

Педагогическая платформа в практике школьных библиотек

The Pedagogical Platform In School Libraries Work

Педагогічна основа в роботі шкільних бібліотек

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Информационное общество изменило парадигму библиотековедения, но демократия и глобализация требуют адаптации, модификации и трансформации современных библиотек как социальных и культурных институтов. Основным условием глобального общества знаний является высококачественное образование. Школьные библиотеки предоставляют информационную поддержку процессам обучения и образовательным стандартам и повышают качество образования.

Эффективная школьная библиотека – это библиотека, во главе которой стоит директор, четко представляющий себе свою роль в информационно-ориентированном педагогическом процессе.

Библиотечная педагогика как «управление процессом чтения» претерпела определенные изменения. Школьная библиотека в Латвии в настоящее время – это открытая педагогическая система, и библиотечная педагогика ориентирована на развитие информационной грамотности. Процесс формирования (а не информирования) библиотечного пользователя и превращение его в полноценного участника общества знаний – основная задача информационно-ориентированной педагогики в школьной библиотеке. Основная проблема заключается в том, что библиотекари в Латвии пропагандируют информационную грамотность, но не обладают достаточной квалификацией для ее передачи потребителям.

Школьные библиотеки не имеют собственной четко сформулированной педагогической платформы, которая предполагает наличие знаний, необходимых для изменения повседневных методов работы на методы информационно-ориентированной педагогики; педагогических и информационных навыков и знаний для понимания своей позиции в глобальном обществе знаний и удовлетворения потребностей образования; знаний педагогики для преподавания различных учебных программ; знаний образовательной системы; знания других образовательных заведений (центров обучения, например); знаний прикладной педагогики применительно к библиотечной системе. Педагогические навыки и знания должны постоянно совершенствоваться в рамках системы школьного библиотечного обслуживания и быть ее составной частью.

Общая цель научной статьи – рассмотреть меняющуюся роль школьных библиотек и те задачи, которые она ставит перед библиотекарями в информационном обществе, обращая особое внимание на текущие проблемы, достижения и решения. Задача статьи – изучить место, роль и аспекты педагогики в работе школьной библиотеки. В данном докладе описывается новая профессиональная роль школьного библиотекаря в библиотечном педагогическом процессе: библиотекарь как педагог, как партнер в сотрудничестве, как наставник, как помощник.

Данная работа – теоретическое качественное исследование. Экспериментальная работа проводилась в средней школе. Стратегия эксперимента заключалась в организации школьной библиотечной работы как педагогической системы.

Information society has spread correction in Library Science paradigm, but processes of the democracy and globalisation determine adaptation, modification and transformation of contemporary libraries as social and cultural institutions. The main condition of global Knowledge Community is a high quality education. School libraries provide informational support for process of learning and standard of education and improves quality of education.

An effective school library is a library lead by librarian, who has clearly defined his role in information – centred pedagogy. Library pedagogy as «management of reading process» has been transformed. School library in Latvia is open pedagogical system nowadays and library pedagogy is centring on the development of information literacy. Formation (not information) process of library user into knowledge society full-scale participant is the main task of information – centred pedagogy in school library.

The main problem is: librarians in Latvia represent Information literacy however they do not have sufficient skills to pass this literacy to library user. School libraries have not their own clearly defined pedagogical platform.

It requires knowledge to change methods from everyday work to information-centred pedagogy. It requires also pedagogical and informational skills and knowledge to grasp the position in global knowledge community and to meet demands of education, knowledge about the pedagogy of various study programmes, knowledge of the educational system, know other educational institutions (e.g. Learning Centres) and the pedagogy applied to the library system. The pedagogical knowledge and skills need to be continuously developed within the framework of school library services and incorporated into them.

Present Latvian educational establishments and librarian community have the term «librarian teacher» (merely term), who's activity result is information literacy. However: information literacy is neither the result nor the process. Thereby the term «librarian teacher» has no cover because there is no learning way, teaching technique, pedagogical competence, cognitive approach, instructing methodology.

