotionally to their content and form, which is based on sufficient literary experience within the limits of age capabilities.

Children's books and children's literature were repeatedly used as the subject of scholars' analyses (Cullinan & Galda, 1994; Huck's & Hunt, 2006; Brookshire, Scharff & Moses, 2002). By analysing the mentioned research, we can determine

the following *components of the value attitude towards books*: cognitive (awareness about book genres, books' titles and authors of children's books, compositional structure of the books), motivational (need for availability of books, aesthetic pleasure, interest in books), emotional and evaluative (positive emotions from interaction with books, adequate evaluation of significance, purpose and artistic value of books), behavioural (careful handling of books, self-making of books).

Preschool children's value attitude has certain peculiarities: it is based on the imitation of adults' attitude, it is limited by inadequate life experience, and it is unstable, dynamic and polar. O. Kononko states that change of value attitudes is the indicator of preschoolers' inner development. On the one hand, these peculiarities complicate diagnostics of value attitudes, but, on the other hand, they make preschool age sensitive for their upbringing.

It is possible to speak about the sensitivity of preschool childhood for developing the value attitude towards books as a source of new information, new knowledge and impressions, considering that curiosity is the characteristic of senior preschoolers. These peculiarities of the preschool child's behaviour in information environment are described in previous research (Kovačič, Mavri & Rek, 2016). Senior preschool age is the age when majority of children acquire reading skills, thereby discovering books by themselves from completely different side. Ability to read is the subject of children's and their parents' pride. In some way it increases the social status of a child, and, therefore, is a significant motivational factor in the formation of value attitude towards books.

Nowadays, we can find a great diversity of types and genres of children's books. Books are used as entertainment, aesthetic pleasure, means of education, edification, and involvement to culture. Historically, the leading function of a book, which was declared on a certain stage, caused contents and outward view. Within the framework of our research, we will focus on characteristics of some genres and types of books, which play the leading role in the modern child's upbringing.

Senior preschool children can distinguish basic book genres: fairy tales, stories, riddles, tongue twisters, proverbs, fables, poetry; they can distinguish author and folk works, and know texts and authors of fairy tales; they are able to distinguish the beginning, the main part and the ending in a fairy tale. This knowledge is sufficient for the basis of value attitude towards books.

Books of educational content have prior meaning for children in the modern system of education. Educational books are divided into educative (article, note, diary, review, essay, memoirs), scientific and imaginative (story, narrative, play, script, fairy tale, bibliographic essay, road notes, comics), referential (encyclopaedia, handbook, dictionary, guidebook, calendar), practical and developmental (ABC-books, books for thinking, counting, reading, developmental games, practical adviser, practical guidebook). Educational literature is directed towards children's intellectual sphere development, and accumulation of certain knowledge. Its purpose is to inform a child

by accessible language about consistency of the world, its structure, reason and consequence connections, and reveal the essence of scientific notions.

Fairy tales which realise educational, historical, national and spiritual functions, have a special significance for children's development and upbringing. It is hard to overstate the role of fairy tales in children's upbringing. It is interesting that folk tales are recommended primarily for the youngest children, and besides folk tales, literary tales are recommended for older children. We can observe the repetition of phylogenesis in ontogenesis: folk tales appeared far earlier, and they are most interesting for young children.

If a book is considered as entertainment or amusement for a child, consequently, it has caused an increase in the industry of toy books, amusement books, picture books, which are in great demand among parents. Usually toy books are offered as amusement for youngsters, addressed to children of early preschool age and younger preschool age, and they excel by an attractive toy design.

In modern Ukrainian book production, the assortment is represented by puzzle books, panoramic books, theatre books, cutting books, lace books, and books with stickers. Besides, the books of such kind are produced by toy manufacturers. For example, manufacturer "Rozumna ihrashka" produce books with soft rustle pages. Besides, recomposing books, tear-out books, cut-out books, permute books, books made of diversified materials are also available on the market. Toy books play a great role as a stimulus of preschoolers' frequent approach to books, because external design plays a crucial role at the beginning of acquaintance with a book. Simultaneously, in our opinion, there exists a certain risk that external effects can obscure the gist of a book and the book's initial purpose. Supersaturation of market with such books leads to perception of a book as entertainment. We consider such books irreplaceable for children of early age, but at the same time not always appropriate for senior preschool age.