The general aim of the research paper is to address the changing and challenging roles for school libraries and librarians in information community, with an emphasis on examining contemporary problems, advances and solutions. The goal of paper is to explore the place, role and aspects of pedagogy in school library work. This article will describe new professional roles of school librarian in librarianship pedagogical process: librarian as pedagogical agent, as pedagogical collaboration partner, as pedagogical mentor, as pedagogical supporter.

This study is theoretical qualitative research. Experimental work has been performed in secondary school. The experimental strategy is to organize school library work as pedagogical system.

Інформаційне суспільство розповсюдило зміни в парадигмі наукових бібліотек, але процеси демократизації та глобалізації визначили пристосування, модифікацію та трансформацію сучасних бібліотек як соціальних та культурних інституцій. Основною умовою глобального суспільства знання є висока якість освіти. Шкільні бібліотеки надають інформаційну підтримку процесу навчання і стандарту освіти та покращують якість освіти.

Ефективна шкільна бібліотека це бібліотека, яку очолює бібліотекар, що чітко визначив свою роль в інформаційно-спрямованій педагогіці. Бібліотечна педагогіка як «керування процесом читання» змінилась. Зараз шкільна бібліотека в Латвії – це відкрита педагогічна система, а бібліотечна педагогіка зосереджується на розвитку інформаційної грамотності. Процес формування (не інформування) бібліотекою користувача як повноцінного учасника суспільства знання – це основна задача інформаційно-спрямованої педагогіки в шкільній бібліотеці.

Основною проблемою є те, що бібліотекарі в Латвії репрезентують інформаційну грамотність, однак вони не володіють достатніми вміннями передати цю грамотність користувачам бібліотеки. Шкільні бібліотеки не мають своєї чітко визначеної педагогічної платформи.

Це вимагає знань як замінити повсякденні методи роботи на інформаційно-спрямовану педагогіку. Це також вимагає педагогічних та інформаційних навичок та знань як захопити місце в глобальному суспільстві знань та як відповідати вимогам освіти, знань про педагогіку різних навчальних програм, знання освітньої системи, знати інші освітні інституції (напр. Навчальні центри) та педагогіку, яка застосовується до бібліотечних систем. Педагогічні знання та навички вимагають тривалого розвитку в структурі послуг шкільних бібліотек та включені в них.

Сучасні латвійські освітні установи та товариство бібліотекарів використовують термін «бібліотечний вчитель», діяльність якого має наслідком інформаційну грамотність. Однак: інформаційна грамотність не є ні результатом, ні процесом. У зв'язку з цим виникають проблеми, зокрема немає ні шляху навчання, ні викладацької техніки, ні педагогічної компетенції, ні пізнавального підходу, ні методології інструктажу.

Загальна мета доповіді полягає в дослідженні змін та трансформацій ролі шкільних бібліотек та бібліотекарів в інформаційному суспільстві, визначенні відповідних проблем та шляхів їх вирішення. Досліджується місце, роль та різні аспекти педагогіки в роботі шкільної бібліотеки. Описано нову професійну роль шкільного бібліотекаря в бібліотечно-педагогічному процесі: бібліотекар як педагогічний агент, партнер, вчитель. Студія виконана на основі теоретичного дослідження та експериментальної роботи в середній школі. Експериментальна стратегія полягала в організації шкільної бібліотеки як педагогічної системи.

Introduction

Information society has spread correction in Library Science paradigm, but processes of the democracy and globalisation determine adaptation, modification and transformation of contemporary libraries as social and cultural institutions. The main condition of global Knowledge Community is a high quality education.

It is essential to maintain and develop the fundamental values of the library and the librarian profession, while also defining the evolution perspectives.