Electronic publications also cause special interest due their novelty. They are defined as work processed by editorship and released into the world in physical form of magnetic, optical or magnetic-optical media, or combination of these media with others for full or partial reproduction of which an electronic device is used. Depending on character of recorded information and types of its media, electronic book publications are divided into monomedia books, multimedia books, polimedia books, hypermedia books. The role of such books in modern children's life increases, due to development of information technologies. The positive side of such publications is huge, almost unlimited opportunity from the point of view of illustrating. The format of such books allows to use presentations, video and musical background, that provide integrated impact on the child's emotional sphere. In return, electronic devices' negative influence on preschoolers' health is a great disadvantage. Therefore, expediency of use of electronic books in preschool age remains controversial. However, it is important to maintain the modern child's awareness of the book's role, though in its new format, as the source of knowledge, as public tribune and guard of public morality. Pointing out the possibility of fulfilling aesthetic needs, we considered the

external side of a book – its design. Certainly, unusual design and pictures are the first things that attract attention of preschoolers, because preschoolers are characterised by imaginative thinking; moreover, design of a book plays an important role in children's evaluative judgment of a book. It can be explained by syncretism perception of objects of environment that also extends on a book as a material world's object.

During the study, the children's books selection criteria were identified: high artistic quality of a work; language imagery, liveliness and literary standards accordance; an interesting plot; simplicity and clarity of composition; accessibility; novelty and contrast of the contents; specific pedagogical problems to solve which book is chosen. Considering the importance of a children's book design, selection criteria of a book by its contents should be complemented by the following selection criteria by external features: hard cover that is illustrated according to the contents of a book; realistic clear illustrations; natural bright colours; pictures corresponding to the content of the book; durable paper. Analysis of the modern market of book production, based on the defined criteria, allowed concluding that modern children's books content is not qualitative enough, and it demands focusing the attention of parents and children to use the critical approach during selection of a book.

3 Realisation

Diagnostics of the value attitude towards books occurred by considering the following criteria: motivational (with indicators: frequency of approaching to books; duration of interest for books; priority of books over other activities), cognitive (expressed through the level of the child's awareness about a book (its purpose, benefits and structure); richness of literary experience, activity of literary and artistic communication, ability to detect the meaning of a book), emotional and evaluative (indicators of which were emotional and evaluative perception of the text; existence of reading priorities; ability to evaluate a book by its external and contents parameters), behavioural (with indicators: ability to use a book as a source of information; respectful attitude towards a book; demonstration of activity in the reading environment of a group (family)).

In accordance with the criteria and indicators, we identified the levels of formation of the value attitude towards books, which were referred to transformation of the value attitude towards books' stages: from zero (indifferent attitude towards a book), through low (a book is perceived only as amusement), average (a book is the source of information and emotional experience), sufficient (when a book can be recognised as a piece of art), to high, which is characterised by the child's discovery of personalised meaning in the read or perceived text.

For diagnostics, we studied the research methods of values (Thomas, 1988), used a questionnaire for the survey method, and the project testing method. Complexity

of diagnostic tasks was developed based on the following proprietary methods: the value orientations survey by M. Rokeach; life meaning orientations test and meaning study method by D. Leontyev, and “Incomplete Sentences” method by N. Schurkova.

Method 1.1.

Exhibition had the purpose to detect the frequency of senior preschoolers’ approach to a book during free activity, and to detect duration of interest for the book.

Execution procedure

An exhibition of familiar and unfamiliar books in the group was organised, and children’s attention to it was not attracted on purpose. For the research indicator “frequency of approaches to books”, observation was conducted in the group’s book corner during free activity of senior preschoolers for a week (5 days). The number of each child’s approaches to books by their own initiative was recorded during the observation protocol. If the child demonstrated 9–10 approaches and more, high level was determined (5 points); if 7–8 approaches – sufficient (4 points); for 4–6 approaches 3 points were assigned – average level; low level (1 point) was identified for 2–3 approaches, and zero level (0 points) – 0–1 approach.