The Latvia National Development Plan, which is one of the basic documents of the country's strategic planning for the period of 2003 – 2006, states that «the development of the nation has to be based on the ability of the society to create new knowledge and to use it to develop national economy and improve the overall standard of living. Combining the knowledge with the capital, technology and work force and the ever growing proportion of the above in each product and activity lead to stabilizing of the «new economy» in Latvia» [1].

Stabilizing the new economy in the current global system of national economies is an essential factor in developing the competitive capacity of the nation.

The libraries of the educational facilities successfully organize their work, provide information to the education process, thus ensuring the realization of the educational standards and improving the quality of the education. Even though the education in Latvia has always been highly valued, joining the European Union and finding ourselves in the circumstances of the global competition brings the education higher on the society's scale of values. The strategic documents of the national development focus on creating an educated society, and to achieve that goal we need to provide high quality education.

Nowadays the library and educational society is very concerned about the role of the educational facility libraries in the process of creating a global information society. In this light, the information society, which includes digitalization, information technology literacy and a good quality overall education, depends directly on appropriately developed financial and human resources of the libraries of educational facilities.

Problem statement

The complex theory of the modern Latvian library science is missing a very essential chapter – library pedagogy. Several individual studies have been performed on library pedagogy and information literacy, **however, during the past ten years there have been no targeted, monographic and comprehensive studies on library pedagogy.**

The library pedagogy as a «reading process management in a library» has transformed. The library pedagogy today is pedagogy focused on the development of information literacy.

The main problem faced by the library society of the Latvian schools today is that the librarian represents information literacy, yet he/she is not able to teach these skills and make them user friendly.

The Latvian library society is familiar with the term *Teaching Librarian*, the result of whose work is information literacy. However, information literacy is not only a product, it is also a process. Thus, the term Teaching Librarian lacks professional coverage, since the following aspects are missing: the teaching theory, cognitive psychology, instructing methodology, analysis of the educational needs of the library users, and many more which will probably be discovered during my promotional study.

However, the Latvian educational and library society does not consider the traditional library work, which is currently transforming into the personal informational culture formation process, to be a pedagogic activity. Also, the conception and objectives of the pedagogic activity of an educational facility library have yet to be formulated.

The general aim of the research paper is to address the changing and challenging roles for school libraries and librarians in information community, with an emphasis on examining contemporary problems, advances and solutions. The goal of paper is to explore the place, role and aspects of pedagogy in school library work. This article will describe new professional roles of school librarian in librarianship pedagogical process: librarian as pedagogical agent, as pedagogical collaboration partner, as pedagogical mentor, as pedagogical supporter.

The social projection phase of the study: library as a pedagogic system

A pedagogic system is a complicated object, which can be analyzed both in respect to the society as a whole and within an individual educational facility. However, it is definitely a set of interrelated elements. These elements form a system only provided that they function according to certain rules and have common characteristics.

The school library today is integrated into a unified social-pedagogic system, it has become a unique mechanism of social communication. At the same time, the education conception has noticeably changed, the mechanical acquiring of knowledge and skills has been replaced by a variable, developing and conceptual teaching system, which is focused on personal development.

The experimental part of the study is taking place at the library of the Olaine 1st Secondary School (Riga region), and the purpose of the experiment is to create a pedagogic system in the library in cooperation with the leading library specialists from the Riga Regional school board and colleagues. The first phase of the experiment was based on the social projection method. 53 librarians from the regional schools and 17 master course students of library science participated in this phase. The social projection method marks the tendencies of the public opinion, the work is carried out in an informal atmosphere between like-minded people, and as a result a theoretical model of some new social phenomenon is created.

Pedagogy is one of those social activities which have always caused countless discussions, unfortunately the same cannot be said about the library pedagogy. Many sources define pedagogy as the art of teaching, and in this light explaining pedagogy in a library is not easy. *Art of teaching information literacy*. The members of the Latvian library society – ordinary school librarians or teaching librarians do not usually discuss this issue. Of course, discussions are never generated in a vacuum, they are always inspired by the context of the respective events. That is why my other goal, parallel to the official objective of the experiment, was to find out whether the information society makes the librarians and teachers see the pedagogic component in the library work, and also to evoke a discussion in the library society, because each discussion is a challenge, and at the same time it gives an opportunity to construct, model the object of the discussion in a different way.