To evaluate the indicator “desire to interact with books”, expressions of interest to the exhibition were recorded during the protocol, according to the following indicators: viewing, interpretation of pictures, questions to adults, involving other children to literary communication, adequate emotional reactions, generated by perceived or read text. Each expression was given 1 point. Quantitative indicators of levels from high to zero were points from 5 to 0 respectively.

Method 1.2.

Provocation was conducted with the purpose of detecting the preschoolers’ preference to interacting with books in comparison to other activities.

Execution procedure

During free activity children were offered to choose a corner to spend time: the book corner with familiar and new books, creativity corner with pencils and paints, design corner, role games corner, nature corner. The observation continued for 5 days. The signal for level identification was: excited emotive interaction with books in the book corner (high level, 5 points); selection of the book corner and interaction with books during the allotted time (sufficient level, 4 points); selection of the book corner, quick view of new books with subsequent transition to another corners (average level, 3 points); pointless activity in the book corner (low level, 1 point); disregard of the book corner (zero level, 0 points).

To determine the child’s value attitude towards books according to the *cognitive criteria*, the following methods were used.

Method 2.1.

Interlocution based on books demonstration had the purpose to detect the level of the child's awareness in the following aspects: purpose, benefits of books, structure, type of books, authors of books.

Execution procedure

Individual interviews with children with following questions. Questionnaire 1: What are books for? Can person live without books? What if nobody had invented a book? What does a book consist of? Where can you learn its title? Who wrote it? What appeals to you in a book the most? Which types of books exist? Based on demonstration of books of different types and genres: What are your favourite books? What are their titles? How are people that write books called? Do you know surnames of books' authors? Can you name them?

Each correct answer was given 1 point. Children could score from 0 to 10 points accordingly.

Method 2.2.

Pictures classification had the purpose to detect the level of literary awareness (book genres, types of books, authors of children's books).

Execution procedure

Children were offered three series of pictures, books and a task to arrange them in groups. Series 1. Book heroes and 5 different books. Task: to help heroes find their fairy tale. Series 2. Illustrations in literary works of different genres and task to arrange them according to categories: story, poem, folk tale, the author's tale, fable. Series 3. Children were given 5 books of different types (encyclopaedia, fairy tale, toy book, audio book and dictionary), and they were suggested to name them.

Children scored 1 point for each correct answer. Accordingly, they could score from 0 to 15 points, which made possible to detect a level.

Method 2.3.

"The story following the images". Its purpose was to detect the level of literary and artistic communication of children, as well as level of detection of the text meaning (main idea).

Execution procedure

The preschoolers were interviewed about the book content based on illustrations of the texts. For the value attitude diagnostics according to the indicator "literary and artistic communication", the following tasks were suggested: to reproduce the content following the series of pictures, to play a dialogue of fairy tale characters based on the illustration.

Each task was estimated according to a 3-point scale (the maximum score of the method was 6 points). Keeping to storyline, the sequence of narration, richness of vocabulary was considered.

To diagnose the value attitude according to the indicator “ability to detect the meaning of a book”, children were suggested to answer the question about a book’s content based on illustration, to think up another title for the text, to tell about it in one word. Each task was estimated according to 3-point scale (maximum score was 9). Correct understanding of the meaning (main idea), ability to explain the meaning, ability to generalise content to one sentence (word) were considered.

To characterise the level of preschoolers’ value attitude to books according to emotional and evaluative criteria the following methods were developed:

Method 3.1.

Pictograms were used with the purpose to evaluate emotional reactions of preschoolers on different ways of other children’s interaction with books as reflected in pictures.

Execution procedure

Children were offered pictograms with the following emotions: joy, admiration, surprise, indifference, disappointment, indignation, compassion. They had to put the corresponding pictogram on specially prepared pictures showing different situations: a book as a present, a person has found a torn book, a person buys a book, at the library among a large number of books, a neighbour throws a book into the garbage and a child is nearby, a mother reads a book in the evening. Reaction on each of the six pictures was recorded: adequate reaction – 2 points, neutral – 1 point, inadequate – 0 points. Maximum score for evaluation of the six pictures was 12 points.

Method 3.2.

Advertisement of a book. The purpose was to check the existence of reading priorities and the ability to evaluate a book.