During the social projection of library as a pedagogic system we focused on the following issues:

- a. The essence of the library pedagogy;
- b. The pedagogic environment of the library;
- c. The contents of the library pedagogy platform;
- d. Requirements for a successful pedagogic activity of a school library.
- e. Professional identity of the teaching librarian;

The essence of the library pedagogy

Library pedagogy from the point of view of the master class students of library science:

1. Pedagogy in a library is teaching information literacy. In practice it is limited to identifying user needs and providing the relevant informational services.

2. Pedagogy as didactics of acquiring overall skills. In reality, here the responsible institutions of educational management appeal to the conscience of a librarian as a representative of the knowledge society, saying, for example, that the library is responsible for developing the critical thinking of the user or his information finding skills, while the truth is that a school librarian is not professionally trained for this task.

3. Pedagogy as a science has to be integrated into library only to the extent of the librarian being able to represent the information literacy in a methodologically correct way. The librarian knows, or subconsciously suspects, that his/her pedagogic coverage is not sufficient to carry out the information literacy program.

4. Pedagogy as the art of instructing and means of improving the efficiency of the everyday work of a librarian. Instructing is the aspect of pedagogy which school librarians accept and absorb most willingly, as they believe that instructing the user on acquiring bibliographic or any other information is naturally a part of librarian's job. However, librarians prefer individual training methods in an informal atmosphere, and most of them disagree that the bibliographic self-service skills of the users are best acquired through group work and interactive methods.

The professional pedagogic activity of a librarian is monolithic and at the same time contains many aspects. The term «professional pedagogic activity» consists of two terms, where «professional» means what the librarian must know as a library science specialist, and «pedagogic» refers to the pedagogic essence of the librarian's profession.

This term already contains the principle of pedagogic integration, which is realized by the library science. The goal of the professional pedagogic activity of a librarian is to teach the library user through specific means and methods of library work.

The usage of this term stresses the unity of the professional and pedagogic functions of a library specialist. It is almost impossible to differentiate between these functions in the libraries of educational

facilities. However, the pedagogic essence of librarian's work is most clearly seen through the educating and developing function of a library.

Each library, regardless of its type, but mostly the libraries of educational facilities, carry out the education function (each to a different degree of effectiveness), but this pedagogic activity is fragmentary. Even though according to the scientific and methodic literature, library is attributed the educational function, and has all the possibilities to overcome the information monopoly, education foresees a certain formalization of cognitive activity, based on certain principles of didactics and subject – object relationship. It all belongs to school pedagogy, and it is impossible to mechanically import these principles into other social institutions, and that includes library. A library is a social and cultural institution, which supplements the work of educational facilities by means of cooperation pedagogy. **The role of pedagogy in a library as a social institution is to realize an integrated system of personal education.** Thus, the target, subject and main criterion of the pedagogic process in a library is a person. The conceptual framework of an educational facility library activity consists of the following principles: priority of user interests, cooperation, style of service directed at the personality, which projects the self-realization of the user, forming the scale of values of the reader.

The term «library pedagogy» is rather ambiguous, an opinion exists that it is inappropriate to divide pedagogy into different social branches. Also, attributing a status of a separate pedagogy discipline to library pedagogy might break the link with the reader.

The methodically-theoretic basis of library pedagogy organically connects the fundamental principles of the overall pedagogy with the specifics of library work. The library carries out its educational work through methods which are similar to pedagogy, yet specific. However, one cannot ignore the principles which the library pedagogy has in common with school pedagogy and didactics. For example, school pedagogy fulfills the request of society to teach the amount of knowledge and skills which is included in the national education standard. The direction of library pedagogy in the information society is also determined by society, and not by an individual with his/her information needs.