Execution procedure

Children were offered to choose their favourite book in the book corner. The experimentalist asked them to advertise their favourite book in order to attract the attention of other children to read it. If children experienced difficulties, they were asked the following additional questions: What is the title of the book? What is it about? Why do you like it? Children’s choice (compliance with the criteria of qualitative book) and their arguments were evaluated. Accordance to each criterion was estimated in 1–2 points. Maximum score was 6 points.

Method 3.3.

Bookshop. Its purpose was to detect the children's ability to evaluate a book according to external and content parameters, and to detect the ability to distinguish between books according to quality.

Execution procedure

We organised a bookshop which consisted of familiar and unfamiliar books (10 books). Enchiridion, book with pictures without any text, deluxe edition and brochure, books that differed in number of pages, comics, encyclopaedias and colouring books were among them. Children were suggested to set each book's price from 1 to 10 UAH. Each estimation adequacy was evaluated: consideration of design and value of the content. Child scored 1 point for each correct estimation.

Detection of the value attitude towards books according to behavioural criteria was performed using the following methods:

Method 4.1.

Problematic tasks had the purpose to detect the ability to use a book as a source of information.

Execution procedure

The experimentalist asked children questions, to which answers could be found in the book from the corner; also, they were given tasks to accomplish, for which it was necessary to approach to the book. The questions/tasks were: What is represented on the cover of the book "The Golden Key"? How to build a house for a lion (giraffe, porcupine) from the kit? (encyclopaedia). How to make salad "Sea" from symbolic ingredients? (cookbook). Every approach to the book was given 1 point, the success of search was assessed with 1 point, correct accomplishment of the task – assessed with 1 point. Preschoolers could score from 0 to 3 points for each task.

Method 4.2.

Repair of a book. Its purpose was to check the formation of careful attitude towards books.

Execution procedure

Children were invited to the club of abandoned books. There were books that needed to be repaired, looked badly, and therefore they were abandoned by children. Children were suggested to decide what to do with such books. The experimentalist did not interfere with the child's decision and did not force the child to do any actions. If the child had difficulties with decision, the experimentalist could offer help, however, not insisting on decision. The following manifestations were assessed with

1 point: initiative for repair, participation in repair, completion of a book's repair, emotional reactions, careful handling of a book (maximum score was 5 points).

Method 4.3.

Expert evaluation had the purpose to detect the level of children's activity in a group's (family's) reading environment.

Execution procedure

To evaluate this indicator, the following experts were chosen: outside observer (experimentalist), parents, educator, and psychologist. Each expert was suggested to evaluate the child's activity according to the results of their observations on a 5-point scale. To evaluate the results, the method of arithmetic mean was used.

4 Analysis and evaluation of results

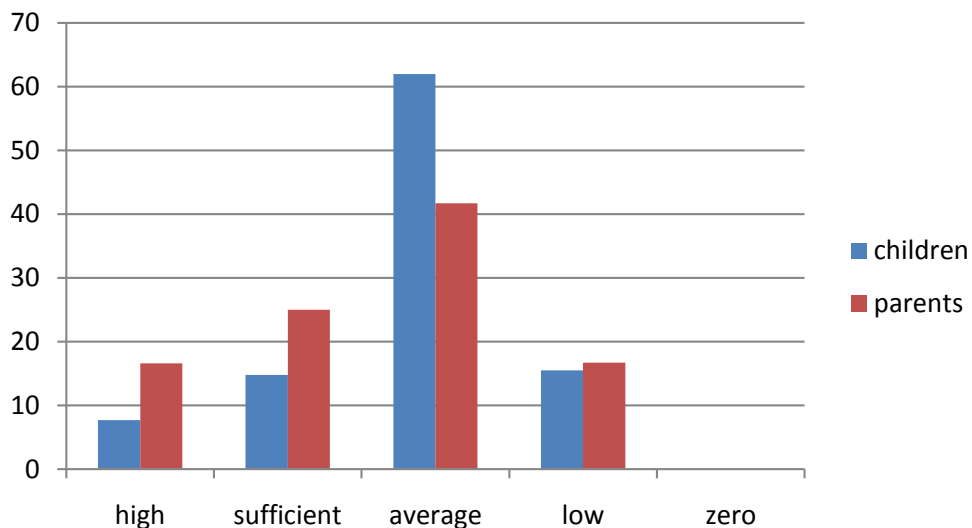
The application of methods characterised above allowed us to determine the level of formation of senior preschoolers' value attitude towards books in experimental groups of preschool educational institutions of Ukraine. Total number of children that participated in the study amounted to 353 individuals. The results of the study of value attitude towards books of children participating in diagnostic examination were analysed by each criteria.