The pedagogic environment of a library

The modern library defends its right to have a dialogue with the global information society. A multi-lateral dialogue is the basis for pedagogic activity in a purposefully developed library environment, where this dialogue is conducted by the reader, the teaching librarian and the informational environment. On the one hand, the library is a means of adaptation to the informational environment, like a certain psychological and emotional shelter in the ever changing world of information, like a factor of constant, invariable values, from the other hand, the library stimulates the ethical, esthetic and emotional development of personality, it integrates into the continuous process of education.

The library pedagogy is pedagogy of an open environment, not restricted by the library premises. The conception of exoteric, open pedagogic environment in a library offers the possibility of differentiated work with the users and determines the forms of the pedagogic work: play methodology, interest groups, lectures, topical activities, role play, quizzes, discussions, clubs, courses, etc. The conception of a library as open pedagogic environment is based on the requirements of the information society:

- reinforced differentiated work with the library users;
- using interactive work methods, which stimulate the self education of the users and ensure the transformation of users from ideologically emotional influence objects into socially cultural subjects. The modern library is an interactive environment with educating influence, where the user has the right to choose the form and contents of information that meets his/her needs;
- library as a significant scientifically methodological entity (cooperation with educational facilities, promoting self-education and further education).

Pedagogic platform in a school library

The objective of our study was to conceptually mark the pedagogic platform of a school library.

The pedagogic platform of a school library is a program or model of how you see the following terms in your library work: teaching, learning, knowledge, user training, information literacy, informa-

tional culture, pedagogic education of the staff, the library management model, IT training, realization of learning projects, informational services.

This program, and also the library staff has to answer the following two questions: **How?** and **Why?**

How? – with library means, integrating pedagogy;

Why? – to provide for the personal development of the user (pupil, child, student).

The program of the informational coverage of the education process transforms into the tasks of the library pedagogy activity with regard to the readers:

1) formation of the informational culture (creating adequate concepts of the world of information and informational processes);

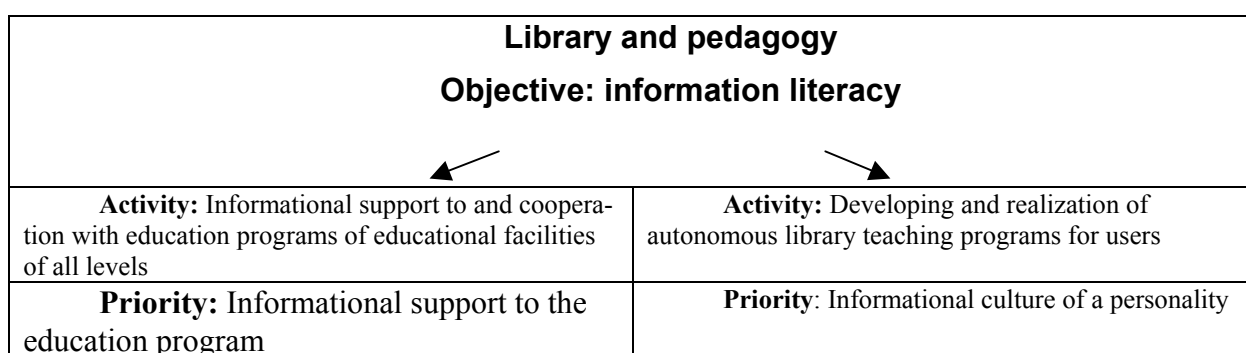
2) developing functional information literacy;

3) providing for informational self-education;

4) developing informational scale of values;

5) Developing the skills of acquiring information.

It can be depicted in the following scheme:



The pedagogical potential of a library in the educational processes is determined by whether the library is able to:

1) cooperate with the educational facility in the process of realization of educational programs;

2) provide the teaching process with a systematic, targeted and differentiated work with the users.

The factors of successful pedagogic activity of a school library:

- Strategic planning
- Professional staff
- Available and useable pedagogic resources
- Possibility to develop the pedagogic skills of the staff
- Support from the management of the educational facility and the pedagogic staff
- A model of school corporative culture which supports innovations
- Transparent and clearly defined information literacy training program
- Identified role of the teaching librarian

Successful planning of a school library work depends on the cooperation between the school administration, students (users), teachers, municipality and the library staff.

Within this program (strategic plan or mission) the teaching librarian carries out the instructing of the library users on information literacy, using his/her theoretical and practical pedagogic skills which have been acquired in a study process, and this program is financially and otherwise supported by the school administration, teachers and the school corporate culture.

The definition of school library mission makes our goals transparent: school library mission is a dynamic activity.

Professional identity of a teaching librarian

The professional roles of a teaching librarian: (in the opinion of school librarians):

- enforcer of a cooperation program;
- cooperation partner;
- pedagogic mentor;
- supporter of the pedagogic process;
- information literacy teacher;
- information acquiring methodologist;
- instructor of self-service skills of the library users;
- IT teacher;
- librarian, who teaches the student to study;
- leader of students' learning projects.

The specialization of a teaching librarian establishes a professional awareness different from the one of other kinds of librarians, with a typical drive to develop the personal culture of the reader, enhanced humanistic and communicative approach.

One of the basic aspects of the pedagogic platform of school library work is the definition of the role and functions of a teaching librarian. School administration and staff have different opinions regarding the work spheres and priorities of teaching librarians. Even those teachers who cooperate with the teaching librarian, define this cooperation as providing informational services by the librarian, while the teaching librarian sees this cooperation as equal partner relationship.

There are two models of the library pedagogy activity: **cooperation model** and **participation model**, which is carried out by the teaching librarian. Models of successful cooperation between pedagogues and library specialists have been studied and published since the 1980s. In 1989 the specialists issued a warning about the gap which exists between the real activity of the librarians and their willingness and potential to be involved in the theory and realization of study programs and plans [2]. The library pedagogic activity both in Latvia and in the foreign countries until the middle of the 1990s developed mostly as neutral or positive partnership between the pedagogues and librarians. In this model of cooperation, the pedagogue is responsible for the contents of the study material and the student (reader, user, pupil, teacher), while the librarian (information literate by definition) is responsible for the strategy of searching for and finding the requested information, thus developing information literacy of the library user.

The list of these roles, which are really the pedagogic functions of school librarians, shows how different and fragmented is the understanding of school librarians of their new professional identity. Losing the professional identity may lead to professional frustration.

Conclusions

A modern educational facility library has a significant pedagogic potential: forms and methods of the librarian's work, staff, resources which meet the needs of the study process and education, bibliographic reference apparatus, premises and technologies which ensure individual and group work as well as cooperation between the teachers and librarians.

The informational coverage of the education process is based on social, pedagogic and technical professionally organized cooperation between the librarian and the library user. The realization of such cooperation ensures the adaptation of a library user as a participant of the education process into the modern information society.

Only the correlation of three components: Library user – Library teacher / Librarian – Educational environment of the library, allows to realize the pedagogic platform or the school library pedagogic system.

The method of social modelling has marked out perception of school librarians about pedagogical process in library. Slightly provocative conclusions are the main result of research. They are useful for further research:

1. The pedagogic disposition of the library process is a phenomenon of the library science.
2. The process of integration of pedagogy into the library work and theory can be regulated, without losing the traditional values of the library science (library science and pedagogy are equal).
3. The problem faced by the library science is the unwillingness to integrate pedagogy as a scientific discipline, while willing to teach the information literacy.

4. The pedagogic process in a library is a system of pedagogic knowledge and skills, which in the Latvian library practice has been carried out on an amateur level for more than a century.

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