According to the results, we discovered that majority of children (62%) have an average level of formation of the value attitude towards books, and only 7.7% of the children were detected to have a high level; zero level was not detected, and a low level was discovered for 15.5% of children. The high level of value attitude was demonstrated by less than 10% of the children, besides, negative tendencies of the value attitude towards books according to cognitive criteria and indicators "activity of literary and artistic communication", "ability to determine the meaning of a book", "ability to evaluate a book by external and content parameters", "ability to use a book as a source of information" were revealed.

By the distribution of points according to determined levels: high, sufficient, above average, average, low and zero, we also performed a general evaluation of the parents' value attitude towards books. 16.6% of parents were discovered to have a high level of value attitude towards books, 25% a sufficient level, 41.7% an average level, and 16.7% of parents were found to have a low level of value attitude.

Evidently, the results of the diagnostics demonstrate higher rates of parents' attitude value. At the same time, we can observe an equal distribution of levels in both categories of participants. Further processing of the results proved a correlation between parents' and children's value attitude towards books.

Figure 1. Results of the diagnostics of value attitude towards books of children and their parents



In the process of ascertaining the experiment, besides the initial inspection of levels of senior preschoolers' value attitude towards books, we also studied the parents' value attitude towards books, and the range of books that surround a child at home was described. With this purpose we conducted interviews with parents of preschoolers (87 interviewees), taking into account the following criteria of value attitude formation: motivational, emotional, evaluative, cognitive, and behavioural.

The study of readers' interests and value attitudes towards books confirmed more consumer than value attitude towards the books, both by parents and children. The analysis of the interviews with parents detected recognition of priority of information and educational function of a book; at the same time, the majority of parents refer depreciatingly towards children's fairy tales and folklore, pointing out that their place is in early age; for preschoolers as more significant they determine informative literature of practical-developmental and referential genres (75%), particularly electronic means of informing; only 8% of parents preferred books with didactic content. As for adults' attitude towards books, only 15% of respondents noted that they have family libraries and they like to read; 85% answered that they buy books only for their child. At the same time, 98% of respondents agreed with idea that books have not been exhausted in society's life and remain a value nowadays, stating also that books are not prominent in their lives. Evidently, such priorities of parents reflect on children's understanding of a book's purpose, because for majority of them a book is a means of entertainment "enjoy when they read" (19%), a means of adoption of moral rules – "a book teaches how to act" (6%), preparation to school: "it is necessary to read to be taken

to school” (67%), and getting a wide range of information (19%). Thus the results of the research allowed detecting senior preschoolers’ interest to books, their admiration of fairy tales and folklore. Simultaneously, the evident fact is that disparaging attitude towards books by parents reduces their value in the eyes of preschool children and narrows genre diversity of books that are available for children. Only 28% of children named a book as the best present for a friend or themselves. The information stated above shows the necessity of a purposeful educational work in this direction.

The survey of educators proved that a decrease of reading interest of children to some extent was caused by outdated principles of selection of literary works, which did not take into account the vital interests of preschoolers, and was also caused by a monotonous method of work with books in preschool institutions. In general, the results of psychological and pedagogical observations confirm the reduction of books’ role in life of a modern family that is upbringing a child of preschool age, loss of the value attitude towards literature by children and parents, and minimisation of books’ role in educational environment of preschool institutions, causing a reduction of the educational influence of literary word.

The results allowed detecting parents’ predisposition to informative literature (particularly practical-developmental and referential genres): 95% of parents named books of referential or didactic character that preschool children must have among all books. 65% of them named encyclopaedias as the most interesting and useful for preschool children; 25% of parents detected books about animals as the most interesting and useful for children; 8% of parents prefer books with didactic content, and 15% named books for preparation for school. Evidently, such priorities of parents reflect on children’s understanding of books’ purpose, because 5% of senior preschoolers answered that people need books to study and to learn something interesting. In return, 72% of children named fairy tales among their favourite books, particularly fairy tales about animals, folk tales: “Kolobok”, “The Magic Swan Geese”, “The Speckled Hen”. Only 5% of children distinguished the “ABC book” as favourite, 5% of children distinguished books about animals, 5% of children named the Children’s Bible.

The analysis of answers allowed us to detect the lack of parents’ attention to children’s fairy tales and folklore; simultaneously, we detected excessive admiration to informative literature, and parents’ recognition of informative-educational function of books as prior. Not decreasing their importance, we will distinguish other functions of books: educational, entertainment, historical, cultural, aesthetic, national and spiritual, communicative, ethical, emphasised by children’s answers. Only 10% of parents mentioned illustrations as a requirement in children’s books, although we consider design of a book as one of the most important aspects. 10% of parents named the Bible as the main book for children’s upbringing. As for the adults’ attitude towards books, only 15% of respondents mentioned that they have rich libraries and they like to read; 85% of adults answered that they buy books only for their child.

However, the positive fact is that we did not detect any adult respondent who would consider book as needless or exhausted.

As for the upbringing of children's caring attitude towards books, we also obtained positive results: 98% of respondents mentioned that they would renovate damaged books together with their parents. 33% of children would choose a book as a present for a friend, which demonstrates their awareness of a book's value; the majority of children (55%) would choose a DVD with cartoons as a present.

Within the framework of our research, we checked the correlation between the value attitude towards books by parents and their children. We proved the validity of this assumption using Pearson's correlation coefficient calculations.

5 Conclusion

We proved that a direct correlation between parents' and children's value attitudes towards books exists on the level of significance $p < 0.001$. Therefore, the necessity of purposeful work on not only children's but also parents' value attitude towards books is pointed out. The obtained data from the determined stages of experiment demonstrated the precedence of an average level of value attitude towards books by senior preschoolers. At the same time, less than 10% of children demonstrated a high level of value attitude. Additionally, negative tendencies of the value attitude towards books according to cognitive criteria and indicators "activity of literary and artistic communication", "ability to determine the meaning of a book", "ability to evaluate a book by external and content parameters", "ability to use a book as a source of information" were revealed.

The results of the research showed that parents prefer informative literature and recognise the priority of informational and educational function of a book. The majority of modern children also associate books with studying and as sources of information. At the same time, the results also showed the existence of senior preschoolers' interest for books, their admiration of fairy tales and folklore. Sometimes disapproving parents' attitude towards books reduces their value in the eyes of preschool children and narrows the genre diversity of books.

Dr. Olena Linnik, dr. Khrystyna Barna

Vrednostni odnos sodobnih otrok in staršev do knjig

Knjiga je že od nekdaj močno orodje človeške zavesti in vzgoje duše, tudi vir duhovnosti, ljudi pa spremlja skozi celotno življenje. Žal pa sodoben svet in spremembe prioritete, skupaj z najnovejšo informacijsko tehnologijo povzročajo, da knjige postajajo

sekundarni vir informacij, kar se kaže v prekinjanju tradicij in posledično tudi v duhovnem osiromašenju družbe. Glavna naloga naše študije je raziskati vrednostni odnos do knjig v sodobni ukrajinski družini. Cilji raziskave so: zaznati povezavo med vrednostnim odnosom otrok in njihovih staršev do knjig v sodobni ukrajinski družini; določiti, ali imajo starši in predšolski otroci bralne vrednote in prioritete; in analizirati književne žanre, ki jih starši berejo svojim otrokom. Vrednostni odnos je opredeljen kot zavestna, stabilna in selektivna povezava osebnosti in subjekta ali pojava okolja, ki nastane pod vplivom potreb in socialnih razmer, in jo definira osebni pomen tega subjekta ali pojava. Pojem "otroška knjiga" je opredeljen kot verbalno literarno delo, zabeleženo na kakršnemkoli mediju (v tiskani ali elektronski obliki), naslovljeno na otroke različnih starostnih skupin, in je nastalo ob upoštevanju posebnosti otrokovega dožemanja. Posledično je vrednostni odnos do knjig opredeljen kot otrokov stabilen izraz interesov, želja in potreb, ki so povezani z interakcijo s knjigami, sposobnostjo za čustveno odzivanje na njihovo vsebino in obliko, ki temelji na zadostni literarni izkušnji znotraj meja starostnih zmogljivosti. Lahko tudi govorimo o t.i. občutljivosti predšolskih otrok za razvoj vrednostnega odnosa do knjig kot do virov informacij, novega znanja in vtisov, upoštevajoč dejstvo, da je radovednost značilna še posebej za starejše predšolske otroke. Starejše predšolsko obdobje je namreč starost, ko največ otrok osvoji bralne spretnosti in začne spoznavati knjige s popolnoma drugačnega vidika. Sposobnost branja postane sposobnost, na katero so ponosi otroci in tudi njihovi starši. Na nek način celo viša socialni status otroka in branje postane pomemben motivacijski dejavnik pri oblikovanju vrednostnega odnosa do knjig. Starejši predšolski otroci so sposobni razlikovati osnovne književne zvrsti, kot so pravljice, povesti, uganke, lomilci jezika, pregovori, bajke in pesmi. Znajo razlikovati med ljudskimi in avtorskimi deli ter poznajo avtorje pravljic. Sposobni so tudi prepoznati uvod, jedro in zaključek v pravljici. To znanje zadostuje za osnoven vrednostni odnos do knjig. Poseben interes vzbujajo tudi elektronske knjige zaradi svoje aktualnosti in novosti. Vloga tovrstnih knjig v življenjih sodobnih otrok se zaradi razvoja informacijskih tehnologij povečuje. Prednost elektronskih publikacij je v tem, da nudijo skoraj neomejeno možnosti z vidika ilustracij. Omogočajo uporabo različnih predstavnosti, videoposnetkov in glasbenih ozadij, ki integrirano vplivajo na otrokovo čustveno področje zaznavanja. Seveda pa velika pomanjkljivost elektronskih naprav, ki negativno vplivajo na zdravje predšolskih otrok še vedno opredeljuje uporabo elektronskih knjig v predšolskem obdobju kot neprimerno (kontroverzno). Kot instrument za diagnostiko smo preučili metode raziskave vrednot (Thomas, 1988), oblikovali vprašalnik in uporabili metodo projektnega testiranja. Kompleksnost diagnostičnih korakov je temeljila na naslednjih avtorskih metodah: t.i. Value Orientations Survey avtorja M. Rokeacha; Life Meaning Orientations Test in študija pomena avtorja D. Leontyeva, in metoda "Incomplete Sentences" avtorice N. Schurkove.

Diagnostiko vrednostnega odnosa do knjig smo izvedli upoštevajoč naslednja merila: motivacijsko (indikatorji: pogostost dostopa do knjig; trajanje interesa za knjige; prioriteta knjig pred drugimi aktivnostmi), kognitivno (izražajo se skozi otrokovo zavedanje knjig (njihov namen, prednosti in struktura), bogatost literarne izkušnje, aktivnost literarne in umetniške komunikacije, sposobnost zaznave pomena knjige), čustveno in

evalvacijsko (kazalniki so čustvena in evalvacijska percepcija besedila, postavljanje bralnih prioritet, sposobnost ocene knjige po zunanjih in vsebinskih parametrih) ter vedenjsko (kazalniki so sposobnost uporabe knjig kot virov informacij, spoštljiv odnos do knjig, odkrivanje aktivnosti v bralnem okolju skupine oz. družine). Z uporabo zgoraj omenjenih metod smo določili raven vrednostnega odnosa do knjig 353 starejših predšolskih otrok v eksperimentalnih skupinah, izvedenih v predšolskih izobraževalnih institucijah v Ukrajini. Rezultati raziskave vrednostnega odnosa do knjig so bili analizirani po posameznem zgoraj omenjenem merilu. Opredelili smo ravni vrednostnega odnosa do knjig otrok, ki so se nanašale na preoblikovanje faz vrednostnega odnosa do knjig: od ničelnega (brezbrižni odnos do knjige), nizkega (knjiga je le vir zabave), povprečnega (knjiga je vir informacij in čustvene izkušnje), zadostnega (knjiga je lahko umetnina), do visokega vrednostnega odnosa do knjig, kadar otrok odkrije osebni pomen v prebranem oz. zaznanem besedilu. Rezultati so pokazali, da ima večina otrok (62%) povprečen vrednostni odnos do knjig, le 7,7% otrok je izkazalo visok vrednostni odnos do knjig; ničelna raven ni bila zaznana, 15,5% otrok pa ima nizek vrednostni odnos do knjig. Prav tako so bile zaznane negativne tendence vrednostnega odnosa do knjig z vidika kognitivnih, čustvenih in evalvacijskih ter vedenjskih meril in kazalnikov, in sicer "aktivnost literarne in umetniške komunikacije", "sposobnost zaznave pomena knjige", "sposobnost ocene knjige po zunanjih in vsebinskih parametrih" in "sposobnost uporabe knjig kot virov informacij". Raziskali smo tudi vrednostni odnos staršev do knjig in napravili seznam knjig, ki obkrožajo otroke v domačem okolju. Z razporeditvijo točk po omenjenih ravneh smo izvedli tudi splošno oceno vrednostnega odnosa staršev do knjig. 16,6% staršev ima visok vrednostni odnos do knjig, 25% zadosten odnos, 41,7% povprečen ter 16,7% staršev ima nizko raven vrednostnega odnosa do knjig. Za namen raziskave smo v nadaljevanju opravili še intervjuje z 87 starši predšolskih otrok. Analiza intervjujev s starši je pokazala, da ti prepoznavajo predvsem informativno in izobraževalno funkcijo knjig; istočasno ima večina staršev podcenjujoč odnos do otroških pravljic in folklore ter navaja, da slednje sodijo v zgodnje obdobje otroštva; po njihovem mnenju je za predšolske otroke bolj pomembna informativna literatura praktično-razvojne in referenčne zvrsti (75%), zlasti na voljo v elektronskih virih; le 8% staršev daje večji pomen knjigam z didaktičnimi vsebinami. Kar se tiče odnosa odraslih do knjig, je le 15% intervjuvancev povedalo, da imajo doma družinsko knjižnico in da radi berejo; 85% je odgovorilo, da kupujejo knjige zgolj za svoje otroke. Zanimivo pa je, da se je kar 98% staršev strinjalo z idejo, da knjige v družbi še niso obrabljene in da ostajajo vrednota, vendar v njihovem vsakdanu nimajo vidnega pomena. Ugotovili smo, da obstaja neposredna povezava med vrednostnim odnosom do knjig otrok in njihovih staršev z stopnjo pomembnosti $p < 0,001$. Očitno se prioritete staršev v odnosu do knjig odražajo v otroškem razumevanju namena knjig, saj za večino od otrok pomeni knjiga vir zabave – "uživajo ko berejo" (19%), je sredstvo za prepoznavanje moralnih pravil – "knjiga uči kako ravnati" (6%), je priprava na šolo: "brati je treba, da se lahko vpišemo v šolo" (67%), in sredstvo za pridobivanje široke palete informacij (19%). Le 28% otrok je navedlo knjigo kot najboljšo darilo za prijatelja ali zanje. Na podlagi

tega lahko poudarimo, da so na področju vrednostnega odnosa do knjig otrok in staršev nujni ukrepi.

Rezultati kažejo, da imajo starši raje informativno literaturo in bolj poudarjajo prioriteto informativne in izobraževalne funkcije knjig. Prav tako večina sodobnih otrok povezuje knjige z učenjem in viri informacij. Hkrati pa še zmeraj med starejšimi predšolskimi otroci ostaja interes za knjige, še posebej za pravljice in ljudske zgodbe. Občasno neodobravajoč odnos staršev do knjig prav tako manjša njihovo vrednost v očeh otrok in posledično se raznolikost žanrov, ki so na voljo predšolskim otrokom, prav tako manjša. Raziskava interesa ter vrednostnega odnosa do knjig je pokazala bolj potrošniški kot vrednosten odnos tako staršev, kot tudi otrok.

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